

## THE USE OF THINK TALK WRITE (TTW) TO IMPROVE STUDENTS' WRITING SKILL OF NARRATIVE TEXT AT GRADE VIII<sup>A</sup> SMPS JOHAN SENTOSA

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**Abstrak** Penelitian ini dilaksanakan untuk menemukan beberapa gejala, yaitu sebagian siswa kurang tertarik dalam belajar tentang teks naratif, sebagian siswa masih mendapatkan kesulitan dalam menulis kalimat, kurang mempunyai kosakata bahasa Inggris dan para siswa tidak tertarik untuk menulis. Rumusan masalah dalam penelitian ini adalah Apakah Penggunaan Model Pembelajaran *Think Talk Write* (TTW) Dapat Meningkatkan Kemampuan Menulis Pada Materi Teks Naratif Di kelas VIII<sup>A</sup> SMPS Johan Sentosa dan Apa Faktor-Faktor Yang Mempengaruhi Perubahan Kemampuan Menulis Siswa Pada Materi Teks Naratif Dengan Menggunakan Model Pembelajaran *Think Talk Write* (TTW) Di kelas VIII<sup>A</sup> SMPS Johan Sentosa. Tujuan dari penelitian ini adalah untuk mengetahui Keefektifan Penggunaan Model Pembelajaran *Think Talk Write* (TTW) Materi Teks Naratif Di kelas VIII<sup>A</sup> SMPS Johan Sentosa. Jenis penelitian ini adalah penelitian tindakan kelas. Penelitian ini dimulai dari 09 Juli 2018. Teknik pengumpulan data pada penelitian ini adalah dengan observasi, tes, catatan lapangan dan wawancara. Populasi dalam penelitian ini adalah siswa kelas VIII yang berjumlah 25 siswa. Instrumen pada penelitian ini menggunakan tes. Berdasarkan perhitungan pada tes pertama pada siklus I rata-rata adalah 72,00. Selanjutnya, pada tes kedua pada siklus II rata-rata adalah 79,36. Jadi dengan model pembelajaran *Think Talk Write* (TTW) dapat meningkatkan kemampuan menulis siswa pada materi pelajaran naratif text di kelas VIII<sup>A</sup> SMPS Johan Sentosa Kabupaten Indragiri Hulu.

This study is to face some symptoms that are some students do not interest in learning narrative text, some students difficult to write, and some students are poor vocabulary. The formulation of the problem in this research are "How does the using Think Talk Write learning model can improve the students' writing skill on Narrative Text at Grade VIII<sup>A</sup> at SMPS Johan Sentosa?", and "What are the factors that influence changes of students' writing

skill on narrative text by using Think Talk Write learning model at Grade VIII<sup>A</sup> at SMPS Johan Sentosa?”. The purpose of this research are to know the effectiveness of using Think Talk Write learning model in improving students’ writing skill in narrative text at Grade VIII<sup>A</sup> at SMPS Johan Sentosa, and to know the factors that influence changes of student’s writing skills on narrative text by using Think Talk Write learning model at Grade VIII<sup>A</sup> at SMPS Johan Sentosa. The kind of this research is Class Action Research (CAR). It was started from July 09<sup>th</sup> 2018, and for data collecting technique was using observation, field notes, interview, and test. The population in this research are 25 students, and the instrumentation by using test. Based on the calculation in the first test at cycle I the average is 72,00. Next, in the second test at cycle II the average is 79,36. So, the using of Think Talk Write Learning Model can improve the students’ writing skill on narrative text at grade X VIII<sup>A</sup> at SMPS Johan Sentosa Indragiri Hulu District.

**Keywords:** Writing Skill, Think Talk Write (TTW), Narrative Text

## A. INTRODUCTION

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, bussiness, tourism, transportation, sports, international relationship, etc. In Indonesia, english is adopted as the foreign language. English involves into education curriculum that every school runs. It becomes a local content in elementary school, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. This is because of the situation we are facing now is globalization era. In learning English, students must master two language skills, that is receptive and productive. Receptive skill include listening and reading, while productive skills include speaking and writing.

