



**THE IMPLEMENTATION OF THINK TALK WRITE METHOD TO IMPROVE**

**THE STUDENTS' WRITING OF NARRATIVE TEXT**

**A THESIS**

*Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU*

*as Partial Fulfillment of the Requirements for Degree of*

*S-1 Program*

By :

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FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
2019**



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## SURAT PENGESAHAN

Skripsi yang berjudul “The Implementation of Think Talk Write Method To Improve The Students’ Writing Of Narrative Text” oleh Siti Aulia Rahma, yang telah dimunaqasyahkan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universits Islam Negeri Sumatera Utara pada tanggal

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Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara.

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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasahkan dalam sidang munaqasah Fakultas Ilmu Tarbiyah dan keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

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## PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Yang Membuat Pernyataan

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## ABSTRACT

### **Siti Aulia Rahma. 2019. The Implementation Of Think Talk Write Method To Improve The Students' Writing Of Narrative Text**

**Keywords:** *Improving, Writing, and Think Talk Write*

This research was aimed to improve the students' ability in writing narrative text think talk write method in teaching narrative text. The design of the research was Class Room Action. The sample of this study was consist of 35 students of Mts Al Jamiyatul Washliyah in the academic year 2018/2019. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection. The result of data analysis showed that there was an improvement on the students' ability in writing narrative text in each cycle. . In the pre-test, the mean score of the students was 51,54. It was low because there were only 7 students who passed the standard minimum score or got the score 75 or up to 75. In the post-test I, there were 19 students from 35 students who got score 75 or up to 75. The mean score of the post-test I was 75,23. While in the last test (post-test II), the mean score was 79, 2. There were 28 students who passed the standard minimum score .Then, the percentage of the students who got score 75 and more in the pre-test was only 20%. It was gotten from 7 of 35 students. the percentage of the students who passed standard minimum score in post-test I was 54.28%. The students were 19 from 35 students. Meanwhile, in post-test II, there were 28 students from 35 students who got 75 and more. The percentage was 80% it can be seen that the students' ability in writing narrative text had gotten improvement after being taught Think Talk Write method Based on the data, it was concluded the students' ability I in writing narrative text improved by using Think Talk Write method.

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The written of this skripsi entitled “The Implementation Of Think Talk Write Method To Improve The Students’ Writing Of Narrative Text”. This skripsi is written to fulfill one requirement to obtain the *Sarjanadegree* at Department of English Education of Faculty Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Finishing of Writing this skripsi is actually a miracle for me since it was firstly regarded as a task woul be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah SWT for The Blessing given to me so that the writing of this skripsi has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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Medan, 30 Juli 2020

**SITI AULIA RAHMA**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

The objective of teaching writing at Junior High School according to revised curriculum 2013 is that the students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, procedure, and report. Then, the objective of teaching writing narrative text is the students can write the generic structure of narrative text accurately.

In the Orientation : sets of scene (time and place of the story) and introduces the participants of the story. Second is Complication; tells the beginning of the problem which leads to the crisis (climax) of the main participations. Third is resolution. It is provides the solution to the problem in happy or sad ending.

Eventhough Depdiknas has standardized the curriculum, in fact, there still many Indonesia students who cannot communicate through writing well especially narrative text. As stated by the English teacher in MTs Al Jamiyatul Washliyah Tembung, the students are still not able to write narrative text well because they confuse of the generic structure of narrative text, they do not know how to write the sentence well, and sometimes they are stuck in a moment and do not know how should be written next. This can be proven by the score of their writing. In which only 7 of 33 students passed the standard minimum score (75) from their score transcript. Moreover, the researcher also found from her teaching

practice that many students cannot write narrative text, They sometimes make wrong arrangement of the steps in narrative text. They also did not look interest in writing because the learning process is not interesting and enjoyable. Based on the reason above, the students writing skill should be improved to reach the goal of English subject based on the standard of curriculum 2013.

Based on the reality above, English teachers have a big influence to students" writing ability. To make the learning process more enjoyable and interesting, sometimes teachers use several learning strategies. The teachers need something else to gain better result. That is a learning strategies. A new way of teaching writing is by getting them to think funny, talk actively and write their idea with enjoy. Think Talk Write helps the students to learn about communication with the others. The process of Think Talk Write flow starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with his friend before writing.<sup>1</sup>

The students motivated by the teacher to find the probability answer of their experience in reading passage before it. They are making a note about what they have read such as their understanding of the passage and the steps of problem solving based on their experience in reading the passage.<sup>2</sup>

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finish writing, you read it and make a correction of it. Therefore, writing is a never a one-step action. The

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<sup>1</sup>Huinker, D. dan Laughlin, C.( 1996). Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond*. USA:NCTM, p. 82

<sup>2</sup>Jumanta Hamdayana, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia,2014) p. 217.

researcher chooses narrative text of the research to help the teacher in teaching English and to stimulate the students' imagination by using Think Talk Write technique.

The students have good imagination, unfortunately they was difficult to write it in English language. Researcher try to make sense about student ability in writing, give impulse to the students in order to bring out their imagination in the form of written text. Last but not least, based on the reason above, the researcher would like to conduct a research entitle "***THE IMPLEMENTATION OF THINK TALK WRITE METHOD TO IMPROVE THE STUDENTS' WRITING OF NARRATIVE TEXT***"

### **B. Identification of the Study**

Based on the background of study, there are many factors that can cause the low level of the students' writing ability, they are motivation, students' interest, students' learning style, teachers' quality, learning strategy used by the teacher, and learning media used by the teacher.

From the explanation above, many problems can be identified that can influence the students' writing ability. Therefore, it needs to do the limitation of problem in order to do the research well.

### **C. Limitation of the Study**

Based on the identification of study above, many factors can influence the students' ability in writing. Because of that, the researcher limits the study on the students' ability in writing narrative text by using Think Talk Write technique



because by this technique, the students not only hear the language but also see the process, and the students will be easy to memorize the process of the story to be written.

#### **D. Research Problem**

Based on the background of the research, the research tries to get answer of the following question :

1. How is the students' ability at writing narrative text before and after using TTW ( Think Talk Write) method in teaching english?
2. How the students' responds on the use of TTW (Think Talk Write) Method in teaching writing narrative text?

#### **E. Objective of the Study**

The objective of this study is to know :

1. To know the students ability at writing narrative text before using TTW (Think Talk Write) method and after implementing the method.
2. To know the students' responds on the use of TTW (Think Talk Write) method in teaching writing narrative text.

#### **F. Significance of the Study**

The researcher expects this study can motivate teachers in their attempt to develop their students' skills in writing especially in narrative texts. This study is expected to give some benefits as follows:

## 1. Theoretical Significance

This research can be useful to enrich knowledge in learning writing especially in writing narrative text.

## 2. Practical Significance

- a. For teacher, the result of this research can be useful for teachers to improve the quality of teaching writing narrative text.
- b. For other researcher, the result of this research can be used to conduct the same research with the various variables.
- c. For the principal, the result of this research as a contribution to improve teachers' competence in teaching English.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

This chapter provides literature review which covers the general concepts of writing, the general concept of writing text, Think Talk Write as a technique, related study and actional hypothesis.

#### 1. Ability in Writing Narrative Text

Ability means competence of someone in doing something . According to Martin, “ability is skill or power”.<sup>3</sup> When we do something we must have a power so that the result will be good. According to Allyn and Bacon, ability is (potential) capacity or power (to do something physical or mental) or special natural power to do something well, talent.<sup>4</sup>

From the definition above, it can be concluded that ability is power of skills that are needed to do something.

In learning English, there are four important aspects that need to be learned, they are speaking, listening, writing, and reading. Writing is one of the difficult aspects since people sometimes cannot transfer and develop their ideas. Moreover according to Harmer writing is as one of four skills that encourage students to

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<sup>3</sup> Martin H. Manser,(1991), *Oxford Learner's Pocket Dictionary*, England: Oxford University Press ,p. 1.

<sup>4</sup> Allyn and Bacon,(1964), *Psychology the Science of Behavior*, London: Longman, p. 2

focus on accurate language use, because by writing it may well provoke language development as they resolve problems which the writing puts into their minds.<sup>5</sup>

According to Nunan, 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.<sup>6</sup> A good writing is writing that readable and understandable by readers because the statements are coherent.

According to way, writing is a communication skill. Therefore, writing should contain relatively complete information and details.<sup>7</sup> Since we can communicate through our writing, the information should be detail and understandable by the readers. Writing is the last language skill and it is considered by many as a difficult skill to be studied. In writing, there is a process of arranging letters, words, sentences, and writing by using the knowledge of grammar, spelling, punctuation and other element which related to another.

Dewi added that writing is the process of transferring the language through letters, symbols, or words. There are various kinds of writing such as expository, narrative, persuasive, descriptive, etc.<sup>8</sup>in writing, we arrange understandable words to the readers.

In the holy Al- Qur'an, writing also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Alaq:4-5 :



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<sup>5</sup> Jeremy Harmer, (2004), *How to Teach Writing*, Harlow: Person Education Limited. p. 31.

<sup>6</sup> David Nunan, (2003), *Practical English Language Teaching*, Mc. GrawHill: New York, p.88.

<sup>7</sup> R.V. Way, (2000), *A Paragraph Writing*, Oxford: Heineman Education Books., p. 18

<sup>8</sup> Utami Dewi, (2013), *How to Write*, Medan : La-Tansa Press. p. 2

The meaning : the one who taught human by pen (writing). He taught people what they do not know.

From the verse above, it can be concluded that should study to get knowledge. Pen in not a creature. But by pen, people can write many things that get add people knowledge and information.

From the definition above, it can be concluded that writing is transferring a spoken language. It is one of the ways to communicate by using written letter, symbol or words that should be understandable in order to share the message effectively. And the primary purpose of writing is communicating ideas, information and making a writing matter needs some processes.

According to Graham and Perin in Pardiyono, writing has two benefits: (1) it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence; and (2) writing as a means extending and deepening students knowledge; it acts as a tool for learning subject matter.<sup>9</sup>

Writing process can help the students in composing their thought into paper. Writing process as a classroom activity incorporates the four basic writing stage: (1) Planning (pre-writing), (2) drafting, (3) revising, and (4) editing.

