

**THE INFLUENCE OF THINK TALK WRITE TO IMPROVE STUDENTS'
WRITING SKILL AT TENTH GRADE OF SMA NEGERI 2 SEKAMPUNG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

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WRITING SKILL AT TENTH GRADE OF SMA NEGERI 2 SEKAMPUNG**

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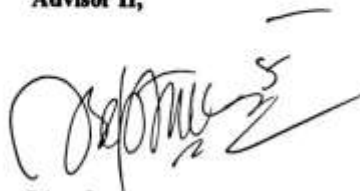
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Menyatakan bahwa skripsi berjudul:

The Influence of Think Talk Write to Improve Students' Writing Skill at Tenth Grade of SMA Negeri 2 Sekampung.

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO + DEDICATION

Motto:

- ✓ Start with confidence, run with sincerity, finish with happiness

Dedication:

- ⊙ My beloved parents ((late) Yusri Rizal and Samirah) Thanks a million for love, care, support and prayer, without my parents I cannot face my world.
- ⊙ My beloved brothers (Muhammad Rifky and Muhamad Alfa Reza) Thanks for help, care, love, support, prayer. You are all my spirit in my life.
- ⊙ My beloved partner, thanks for your love and support in every moment.

ABSTRACT

Aprilia, Yusrina. 372017051. The Influence of Think Talk Write to Improve Students' Writing Skill at Tenth Grade of SMA Negeri 2 Sekampung. Thesis, English Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors (1) Dr. Tri Rositasari, M.Pd., (2) Dian Septarini, S.Pd., M.Pd.

Key words: Writing, Recount Text, Think Talk Write Strategy.

The title of thesis is “The Influence of Think Talk Write to Improve Students' Writing Skill at Tenth Grade of SMA Negeri 2 Sekampung”. The objective of this research was to find out whether teaching recount text using think talk write on writing skill significant or not. The method used in this research was true experimental method. The population of this research was all the tenth grade students of SMA Negeri 2 Sekampung which consisted of 8 classes. The total number of population was 189 students. The samples took out were 44 students from 189 students by using random sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching recount text using think talk write on writing skill help students in understanding recount text better. The mean or average in posttest of experimental group 78.868. It was higher than the mean or average posttest of the control group which was 60.532. The result of t-obtained was 9.375. At the significant level $p < 0.05$ for two tailed test and degree of freedom was 42, t-table was 2.0181. Since the value of t-obtained was higher than t-table, so that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be stated that teaching recount text using think talk write to improve on writing skill than conventional method to the tenth grade students of SMA Negeri 2 Sekampung.

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This thesis entitled “**The Influence of Think Talk Write to Improve Students’ Writing Skill at Tenth Grade of SMA Negeri 2 Sekampung**” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*.

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Palembang, November 2021
The Researcher

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CHAPTER I

INTRODUCTION

This chapter consists of (1) background, (2) problem of the research, (3) limitation of the research, (4) formulation of the research, (5) objective of the research, (6) significance of the research, and (7) hypotheses of the research.

A. Background

In learning English, there are four language skills that should be teach to students. They are speaking, listening, reading and writing. From the four language skills, writing is one of the most important skills. It is an ability to express think, idea or opinion in the form of writing language.

According to Arsyad Azhar (2005), learning is the process to get new understanding, knowledge, behaviors, skills, value and attitude. Learning of process as a formal education involves two important component, they are teacher and students. Both are interacting actively in the learning activity to achieve a goal in learning. Teachers have to optimal their ability and their knowledge to the students in the teaching learning activity. Meanwhile, the students have to respond actively what the teachers give. Thus, the learning process that is conduct in learning situation can run in proper order. (p.1).

Taringan (2008) argues that writing is a language skill use to communicate indirectly, without meeting people face to face. (p.3-4). According to Dalman (2016), writing is a communicate activity in the form of delivering messages (information) in writing to other parties by using written language as a tool or medium. (p.3). Meanwhile, according to Yeti Mulyati, et al. (2007), writing is the most complex language skills among the types of aspects. This is because writing is not just copying words in a sentence, but students are required to be able to express their thoughts in an orderly writing structure by paying attention to the use of vocabulary appropriate, paying attention to the rules of writing the correct word, and use a variety of sentences in writing. (p.1).

