

CHAPTER I

INTRODUCTION

A. Background of The Study

English language is generally taught and assessed in terms of the four skills: listening, speaking, reading, and writing. These four skills are related and integrated closely to each other. Listening and reading are known as receptive skills while speaking and writing are known as productive skills. Writing which belongs to productive skill has an important role because through writing the students take their ideas, thoughts, and emotions using writing process to create meaningful text.

According to Harris (1993: 122), writing is a complex activity. It is fundamentally important to learning, to personal development and to achievement in the educational system. Because of this importance, the students need to develop and present their thought or idea in a structured way to make the reader understand their writing. Writing is a process over period particularly if we take into account the sometimes extended periods of thinking that precede an initial draft. Even in the more immediately focused stage of constructing a text (actually writing the words down) writers pause, think, write, pause, think, revise and so on (Harris, 1998: 10). In writing process, students develop their ideas and record them in written forms, the process involves planning, writing a draft, revising, editing and publishing.

Each stage of writing process is important and needs to be explicitly taught. The teacher needs to concentrate on rising out students' awareness of the composing process itself. So, in teaching writing the teacher is demanded to use the strategy which is challenging and appropriate to the students' level of English proficiency in order that all students are able to achieve the teaching goals and improve the writing achievement.

The teaching method applied by the teachers is one of the important factors influencing students' writing skill. Therefore, a teacher must give a wise decision in choosing the appropriate teaching method in order to teach writing successfully.

One method that can be used in teaching writing is cooperative learning. According to Slavin (1995: 2), cooperative learning is a variety of teaching learning method in which students work in small groups help one to another to learn academic content. In the cooperative learning, each group is composed of students with different level of ability.

They use a variety of learning activities to improve their understanding of a subject. Each member of the group is responsible not only for learning what is taught but also for helping the other members learn. Furthermore, Johnson et al in Richard & Rodgers (2001: 177) states cooperative learning is the instructional use of small group in which the students work together to maximize their own and each other's learning. It is very contrast with individual work where every student competes to win the highest achievement. In the cooperative learning, students work in groups to achieve academic goals. Cooperative learning has many various models, such as: Think Talk Write (TTW), Think Pair Share (TPS), Students Team Achievement Division (STAD), Numbered Head Together (NHT), Team Games Tournament (TGT), and Jigsaw.

Based on the on the observation in the SMP N 1 Kaliori, the researcher found that the students have some difficulties in writing. The first that is the students get difficulties to find the topic and develop their ideas into writing. The second that is the students lacked in vocabulary and grammar and the third that is the students are also lacked in punctuation. The reseracher also found some reasons why those problems arise. The first reason is that the students feel that writing is difficult to learn they also afraid to make mistakes in the writing. The next is that the students have limited time to practice writing at the school. The teacher also uses writing as the home work or task examination and writing activity takes only the part of the learning process. And the last is the teacher uses conventional method of teaching, which is direct instruction method.

There are various teaching methods that are able to applied in teaching writing to overcome the problems of writing. One of them is Think Talk Write method. Huinker and Laughlin (1996: 82) states that Think Talk Write method has students to think, develop, organize, and check their ideas in the group discussion before writing. Think Talk Write method encourages students to think, speak and then write down related to a topic. Think Talk Write method is one of the teaching method in which the teacher gives the students a chance to discuss and interact with other students in small groups. This creates a positive learning environment, with more students attentive to assigned tasks. As a result, academic achievement increases for all students. (Kessler 1992: 3)

Beside the method used by the teacher, creativity is a supporting element of learning. In the classroom, there are students with the high creativity and low creativity. Students who have high creativity usually perform better writing than students who have low creativity. Students who know how to do and are challenged to do something usually work harder than those who not know and are not creative. Those who have greater

creativity are eager to learn more (Kaufman & Beghetto, 2009: 6). Creativity often arises when students get satisfaction on what they do. Therefore, the teacher should be able to provide the students with activities which can increase such creativity by implementing challenging atmosphere of learning activities.

Based on the discussion above, it has been clear that Think Talk Write method in cooperative learning is a method that is suitable to be applied in teaching writing for students of Junior High School since it can promote students' creativity. In Think Talk Write method, students with low creativity will get assistance from those who have high creativity.

After considering the theory and object of the research, the researcher is interested in carrying out the research entitled "The Effectiveness of Think Talk Write in Teaching Writing Viewed From Students' Creativity (An Experimental Research at the Seventh Grade Students of SMP N 1 Kaliori in Academic Year of 2017/2018).

B. Problem Statement

Based on the background of the study, the problems which will be analyzed in this research are formulated as follows:

- a. Is Think-Talk-Write method more effective than Direct Instruction method to teach writing for the seventh grade students of SMP N 1 Kaliori in academic year 2017/2018?
- b. Do students with high creativity have better writing achievement than those with low creativity writing for the seventh grade students of SMP N 1 Kaliori in academic year 2017/2018?
- c. Is there any interaction between teaching methods and students' creativity to teach writing writing for the seventh grade students of SMP N 1 Kaliori in academic year 2017/2018?

C. Objective of the Study

Based on the formulation above, the objectives of the research are as follows:

1. Finding out whether or not Think-Talk-Write method of cooperative learning is more effective than Direct Instruction method for teaching writing.

2. Finding out whether students with high creativity have better writing achievement than those with low creativity.
3. Finding out whether there is any interaction between teaching methods and creativity for teaching writing.

D. The Significances of the Study

The results of the research are expected to have benefit both theoretically and practically:

1. Theoretically

The study gives explanation of result of using Cooperative Learning method especially Think Talk Write in teaching writing.

2. Practically

- a. English Teacher

The results of this research are beneficial for the English teacher to improve their method in teaching English, especially writing. It can give more information to the English teacher about effective method for teaching writing.

- b. Principal

This study gives a reference for principal of the school in teaching writing. It is one of the methods that can be implemented in the teaching and learning process.

- c. The other researchers

The research motivates the other researchers to study and find out the more effective and better technique to be compared and prove the research study. The researcher hopes this research can be a reference for them who take an experimental research.