At planning, writers must consider about three main issues, those are the purpose of the writing, the audience (the reader) , and the content structure. The purpose of writing will influence not only the type of text which writers wants to

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<sup>9</sup> Pardiyono, (2007), *Pasti Bisa: Teaching Genre-Based Writing*, Yogyakarta: CV Andi Offset. p. 72

produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer should consider the audience that will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the word choice of the writing. Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.<sup>10</sup>

This stage is often called by pre-writing process which can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering. After having a topic, the writer needs to do brainstorming. Write to write sown all information, questions, and opinions about the topic that will be written. Brainstorming will help the writer to see what he already known and what should be found next about the topic. Writing things down also ensures that the writer will not forget your great ideas later.<sup>11</sup>

If you are searching for a topic, look at the items on your list that seem most promising and try to develop one or two further, either by additional list making or by using one of the techniques; (1) Writers must begin with a broad topic, (2) Writers must write down as many ideas about the topic as writer can do in five minutes, (3) Writers can add more items to their list by answering the question what, when, where, why, and how, (4) Writers group similar items on the list together, (5) Writers can cross out items that do not belong.<sup>12</sup>

At drafting, a writer transforms ideas into sentences in a semi-organized manner. Here the purpose is to let a writer's ideas develop, expand, and form

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<sup>10</sup> Martin H. Manser, (2006), *The Facts on File Guide To Good Writing*, USA: Acid Free Paper. p.36

<sup>11</sup> Whitaker, (2009), *Academic Writing Guide*, Seattle : City University of Seattle Press. p. 8

<sup>12</sup> Utami Dewi, *Op. Cit.*, p.17-18.

connections. Drafting is primarily a stage of discovery and exploration. In this stage, the writer writes the sentences without worrying too much about spelling, grammar, or pronunciation.

At editing and revising, the writer strengthens the content. The writer does not need to revise the writing until the draft finished. The writer can do revision for each paragraph first.<sup>13</sup> After this type of feedback session, each student works alone again to recognize, revise, and rewrite his or her draft.

There are several stages to the revising process: revising content, revising sentence and editing. You can make decisions about revising your writing: (1) Revising your sentences; revising overall structure, (2) Revising your paragraph; evaluating coherence, (3) Revising your words choice.<sup>14</sup>

After editing and revising the writing, the writer checks again the different between the draft and the final result of the writing. Then, the writing is ready to published.<sup>15</sup>

Based on the steps explained by some experts above, it can be reaffirmed that the process of writing includes; (1) prepare to write and to collect the thoughts and ideas, (2) developing ideas, (3) writing the rough draft, (4) editing and revising, (5) publishing the final result.

In writing, there are some kinds of texts. Pardiyono states kinds of text that are learned by students. They are narrative text, descriptive text, procedure text, recount text, spoof text, hortatory text, report text, news item, etc. Narrative text is

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<sup>13</sup> Whitaker, (2009), *Academic Writing Guide*, Seattle : City University of Seattle Press. p. 8

<sup>14</sup> Beverly Ann Chin, (2004), *How to Write a Great Research Paper*, Canada : Jhon Wiley & Sons, Inc, p. 23

<sup>15</sup> Nita Widasari Nst, (2017), *The Influence of Summarizing Technique to the Students' Writing Ability at 8<sup>th</sup> Grade Perguruan Islam Al-Ulum Terpadu Medan*.

a text that retell a story that happened in the previous time and show a problematic experience and the solution that conduct moral lesson for readers.<sup>16</sup> Recount text is text which retells events or experience in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and differentiates from narrative. Descriptive text is text that describes something or someone. Spoof text is text that tells a factual story with unpredictable funny ending. The function is to inform and to entertain the readers. Hortatory text is a text that functions to persuade the readers to do or not to do something.<sup>17</sup> Procedure text is text that gives some understandable steps of making something. The function is to help the readers to make something such as cooking recipe. It is a kind of genre that has function to describe that way things are with reference to range of natural, man-made and social phenomena in environment. News item is a text that informs the readers about an important information or news.<sup>18</sup>

In this case, the researcher only focuses on Narrative text. Narrative text is about telling story but in written form. Such as telling story by voices, narrative has the purpose to entertain the readers but, there must be provide in an organize way. Telling story by narrative, the reader can't see the expression of the characters and they only imagine the words mean.<sup>19</sup> According to Thomas opinion, narrative is a meaningful sequence of event told in words. A narrative has

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<sup>16</sup> Pardiyo, (2006), *Teaching Genre Based Writing*, (Yogyakarta: Galang Press), p. 163 <sup>17</sup> Rina Lestyaningsih, (2017), *The Effectiveness of Using Video for Teaching Procedure Text Writing*, p.21

<sup>18</sup> Ibid

<sup>19</sup> Tara McCarty, *Narrative Writing, A Scholastic Professional Book*, (New York: Scholastic Inc., 1998) p. 5.



meaning which has function to convey an evaluation of the story. The evaluation is shown by the researchers as the reaction of the event in the story.<sup>20</sup>

Narrative is a kind of writing in which you report events. Narrative is about telling the story based on the time order it happens. Here, we use kinds of words and phrases to show the time order. We use time order signals such as first, second, next, finally, etc. to give clear situation that happen chronologically.<sup>21</sup>

Narrative is telling story but in written form. Such as telling story by voices, narrative has the purpose to entertain the readers but there must be providing by an organize way. Telling story by narrative, the reader can't see the expression of the characters and the only interpret the words mean. The students have big imagination, but they need a medium to express it. Writing a narrative can be as medium to put out the students' imagination.

Narrative makes the students can tell a story well. They can express their ideas and emotions by the narrative writing. They also have fun with writing a narrative based on their imaginations. Since it is the fun way of putting out the students' imagination, it gives the students skill of thinking and learning well.<sup>22</sup>

There are language features of narrative: When sequencing people and events in time and space, narrating typically uses action verbs, here using verb

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<sup>20</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press Inc. 2000) p. 366.

<sup>21</sup> Alice Oshima and Anne Hogue, *Introduction to Academic Writing Third Edition*, (New York: Pearson Education Inc., 2007) p. 27.

<sup>22</sup> Jennifer Rozines Roy, *Sharpen Your Story or Narrative Writing Skills*, (USA: John Wiley and Sons, Inc. 2014) p. 9

2(showing pass event) and also use temporal connectives, such as after, then, next etc.<sup>23</sup>

There are the generic structures of narrative. First is orientation. Sets of scene (time and place of the story) and introduces the participants of the story. Second is Complication; Tells the beginning of the problem which leads to the crisis (climax) of the main participations. Third is resolution. It is provides the solution to the problem in happy or sad ending. The last is re-orientation (optional). Here, gives a closing remark to the story which consists of a moral lesson or advice.<sup>24</sup>

In conclusion, ability in writing narrative text is writing a procedure of how something is done that consists of goal, materials, and steps and uses the right language features.

## **2. Think Talk Write as Method**

### **a. Definition**

According to Huinker Laughlin, Think Talk Write Technique is one of technique in teaching writing that used to develop the writing fluently and to exercise the language before writing it. Huinker and Laughlin stated that Think Talk Write (TTW) Technique builds in time for thought and reflection and for the organization of ideas and the testing of chose ideas before students are expected to write.<sup>25</sup> Think means using your mind to form opinions, make decisions etc.; talk

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<sup>23</sup> Peter Knapp and Megan Watkins, Genre, Text, grammar technologies for teaching and assessing writing (Sidney: University of New South Wales Press Ltd, 2005) p.221.

<sup>24</sup> Linawati Setiadi, DKK, Seri Pendalaman Materi Bahasa Inggris SMA dan MA, (Jakarta: Erlangga, 2008), p.23.

<sup>25</sup>Huinker, D. dan Laughlin, C. 1996. Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond*. USA:NCTM, p. 82.

means say /speak things to give information's; and write means produce something in written form so that people can read, perform or use it.<sup>26</sup>

Huinker said that Think Talk Write was basically built through thinking, speaking, and writing. The flow advances of TTW strategy starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share ideas with their friend before writing. This atmosphere is more effective if it is done in a heterogeneous group consisting of 3-5 students. In this group, students are asked to read, to make a little note, to explain, to listen, to share with friends, and to express ideas through writing.<sup>27</sup> Think Talk Write (TTW) is used to develop the writing fluently and exercise the language before written them. According to Suyatno's statement, this technique is starting with thinking through reading. The result of reading was communicated through presentation or discussion.<sup>28</sup>

Huinker and Laughlin stated that Think Talk Write (TTW) builds in time for thought and reflection and for the organization of ideas and the testing of chose 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.<sup>29</sup> According

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<sup>26</sup>*Oxford Learners Pocket Dictionary, Fourth Edition.* (New York: Oxford University Press, 2008) p. 453, 461,516.

<sup>27</sup>Huinker, D. dan Laughlin, C. 1996. Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond.* USA:NCTM, p. 82

<sup>28</sup>Suyatno, *Menjelajah Pembelajaran Inovatif*,(Sidoarjo: Mass Media Buana Pustaka, 2009) p.66.

<sup>29</sup>Huinker, D. dan Laughlin, C. 1996. Talk You Way into Writing. In. P. C. Elliot and M.J. Kenney (Eds). Years Book 1996. *Communication in Mathematics K-12 and Beyond.* USA:NCTM, p. 82

to Matthew's opinion, thinking is one aspect of an integrated process of finding, analyzing, and communicating information. Your thinking begins even when you are decided „what“ to read and write about. To think smart, you must use reasoning. Reasoning is the basis of much of our thinking. It is often described simply as the process of thinking through and communicating our reasons for holding certain views or conclusions.<sup>30</sup>

Talk and think are two phase that difficult to be separated each other. When we try to talk about something, we will think it in our mind to arrange what we will talk. We need to teach think and talk in writing cause of the big using of both in a school.<sup>31</sup>

The next stage was communicating the idea by using vocabulary that can be understood by our friends. Communication is using languages and gestures, but human using languages more than using gestures. This was an important stage where, the students sent their idea to the others communicatively. After one student speaks their idea, the other students could make a response about that idea by giving a comment, suggestion or solution.

According to Matthew's opinion, there are four distinct levels of language use that built the language itself. First is word. It has a meanings, that sometimes multiple (connotative) or simple and the true meaning (denotative). Second is statement that contains some words in structural arrangement. Third is text which

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<sup>30</sup>Matthew Allen, *Smart Thinking, Skills for Critical Understanding and Writing, Second Edition*, (New York: Oxford University Pers,2004)p. 1.

<sup>31</sup>John Smith, *Talk, Thinking and Philosophy in the Classroom*, (England: Learning Matter Ltd. 2010) p.9.

is made up of group of statements. The last is context, which consists of all the elements outside a particular text that make it meaningful.<sup>32</sup>

Yamin and Ansari state, there are steps of Think Talk Write (TTW). First, Students reading a text and make notes about what they have read (Think), then discuss with their group. Second, the students do interaction and collaboration with their group to discuss the notes (Talk). The students are using their own words to explain ideas in their group. Third, the students express the result of discussion in form written text (Write). Writing can help the students realize one of learning purpose and measure students understanding the material have learned. Fourth, the last learning activity is make a reflection and conclusion about what they have learned. One of the students from each group presentation their answers, while other group give an idea.<sup>33</sup>

From the definition above it can be concluded that Think Talk Write is a video that has the function to give instruction to the watcher of how to make or do something.