Writing skill is one of the skill that can not reach easily because this skill can not be found through the interaction of spontaneous and natural (Zainurrahman, 2013:6). When someone hears the word writing he will think about text. It means writing is talking with other people by using paper or computer. According to Suparno (2006:13) “writing is an activity of delivering a message (communication) by using written language as a tool or media.” In writing, students can express their ideas or opinion, thoughts, and feelings that they have to develop the thinking and creativity of students in writing. In this modern life, the writing skill is very needed because writing is communication activities in the form of delivery of written messages to other people (Oshima, 2007). Writing is a good way to

practice grammar, it helps students to remind and find new vocabularies and learn the rules of English punctuation. Teaching writing narrative text at SMPS Johan Sentosa. It comprises three main organization; orientation, complication and resolution. It is generally written in simple past tense. Based on observation that conducted by researcher onat SMPS Johan Sentosa, there was a educational problem that occurredthere related subjects. Researcherfound that students in the classVIII<sup>A</sup> when studying English, many of them who have not been able to write well, they still had difficulties in writing, such as they did not master the grammar, could not generate idea, and did not master in vocabulary. It makes the result learning of the class still low and do not reach the KKM that is 75.

In teaching writing, the teacher can use Think Talk Write learning model. This model makes student must communicate their idea. Think Talk Write is one of the learning model that is used to train the students' skill in writing. According to Sardiman in Aris Shoimin's book ( 68 Model Pembelajaran Inovatif dalam Kurikulum 2013), Think is a mental activity to can formulate sense, and take the conclucion. Talk mean giving idea. Furthermore, Aris(2013: 213) states that "write is giving idea on the paper. To reparaire the learning process like this, so it have to do the research."That is about 'Improving Students' Writing Skill of Narrative Text by Using of Think Talk Write Learning Model at Grade VIII<sup>A</sup> at SMPS Johan Sentosa'.

Based on the explanation above, the purposes of this research are (1) to find out how much Think Talk Write can improve students' writing skills in narrative texts in class VIII<sup>A</sup> SMP S Sentosa, as well as what factors influence the improvement of writing skills and (2) to find out the factors that influence the changes of students' writing skill of narrative text by using Think Talk Write at grade VIII<sup>A</sup> of SMP S Johan Sentosa.

