

**The Use of Think Talk Write Technique to Improve Students' Creative Writing Skills in
Narrative Text**

**(A Classroom Action Research in the Eight Grade Students of MTs Abadiyah Gabus, Pati in
the Academic Year 2015/2016)**

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
For Degree of Education Bachelor
In English Language Education



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SEMARANG

2015

A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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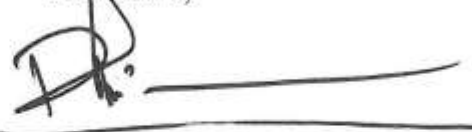
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MOTTO

- Think positively and pray continuously
- Face the problem as the great giving of the God
- Being conceit and arrogant make you lose

DEDICATION

This thesis is dedicated to:

- ☞ My beloved parents (Sudiro and Suwati) who always pray and support for my success.
- ☞ My beloved brothers and sisters (Agus Budiyo, Sahuri, Sulistyaningsih, Nur Bainah and Muhammad Rifai) who always give suggestion to me.
- ☞ My bad boy (Teguh Sarwono) who always gives motivation to my work and gives his hand to my best.

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Finally, the researcher realizes that this thesis is still less perfect. The researcher hopes any suggestions and criticisms to make it perfect. The researcher hopes this thesis can be useful for the improvement of English teaching learning, especially for the researcher herself and for the readers in general.

Researcher



Puji Lestari

ABSTRACT

Title : **THE USE OF THINK TALK WRITE
TECHNIQUE TO IMPROVE
STUDENTS' CREATIVE WRITING
SKILLS IN NARRATIVE TEXT (A
Classroom Action Research in the Eight Grade Students of MTs
ABADIYAH
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This research was based on the students' difficulties in writing narrative text. The students have good interest in writing narrative text unfortunately; they were difficult to deliver their idea in the written form. They were needed stimulation of the teacher in delivering their idea. The teachers were needed a new technique in teaching writing to improve students writing skills in narrative text. Think Talk Write Technique aimed to help students in writing narrative text creatively. The questions of this research were: (1) The implementation of Think Talk Write Technique to improve students' creative writing skill in narrative text. (2) The improvement of the students' creative writing skill in narrative after being taught by using Think Talk Write Technique. The purposes of this research were: (1) To know the implementation of Think Talk Write Technique to improve students' creative writing skill in narrative. (2) To know the improvement of students' creative writing skill in narrative after being taught by using Think Talk Write Technique. This classroom action research was done in two cycles. The subject of this study is the Eighth Grade Students (Class A) of MTs ABADIYAH Gabus Pati. This class consists of 27 students. This research was using test and observation as the data collection technique. In the pre-cycle, the students taught by the teacher using another technique. The students' score in pre-cycle was 55.18 or 55.18%. In cycle 1 the students got 57.37 or 57.37%. In cycle 2 the students got 76.96 or 76.96%. The result of the research showed that there was a significantly different students' achievement in every cycle. In the learning activity showed that the students pay good attention to the teacher. It can be seen in the cycle 1, the students pay good attention but difficult in writing narrative text. In the cycle 2 the students pay good attention and they can write narrative text with enjoy. Based on the result of the research showed that the students achievement in writing narrative text were improved through teaching narrative text by using Think Talk Write Technique. It can be recommended that the students' creative writing skill in narrative text could be improved by using Think Talk Write Technique.

Key word: *Creative Writing, Narrative Text, Think Talk Write*

TABLE OF CONTENT

PAGE OF TITLE	i
THESIS STATEMENT	ii
APPROVAL	iii
ADVISOR NOTE	iv
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	ix
TABLE OF CONTENT	x
CHAPTER I INTRODUCTION	
1.1 Background of the study.....	1
1.2 Question of the study	4
1.3 Objectives of the study.....	4
1.4 Significance of the study.....	5
1.5 Definition of the terms.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Previous Research.....	7
2.2 Theoretical Framework.....	8
2.2.1 Think Talk Write Technique	8
2.2.2 Creative Writing	13
2.2.3. Narrative Text.....	16
2.3 The Hypothesis of Action.....	18
CHAPTER III RESEARCH DESIGN	
3.1 Research Design	19
3.2 Subject and Setting of the study	20
3.3 The Procedure of the Study.....	21
3.4. Technique of the Data Collection.....	27
3.5. Technique of Data Analysis	28
CHAPTER IV FINDINGS OF THE RESULT OF RESEARCH	
4.1 Findings of the Research	34
4.1.1 The Result of First Cycle.....	35