According to Brown and Abeywickrama (2004) state that writing is a process to create some ideas of students' knowledge to be a writing report.

(p.632). Riandi (2018) says that writing is a method for communicating thoughts and sentiments into a composed structure. Writing is an action of joining words into a bit of paper. Writing is an activity to convey ideas in mind, opinions, and thoughts in written form in a medium such as paper. (p.55).

Ambarsari, et.al. (2018) says to support students' skill in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings. Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing. (p.118).

The researcher also gained information from some students of the tenth grade. They said that writing is more difficult than speaking. It is because they are unable to found the suitable words to write when they are writing. They are usually used the Indonesian grammar and hardly used English for writing even in the simple sentence. They can write in simple sentence but they do not know the meaning from the sentence. Siagian et al. (2017) state the students have limitation time to practice their writing skills. Therefore, practicing is so important in writing skills, as the old saying "practice makes perfect". (p.11).

Astrid (2010) states that recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. In understanding the recount text, the students also encounters problem in implementing the structure of recount text. The students feel confused how to make or write recount text correctly. There are also still confused to differentiate it such as orientation, events, and reorientation. (p.2).

Low interest and the habit of reading, writing, listening and think critically of students in Indonesia also described by world liberalization institute. According to the data Progress International Reading Literacy Study (PIRLS 2011) namely a world literacy test institute explained that literacy test read that measure aspect understand, use and reflect on reading result in form of writing, Indonesia occupied 45th place out of 48 participating countries, by obtaining a score of 428 from the score an average of 500. The United Nations Educational, Scientific and

Cultural Organization (UNESCO 2016) noted that the reading interest in Indonesia is very concerning, only 0,001%. It means, for every 1,000 people in Indonesia there is only one person who has an interest in reading. A culture of reading and critical thinking in an academic environment is very decreasing, this situation is exacerbated by the low quality of the people educated to understand scientific readings, and consequently the civitas academics are not able to think holistically and critically in the face and solving real problems experienced by society. If the quality of educated people in reading is very low, what is more people who do not receive higher education. Reading interest is very important to always be instilled in everyone because through reading someone gets information and inspiration useful for other language skills, especially abilities write. Thus, every activity to develop reading skills must be accompanied by writing activities.

Ngalim (2010) states that think talk write learning model is basically built thinking, speaking and writing. The flow of think talk write begins with the involvement of students in thinking or dialogue with themselves after reading and then talking and sharing ideas with friend before writing. (p.53).

Think Talk Write technique is one of cooperative learning model. According to Lie (2002), cooperative learning model is different from simply learning in groups. The difference is the basic elements of cooperative learning which are not encounter in the learning group that perform poorly. Cooperative learning model procedure which do correctly will allow educators to more effectively manage the classroom. (p.29). Thus, think talk write is the process of learning activities where students can think of previous ideas that will be poured in a writing or small notes from that results that students get and these ideas are developed again in a conversation.

Suyanto (2009) states that think talk write (TTW) starting with thinking through reading, the result of reading is communicate through presentation, discussion and then making note about the result of discussion. (p.66).

According to Shoimin (2014), think talk write (TTW) is model to train students' writing skill and emphasizes the need for students to communicate the results of their thoughts.(p.212). Huda (2013) argues that think talk write (TTW)

learning model is strategy that facilitates verbal and written language practice with smooth. (p.218).

Tambunan and Saragih (2013) say that TTW activities as the teaching strategy should be taken into consideration as an alternative in teaching writing because one of the students' handicaps is lack of self confidence in learning English as a foreign language. It encourages the students to develop their social interaction communicatively. Then, it is expected that after being able to share their problems with other people, they will feel relax and they will be motivated to take parts in teaching-learning activity. (p.2).