#### b. The Principle

In using TTW method for teaching in the class, the teacher needs to pay attention to the principle of TTW as a method for teaching: (1) The researcher explain the material (2)The researcher divided the students into four group (3)The researcher explain the rule of the group activity (4) Each group get one paper and picture about animal (5)The students involve to imagine and to create a creative story of

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<sup>32</sup>Matthew Allen, *Smart Thinking, Skills for Critical Understanding and Writing, Second Edition*, (New York: Oxford University Pers,2004)p.10.

<sup>33</sup>Martinis Yamin dan Bansu. I. Antasari, "*Taktik Pengembangan Kemampuan Individual Siswa*", (Jakarta :Gaung Persada Press, 2008) p.84.

the picture (6)The students discuss about their imagination and creation in the group (7)Each of the students write the creative story of the picture in a paper.

### c. The Design

The objectives of TTW Method in teaching are Cognitive load, Student engagement and Active learning. Cognitive load is in which the students can get the information and knowledge related to the lesson in the class from the method. On the other hand, the method of course can engage students' activeness and participation in the class because they are interested with the method.

A Behaviorist Psychology, Skinner in John Smith have argued that a young child presented with a stimulus, like the desire for food or a favorite toy, might be provoked to say a word which she had noticed was in some way associated with the desired object.<sup>34</sup>

The students needed a stimulus to give a response to their friend's idea. It was the teacher's work to make a conducive and interesting situation that made the students can bring out their sparkling mind to the form of words.

There are some crucial things that need to be noticed by the teacher about stimulate the students' response. First is rationale, means an outline of the goals of the method and how it helps students learn. Second is group size means the number of students most suitable to involve in this method. Third is resources means what materials are needed, if any. The next is time required. Fifth is

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<sup>34</sup>John Smith, *Talk, Thinking and Philosophy in the Classroom*, (England: Learning Matter Ltd. 2010) p.17.

activity means every step of the method, described in detail. Sixth is assessment means during and after the lesson, if appropriate or desired. Then is reflections means discussion of the method that will give the reader a better idea of how or why to use it. The last is tips, suggestions on how to conduct the method successfully, or addressing it to specific groups with different needs.<sup>35</sup>

#### d. The Procedure of Think Talk Write Method

The procedures of think talk write technique in teaching writing narrative text according to Maftuh and Nurmani, measures to implement the Think Talk Write, as follows.<sup>36</sup>

No	Teachers Activity	Students Activity
1	Teacher explain Think Talk Write	Students listen to the teacher
2	Teacher tells the learning aim	Understanding the learning aim
3	Teachers explains to material to be discussed a glance	Students pay attention and try to understand the material
4	Teachers divides students into some group. Each group consist of 3-5	Studebts listen to their group
5	Teachers give worksheets or the	Take and try to understand the

<sup>35</sup>Alan Crawford, *Teaching and Learning Strategies for the Thinking Classroom*, (New York: The International Debate Education Association, 2005) p.11.

<sup>36</sup>Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p.220.

	<p>teacher divides the reading text that contains the problem situation (narrative text) and the instructions procedures for implementation to each student.</p> <p>Student read worksheet understand the problem.</p>	<p>worksheet, then make a small note to discuss with their group.</p>
6	<p>Ask the students to interact with their group to discuss contents of worksheet. The students are asked to identify the text (talk).</p> <p>Teachers as mediators of learning environment</p>	<p>Students discuss to formulate the conclusion as a result of discussions with members the group</p>
7	<p>Ask each of the students to write their creative ideas to narrate the story based on the picture</p>	<p>Write a narrative text systematically based on the picture to show creativity in making alive the picture</p>
8	<p>The teacher ask each group to present their work</p>	<p>Students present the results of their discussion</p>
9	<p>The teacher asks students from other groups to respond the answers from other groups.</p>	<p>Students respond to their friends answer.</p>



a. The Advantages and Disadvantages

There are some advantages and disadvantages from this strategy, as follows:<sup>37</sup>

1. Advantages

- a. The advantages of Think-Talk-Write strategy is to sharpen the entire visual thinking skills.
- b. Develop a meaningful solution in order to understand the teaching materials
- c. Can develop critical and creative thinking skills of students
- d. By interact and discuss with the group will engage students actively in learning.
- e. Allowing the students to think and communicate with friends, teachers, and even with themselves.

2. Disadvantages and solve the disadvantages

When students work in group, they are easy to lose the ability and confidence, because dominated by affluent students, and Teachers should really prepare all media to mature in order to implement Think-Talk-Write.

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<sup>37</sup> Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p.222

## **B. Related Study**

First, thesis under the title *“Improving Students’ Ability in Writing a Narrative Text by Using Round Table Strategy at Grade VIII C Of Smp Negeri 11 Kota Bengkulu,(A Classroom Action Research for the Eighth Grade of SMP Negeri 11Bengkulu in the academic year 2013/2014)”* conducted by Nur hasanah (A1b010041) English Education Study Program Language and Arts Department Education And Teachers Training Faculty Bengkulu University.<sup>38</sup> The purpose of this research was to explain how far round table strategy can improve the students’ writing skills in making narrative text. The research was classroom action research. The difference between this study with the researcher was the instrument that used by the previous researcher was interview. The result of this study was the Round Table Strategy can improve students’ ability in writing narrative text.

Second, there was a creative writing dissertation outside Indonesia.

### *Inheriting*

*Fear: A Collection of Short Stories* by Jeffrey A. Snider, Master of Fine Arts, 2008. Thesis directed by: Professor William Henry Lewis, Creative Writing Program. Thesis submitted to the Faculty of the Graduate School of the University of Maryland, College Park in partial fulfillment of the requirement for the degree of Master of Fine Arts 2008. There was similarity in the main purpose of this

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<sup>38</sup>Nur hasanah, *“Improving Students’ Ability in Writing a Narrative Text by Using Round Table Strategy at Grade VIII C Of Smp Negeri 11 Kota Bengkulu,(A Classroom Action Research for the Eighth Grade of SMP Negeri 11Bengkulu in the academic year 2013/2014)”*, under graduated thesis, (Bengkulu: English Education Study Program Language and Arts Department Education And Teachers Training Faculty Bengkulu University).

thesis which the students can make an opus about their imagination creatively.<sup>39</sup>

The purpose of this study was to investigate the art of storytelling and how that art was integrated into everyday lives and history. The difference between this thesis and the researcher was in the subject of the study. This thesis was done by the researcher to investigate the art of storytelling outside the teaching and learning process. The researcher of this thesis was conducting the thesis to fulfill the requirement for degree of Master of Fine Art. The previous research was focus on the art of English language.

Third, thesis under the title “*The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eighth Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)*”, conducted by Nui Takania (2010-32- 40) English Education Department, Teacher Training and Education Faculty of Muria Kudus University.<sup>40</sup> The purpose of this research was to know the improvement of the students taught by Think Talk Write Technique and to know the implementation of Think Talk Write Technique in teaching writing. The difference between this study and the researcher was about the text that used by the previous researcher was a descriptive text, even the researcher used was a narrative text. The result of this study was the students’ ability in writing skills could be improved by using Think Talk Write Strategy.

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<sup>39</sup>Jeffrey A. Snider, *Inheriting Fear: A Collection of Short Stories* by Jeffrey A. Snider, Master of Fine Arts, 2008.(Maryland: Faculty of the Graduate School of the University of Maryland, College Park in partial fulfillment Of the requirement for the degree of Master of Fine Arts)

<sup>40</sup>Nui Takania, “*The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eighth Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)*”, under graduated thesis, (Kudus: English Education Department, Teacher Training and Education Faculty of Muria Kudus University).

### **C. Conceptual Framework**

In writing, “Think-Talk-Write (TTW)” strategy is a cooperative learning mode to make teaching and learning process easier. It is introduced by Huinker and Laughlin.

Basically, this strategy is sharing ideas among many students in a group before starting to write. In this strategy, students really active in writing process because they will express their own ideas freely. TTW strategy divides students into several heterogeneous group to make writing process more effective. In cooperative writing including this strategy, will improving students’ mastering concepts. To mastering concepts, this strategy needs instruments as a visualization for students to expand their ideas widely. Generally, the instrument such some pictures that can be used to explore students’ creativity and sharing each other. Pictures as a visualization help to expanding point of ideas that can be discussed in a group. Based on the theories and the previous relevant studies above, it can be seen that TTW method can be useful and helpful method for students to make narrative texts.

### **D. Actional Hypothesis**

Based on the theoretical and conceptual framework above, the hypothesis of this research this study that by using Think Talk Write technique can improve students’ ability in writing narrative text.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Setting**

This research will be conducted at Mts Al Jamiyatul Washliyah Jl. Besar Tembung Sumatera Utara. The researcher chooses this school because of some reasons. Those are: 1) The school is not too far from the house of researcher, 2) The English teacher never use method TTW in teaching text. The researcher conducted the research on May- October 2019.

#### **B. Data and Data Source**

In this research, the data that will be used are quantitative data and qualitative data. Quantitative data is the score of students reading comprehension and qualitative data is the result of interview, observation, documentation.

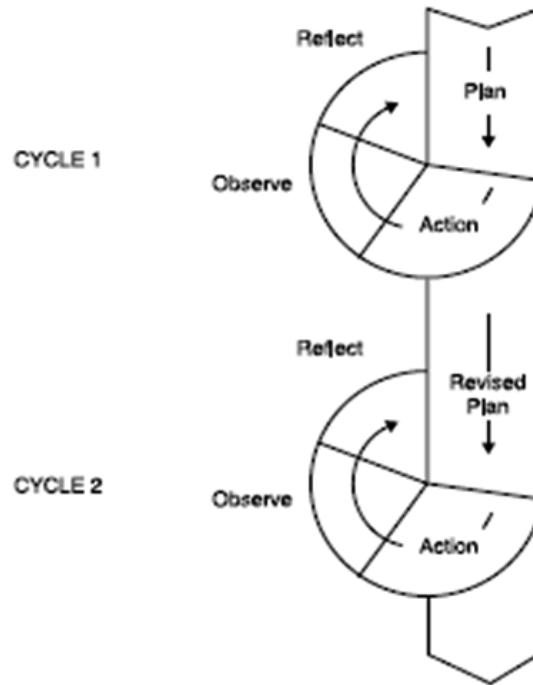
The data source of the study are taken from students and the teacher.