## **B .METHOD**

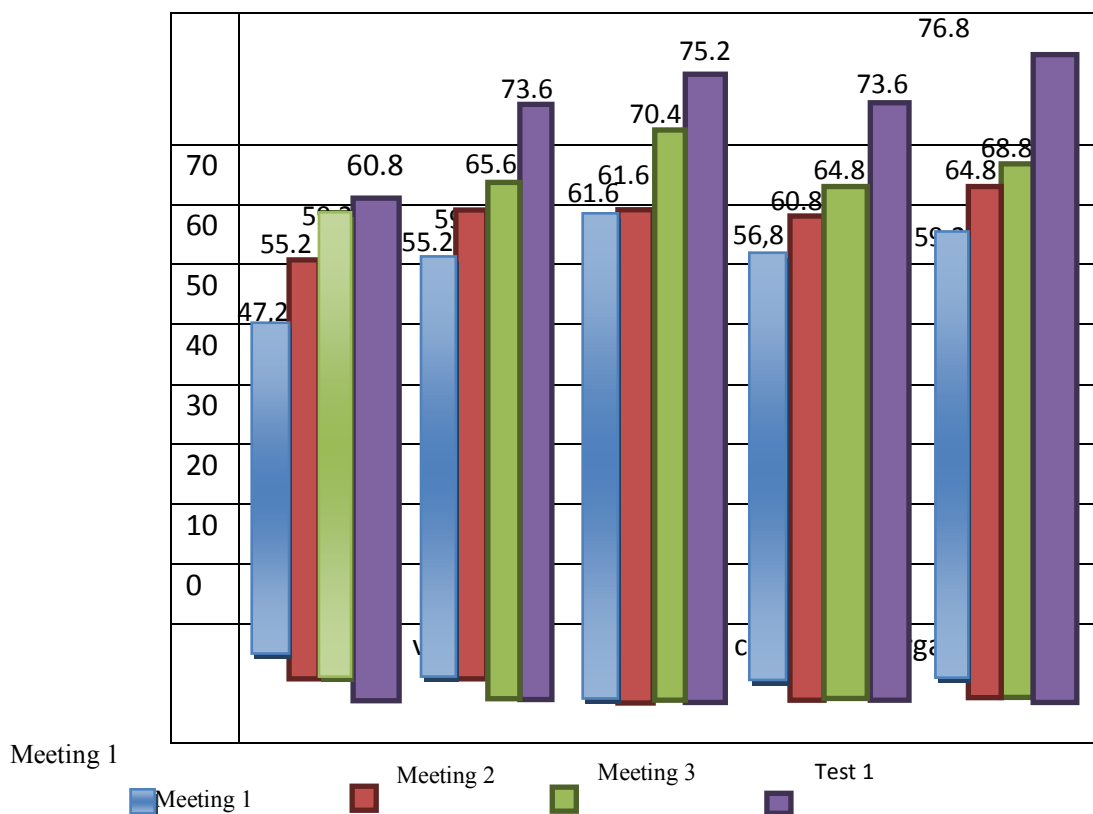
The method used in this study is Classroom Action Research (CAR), method which is derived from the root of an action research. Because it occurs in the classroom frame, it is called CAR. According to Suharsimi Arikunto (2015: 5), "classroom action research is an observation of the activities of learning in the form of an action deliberately raised and occurs in a class together."This research was done in two cycles in cyclic process which involved four steps for one cycle. It was done by admitting the model that is suggested by Kemmis and McTaggart in Burns (2010:9). They propose "the model of classroom action research which involves planning, action, observation and reflection".The researcher workedcollaboratively with other English teacher to get better result.

This research had been conducted at SMPS Johan Sentosa PT KAT Kelesa village, Seberida Sub Distric Indragiri Hulu Distric. The subject of this research is the students in SMPS Johan Sentosa, Academic Years 2018/2019. The number of students are 25 (Twenty- five), it was chosen based upon the researcher’s observation at that class that proved they were not enthusiastic and not courage enough be involved in the writing learning process. In collecting data, the writer used test, observation checklist, field note, and interview. The test gave at the end of the cycle. The test was in form of essay. Observation used to measure the students’ improvement.

**C. RESEARCH FINDINGS**

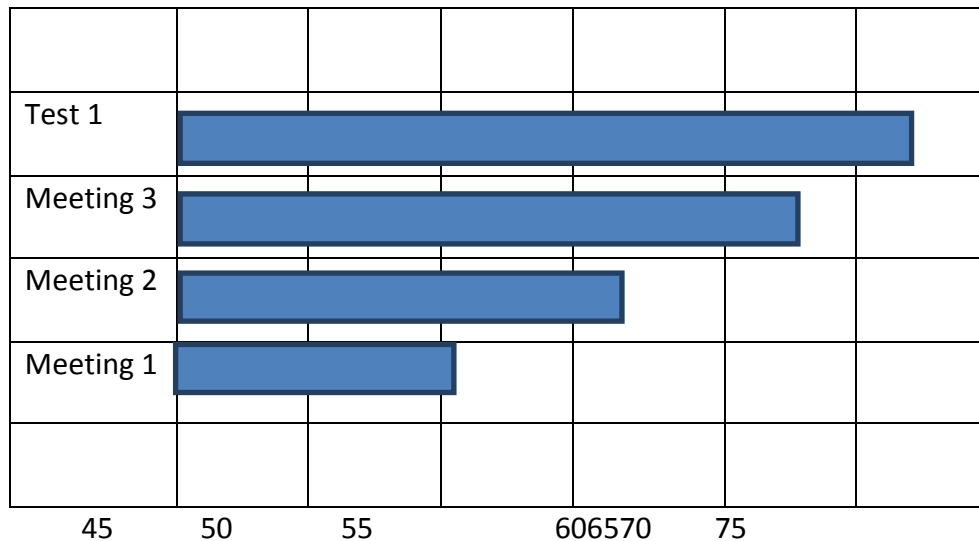
Findings of the research contain analysis of two different kinds of data; quantitative and qualitative data gathered in the research. After doing the research the quantitative data showed the students could write narrative text better than before of the research during two cycles treatments in six meetings. It was indicated from the improvement of means score of the students’ writing skill in cycle 2. Moreover, there are also improvements of students’ writing skill of narrative text for each indicators of writing narrative text. Finally, the following are the detail of explanations about the teaching and learning process and the findings of the research. At this stage she was also evaluated the ability of students to each indicators in writing. For more detail, the result can be seen in the chart below.