4.1.2 The Result of Observation First Cycle.....	37
4.1.3 The Result of Second Cycle.....	40
4.1.4 The Result of Observation First Cycle.....	41
4.2 Discussion.....	44
4.2.1 The Result of the Observation.....	44
4.2.2 The Result of the Implementation of Think Talk Write Technique.....	45

CHAPTER V CONCLUSION

5.1 Conclusions.....	47
5.2 Suggestions.....	47

BIBLIOGRAPHY

APPENDIX

CURRICULUM VITAE

LIST OF APPENDICES

1. The researcher's Observation Checklist Cycle 1
2. The researcher's Observation Checklist Cycle 2
3. The Collaborator's Observation Checklist Cycle 1
4. The Collaborator's Observation Checklist Cycle 2
5. Lesson Planning Cycle 1
6. Lesson Planning Cycle 2
7. Test of Cycle 1
8. Test of Cycle 2

LIST OF TABLES

1. Teaching and Learning Activity
2. Indicators of Successful
3. List of Vocabulary
4. Percentage of the Elements of Writing
5. Scoring Guidance and the Explanation of Criterion
6. The students' name of Class 8A
7. Students' Score of Cycle 1
8. Form of the Researcher's Observation Checklist Cycle 1
9. Form of the Collaborator's Observation Checklist Cycle 1
10. the Students' Score of Cycle 2
11. Form of the Researcher's Observation Checklist Cycle 2
12. Form of the Collaborator's Observation Checklist Cycle 2

1. Design of TTW
2. Classroom Action Research Model
3. Apple Picture
4. Banana Picture
5. Pencil Picture
6. Shoes Picture
7. Owl Picture
8. Ant Picture
9. Snake Picture
10. Elephant Picture
11. Chart of teacher's observation
12. Chart of students' score

CHAPTER I

INTRODUCTION

In this chapter the researcher present of background of study, formulation of the research problem, purpose of the research, significance of the study, definition of key terms, and organization of study.

A. Background of The Study

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.¹

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.²

Writing possesses no dimension that is everything is possible to be done and no constraint means that is free to express anything of real or imagery one. We could make a new space of world inside writing.³

According to Cambridge Advanced Learner's Dictionary 3rd Edition, creative means producing or using original and unusual ideas. Then, writing is written work such as stories or poems of one person or a group of people. Creative writing is about an open space that has its own world. There is freedom to share strange ideas of our minds.⁴

Creative writing is about how to produce a new creation in the form of words which can bring outside the idea in our mind to the new form. Most of the students have brilliant idea in their mind to explore; unfortunately there is incompatible way of them in expressing it.

¹Huinker, 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

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

³David Morley, *the Cambridge Introduction to Creative Writing*, (New York: Cambridge University Press, 2007) p.1.

⁴Cambridge Advanced Learner's Dictionary 3rd Edition. An application.

Fiction is an example of creative writing. Most of people love fiction or story about imagination here, especially the students. This is a good chance to motivate the students in improving their writing by giving them treatment to create their imagination into a written text.

In Holy Quran, there is much verse about the important of writing. Such in surah Al-Alaq verse 4⁵:

الَّذِي عَلَّمَ بِالْقَلَمِ

“Who has taught by the pen.”

Therefore, this statement is Allah's swearing and alerting His creatures to what He has favored them with by teaching them the skill of writing, through which knowledge is attained.

The verse above states that Allah teaches the human from nothing to know anything. Allah teaches us by using pen, it means we have to learn the knowledge by using the pen (write). Al-Alaq is the first surah that revealed by Allah to our prophet Muhammad SAW. There are commands to read and write. Human learns anything by reading and writing it.

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 finished writing, you read it and make a correction of it. Therefore, writing is a never a one-step action.⁶

In another surah, Allah states that pen as a tool to learn about knowledge.⁷

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun, by the pen and by what they write.”

Allah promised by the pen and anything write by them. The pen means as the tool to write. The command to learn by writing revealed as the way of human to thanks to Allah who gives them a great giving. Writing needed to record a knowledge that has been learned by the human. It will be useful for the next generation to learn about the knowledge.

⁵<http://www.qtafsir.com/> retrieved on 31th November 2015 at 14.23 a.m.

⁶Alice Oshima and Anne Hogue, *Introduction to Academic Writing Third Edition*, (New York: Pearson Education Inc.,2007)p.2.