#### **C. Research Method**

Research methods are plans that guide decision as to when and how often to collect data, what data to gather, from whom to collect data and how to collect them, how to analyze the data. This research will be conducted by applying classroom action research.

In this Classroom Action Research (CAR), the researcher will collect the data by conducting several cycles. Each cycle contains four steps: they are planning,

action, observation, and reflection based on Kemmis and McTaggart scheme. The scheme of this research is:



Adapted from Kemmis and Mc Taggart Design of CAR

The procedure of the study as follows:

a. Planning

Planning is the first step of action research, in this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: 1) what kind of investigation is possible within the realities and constraints of your teaching situation; and 2) what potential improvements you think are possible. The researcher prepared the lesson plan that used in the teaching process by discussion with the collaborator. The researcher

used slides as the teaching media to explain about the material, and also paper and picture used in grading the achievement of the students. The research instrument that used by the researcher were observation sheets and test.

b. Action

Action is the step of implementing all of the things which is made in the planning phase. In this phase, the teacher was applied the lesson plan in teaching process. In teaching process the teacher was applied the material as the teaching writing. In implementing the action, the researcher acted as the English teacher who taught narrative text by using ttw method. Meanwhile the collaborator acted as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved two meetings in each cycle.

c. Observing

Observation is use to see and capture some influences caused by a classroom action research. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. In observation, the researcher observed every action, comment, feeling and certain behavior that appear during writing narrative text.

d. Reflecting

In this phase, the researcher found that almost of the students have good imaginations about the picture they have but, they still difficult to write a narrative text in English version. Some of the students got an improvement even, the others still under the criteria of success. It means that the implementations of the cycle 1 need to be revised.

#### **D. The Technique of Data Collection**

In this research, the researcher collected the data by using quantitative and qualitative data. In collecting the quantitative data, the researcher gave written test to the students. They were asked to write a procedure of something.

The qualitative data is used to the situation in the teaching process. The qualitative data got by using interview, observation, and documentation. The researcher interviewed the teacher to know the improvement of students' ability in the learning process and the researcher interviewed the student to know their problem in writing narrative text and how they feel when they were given the treatment. Observation is used to see the situation, the development in the teaching process and to know students' reaction when they were taught by using TTW method. While documentation is used to show the condition during the learning process. d.

##### **1. Test**

Test is a set of questions, exercises or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. Writing test is used to know the students, writing skill. In this case, this researcher used written test especially essay test to know and measure the students, mastery in writing narrative text. The tests that was used by writer are pre-test and post-test.



**Table.1**

**Scoring Guidance and The explanation of Criterion**

a. Content

Score	Criteria
27-30	Very good to excellent: knowledge, substantive, through development of topic sentence, relevant to assigned topic
22-26	Average to good : some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate of topic.
13-16	Very poor: does not show the knowledge of subject , not substantive, not pertinent, or not enough to evaluate.

b. Organization

Score	Criteria
18-20	Very good to excellent : ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good : somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor, does not communicative, no organization, or not enough to evaluate.

c. Vocabulary

Score	Criteria
18-20	Very good to excellent, exact words, effective words idioms choices and usage, words form mastery appropriate register
14-17	Average to poor, adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10-13	Fair to poor limited range, frequent errors to words/idiom form, choice, usage and meaning obscured.
7-9	Very poor, essentially translation, little knowledge of English vocabulary, idioms and forms, not enough to evaluate.

d. Language Use

Score	Criteria
22-25	Very good to excellent, effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, preposition.
18-21	Average to good : simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition and meeting seldom obscured.
11-17	Fair to poor : major problem in simple complex construction frequent errors of negotiation, tense, number of words order/function, articles, pronoun preposition and or fragments meaning confused or obscured.
5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.

e. Mechanics Skill

Score	Criteria
5	Very good to excellent: demonstrated mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good, occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to poor : frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscured or confused.
2	Very poor, no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

**Table II**

**Criteria of Students Achievement**

No	Quantitative	Qualitative
1	85-100	Excellent
2	70-84	Good
3	60-69	Fair
4	50-59	Poor
5	0-49	Fail

## 2. Observation

Observation is used to observe directly what happens in the learning process. Observation can be used by using checklist or free writing. The researcher was observed by watching the teaching and learning activities in the classroom during the class was done. How teachers taught and how student's response was came the object of the observation.

## 3. Interview

Interview is instrument of collecting data that provide direct communication between researcher and respondent. In interview, there will be question and answer section.<sup>41</sup> In this research, the researcher interviewed the English teacher and student to get information about students' ability in writing narrative text.

## 4. Diary Notes

Diary notes were used to write down situation when teaching learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties, and students' interested during teaching and learning process.

## 3. Documentation

A documents study is anything written that contains information serving as proof. Document study includes some media, such as photo, video which related to research focusing.

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<sup>41</sup> Rusydi Ananda et.al. (2015). *Penelitian Tindakan Kelas*. Bandung: Citra Pustaka Media. p. 88

## E. Technique of Data Analysis

In this research the research analyzed all the data by using quantitative and qualitative data. The qualitative data was analyzed from the observation sheet, interview sheet, and test. The quantitative data was analyzed by the test and it was calculated all the students' scores of writing skills.

To know the progress of the students' score for each of cycle, the mean of students' score are calculated in order to know the categories of students' ability. The N- Gain score is a standard score in the form of a person's score from the mean of the group by pretest, post test design in the standard deviation unit. The formulation as follow :

$$X = \frac{\sum X}{N}$$

Where :  $X$  = the mean of the test

$\sum X$  = the total score

$N$  = the number of the students

Next, to categorize the number of students who are competent on writing narrative text, the following formula is applied :

$$P = \frac{R}{T} \times 100\%$$

Where :

$P$  : The percentage of students who get the point up to 75

$R$  : The number of students who get point up to 75 above

$T$  : The total number of students who took the test

## **F. Trustworthiness of the Study**

It is important to establish that the findings of the study are valid. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components: credibility, transferability, dependability and confirmability.<sup>42</sup>

*Credibility* in qualitative research means the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

*Transferability* refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

*Dependability*, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs.

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<sup>42</sup> Y. S, & Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289

*Confirmability* refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations.

The researcher only limited of the technique of establishing the trustworthiness on credibility.

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDINGS

#### A. Data Analysis

This research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students in writing test. The qualitative data were obtained from diary note, observation sheets, and interview sheets. The data were taken from a class which consist of 35 students. The class named VIII of Mts Al-Jamiatul Al-Washiyah. It was accomplished in two cycles. Every cycles consisted of four of action research (planning, action, observation, and reflection). Each cycle was conducted for two meeting. So, there were four meetings for this research.

##### 1. Quantitative Data

The quantitative data were taken from the test result of reading evaluation which is carried out into two cycles. It was given to the students in every cycle. The following table was the result of the students score. The improvement of students' mean kept growing from pre-test until post-test of the cycle two. In the pre-test, total score of the students was 1804 and the number of students who took the test was 35 students, so the mean of students' score was :

$$X = \frac{1804}{35} = \text{---}$$

In the post-test the first cycle, the students score was 2633 and the number of students who took the test was 19 students, so the mean students score was :



$$X = \frac{2772}{35} = 79,2$$

In the post-test of the second cycle, the students' score was 2772 and the number of students who took the test was 35 students, so the mean students score was:

$$X = \frac{2772}{35} = 79,2$$

The number of the students who pass the exam was calculated by the following formula :

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{R_1}{T} \times 100\%$$

$$P_2 = \frac{R_2}{T} \times 100\%$$

$$P_3 = \frac{R_3}{T} \times 100\%$$

Where :

P = the percentage of students who get point up to 75

R = the number of students who get point up to 75

T = the total number of students who took the test

P<sub>1</sub> = the percentage of students who point up to 75 in pre-test P<sub>2</sub>

= the percentage of students who point up to 75 in post test I P<sub>3</sub>

= the percentage of students who point up to 75 in post test II

From the (**Table 4.2 on Appendix II**), it can be seen the improvement of the students' score. In the pre test, there was 20% consisted of 7 Students who got point up to 75. In post test I, there was 54,28% consisted of 19 Students who got point up to 75. In the post test II, there was 80% consisted of 28 Students.

## **2 The Qualitative Data**

The qualitative data were taken from diary notes, interview sheet, and observation sheet.

### **a. Diary Notes**

Diary notes were used to write down situation when teaching learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties, and students' interested during teaching and learning process.

### **b. Interview Sheet**

Based on the interview which was done between researcher with the teacher and the teacher with the students, it was found it that teacher and students gave good opinion about TTW (Think Talk Write) Method.

### **c. Observation Sheet**

The observer the research, the student, situations, conditions, and the problem found during the teaching learning process in every meeting. This was an alternative to gather information about teacher behavior, students' attitude, the class participation, the interaction between the teacher and the students and the teaching learning climate while the research conducted. From the observation, the observer noted that the students were active, enthusiast and excited in learning

writing narrative text by using Think Talk Write method. The complete information about the observation sheet can be seen in appendix.

#### d. Documentation

From some documentation, it was found that students were active and enthusiastic during teaching learning process after using TTW (Think Talk Write) Method.

#### i. The Activities in Cycle I

Based on the researchers' observation, the students' response in learning teaching process was enough. It could be seen on list of the observation sheet that have done by English teacher as a collaborator in the class. The collaborator got the result that they still difficult in mastering narrative text, the atmosphere of the class was not enjoy and quite, many students kept silent and confuse to the English instruction but they kept paying attention to the teacher while learning.

Based on the researchers' observation, the students got bored in learning English, because they always studied about English but they still hard to understand the narrative text well. It was caused by they seldom get the exercise, especially in writing itself.

This cycle consists of four steps; Planning, acting, observing, and reflecting. The cycle conducted in two meetings and the written test was given in the end of the learning process. The steps of this cycle were:

##### 1. Planning

The plan was arranged before the researcher conducted the research. In this step, the researcher did some activities: (1) preparing the lesson plan (RPP) that suitable to the material would be taught, The time location would be done for

ninety minutes for one meeting, (2) Preparing the observation sheet, interview sheet and diary notes to measure the students' response and participation in the learning process, (3) Preparing the material well, (4) Preparing the written task about narrative text.

## 2. Action

In this step, the researcher did some activities. They are introduction, the main activity, and closing. In the introduction activity, the activities done by the researcher were: (1) Greeting the students and check attendance list, asking the students whether they know about narrative text or not, and motivating the students to learn, and (2) Explaining the objective of learning narrative text.

