
**THE IMPLEMENTATION OF THINK TALK WRITE (TTW)
IN TEACHING WRITING TO Xth GRADE STUDENTS AT
SMAN 1 NGAWEN BLORA
ACADEMIC YEAR 2015-2016**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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the English Education Department Examination Committee of
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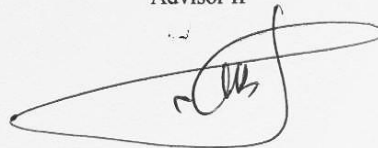
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ABSTRACT

Teaching writing is not easy, and students often feel difficult in writing they not only express their ideas but also describe the characteristic of subject matter. They get difficulties such as in their structure, mechanism (capitalization, punctuation), and vocabulary. To help the students with their difficulties, the teacher uses technique Think-Talk-Write (TTW). Think-Talk-Write makes students thinking, talking and share their ideas before they write. This research focus on the implementation of TTW in teaching writing, the students writing skill being thought using Think-Talk-Write, and the advantages and disadvantages of Think-Talk-Write (TTW).

In this research, the researcher used descriptive qualitative research. Because this research describes the real condition on the implementation of Think-Talk-Write (TTW) in teaching writing to the first grade students of SMAN 1 Ngawen Blora especially in class X MIPA 2 in academic year of 2015-2016. The data was taken by researcher on August until September 2015. In this research, the researcher used some instruments, they are: observation, interview, and questionnaire to collect the data.

Based on collected data, the researcher found some results, they are; 1) The implementation of Think-Talk-Write (TTW) in teaching writing to first grade student at SMAN 1 Ngawen Blora is good, the teaching and learning process started from the teacher by preparing lesson plan and the material, the teacher used three stages; Think-Talk-Write, the material is interesting and relevant with the students' daily life, and the implementation of Think-Talk-Write (TTW) in teaching and learning process in the classroom, students are enthusiastic to the technique. 2) Students writing skill is obtained from the portfolio of students work. In structure, the student task is good. They did task well with work on the types in conditional sentence. Besides that, the mechanism as punctuation, capitalization is less they did not give attention to the word by word. Because they just did task until finish. And the vocabulary, students have different capability about vocabulary it looked that where they use dictionary for searching the word by word. 3) The advantages of using TTW for the students in affective component namely; they more feel enjoy, give good response to the teacher feedback. In addition, cognitive component the research concluded that they could understand the material well, memorize new writing sentence based on the topic that given by the teacher, and most of them felt that learning writing sentence through TTW is easy. But the students need more time to finish the work. Besides, the teacher faced problem that students are still confused because they have never learned writing using technique before.

In conclusion, the implementation of Think-Talk-Write (TTW) in teaching writing is good. Think-Talk-Write (TTW) can help the students to explore and improve students' idea. The researcher suggests to the English teacher to use think- talk-write (TTW) because it can make the situation of teaching and learning process enjoyable, active, and creative.

Key words: Think-Talk-Write, Teaching Writing, Writing Skill

1. INTRODUCTION

Most of the students who have a formal education system will learn to write, as Weigle (2002: 5) points out it clearly that writing is seen not just as a standardized system of communication but also as an essential tool for learning. It means that writing is one of important skills to learn, particularly in learning English.

To support statement above, Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Based on the statement above, it is clear that writing is one way to express one's ideas, by writing down their ideas into a sentence / into text form. Beside that, before writing down our ideas into text form, in order to get a better result, it needs some processes of writing.

But the students have difficulties in writing includes; the influence of the mother tongue, the use of words, inappropriate, and ungrammaticality. Finally, teachers must find appropriate teaching model for students to be able to improve the ability to write a sentence correctly.

Therefore, the teacher chooses to use a model of teaching and learning with a communicative approach, one of

the communicative approach used by teachers in teaching writing is Think Talk Write.

The strategy was first introduced by Huinker & Laughlin.

According to Huinker & Laughlin (1996: 82) in Zulkarnaini (2011):

The think-talk-write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.

It means that the existence of this strategy greatly helped students because they can be more active make a sentence in the learning process of writing.

Beside that, Huinker & Laughlin (1996: 82) have stated that TTW has some advantages in learning process of writing; a) Allow students to interact and collaborate to talk about his research or their little notes with other members of his group, b) Students engage directly in learning so motivated to learn, c) This model centered on students, e.g. provide an opportunity in teacher and students served as mediators of learning

environment. The teacher becomes the student participation rate monitoring and especially in the discussion. It means that the strategy of TTW it can give advantages for students to create good socialization to each other in writing.

However, when researcher was conducted observation and interview on the one week of August 2015, researcher gets some results from English teachers. The result is about the problem in teaching English especially in teaching writing. The writing skill's of first students from SMA N 1 BLORA is bad. They have difficulties in writing includes; the influence of the mother tongue, the use of words inappropriate, and grammar less. Beside that, when teacher give a material, mostly, the students are not interested in the method that applied in the class. Delivering materials need more interesting method. It's not easy for the teacher as facilitator to guide them in teaching the aim study without using suitable method.