⁷<http://www.qtafsir.com/> retrieved on 31th November 2015 at 14.23 a.m.

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.⁸

Students almost like to listen and read narrative story. We can use narrative to teach writing to them. We come inside and closer to them by using narrative. The students are in progress thinking. They have much curiosity of anything in front of them. Delivering a narrative story of their culture and region is a good way to get their attention.

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 they 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.⁹

The students always see anything in front of them. They will enjoy something in front of them if it looks interesting. The teacher needs to make a good sense in front of the students. The students need something new and fresh in the learning process. They have big curiosity of something they see at the first sight. The students always move around to know something. Their movement sometimes noisy and disturb the other students. It cause of their feeling bored with the learning process.

Digging the students' curiosity by interact with them as a friends could be done by the teacher. It helps the teacher to know about the interest of the students with the English learning. They were interested to read the story. We can use it to give impulse them to like with the English learning. Serving a story with the English version is a new way of sending an English language with enjoy.

We know that most of people would like to read a story of imagination or fiction. Narrative is a kind of writing that tells a story of imagination or real incident in the past

⁸ Alice Oshima and Anne Hogue, *Introduction to Academic Writing Third Edition*, (New York: Pearson Education Inc., 2007) p. 27.

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

event. We can begin to teach a narrative writing by exploring the students' experience. Most of the students would like to tell their experience orally or write their experiences in a form of diary. We could give them chance to write their experience as good as possible to make sure the readers that their writing is interesting to be read.¹⁰

The researcher tries to use a narrative text about the students' experience or imagination to improve their writing skill. Hyland states that writing is learned, rather than taught, so the teacher's best method is flexibility and support.¹¹

MTs Abadiyah is the school in the village that still in progress of the teaching process. The students have a little bit of interest in English writing. They were difficult to write a written text in the class. Less motivation also the problem of the students there, they learned English as the obligation of their school. Actually, the students have big imagination to be improved in English writing. They only need best way to cover their talent.

The researcher chooses this school as the object 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 creativity in writing, give impulse to the students in order to bring out their imagination in the form of written text.

B. Question of the research

1. How is the implementation of Think Talk Write Technique to improve students' creative writing skill in narrative?
2. How is the improvement of students' engagement in creative writing skill in narrative after being taught by using Think Talk Write Technique?

C. Objective of the research

1. To know the implementation of Think Talk Write Technique to improve students' creative writing skill in narrative.
2. To know the improvement of students' engagement in creative writing skill in narrative after being taught by using Think Talk Write Technique.

¹⁰ Tara McCarthy, *Narrative Writing*, (New York: Scholastic Inc, 1998) p.5

¹¹ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003) p.78

D. Significance of The Study

The results of the study are expected to give contribution for:

1. Students

The students will be able to bring out their imagination in the form of written that can be seen by the others and improve their ability in English.

2. Teachers

This study will help the teacher to teach the students and give impulse to them by new method.

3. Researcher

The result of this study will help the researcher to understand and give best impulse to the students in writing time in real teaching process.

4. Next researcher

This study will give the next researcher new point of view about the way in motivating students to be interest in writing.

E. Definition of Key Terms

There are some words that use as key words in this study, here:

1. Narrative writing 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.¹²

The purpose of writing is not a matter. If you make your best effort, the result will surprise you. You will discover that putting words on paper is not that much different from saying words out loud. The think processes and grammatical structures are the same. Writing is just another form of expression; skill develops with practice.¹³

2. 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.¹⁴

¹² Tara McCarty, *Narrative Writing, A Scholastic Professional Book*, (New York: Scholastic Inc., 1998) p. 5.

¹³ Emily Hutchinson, *Narrative Writing*, (USA: Saddleback Educational Publishing, 2005) p. 5

¹⁴ 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.

Think means using your mind to form opinions, make decisions etc.; talk 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.¹⁵

¹⁵*Oxford Learners Pocket Dictionary, Fourth Edition.* (New York: Oxford University Press, 2008) p. 453, 461,516.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are some researcher have conducted the research about narrative text. Related to this study, the researcher chose some literature about previous researches which are relevant to the research.

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.¹⁶

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 thesis which the students can make an opus about their imagination creatively.¹⁷

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

¹⁶Nur 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).

¹⁷Jeffrey 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)

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 (2010-32-040) English Education Department, Teacher Training and Education Faculty of Muria Kudus University.¹⁸

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.