In the main activity, the activities done by the researcher and the students were : (1) The students explored the video about "Malin Kundang" with think talk write method, (2) The teacher asked the students to conclude what the video about and take note the words that they do not know, (3) The teacher explained about narrative text and the relation with the video, (4) The students were asked to mention the structure of narrative text from the video and textbook, (5) The students were asked to take note and mention the verbs that they got from video, (6) The students identified the materials that mentioned in the video by writing them in their books, (7) In individual, the students arranged the steps of "MALin Kundang", (8) The students wrote the narrative text about malin kundang with the generic structure of narrative text, and (9) The students presented their writing in front of the class.

In the closing activity, the activities done by the researcher were : (1) The students and teachers provided feedback on the process and learning outcomes, (2) The teacher told the students the next material that will be learned, (3) The students and teachers said the closing greetings.

### 3. Observing

Observation was used to find out the information of the action that done by the researcher. The observation included the behavior of the students, the response, the attitude of the students and other activities in the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of observation results, they are collected quantitatively and qualitatively. After being given post-test in cycle I, the score of the students in writing narrative text was increased when they were taught by using think talk write method. The researcher could improve the students' ability in writing narrative text but there were still some students who were not active in the learning process. Some of them did not pay attention to the video showed by the researcher and they were not interested in writing. Otherwise, they paid attention when the researcher gave them explanation and instruction. In this cycle, there were 19 students who had reached the minimum score, and 16 students got the score below 75.

Quantitatively, after being given the post-test I, the number of the students who passed the standard minimum score (KKM) was 19 from 35 students. The total of the students score was 2015. So, the mean of the students' score was

75,22. From the result, it can be seen that students' score in post-test I was increased higher than the students' score in the pre-test. The percentage of the students' score of the first cycle was categorized successful.

From the students' response and the students' score above, the researcher stated to continue in cycle two in hoping to be the best. Second cycle was held to achieve the improvement score of the students.

#### 4. Reflecting

In this phase, the researcher reflect the result of the test, the observation, the interview, the field note, and the documentation. In the end of the learning process, the researcher asked the students about their feeling after being taught by using think talk write method. The researcher also asked the difficulties and the problems that faced by the students.

Moreover, in this phase, the researcher analyzed the result of observation, test, and interview that can be seen in appendices. After did the reflection, the researcher decided to continue in cycle two in hoping the best one. Second cycle was held to achieve the improvement score of the students' ability in writing narrative text.

#### **4. The Activities in Cycle II**

The researcher chose to continue the researcher in cycle two. The aim was to improve the students' score in writing narrative text post-test in the first cycle. The students' response in learning narrative text was improved. It could be seen on the observation that have done by the researcher. The students were active and

enthusiastic in learning narrative text by using think talk write method. The phenomenon in the class also changed. The students were more active than before and paid attention to the teacher. The researcher also looked at the improvement of the students in every meeting. The second cycle also consists of planning, acting, observing, and reflecting.

### 1. Planning

In the planning phase, the researcher prepared the new material that relate to the topic as stated in the lesson plan. The researcher added the activities in hoping to get the better response from the students. The researcher also prepared the observation sheet for the second cycle.

### 2. Action

In this phase, the researcher did some activities. They are introduction, the main activity, and closing. In the introduction activity, the activities done by the researcher were: (1) Greeting the students and check attendance list, asking the students whether they know about narrative text or not, and motivating the students to learn, and (2) Explaining the objective of learning narrative text.

In the main activity, the activities done by the researcher and the students were: (1) The students explored the tutorial video about “Cinderella” with think talk write method, (2) The teacher asked the students to conclude what the video about and take note the words that they do not know, (3) The students were asked to take note and mention the verbs that they got from the video, (4) The students identified the materials that mentioned in the tutorial video by writing them in their books, (5) In a small group, the students wrote the narrative text of

Cinderella with the generic structure of narrative text, (6) The groups present their writing in front of the class.

In the closing activity, the activities done by the researcher were : (1) The students and teachers provided feedback on the process and learning outcomes, (2) The teacher told the students the next material that will be learned, (3) The students and teachers said the closing greetings.

### 3. Observing

In the observing step, the researcher found that the students looked enjoying the learning process. They were excited in think talk write method and discussing the material with their groups. In cycle I, no one dared to ask the researcher if they were confuse. While in the second cycle, they were more active in asking and answering the questions.

Observation was used to find out the students response, behavior, attitude, and other activities that happened in the action step. In the cycle II, there were two result found by the researcher. They were quantitative and qualitative result. From the qualitative result that had been explained above, it can be seen that tutorial video could help the learning process become more enjoyable and interesting.

### 4. Reflecting

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher could conclude as follows: (1) having checked the students' test, the researcher found that the students' score showed the improvement. Based on the observation sheet,



the teacher's ability in teaching reading showed the improvement too. The teacher could motivate the students' score showed the improvement. It can be seen from the mean of the students' scores that was getting increased. Most of students' score increased from the first test to the third test. It made the researcher felt that the cycle could be stopped because the students' ability in writing narrative text was improved by using think talk write method.

### **A. Research Finding**

This research was conducting to improve the students' ability in writing ability. The researcher used think talk write method in teaching narrative text. Think talk write method was one of the effective method for to improve students' ability in writing narrative text, and it could make the learning process become more interesting so the students were motivated to study.

The effectiveness of think talk write as a method in teaching narrative text was proven by the results of some tests given by the researcher in every cycle. It can be seen on the table of students' score that written in appendix. The score got improvement from the pre-test until post-test II. the improvement happened because the teacher controlled the class well. The implementation of the steps of think talk write method also helped the students understand the material easily and helped them to improve their ability in writing narrative text.

Based on the quantitative data, the result showed that the students' ability in writing narrative text was improved. The students' score was getting higher from the first test until the third meeting. In the pre-test, the mean score of the students was 51,55. It was low because there were only 7 students who passed the standard

minimum score or got the score 75 or up to 75. In the post-test I, there were 19 students from 35 students who got score 75 or up to 75. The mean score of the post-test I was 75,22. While in the last test (post-test II), the mean score was 79, 2. There were 28 students who passed the standard minimum score (KKM).

Then, the percentage of the students who got score 75 and more in the pre-test was only 20%. It was gotten from 7 of 35 students. the percentage of the students who passed standard minimum score in post-test I was 54,28%. The students were 19 from 35 students. Meanwhile, in post-test II, there were 28 students from 35 students who got 75 and more. The percentage was 80% it can be seen that the students' ability in writing narrative text had gotten improvement after being taught think talk write method. the students' score from the first until the third test had significant improvement.

## **1. Discussion**

Using TTW (Think Talk Write) strategy can influence the result of learning. When a teacher is teaching in front of class, the teacher should give the students' treatmentally to make students easier to get the material. And the teacher should choose the suitable method or strategy and creative media that can make their students understand the lesson and enjoy their study. TTW (Think Talk Write) method is suitable method in teaching writing narrative text. The strategy is simple and easy to be applied. It can be used and understood quickly by the students. By the method, the students were more active in the class and motivated to be better in writing narrative text.

From the statistic data, the students ability in writing narrative text by using TTW (Think Talk Write) method in the mean of the score at the first cycle was 75,22 and the mean of the score at the school cycle was 79,2. It was indicated that the score and the mean in the second cycle were better than the first cycle. The percentage of the students who got score 75 and above also increased. In the test of the cycle I, the students who got point 75 and above were 7 of 35 students. Then, in the second cycle, the students who got point 75 and above were 28 of 35 students. Otherwise, the students were getting better than first meeting.

From the qualitative data, the results showed that the implementation of think talk write as method in teaching narrative text could improve the teacher (the researcher) and the students' activities in the learning process.. the students were more active in the class and motivated to be better in writing narrative text. They always paid attention to the teacher and they were spirit and enjoy the learning process. It indicated that the implementation of think talk write as method in teaching could motivate the students became more enthusiastic in learning narrative text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the research findings, it can be concluded that think talk write as a teaching method could improve students' ability in writing narrative text. It could be proven from the students' score that always getting higher from the pre-test until post-test II. The last result was 80% of the students' of eight grade in Mts Al Jamiatul Al Washliyah Tembung could pass the standard minimum score- Kriteria Kelulusan Minimum (KKM) of English subject. So, think talk write is a suitable method in teaching narrative text.

#### B. Suggestion

1. For all of English teacher to use think talk write method especially in teaching narrative text. This method is suitable to teach English subject. Also, as a teacher, we teach the students in different era, different culture and different situation, so we have to learn in every single time to upgrade our knowledge and our teaching skill. Never stop to learn.
2. For the principal, the result of this research as a contribution to improve teachers' competence in teaching English.
3. For other researchers, the result of this research can be used to conduct the same research with the various variables.

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## APPENDIX I

### LESSON PLAN

#### (CYCLE 1)

School : Mts Al Jamiatul Al-Washliyah Tembung

Subject : English Lesson

Material : Narrative Text

Class : VIII

Aspect/Skill : Writing

Time : 4 x 45 minutes (2 meetings)

#### A. Core Competence

- **KI-1 and KI-2: Live and practise** the teachings of the religion adhered.

**Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".

- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems

- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

## **B. The Basic Competencies and Indicators of Achievement of the Competencies**

### 1. Basic Competences

- 1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation
- 2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.
- 3.7. Applying the text structure and language feature to do social function of narrative text by mentioning and asking about receipt and manual shortly and simply, based on the context of use.
- 4.7 Understanding the meaning of narrative text in oral and written, in the form of receipt and manual shortly and simply.

### 2. Indicators of Achievement of the Competences

- 3.7.1. Mentioning the social function of narrative text.
- 3.7.2. Writing narrative text about a receipt shortly and simply based on the text structure well.
- 3.7.3. Using the language features to mention and ask the receipt correctly.

#### **D. Learning Objective**

1. The students knows social function of narrative text.
2. The students are able to write narrative text simply with the right structure of narrative text.
3. The students are able to use the language features to explain and ask about receipt.

#### **E. Learning Material**

Social functions

Provide information to achieve the best results in an efficient, avoiding accidents, damage, waste, etc.

The structure of the text

- Orientation
- Complication
- Resolution

Linguistic features

- Grammar: the sentence of *pass event*.
- Narrative typically uses action verbs.
- Temporal connectives, such as after, then, next.
- Speech, pressure, intonation, spelling, punctuation, and handwriting.