To solve the problems about difficulties in teaching English in writing, the teacher chooses the strategy Think Talk Write (TTW) to teach writing to the first grade students of SMAN 1 Ngawen Blora because the strategy can minimize the students' difficulties in learning writing. TTW makes the students have motivation to

think, participate in the learning process, communication clearly, train the students to write the result of discussion in written form systematically.

Based on the statement above, the researcher is interested in investigating the implementation, its effect on students writing skill, and advantages and disadvantages when applied to teach writing.

II. RESEARCH METHOD

The design used in this study is a qualitative research. According to Strauss and Corbin (2003: 72), "Qualitative research is proposed as a kind of research that the results do not have a statistical procedure or any other form of arithmetic". Then, a qualitative descriptive selected by the researchers as a step of writing to obtain information about the writing skills of students from SMAN 1 Ngawen through the application of Think-Talk-Write Strategy. This is related to the theory Moleong (2011: 233) that qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects, for example, behavior, perception, motivation, action, and others, in a holistic manner, and in a manner descriptions in the form of words and

language, special natural context and by utilizing a variety of natural methods.

The researcher chooses descriptive qualitative because the researcher attempts to describe the life and man actions specifically on a specific location with a particular case. According Freeman and Long (1991:11) that descriptive qualitative is the study which is designed to identify and describe the observed phenomena in the form of words rather than in number.

In this study, the researcher as instrument of the research, because he have more background knowledge about the context is research. The researcher prepares a guideline containing the interview questions were adjusted with the theory and to the principal problem in this research.

That means the researcher gives some questions to collect data and also understands what happened. Staples of this problem may develop in order the researcher finds other information that relates to the subject of these problems during the interview takes place. In addition, to strengthen the evidence, researcher will do documentation and observation. The researcher is doing analysis according to inductive toward the data which has been obtained. In here, researcher as complete observer because they directly descended to the

area of research and gives the instrument to the students that the research is also known existence by students.

In this study, so that its implementation was routed and systematics then the compiled research stages.

Harmer (2001: 78) defines that the procedure is an ordered sequence of techniques. It is usually use to arrange the order of activities systematically and it can be divided into stages. According to the statement, in collecting the data the researcher also makes a procedure and it is arranged in to some stages that can be seen as follows:

1. Asking permission to conduct a research to headmaster
2. Preparing the instrument of the research. The instruments that researcher uses are observation, interview, questionnaire, and documentation.
3. Doing observation to know teaching English activity in the classroom when the teacher is teaching writing using Think- Talk- Write
4. Giving questionnaire to the students.
5. Interviewing the English teacher.
6. Collecting the data that had been taken from observation, interview, questionnaire, and documentation.
7. Analyzing the data.

8. Drawing conclusion from the result of observation, interview, questionnaire, and documentation.

Citing Mc.Leod opinion, the notion of data from an information system as fact. When the data is processed, it can be turned into information, so the information is data that has been processed and has a meaning for the user.

Which is the source of the data in this study is the subject of where the data can be obtained. Source of research data can be classified into two, among them:

a. Primary Data

Primary data or the first data is the principal source of data collected directly from the object of the study investigators. Research substance figures, for example, is the primary source of a number of papers which directly by the object under study, form of primary source documents defined as the direct source of the data obtained directly from the institutions or foundations that have the authority and responsibility to the collection or storage of documents.

This data acquisition researchers have gained through direct observation and interviews with the subject in question is the coach and scout prospective learners in SMAN 1 Ngawen, Blora.

b. Secondary data

Secondary data is additional data sources according to researchers support the basic data. Furthermore, in the secondary data, researchers get through the literature, namely books literature relevant to the research conducted. These books is a reference that encourages researchers pointed opinion about this study and also in the form of a document that strengthens the research.

Secondary data were obtained from observation school and English teacher, English teacher interview, questionnaire to students of class X MIPA2, and take the documentation of teachers and students, after all the data is obtained, the researcher's presence here can help students in the process of learning to write a sentence in English.

In procedures of collecting the data. As already mentioned, the quality of the data is determined by the quality of the data collection tool or empirically. If the tool makers quite reliable and valid data, the data will also be quite reliable and valid, the following is the method used to collect data in research;

The first, observation is one of the very important methods for obtaining comprehensive data in qualitative research.

Crosswell (2009: 168) has state that: "In qualitative observations are those in

which the researcher takes field notes on the behavior and activities of individuals at the research site”. It is clear that in observation the researcher observes teaching and learning process in the classroom and students response during teaching and learning process. The researcher observes the teacher and the students during teaching and learning writing conditional sentence using Think-Talk-Write (TTW). Observation means observing aims to obtain data about a problem in order to obtain an understanding or as a means rechecking, or verification of the information / information obtained previously in teaching writing using TTW.