**Graph1.Students’ Writing Skill Indicators Improvement at Cycle 1**



Based on the data above, it can be seen that each indicators of the ability to write has increased from one meeting to another meeting. It shows that the students' writing ability is better before the implementation of Think Talk Write Learning Model. Nevertheless, their results have not been satisfactory. Because just eleven students reach the standards of mastery learning is 75.

**Graph 2. The Students' Writing Average at Cycle I**

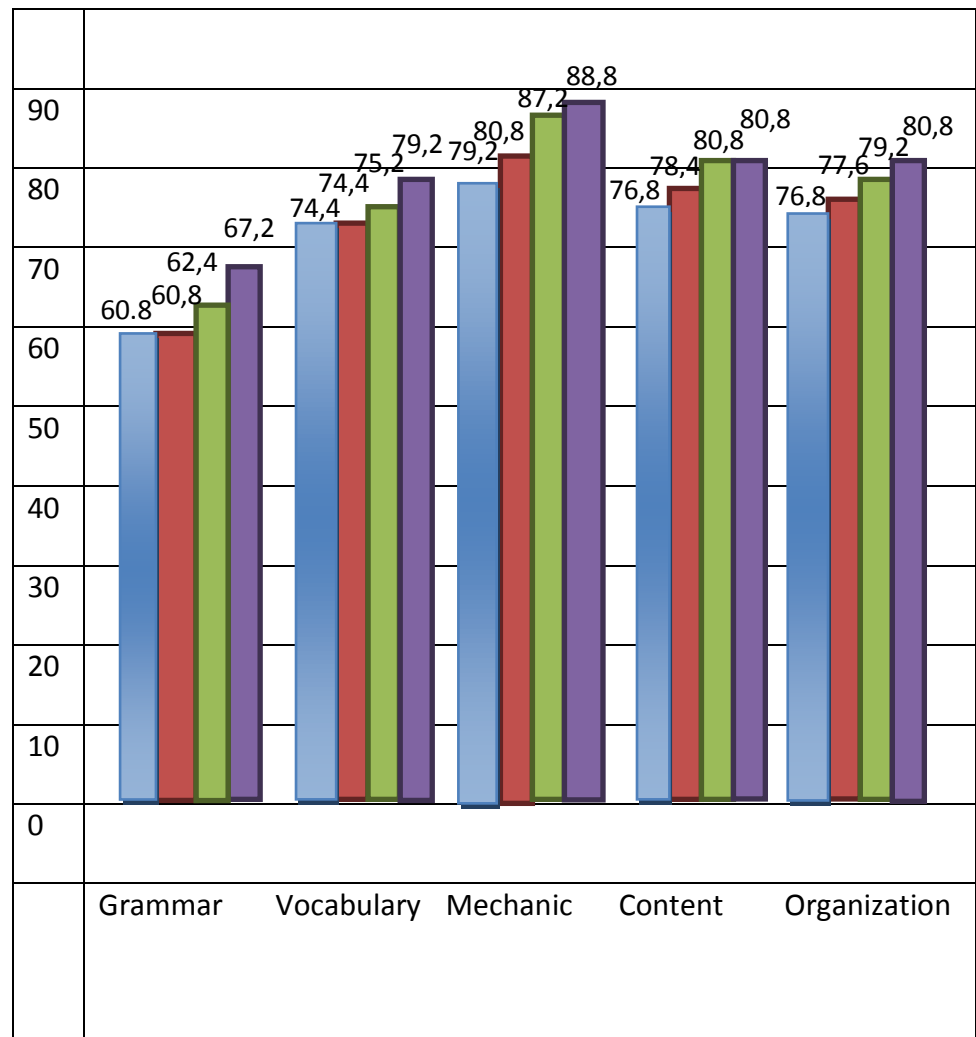


	Meeting 1	Meeting 2	Meeting 3	Test 1
■ Mean score	56.00	60.32	65.76	72.00

Regarding the data above, it determines the students' writing ability at descriptive text for the cycle I. The ability of students to become apparent that they could improve their writing skills through the use of Think Talk Write Learning Model. They can reach a development from one meeting to another. The value starts at 56.00 at the first meeting of the cycle 1. Then the values increased throughout the meeting. Finally, in the first test on the ability to write narrative texts that students can reach 72.00. Therefore, treatment in cycle one is required to increase the value.