B. Theoretical Framework

1. Think Talk Write

Think-talk write for the first time was introduced by Huinker and Laughlin which they understanding about the learning as a social behavior.¹⁹ Think means using your mind to form opinions, make decisions etc.; talk 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.²⁰

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

¹⁸ 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).

¹⁹ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014) p.218.

²⁰ *Oxford Learners Pocket Dictionary, Fourth Edition*. (New York: Oxford University Press, 2008) p. 453, 461,516.

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.²¹

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.²²

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 those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.²³

Jumanta states think talk write technique begin with thinking a passage's information, then talking what is in our mind conclusion or opinion about that, and make a summary of the information in the form of writing. Think in this model was about made a list of important information of the passage that has been read by the students. They can make a response of that information can be an answer or solution for that.²⁴

According 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.²⁵

Steve Bowkett (2007) in John Smith state that, thoughts stream through our minds all day long, often without us paying much attention to them. Even when we do notice

²¹ 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

²² Suyatno, *Menjelajah Pembelajaran Inovatif*, (Sidoarjo: Mass Media Buana Pustaka, 2009) p.66.

²³ 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

²⁴ Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p. 217.

²⁵ Matthew Allen, *Smart Thinking, Skills for Critical Understanding and Writing, Second Edition*, (New York: Oxford University Press, 2004) p. 1.

what's 'on our mind' we might take this mental material quite for granted or, alas, forget most of it without considering how it can be used to our greatest benefit.²⁶

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.²⁷

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 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.²⁸

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.²⁹

²⁶ John Smith, *Talk, Thinking and Philosophy in the Classroom*, (England: Learning Matter Ltd. 2010) p.1.

²⁷ John Smith, *Talk, Thinking and Philosophy in the Classroom*, (England: Learning Matter Ltd. 2010) p.9.

²⁸ Matthew Allen, *Smart Thinking, Skills for Critical Understanding and Writing, Second Edition*, (New York: Oxford University Pers,2004)p.10.

²⁹ Martinis Yamin dan Bansu. I. Antasari, "*Taktik Pengembangan Kemampuan Individual Siswa*", (Jakarta : Gaung Persada Press, 2008) p.84.