#### **F. Learning Method**

Collaborative writing strategy and Discussion

## G. Learning Activities

### The First Meeting

Activities	Description	Time Allocation
Opening	<ol style="list-style-type: none"><li>1. Teacher greet the students and check attendance list.</li><li>2. Teacher asks the students whether they know about narrative text or not.</li><li>3. Teacher motivates the students to learn.</li><li>4. Teacher explains the objective of learning narrative text.</li></ol>	10 minutes
Core Activity	<p>Exploration</p> <ol style="list-style-type: none"><li>1. The students explore the tutorial video about “Cinderella”.</li><li>2. The teacher asks the students to conclude what the video about and take note the words that they do not know.</li><li>3. The teacher explains about narrative text and the relation with the video.</li></ol> <p>Elaboration</p> <ol style="list-style-type: none"><li>1. The students are asked to mention the structure of narrative text from the video and textbook.</li><li>2. The students are asked to take note and mention the verbs that they got from the video.</li><li>3. The students identify the orientation that mentioned in the video by writing them in their books.</li></ol> <p>Collecting Information and Trying</p> <ol style="list-style-type: none"><li>1. In individual, the students arrange the steps of “Cinderella”.</li><li>2. The students write the narrative text of “Cinderella” with the generic structure of narrative text.</li><li>3. The students present their writing in front of the class.</li></ol>	70 minutes
Closing	<ol style="list-style-type: none"><li>1. The students and teachers provide feedback on the process</li></ol>	10 minutes

	<p>and learning outcomes.</p> <ol style="list-style-type: none"> <li>2. The teacher tells the students the next material that will be learned</li> <li>3. The students and teachers say the closing greetings..</li> </ol>	
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### The Second Meeting

Activities	Description	Time Allocation
Opening	<ol style="list-style-type: none"> <li>1. Teacher greet the students and check attendance list.</li> <li>2. Teacher asks the students whether they know about narrative text or not.</li> <li>3. Teacher motivates the students to learn.</li> <li>4. Teacher explains the objective of learning narrative text.</li> </ol>	10 minutes
Core Activity	<p>Exploration</p> <ol style="list-style-type: none"> <li>1. The students explore the tutorial video about “Cinderella”</li> <li>2. The teacher asks the students to conclude what the video about and take note the words that they do not know.</li> </ol> <p>Elaboration</p> <ol style="list-style-type: none"> <li>1. The students are asked to take note and mention the verbs that they got from the video.</li> <li>2. The students identify the materials that mentioned in the video by writing them in their books.</li> <li>3. The students identify the steps that mentioned in the video.</li> </ol> <p>Collecting Information and Trying</p> <ol style="list-style-type: none"> <li>1. In individual, the students arrange the steps of Cinderella</li> <li>2. The students write the narrative text of Cinderella with the generic structure of procedure text.</li> <li>3. The groups present their writing in front of the class.</li> </ol>	70 minutes

Closing	<ol style="list-style-type: none"> <li>1. The students get an assignment to write a narrative text about Malin Kundang.</li> <li>2. The students and teachers provide feedback on the process and learning outcomes.</li> <li>3. The teacher tells the students the next material that will be learned</li> <li>4. The students and teachers say the closing greetings..</li> </ol>	10 minutes
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### **H. Learning Source, Media, and Tools**

1. Learning source : Textbook, Youtube.
2. Media : Video.
3. Tools : Infocus, speaker, laptop, markers and worksheet.

### **I. Assessment**

1. Assessment Technique : Written test
2. Instrument : Writing a narrative text
3. Rubric of Assessment

Medan, October 2019

Principal of MTs. Alwashliyah Tembung

English Teachear

**Muhammad Yunus, S.Ag**

**Evi Hastuty Harahap, S.S**

Research

**Siti Aulia Rahma**

**NIM 34151033**

## APPENDIX II

### LESSON PLAN

#### (CYCLE 2)

School : Mts Al – Jamiatul Al - Washliyah

Subject : English Lesson

Material : Narrative Text

Class : VIII

Aspect/Skill : Writing

Time : 4 x 45 minutes ( 2 meetings )

#### A. Core Competence

- **KI-1 and KI-2: Live and practise** the teachings of the religion adhered.

**Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".

- **KI 3:** Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems

- **KI4:** Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

## **B. The Basic Competencies and Indicators of Achievement of the Competencies**

### 1. Basic Competences

- 1.1. Being grateful of having a chance to study English as an International language by showing the learning motivation
- 2.3. Showing responsibility, care, cooperation, and live with peace in functional communication.
- 3.7. Applying the text structure and language feature to do social function of narrative text by mentioning and asking about receipt and manual shortly and simply, based on the context of use.
- 4.7 Understanding the meaning of narrative text in oral and written, in the form of receipt and manual shortly and simply.

### 2. Indicators of Achievement of the Competences

- 3.7.1. Mentioning the social function of narrative text.
- 3.7.2. Writing narrative text about a receipt shortly and simply based on the text structure well.
- 3.7.3. Using the language features to mention and ask the receipt correctly.



#### **D. Learning Objective**

1. The students know the social function of narrative text.
2. The students are able to write narrative text simply with the right structure of narrative text.
3. The students are able to use the language features to explain and ask about receipt.

#### **E. Learning Material**

##### Social functions

Provide information to achieve the best results in an efficient, avoiding accidents, damage, waste, etc.

##### The structure of the text

- Orientation
- Complication
- Resolution

##### Linguistic features

- Grammar: the sentence of *pass event*.
- Narrative typically uses action verbs.
- Temporal connectives, such as after, then, next.
- Speech, pressure, intonation, spelling, punctuation, and handwriting.

#### **F. Learning Method**

Collaborative writing strategy and Discussion

## G. Learning Activities

### The Third Meeting

Activities	Description	Time Allocation
Opening	<ol style="list-style-type: none"><li>1. Teacher greet the students and check attendance list.</li><li>2. Teacher asks the students whether they know about narrative text or not.</li><li>3. Teacher motivates the students to learn.</li><li>4. Teacher explains the objective of learning narrative text.</li></ol>	10 minutes
Core Activity	<p>Exploration</p> <ol style="list-style-type: none"><li>1. The students explore the video about “Malin Kundang”.</li><li>2. The teacher asks the students to conclude what the video about and take note the words that they do not know.</li></ol> <p>Elaboration</p> <ol style="list-style-type: none"><li>1. The students are asked to take note and mention the verbs that they got from the video.</li><li>2. The students identify the materials that mentioned in the video by writing them in their books.</li><li>3. The students identify the steps that mentioned in the video.</li></ol> <p>Collecting Information and Trying</p> <ol style="list-style-type: none"><li>1. In a small group, the students arrange the steps of “Malin Kundang”.</li><li>2. The students write the narrative text of “Malin Kundang” with the generic structure of narrative text.</li><li>3. The groups present their writing in front of the class.</li></ol>	70 minutes
Closing	<ol style="list-style-type: none"><li>1. The students and teachers provide feedback on the process and learning outcomes.</li><li>2. The teacher tells the students the</li></ol>	10 minutes

	<p>next material that will be learned</p> <p>3. The students and teachers say the closing greetings..</p>	
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### The Fourth Meeting

Activities	Description	Time Allocation
Opening	<ol style="list-style-type: none"> <li>1. Teacher great the students and check attendance list.</li> <li>2. Teacher asks the students whether they know about narrative text or not.</li> <li>3. Teacher motivates the students to learn.</li> <li>4. Teacher explains the objective of learning narrative text.</li> </ol>	10 minutes
Core Activity	<p>Exploration</p> <ol style="list-style-type: none"> <li>1. The students explore the example of narrative text given by the teacher.</li> <li>2. The teacher asks the students to give the explanation of what the text about.</li> </ol> <p>Elaboration</p> <ol style="list-style-type: none"> <li>1. The students are asked to take note and mention the verbs that they got from the narrative text.</li> <li>2. The students identify the materials that mentioned in the narrative text.</li> <li>3. The students identify the steps that mentioned in the narrative text.</li> </ol>	70 minutes
Closing	<ol style="list-style-type: none"> <li>1. The students get an assignment to write a narrative text with their favorite theme</li> <li>2. The students and teachers provide feedback on the process and learning outcomes.</li> <li>3. The teacher tells the students the next material that will be learned</li> <li>4. The students and teachers say the closing greetings..</li> </ol>	10 minutes

## **H. Learning Source, Media, and Tools**

1. Learning source : Textbook, Youtube.
2. Media : Video.
3. Tools : Infocus, speaker, laptop, markers and worksheet.

## **I. Assessment**

1. Assessment Technique : Written test
2. Instrument : Writing a narrative text
3. Rubric of Assessment

Medan, October 2019

Principal of MTs. Alwashliyah Tembung

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Research

**Siti Aulia Rahma**

**NIM 34151033**







**APPENDIX VI****OBSERVATION SHEET****(CYCLE I)**Date : 02<sup>th</sup> October 2019

Class : VIII

School : Mts Al Jamiatul Al-Washliyah Tembung

Subject: English

FOCUS	TOPIC	CATEGORY			
		1	2	3	4
The Research as the Teacher	1. The teacher motivates the students.				√
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom				√
	3. The teachers tells the students the goal of the study				√
	4. The teacher prepares the topic and introduces about Think Talk Write Method				√
	5. The teacher gives explanation about the topic of study				√
	6. The teacher explains the material clearly			√	
	7. The teacher uses media or teaching			√	
	8. The teacher gives the students chance to ask the teacher related to the topic of study			√	
	9. The teacher gives test to the students			√	
<b>Total</b>				12	20

Note

4 : Very Good

3 : Good

2 : Enough



**APPENDIX VII****OBSERVATION SHEET****(CYCLE II)**Date : <sup>th</sup> October 2019

Class : VIII

School : Mts Al Jamiatul Al-Washliyah Tembung

Subject: English

FOCUS	TOPIC	CATEGORY			
		1	2	3	4
The Research as the Teacher	1. The teacher motivates the students.				√
	2. The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom				√
	3. The teachers tells the students the goal of the study				√
	4. The teacher prepares the topic and introduces about Think Talk Write Method				√
	5. The teacher gives explanation about the topic of study				√
	6. The teacher explains the material clearly				√
	7. The teacher uses media or teaching			√	
	8. The teacher gives the students chance to ask the teacher related to the topic of study			√	
	9. The teacher gives test to the students				√
<b>Total</b>				6	28

## OBSERVATION SHEET

### (CYCLE I)

Date :

Class : VIII

School : Mts Al-Jamiatul Al-Washliyah Tembung

FOCUS	TOPIC	CATEGORY			
		1	2	3	4
The Students	1. The students are interested and enthusiastic in studying			√	
	2. The students participate in the learning process			√	
	3. The students ask the teacher about material that they do not understand			√	
	4. The students answer the question which is given by the teacher			√	
	5. The relationship between the students and the teacher is good				√
	6. The students do the test seriously			√	
<b>Total</b>				<b>15</b>	<b>4</b>

Note

4 : Very Good

3 : Good

2 : Enough

1 : Bad

The formula to measure the teachers activity in teaching is :

The students' activity =  $\frac{n}{N}$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below :

n = 15+4 = 19

N = 6

$\frac{19}{6}$

3,1 = Good

## OBSERVATION SHEET

### (CYCLE II)

Date :

Class : VIII

School : Mts Al-Jamiatul Al-Washliyah Tembung

FOCUS	TOPIC	CATEGORY			
		1	2	3	4
The Students	1. The students are interested and enthusiastic in studying				√
	2. The students participate in the learning process				√
	3. The students ask the teacher about material that they do not understand				√
	4. The students answer the question which is given by the teacher				√
	5. The relationship between the students and the teacher is good				√
	6. The students do the test seriously				√
<b>Total</b>					<b>24</b>

Note

4 : Very Good

3 : Good

2 : Enough

1 : Bad

The formula to measure the teachers activity in teaching is :

The students' activity =  $\frac{\text{---}}{\text{---}}$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below :

n = 24

N = 6

—

4 = Very Good

## **APPENDIX VIII**

### **INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH**

1. How does students' ability at eight grade in writing English text?

I think that their ability in writing is still need to be improved. Most of students are still lack of vocabularies and of course only a few of students that have mastered the basic tenses which are usually used in the teaching writing for VIII grade students.