According to Yamin and Ansari (2006), in think talk write the students give time to talk with themselves and the teacher give about the topic, then discuss it with his/her partner about how the topic is develop into sentences and paragraph, finally the students write a text after given time to think and to talk. Thus, the researchers intend to measure the influence of technique on students' writing recount text skill. (p.32).

There are three activities students to do in think talk write (TTW). First "think" we can see from the process in reading a text that relate with the material. Next, students make notes about what they have to read. The note will be read, explain, and discuss in their group. We can mention this step as student "talk" activity. After finishing discuss in their own group, the student will be to express the result of discussion in form of write text. The last activity in Think Talk Write (TTW) is "write".

The advantages of think talk write technique are give students the opportunity to interact and collaborate to talk about their small notes with members of group, to open the opportunity for students to involve in learning thus they are motivated to learn. Using this technique is considered as one of the effective ways to improve students' skill in writing.

There are two schools in Sekampung that researcher already observed. From the various problem and criteria, SMA Negeri 2 Sekampung became an object for researcher to conduct a research. After, the researcher interviewed with the teacher, she suggested to take the population at tenth grade students and took the material recount text because recount text is one type of text in learning

English which has a function to retell events in the past and the text aims to provide information or entertain the reader who read this article. Thus, the students felt enjoy for writing their experiences.

Based on the researchers' interview with the teacher of English, the students are difficult to learn English, especially in writing. The problem faces are lack of ideas, less of vocabulary, confusion the grammar and less of self-confidence which make writing product become colorless, boring, and ineffective. Thus, the researcher used think talk write technique to improve students' writing skill, made the learning atmosphere comfortable, and eliminates their fears about study English especially in writing recount text.

In this research, the researcher would complete their research by exploring students writing skill. Therefore, the researcher is interest in doing the research under the title "**The Influence of Think Talk Write to Improve Students' Writing Skill at Tenth Grade of SMA Negeri 2 Sekampung**".

B. Problem of the research

English in Senior High School is the one of major subjects, students learn in terms of listening, speaking, reading, and writing. Based on the researchers' interview with the teacher of English and see the students' score, writing becomes a big problem for Senior High School, especially for tenth grade students of SMA Negeri 2 Sekampung. The result of this interview with tenth grade students were feeling difficult to how to write English well.

C. Limitation of the research

In this research, the researcher limited the research into "The Influence of *Think Talk Write* to Improve Students' Writing Skill at Tenth Grade of SMA Negeri 2 Sekampung".

D. Formulation of the research

Based on the limitation of the research, this research was formulated on the following question: "Was there any significant influence of *think talk write* to improve students' writing skill at tenth grade of SMA Negeri 2 Sekampung".

E. Objective of the research

Based on the formulation of research above, the objective of the research was to find out whether or not there was any significant influence of *think talk write* to improve students' writing skill at tenth grade of SMA Negeri 2 Sekampung.

F. Significance of the research

It is expected that the result of this research would be really useful for influence the students' writing. First, the researcher would improve the researcher knowledge about how to write with a good sentence, understanding the indicator of writing and to be a good teacher especially when teaching writing to the students. Second, the teachers could hopefully inspire the teacher to teach writing effectively in term of applying *think talk write technique* in the classroom. Third, this research would improve writing skills especially writing English as well to obtain experience of the learning process use think talk write technique. The last, for other researchers would be reference of technique that use in teaching writing for the next researcher and also could help in teaching writing process by using this technique.

G. Hypotheses of the research

According to Fraenkel and Wallen, hypothesis is a tentative, reasonable, testable assertion regarding the occurrence of certain behaviors, phenomena, or events a prediction of study outcomes. The hypotheses of this research consisted of null hypothesis (H_0) and alternative hypothesis (H_a).

- a. The null hypothesis (H_0) : there was not influence of think talk write to improve students' writing skill at tenth grade of SMA Negeri 2 Sekampung.
- b. The alternative hypothesis (H_a) : there was influence of think talk write to improve students' writing skill at tenth grade of SMA Negeri 2 Sekampung.

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