Design Teaching Learning Process by Using TTW³⁰

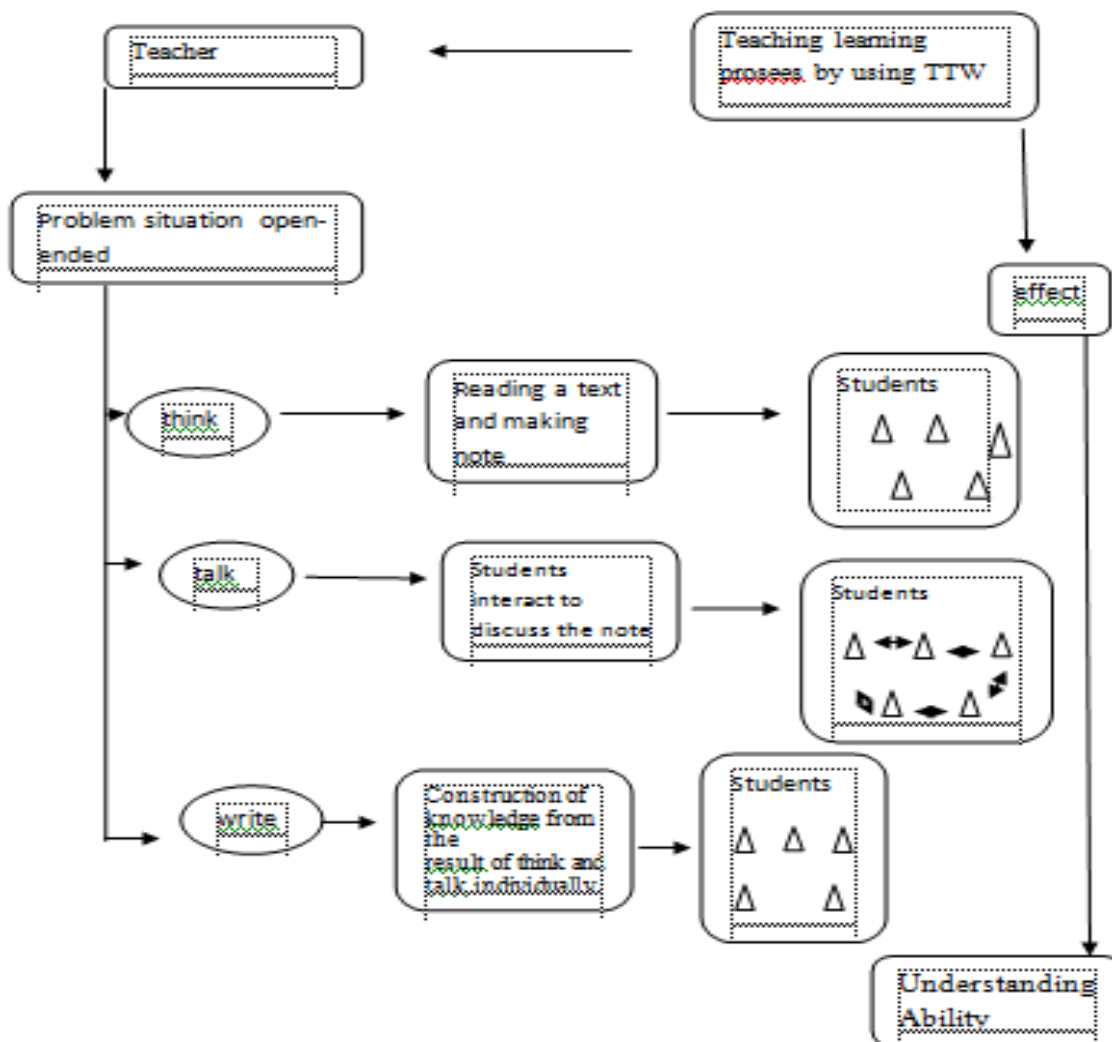


Figure 1 design of TTW

A Behaviorist Psychology, Skinner (Skinner, 1957) 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.³¹

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

³⁰ Martinis Yamin dan Bansu. I. Antasari, "*Taktik Pengembangan Kemampuan Individual Siswa*", (Jakarta : Gaung Persada Press, 2008)p. 89.

³¹ John Smith, *Talk, Thinking and Philosophy in the Classroom*, (England: Learning Matter Ltd. 2010) p.17.

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 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.³²

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.³³

Table 1 Teaching and Learning Activity

No	Teacher's 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.	Teacher explains the material to be discussed at a glance	Students pay attention and try to understand the material.
4.	Teachers divides students into some group. Each group consist of 3-5 students.	Students listen to their group.
5.	Teacher gives worksheets or the teacher divides the reading text that contains the problem situation (narrative text) and the instructions and procedures for implementation to each student. Students read the worksheet, understand the problems	Take and try to understand the worksheet, then make a small note to discuss with their group.

³² Alan Crawford, *Teaching and Learning Strategies for the Thinking Classroom*, (New York: The International Debate Education Association, 2005) p.11.

³³Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p.220.

	individually and make small notes (think)	
6.	Ask the students to interact with their group to discuss contents of worksheet. The students are asked to identify the text (talk). Teachers as mediators of learning environment.	Students discuss to formulate the conclusion as a result of discussions with members of the group.
7.	Ask each of the students to write their creative ideas to narrate the story based on the picture.	Write a narration text systematically based on the picture to show creativity in making alive the picture.
8.	The teacher asks each group to present their work.	Students present the results of their discussion.
9.	The teacher asks students from other groups to respond the answers from other groups.	Students respond to their friends' answer.

2. Creative writing

Writing possesses no dimension that is everything is possible to be done and no constraint means that is free to express anything of real or imagery one. We could make a new space of world inside writing.³⁴

Chambers Dictionary defines creative as having the power to create, that creates, showing, pertaining to, imagination, originality. Even Writing is the act of one who writes, that which is written, literary production or composition. Creative writing is about having the power to create an imaginative and original literary production or composing it.³⁵

According to Cambridge Advanced Learner's Dictionary 3rd Edition, creative means producing or using original and unusual ideas. Then, writing is written work such as stories or poems of one person or a group of people. Creative writing is about

³⁴David Morley, *the Cambridge Introduction to Creative Writing*, (New York: Cambridge University Press, 2007) p.1.