2. What kind of texts that they ever wrote?

I have taught them many kinds of texts; those are narrative text, descriptive text and procedure text. So, those kinds of texts were have been written by them.

3. What have you taught them related to narrative text?

Yes, I have taught them about the narrative text such as the definition of the text , the general structure, language features and of course the function of the text.

4. What are the challenges that you face in teaching?

Teaching writing is not that easy. There so many obstacles that must be faced. Such as the students that are so crowded and very talk active. It is difficult to make them quiet and calm. There are a few of students that hard to be handled so they become a provocateur in the class and mess up the teaching and learning process.

6. Since the students got some problems in learning, what do you think the cause of those problems miss?

Especially in the grade of eight students, they have low motivation to learn about writing. They usually think that writing is hardest part in English, because of that thinking, they are not interested in learning about writing English texts. But there are still a few of students has a big desire to learn writing English, however, their lack of vocabularies becomes a challenge for them.

7. How do you teach writing in your class miss?

The way I teach writing English texts in the classroom , I usually start with apperception by doing questions and answers about the material to be learned, then I instruct them to open the book that will be the topic of discussion on that day, then the process of learning as usual. I usually explain the writing of the text definition first, then explain the structure and characteristics of the text to be taught. After that I asked the students whether they already understand or not, then the students are asked to create examples of similar texts.

8. Do you think method is important in teaching? why?

The method is very important because method could help the students become more understand about the material.

## **APPENDIX IX**

### **INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH**

1. Do you think Think Talk Write is suitable method in teaching narrative text?

Yes, so far I have realized that Think Talk Write can improve the students' motivation and interest in writing narrative text.

2. According to you, how does students' ability in writing after being taught by using think talk write method?

Their motivation is going higher and their curiosity about how to write a good narrative text leads their ability in writing to be better. So that, I think this method is suggested to English teacher especially in teaching narrative text.

3. How does the responses of the students when there were teaching by using think talk write method?

They showed a good response in learning writing English text. It could be seen from their curiosity and their interest of narrative text.



## **APPENDIX X**

### **INTERVIEW GUIDELINE WITH THE STUDENTS BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH**

1. Apakah kamu suka belajar bahasa Inggris khususnya pada pembelajaran writing? Mengapa suka/tidak suka?

Student 1 : Saya kurang suka menulis, karena susah.

Student 2 : Suka, saya suka menulis cerpen, saya belajar sendiri menggunakan kamus.

Student 3 : Tidak suka, saya tidak tahu apa yang akan saya tuliskan dalam bahasa inggris.

2. Apakah ada kesulitan kamu dalam belajar writing?

Student 1 : Ada. Saya kesulitan menterjemahkan kata-katanya.

Student 2 : Ada, saya tidak mengerti artinya

Student 3 : Ada. Kekurangan vocabulary jadi susah

3. Apakah kamu suka dengan cara mengajar yang digunakan guru saat pembelajaran writing?

Student 1 : Kurang suka. Karena suka ceramah

Student 2 : Kurang Suka. Karena kami hanya mendengar saja sedikit monoton

Student 3 : Kurang menarik, kurang atraktif

4. Apakah kamu tahu tentang narrative text?

Student 1 : Tahu, pernah belajar dengan guru saya

Student 2: Tahu, yaitu text yang menceritakan kejadian di masa lampau.

Student 3 : Tidak tahu miss.

5. Apa yang kamu inginkan dari guru bahasa inggrismu sehingga pembelajaran didalam kelas menjadi lebih menyenangkan?

Student 1 : Saya ingin kami lebih dilibatkan lagi dalam proses belajar agar lebih menyenangkan. Jangan gurunya aja yang ngomong

Student 2 : Perbanyak menghafal vocabulary, bernyanyi dalam bahasa inggris jika suasana belajar mulai tegang

Student 3 : Penggunaan media yg menarik siswa, tekniknya juga

## **APPENDIX XI**

### **INTERVIEW GUIDELINE WITH THE STUDENTS AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH**

1. Bagaimana pendapat kamu tentang belajar menulis narrative text dengan metode think talk write?

Student 1 : Menyenangkan, karena sebelum ini belum pernah digunakan guru saya

Student 2 : Menarik bu, jadi lebih menyenangkan belajar dengan menonton video

Student 3 : Menarik sekali.

2. Apakah setelah diajarkan dengan metode think talk write, kamu jadi tertarik untuk menulis?

Student 1 : Cukup tertarik karena ternyata menyenangkan menulis itu.

Student 2 : Sedikit bu, tergantung text yang ditulis

Student 3 : Saya kira iya.

3. Apakah dengan belajar melalui metode think talk write, kamu merasa kemampuan menulismu berkembang?

Student 1 : Ya apalagi sebelum ini saya kurang suka menulis, setelah ini mungkin saya akan mencoba beberapa tulisan.

Student 2 : Iya bu, karena banyak kosakata yang saya dapat juga.

Student 3 : Menurut saya iya, karena ternyata gampang

4. Adakah kesulitan yang kamu dapatkan selama menulis narrative text dengan metode think talk write?

Student 1 : Sedikit, karena ketika saya belum mengerti saya suka terbalik-balik nulisnya

Student 2 : Saya sedikit bingung menulis kalimat bahasa inggrisnya bu

Student 3 : Tentang.vocabulary

## **APPENDIX XII**

### **DIARY NOTES**

Wednesday, 2th October 2019 (Meeting I)

The first meeting was used for pre-test. In this meeting, all students (35 students) were present. When the researcher and the teacher entered the class, the students were too noisy. But after the teacher calmed them down, they paid attention to the researcher's instruction. The students looked confused when they were given pre-test. They seemed to forget the way how to write narrative text. Therefore, most of them found it difficult to write and got a bad result.

Saturday, 5th October 2019 (Meeting II)

In this meeting, the researcher taught the students about narrative text by using the think talk write method. Before the researcher showed the video, she explained to them about narrative text to remind them of what they have learned before. After the students watched the tutorial video given by the researcher, they were asked to tell what the video was about and take notes of some words that they did not know. After discussing the video, the researcher asked the students to retell what they have watched.

Wednesday, 9<sup>th</sup> October 2019 (Meeting III)

In this meeting, the researcher gave the students post-test I. But before that, the researcher reviewed the material that had been learned by the think talk write method. All of the students paid attention to the explanation and did the test well. Even though they were still shy answering the questions by the researcher. The score was increased a lot than pre-test.

Saturday, 12<sup>th</sup> October 2019 (Meeting IV)

In this meeting, the researcher reviewed again about narrative text by the think talk write method. In this meeting, the students were asked to discuss about the video that they have watched in a small group. The students looked enjoying the learning process and also looked motivated to get a better result in the next test.

They were more active in asking what they did not understand and reminded new vocabularies that they got from the tutorial video. Same like the meetings before, the students were always paid attention when the researcher gave explanation or instruction. Even though they made noise before the researcher tried to calm them down.

Wednesday, 16<sup>th</sup> October 2019 (Meeting V)

In the last meeting, the researcher gave the post-test II to the students to get the last score for them. The researcher reviewed and gave treatment to the students to give them reinforcement. The reviewed were not taking a long time because the researcher found that they have enough knowledge for the last test. And finally they were really showed excited result.

APPENDIX XIII

TABLE 4.1

The Students' Score in Pre-Test, Post-Test I, And Post-Test II

NO	INITIAL NAME	PRE TEST	NOTE	POST TEST I	NOTE	POST TEST II	NOTE
1	AR	53	FAILED	72	FAILED	83	PASSED
2	AC	51	FAILED	75	PASSED	80	PASSED
3	CAS	52	FAILED	75	PASSED	81	PASSED
4	DYA	34	FAILED	80	PASSED	82	PASSED
5	DLB	51	FAILED	81	PASSED	79	PASSED
6	DM	52	FAILED	71	FAILED	74	FAILED
7	E	75	PASSED	79	PASSED	83	PASSED
8	IPK	75	PASSED	73	FAILED	83	PASSED
9	JH	53	FAILED	75	PASSED	72	FAILED
10	LZ	52	FAILED	74	FAILED	79	PASSED
11	MRR	34	FAILED	72	FAILED	81	PASSED
12	MIM	33	FAILED	71	FAILED	81	PASSED
13	MAW	35	FAILED	72	FAILED	74	FAILED
14	NDN	37	FAILED	80	PASSED	83	PASSED
15	NRH	51	FAILED	80	PASSED	80	PASSED
16	NNM	75	PASSED	72	FAILED	74	FAILED
17	NRH	74	FAILED	73	FAILED	73	FAILED
18	NAH	76	PASSED	80	PASSED	80	PASSED
19	NFA	75	PASSED	71	FAILED	78	PASSED
20	NA	51	FAILED	73	FAILED	74	FAILED
21	PBB	53	FAILED	72	FAILED	79	PASSED
22	PA	34	FAILED	78	PASSED	81	PASSED
23	RSL	35	FAILED	78	PASSED	84	PASSED
24	RABR	36	FAILED	80	PASSED	80	PASSED
25	RCZ	51	FAILED	71	FAILED	83	PASSED
26	RS	53	FAILED	72	FAILED	74	FAILED
27	RAF	75	PASSED	77	PASSED	78	PASSED
28	RDPH	76	PASSED	80	PASSED	80	PASSED
29	RSR	34	FAILED	70	FAILED	83	PASSED
30	RA	35	FAILED	76	PASSED	79	PASSED
31	RAN	37	FAILED	70	FAILED	80	PASSED
32	SB	51	FAILED	77	PASSED	80	PASSED
33	SY	60	FAILED	80	PASSED	79	PASSED
34	SZL	51	FAILED	77	PASSED	77	PASSED
35	ST	34	FAILED	76	PASSED	81	PASSED
	<b>Total</b> $\Sigma x$	1804		2633		2772	
	<b>THE MEAN SCORE</b>	51.5428571		75.2285714		79.2	