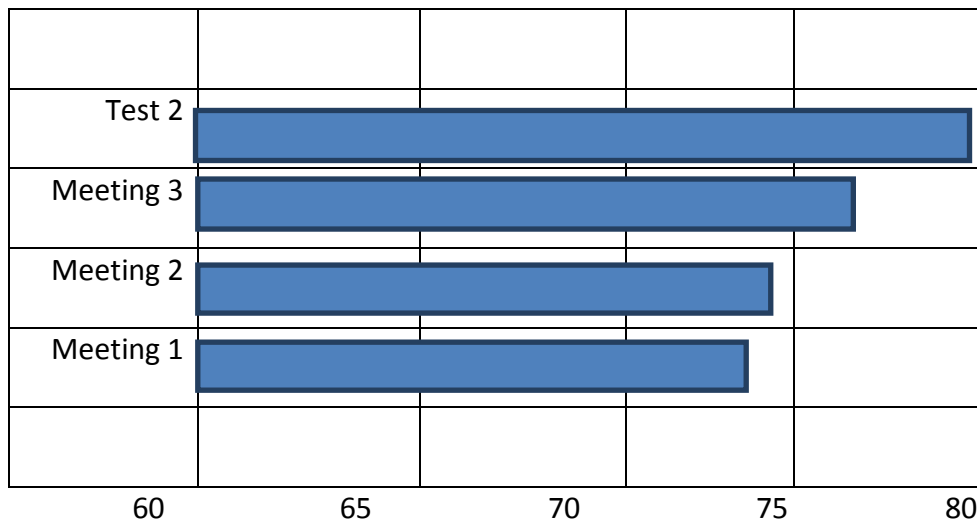
It can be concluded that students need more treatments in next cycles. For further understanding could be found in the following description based on the graph above. She also evaluated the ability of students in each indicator of writing. For more detail, the test results can be seen in the following graph:

**Graph 3. The Students' Writing Skill Improvement at Cycle II**



The graph above shows the data quantitative improvement of writing skills of students in the second cycle. The graph illustrates that their writing skills significantly improved, which can be seen from the increase in the average value of each indicator in writing. At the end of the cycle, they scored higher than the average minimum standard of graduation. That means that the use of think talk write model may bring positive results in the improvement of students' abilities.