³⁵ Adele Ramet, *Creative Writing, How to Unlock Your Imagination, Develop Your Writing Skills*, (England: How to Books, Ltd. 2007) p. xi.

an open space that has its own world. There is freedom to share strange ideas of our minds.³⁶

Creative writing's tale begins in Athens, with Aristotle (384–322 bc). It originates before that because Aristotle's *Poetics* is an account of creative practices accepted and used for years, and is no more than a fragment of the knowledge gathered for study.³⁷

Aristotle tells about the process in composing poetic dramas, the outcome that suits with the aim, and the aim could be realized by the writing form. However, Aristotle's work moving forward and creative writing teaching inherits the aim to some extent. For example, Carol Bly's *Beyond the Writers' Workshop* (2001) went as far as to include an 'Ethics Code' for creative writing teachers and students.

Reflecting his society, Aristotle is concerned with the effects of human conduct. The playwright Ben Jonson commented on this in *Timber or Beliefs* as 'how we ought to judge rightly of others, and what we ought to imitate specially in ourselves'. The practice of creative writing is as personal as he says. Aristotle uses the theatre as a means to an end: the players are the people, and the playhouse the world in which they live and die. He is anxious to show that the effect of tragedy upon spectators is good for them. It teaches civic and human conduct. Aristotle wants to move people to strong emotion through rhetorical and dramatic strategies. He shows his students the techniques for manipulating an audience – the *human body* as a reader of the drama of itself.

The modern version of the discipline of creative writing has begun in 1940 with the foundation of Iowa Writer's Workshop which George Baker's '47 Workshop' as the precursors' time to gather and discuss about it from 1906 to 1925. It can be seen as a reinvention of two great grainy wheels: Ancient dramatic teaching and Renaissance rhetorical exercises in composition.

Creative writing is about imaginative tasks, such as poetry, stories and plays. Here, it is a journey of self discovery and journey of self discovery promotes effective learning (Gaffield-Vile 1998:31). When teachers set up imaginative writing tasks, the students will engage to enjoy the learning process. While the students try to make a

³⁶Cambridge Advanced Learner's Dictionary 3rd Edition. An application.

³⁷David Morley, *the Cambridge Introduction to Creative Writing*, (New York: Cambridge University Press, 2007) p. 16

simple narrative, they are tapping into their own experiences. This provides motivation to find the right words to express their experiences.³⁸

Creative writing is about writing with a style. Such an identity, style in writing make it more than comprehensible one. Style is way of the researcher to persuade and invite the readers get in his writing. The writing that has identity will be easy to knowing the owner and differentiate it from the other writing. Each writing has a signature that unique and original, symbolize the researcher self.

The important requirement of creative writing here, the first is control. The important thing is the researcher's idea. The researcher should have a complete idea where he/she will bring the story. Then, the value of the written text is needed to be considered by the researcher. There also need an emotion of each word that will be writing by the researcher to make sense what they will write.³⁹

Wanting to create something new, but having barely a glimmer of what that something might be. Not all readers will see this connection between making things in wood and making things in words – two different 'genres of creativity'. Not all writers will identify with the sort of narrow obsession depicted in the story. In this reading the story is a thriller, but also a 'story about craft', and part of my intention was to show the thrilling, dangerous and illicit side of making things. You might well have noticed other generic elements, especially when the boy reveals what happened to his sister. Here the narrative turns away from being a thriller and into a very different kind of writing.⁴⁰

Second is structure. Parallel structure shows the step of the even in the text. Words that have relation each other, phrase, clause, sentence, and paragraph show the complete idea in the form of written.⁴¹

Third is position. The most important thing in a story is how the researcher can persuade the reader to have willing in reading our opus and how the researcher can give

³⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Longman, p. 260.

³⁹ Literary Devices to Improve Your Creative Writing Style, Part 2: How to Use Rational, Discriminating, Judicious Judgment in Your Writing published by <http://www.FreelanceWriting.com>, p. 3.

⁴⁰ Bill Greenwell and Linda Anderson, edited by Derek Neale, *A Creative Writing Handbook, Developing Dramatic Technique, Individual Style and Voice*, (London: A and C Black Publishers Limited, 2009) p. 5.

⁴¹ Literary Devices to Improve Your Creative Writing Style, Part 2: How to Use Rational, Discriminating, Judicious Judgment in Your Writing published by <http://www.FreelanceWriting.com>, p. 7.

a good ending of the story. First part and ending part is the important of the written text.

Continuity as the fourth requirement is about the connections between each part of the written text. The idea of the story was full, and then the researcher can make good conception, and know the important part of the story. Continuity depends on the larger structure of the composition.