**The Data Analysis for Each Test:**

**Table 4.2**

**The Students' Score in Pre-test**

<b>NO</b>	<b>INITIAL NAME</b>	<b>PRE TEST</b>	<b>NOTE</b>
1	AR	53	FAILED
2	AC	51	FAILED
3	CAS	52	FAILED
4	DYA	34	FAILED
5	DLB	51	FAILED
6	DM	52	FAILED
7	E	75	PASSED
8	IPK	75	PASSED
9	JH	53	FAILED
10	LZ	52	FAILED
11	MRR	34	FAILED
12	MIM	33	FAILED
13	MAW	35	FAILED
14	NDN	37	FAILED
15	NRH	51	FAILED
16	NNM	75	PASSED
17	NRH	74	FAILED
18	NAH	76	PASSED
19	NFA	75	PASSED
20	NA	51	FAILED
21	PBB	53	FAILED
22	PA	34	FAILED
23	RSL	35	FAILED
24	RABR	36	FAILED
25	RCZ	51	FAILED
26	RS	53	FAILED
27	RAF	75	PASSED
28	RDPH	76	PASSED
29	RSR	34	FAILED
30	RA	35	FAILED
31	RAN	37	FAILED
32	SB	51	FAILED
33	SY	60	FAILED
34	SZL	51	FAILED
35	ST	34	FAILED
	<b>Total <math>\Sigma x</math></b>	1804	Passed = 7
	<b>THE MEAN SCORE</b>	51.5428571	Failed = 28



**Table 4.3**

**The percentage of the students' score in pre test**

	<b>CRITERIA</b>	<b>TOTAL OF STUDENTS</b>	<b>PERCENTAGE</b>
<b>P1</b>	<b>PASSED</b>	<b>7</b>	<b>20%</b>
<b>P2</b>	<b>FAILED</b>	<b>28</b>	<b>80%</b>
<b>TOTAL</b>		<b>35</b>	<b>100%</b>

**Table 4.4**

**The Students' Score in Post-test Cycle I**

<b>NO</b>	<b>INITIAL NAME</b>	<b>POST TEST I</b>	<b>NOTE</b>
1	AR	72	FAILED
2	AC	75	<b>PASSED</b>
3	CAS	75	<b>PASSED</b>
4	DYA	80	<b>PASSED</b>
5	DLB	81	<b>PASSED</b>
6	DM	71	FAILED
7	E	79	<b>PASSED</b>
8	IPK	73	FAILED
9	JH	75	<b>PASSED</b>
10	LZ	74	FAILED
11	MRR	72	FAILED
12	MIM	71	FAILED
13	MAW	72	FAILED
14	NDN	80	<b>PASSED</b>
15	NRH	80	<b>PASSED</b>
16	NNM	72	FAILED
17	NRH	73	FAILED
18	NAH	80	<b>PASSED</b>
19	NFA	71	FAILED
20	NA	73	FAILED
21	PBB	72	FAILED
22	PA	78	<b>PASSED</b>
23	RSL	78	<b>PASSED</b>
24	RABR	80	<b>PASSED</b>
25	RCZ	71	FAILED
26	RS	72	FAILED

27	RAF	77	<b>PASSED</b>
28	RDPH	80	<b>PASSED</b>
29	RSR	70	FAILED
30	RA	76	<b>PASSED</b>
31	RAN	70	FAILED
32	SB	77	<b>PASSED</b>
33	SY	80	<b>PASSED</b>
34	SZL	77	<b>PASSED</b>
35	ST	76	<b>PASSED</b>
	<b>Total <math>\Sigma x</math></b>	2633	
	<b>THE MEAN SCORE</b>	75.22857143	Passed = 19 Failed = 16

**Table 4.5**

**The Percentage of the Students' Score in Post-test Cycle I**

	<b>CRITERIA</b>	<b>TOTAL OF STUDENTS</b>	<b>PERCENTAGE</b>
<b>P1</b>	<b>PASSED</b>	<b>19</b>	<b>54,28%</b>
<b>P2</b>	<b>FAILED</b>	<b>16</b>	<b>45,72%</b>
<b>TOTAL</b>			

**Table 4.6****The Students Score in Post-test Cycle II**

<b>NO</b>	<b>INITIAL NAME</b>	<b>POST TEST II</b>	<b>NOTE</b>
1	AR	83	PASSED
2	AC	80	PASSED
3	CAS	81	PASSED
4	DYA	82	PASSED
5	DLB	79	PASSED
6	DM	74	FAILED
7	E	83	PASSED
8	IPK	83	PASSED
9	JH	72	FAILED
10	LZ	79	PASSED
11	MRR	81	PASSED
12	MIM	81	PASSED
13	MAW	74	FAILED
14	NDN	83	PASSED
15	NRH	80	PASSED
16	NNM	74	FAILED
17	NRH	73	FAILED
18	NAH	80	PASSED
19	NFA	78	PASSED
20	NA	74	FAILED
21	PBB	79	PASSED
22	PA	81	PASSED
23	RSL	84	PASSED
24	RABR	80	PASSED
25	RCZ	83	PASSED
26	RS	74	FAILED
27	RAF	78	PASSED
28	RDPH	80	PASSED
29	RSR	83	PASSED
30	RA	79	PASSED
31	RAN	80	PASSED
32	SB	80	PASSED
33	SY	79	PASSED
34	SZL	77	PASSED
35	ST	81	PASSED
	<b>Total <math>\Sigma x</math></b>	2772	
	<b>THE MEAN SCORE</b>	79.2	Passed = 28 Failed = 35

**Table 4.7**

**The Percentage of the Students' Score in Post-test Cycle II**

	<b>CRITERIA</b>	<b>TOTAL OF STUDENTS</b>	<b>PERCENTAGE</b>
<b>P1</b>	<b>PASSED</b>	<b>28</b>	<b>80%</b>
<b>P2</b>	<b>FAILED</b>	<b>7</b>	<b>20%</b>
<b>TOTAL</b>		<b>35</b>	<b>100%</b>

**Table 4.8**

**The Mean of Students' Score in Each Test (Pre-test, Post-test in Cycle I and Post-test in Cycle II)**

<b>X</b>	<b>Pre-test</b>	<b>Post-test I</b>	<b>Post-test II</b>
<b>Mean</b>	<b>51.54</b>	<b>75.22</b>	<b>79.2</b>

**Table 4.9**

**The Percentage of the Students' Vocabulary Test in Each Test**

<b>No</b>	<b>Cycle</b>	<b>Students who got score up to 75</b>	<b>Percentagr</b>
<b>1</b>	<b>Pre-test</b>	<b>7</b>	<b>20%</b>
<b>2</b>	<b>Post-test I</b>	<b>19</b>	<b>54,28%</b>
<b>3</b>	<b>Post-test II</b>	<b>28</b>	<b>80%</b>

## APPENDIX XIV

### DOCUMENTATION





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. W. Buyat Iskandar Poso V Medan Utara 20178 Telp. (061) 4615683-6622025 Fax. 6615683  
Website : [www.fik.uin-su.ac.id](http://www.fik.uin-su.ac.id) e-mail : [fik@uin-su.ac.id](mailto:fik@uin-su.ac.id)

Nomor : B-11911/ITK/TK.V.3/PP.00.9/09/2019  
Lampiran : -  
Hal : Izin Riset

Medan, 25 September 2019

Yth. Ka. MTs Al-Jam'iyatul Washliyah Tembung  
*Assalamu 'alaikum W/ W/*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

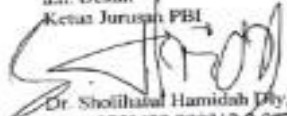
Nama : SITI AULIA RAHMA  
Tempat/Tanggal Lahir : Deli Serdang, 18 Januari 1998  
NIM : 34151035  
Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riset di MTs Al-Jam'iyatul Washliyah Tembung, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

**THE IMPLEMENTATION OF THINK TALK WRITE METHOD TO IMPROVE THE STUDENT WRITING OF NARRATIVE TEXT**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Warsalaw  
a.n. Dekan  
Ketua Jurusan FBI

  
Dr. Sholihatal Hamidah Dhy, M.Hum.  
NIP.19750622 2003124 001

Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan





AST D A ANA YA

**AL-JAM'İYATUL WASHLIYAH**

DESA WAMBUNG - KEC. PERCUT SEI TUAN KAB. DELI SERDANG

NSM : 121212070005 - NPSN : 10264228

Jl. Besar Tembung No. 78 Dusun IV Tembung Kec. Percut Sei Tuan Telp. 061-42074100 Kode Pos 20371

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## SURAT KETERANGAN

No : 145 / MTs - AW / S.Ket / X / 2019

Yang bertanda tsnjpn di kawah ini:

Nenna : UIIAh7MAD YUNfIS. Mg  
TermW\*gl.LoJtir : Koia Dear. @ Aids 1977

Sekolah : MadrasBh Tsarawiyafi A-I\* 'iŞ'B»1 Wash1 jafi Tc8n!8ng

menerangkan bahwa:

Nama : SITI AULIA RAHIMA  
TcmP \*A\*10 : Deli Serdang, 18 Januari 1998  
NIM : 34151035  
Scrnestr/lu.rusan : IX Pendidikan Bahasa Inggris

benar telah melaksanakan Research dan Observasi di MTs. Al-Washliyah Tembung untuk meny  
skripsi dengan judul: **"THE IMPLEMENTATION OF THINK TALK WRITE METHOL  
IMPROVE THE STUDENT WRITING OF NARRATIVE TEXT "** pada tanggal 01 - 16 Ok  
2019

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Tmbung 16OktobcrZDj9  
Madrasah Tsarawiyah  
Al-Jam'iyatul Washliyah Tembung  
MULIHAH7MAD YUNUS, S.Ag