**Graph4. The Students' Writing Skill Average in Each Meeting of Cycle II**

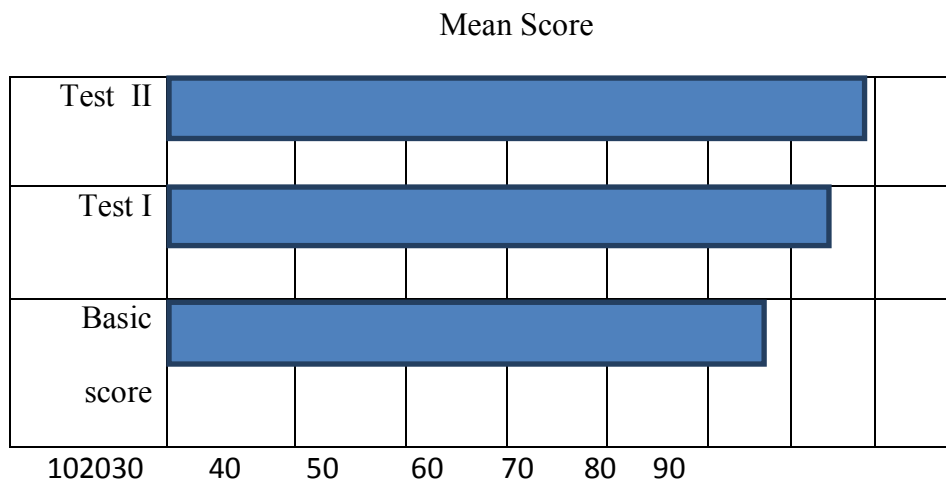


	Meeting 1	Meeting 2	Meeting 3	Test II
■ Mean score	73,60	74,40	76,96	79,36

From the above results, it can be concluded that students' writing ability after receiving several improvements to the Action Research (PTK) through the implementation of Think Talk Write Learning Model achieve better improvement. In other words, the use of picture on these research can help students to increase the value of the indicator writing. The results is higher than KKM is 75. Therefore, this suggests that the success of this research to improve students' writing the narrative text.

After the improvement of students during the three meetings, the researcher tested the students' writing skill on narrative text at the end of the second cycle. The results of students in these tests was satisfactorily, because students can achieve an average score that is higher than the minimum completeness criteria (KKM). It can be concluded that they could improve their writing ability by using Think Talk Write Learning Model. In other words, this strategy effective for the results of the students' writing skill. Finally, it can be categorized as successful research.

**Graph 5. Comparison of Students' Basic Score, Test I, Test II**



The data above shows the difference between the average value of the basic value, the value of the test I and II. As evidence, in which the initial value prior to the implementation of the Think Talk Write Learning Model in their writing class, students are only able to get the average score 68 that score shows that results are still bad. Therefore, it requires the implementation of a strategy or media to improve outcomes of writing. Then after several improvements in the first cycle, students can increase the value of the average writing skills 72,00 can be explained that students have an increase after the implementation of the Think Talk Write Learning Model in a writing class. Because the results of the students in the first cycle can not reach KKM, research should continue into the second cycle. After giving the test, it was found that the average score of students' writing improved significantly, that is 79,36. Than minimum completeness criteria in the subjects of English at the school is 75. It can be stated indirectly, at a meeting II, students acquire a good process and a significant increase in the ability to write by using Think Talk Write Learning Model.

Regarding the data above and analysis, the researcher found that activity in the use of Think Talk Write Learning Model contributed positively to the improvement of students' writing. The data was enough to prove that the process is in the process of teaching and learning are active in solving the problem of students' writing skill.

**D. CONCLUSION AND SUGGESTION**

After finishing and conducting this research with the title “Improving Students’ Writing Skill Of Narrative Text By Using Think Talk Write (TTW) Learning Model at Grade VIII<sup>A</sup> at SMPS Johan Sentosa”, the researcher can finally conclude the result of this research.

This research was conducted to determine the extent of think talk write learning model can



improve students' writing skill of narrative text in narrative text by using the think talk write learning model of class VIII<sup>A</sup> at SMPS Johan Sentosa PT. KAT- Kelesa. After analyzing the data quantitative and qualitative data it can be summed up as follows:

The use of think talk write learning model improve students' writing on narrative text in class VIII<sup>A</sup> at SMPS Johan Sentosa. This is supported by quantitative data which showed the improvement of students' writing ability in each indicators; grammar, vocabulary, mechanic, content, and organization, as well as the average score of their basic score, the writing test in the first and second cycle. The average score of the basic score was only 68, in the first cycle average score of students increased 72,00 and in the second cycle increased to 79,36. It means that the average score of students in the second cycle achieve standard Criteria Minimum (KKM) English at SMPS Johan Sentosa is 75.

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