In narration phase, it depends on a simple following of the sequence of time. In description, it depends on the arrangement of details. In exposition, it depends on the arrangement of ideas. Continuity between the last sentence of a paragraph and the first sentence next paragraph, have to be related and continued to make the reader easy to understand it. Continuity within each sentence in a paragraph is important in making a story.⁴²

Creative writing is about how to produce a new creation in the form of words which can bring outside the idea in our mind to the new form. Almost of the students have brilliant idea in their mind to explore; unfortunately there is incompatible way of them in expressing it.

Fiction is an example of creative writing. Most of people love fiction or story about imagination here, especially the students. This is a good chance to motivate the students in improving their writing by giving them treatment to create their imagination into a written text.

3. Narrative

Narrative is about telling the story based on the time order it happens. Here, we use a kind of word and phrase to show time order. We use time order signals such first, second, next, finally, etc. to give clear situation that happen chronologically.⁴³

Celce and Murcia state that narrative is structured round the chronological development of events and is centered on a person or hero. Consequently, “a narrative is usually personalized or individualized tells about the events related to the person or persons involved”.⁴⁴

⁴² Literary Devices to Improve Your Creative Writing Style, Part 2: How to Use Rational, Discriminating, Judicious Judgment in Your Writing published by <http://www.FreelanceWriting.com>, p. 16.

⁴³ Alice Oshima and Anne Hogue, *Introduction to Academic Writing Third Edition*, (New York: Pearson Education Inc.,2007)p. 24.

⁴⁴M. Celce Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York:Cambridge University Press, 2000), p.151

Betty states that narrative and process paragraph present events and steps in chronological order in the sequence they naturally occur. Narrative paragraphs tell a story or relate an events or anecdote. It often builds strain situation and reserving surprise for the end.⁴⁵

According to Thomas opinion, narrative is a meaningful sequence of event told in words. A narrative has 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.⁴⁶

Emily states that most narratives are told in chronological order (the order in which the events occur).Make sure you retell the story in sequence, first things first, followed by the rest. Before you begin, make some notes on the event you will cover.⁴⁷

Narrative is a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs.⁴⁸

Narrative 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.

There are grammatical features of narrative: When sequencing people and events in time and space, narrating typically uses action verbs, here using verb 2(showing pass event) and also use temporal connectives, such as after, then, next etc.⁴⁹

Recounts and stories are typically written in the past tense unless quoting direct speech. In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicized) predominate. Narratives often use action verbs metaphorically to create effective images. Narratives often use rhythm and repetition to create particular effects. Play with sentence structure is another common

⁴⁵Betty M. Dietsch, *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader and Handbook*, (New York: McGraw Hill Companies Inc, 2006) p.87.

⁴⁶ Thomas S. Kane, *The Oxford Essential Guide to Writing*,(New York: Oxford University Press Inc. 2000) p. 366.

⁴⁷ Emily Hutchinson, *Narrative Writing*, (USA: Saddleback Educational Publishing, 2005) p. 10.

⁴⁸ 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.

⁴⁹ 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.

feature of narrative. Often sentences comprising one word or a short phrase are used to create poignant effects.

There are the generic structures of narrative.⁵⁰ 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 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.

Besides that, we can make a narrative text from our experience or imagination. Harry Potter is one of popular fiction of human imagination. There is big imagination of the sorcerer and the school of magic. Actually we can't only enjoy that fiction, but we also can make it according to our self-imagination which more original and special.

4. Hypothesis

Based on the theory above, the researcher proposed the hypothesis of this study that by using Think Talk Write technique can improve students' creative writing skill in narrative text.

⁵⁰Linawati Setiadi, DKK, *Seri Pendalaman Materi Bahasa Inggris SMA dan MA*, (Jakarta: Erlangga, 2008), p.23.

CHAPTER III

RESEARCH DESIGN

In this chapter, the researcher present the research design, setting and subject of the study, the procedure of the study, observation (reconnaissance), planning, implementing, observing, and reflecting.

A. Research Design

The researcher used classroom action research design. Arikunto states that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation. It will use descriptive quantitative that focus on the improvement of students creative writing skills in narrative.⁵¹

The major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities. Because of its practical nature and focus on immediate concerns, it holds particular appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning. It requires systematic data collection and analysis, and therefore it differs significantly from the more intuitive introspection and reflection that may be part of professional development programs. An action research is highly flexible research process, it can also respond rapidly to emerging political, social and educational questions as they impact on practice.⁵²

According to Kemmis and McTaggart's opinion (1988) action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

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: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

⁵¹SuharsimiArikunto, et. al,*PenelitianTindakanKelas*, (Jakarta: PT BumiAksara, 2008), P. 104.