The second, Interview is basically conducted as conversational exchanges; acquire verbal answer for questions that is asked verbally in a meeting. These can be personal, such as face to face, or by telephone. As John (1996: 164) argued that: Interview is an oral questionnaire. Instead of writing the response, the subject or interviewer gives the needed information verbally in a face-to face relationship.

The advantages of interview are : to get more information, especially related with someone’s privacy, to get the information what we want sooner, to make sure that all the data is from the real source (validity and reability), and

the respondent is more flexible in giving the information. Interview is also used to support or complete the data which is obtained from observation. It means that researchers directly involved with the object under study, and the excess in interview techniques and focus of the study is the object which can be studied developing or developed to the fullest because it can uncover all the information further to the answers that if incomplete or difficult to understand.

Here, the researcher becomes interviewer and the teacher becomes participant. The researcher asked the teacher about writing skill of students and how the implementation of teaching writing using TTW.

The third, According Dr. Godfred (2014: 1), questionnaire is a form that contains a set of question as a topic or group of topics designed to be answered by the respondents.

According to Taylor (1998: 5), “Close-ended questionnaire is list answers, and respondents select either one or multiple responses.” These question produce more uniform answers than open-ended questions, but depend upon your knowing and including all relevant and responses in the list. The writer used closed-ended questionnaires and make 10 questions that must be answered by students.

Writers choose this instruments because the writers want to know about the advantages and disadvantages being taught using Think-Talk-Write strategy.

The last, Further, Ary (2002: 435) describes documentations as follows:

Qualitative researcher may also use written documents to gain an understanding of the phenomenon under study. These documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, or minutes that have been prepared by observers of an event or setting; or documents of popular culture, such as book, films, and videos.

Beside that, documentation is used to complete the data besides observation, interview, and questionnaire. Here, the documentation is observation sheet, list of interviews, teacher's lesson plan, material, and also photos.

After data collected, the researcher analyzes by using data reduction; data display; drawing conclusion / verification.

To check the validity of the data obtained so completely in accordance with the objective and purpose of the research, then the researcher used triangulation technique. Data

triangulation is a technique of inspection data utilize something else outside of such data for the purposes checking or as a comparison of the data. Moleong (2015: 330).

III. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The writer divided the research finding into three parts; they are based on observation, interview, and questionnaire.

From observation, the researcher concludes that in teaching activities in the classroom is very important, especially in teaching using TTW.

It clear that there are steps in the implementation of Think-Talk-Write (TTW) in teaching writing. First step is divide the students in to eight groups. Each group consist of four students. Then the teacher gave blank paper to each group and asked the group to make sentences using types 1, 2, and 3 in conditional sentence. Second, the students should "think" what they would do about the conditional sentence given by the teacher. After that, students analyze and make some notes based on teacher instruction individually that will be discussed in "think" activity. Third, in activity talk the students shared what their mind with their group. Then, students make interaction and

collaboration with their friends in a group to discuss the notes they made in “talk” activity. And the last, students construct their knowledge by themselves in creating conditional sentence as the result of collaboration in “write” activity. Then, one person on group write in white board with the result based on the discussion.

This data were gotten from students tasks that were done in groups in two meeting. The assessments conducted by teacher. The assessment aspects compress of structure, mechanism, and vocabulary.

In structure, the students task is good. It can be seen from the students’ score that ranges between 70 until 85. They did task well with work on the types in conditional sentences. Beside that, the mechanism as punctuation, capitalization is less. They did not give attention to the word by word. They just did task until finish. And, the vocabulary. Students have different capability about vocabulary. It look that where they use dictionary for searching the word because they did not know word by word.

The researcher concluded that three aspects above are important to conduct writing skill of the students become even better.

However, the factors supporting that investigators get stronger. In affective

component is 35 % of students enjoy the process of doing the tasks assigned by the teacher, accompanied by the motivation given by the teacher. In addition, behavioral component is 32% of students have an interest in learning to follow and cognitive component is 33% of students responded well to the feedback given by the teacher. In addition, students who participated in the study is a good understanding of the text conditional sentences described by teachers using techniques Think Talk Write and they also can develop ideas in writing conditional sentence properly.

B. CONCLUSION

In teaching writing in tenth class, the English teacher has effective method to deliver the materials. By using Think-Talk-Write (TTW) in teaching writing, the students can understand easily in write sentences. He uses Think-Talk-Write steps. In "think" the students review the materials and make a note. Then in "talk", he explains the students should share their ideas before they write. And the last is "write" where the students forward and write from the result of discussion on white board.

In other words, the implementation of Think-Talk-Write (TTW) in teaching writing makes the students’ writing skill increased. It can be seen from the portfolio of them on note of the teacher.

Beside that, Think-Talk-Write (TTW) can develop on three aspects in the learning process using TTW. The advantages it shown on the affective components of the students where they feel enjoyable in learning writing, the behavioral components where the students follow the process of teaching is well, and the last of cognitive components of the students can resolve the difficulties in writing using Think-Talk-Write (TTW) and the students become more easy to write with using Think-Talk-Write (TTW).

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