⁵²Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press), 2005, p. 24-25.

The next step is action. Here, the plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

Observation is the next step. This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

The last is reflection. At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of action research to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development. (Adapted from Kemmis&Mc Taggart, 1988, pp. 11–14).⁵³

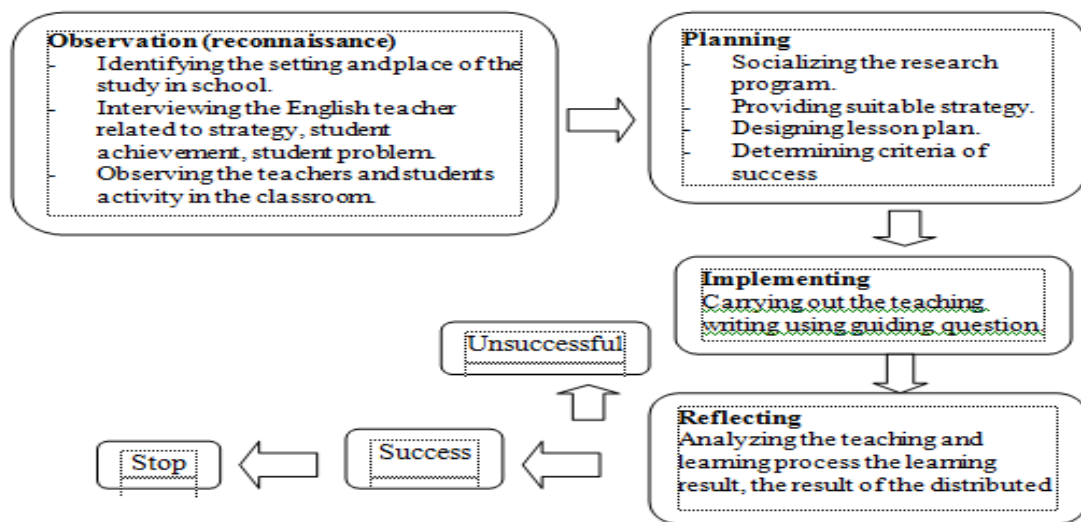


Figure 2 CAR model (adapted from Kemmis and Taggart, 1988)

B. Subject and Setting of The Study

The study was conducted at MTs Abadiyah Kuryokalangan Gabus. The Eight Grade class of this school consists of six classes. The total students of Eight Grade are 220 students.

⁵³ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010) p.7-8.

The researcher was choosing class 8A as the suggestion of the English teacher. This class consists of 27 students. The researcher had chosen this school as the subject of the study by some reason. First, the school was in development process of learning about English learning. Second, here the students had problems in English writing.

C. The Procedure of The Study

Based on Kemmis and Taggart's opinion, a classroom action research arranged of planning, implementing (acting and observing) and reflecting phases. A preliminary was done to identify the problem in the class.

Preliminary observation (reconnaissance) was done by the researcher on 2nd October 2015. The researcher met with the headmaster of MTs Abadiyah Kuryokalangan Gabus for asking permission to do the research. The researcher met with Ms. Anis as the English teacher of Eight Grade to discuss about what class will used by the researcher in this study.

Ms Anis suggested using class A as the object of the study. The researcher shared and discussed with Ms. Anis about the students' problem in writing. Ms. Anis said that actually the students have good imagination but still difficult in expressing it in the form of writing.

The researcher tried to find the best technique to help the students in expressing their imagination in the form of writing. Finally, the researcher was choosing to use Think-Talk-Write technique to improve the students' writing skill.

The material of teaching was from LKS and English in Focus book. The research started on Monday at 10.30 and Tuesday at 12.30. The research finished by the researcher for a month.

In the planning phase, the researcher prepared some activities to solve the students' writing problem. The researcher designed lesson plan for English lesson and prepared the criteria of success as the research instrument. There were some activities done by the researcher:

Socializing research program was the first activity. The researcher met with Ms. Anis for second time at the school to ask permission and to share about the research schedule.

Providing suitable strategy as the second activity did by the researcher and Ms. Anis as the English teacher. The researcher tried to use Think-Talk-Write technique in this

study. The researcher gave stimulus to the students to make them more active in English writing class, especially in narrative text.

Designing lesson plan as the third activity did by the researcher and Ms Anis. The researcher asked to Ms. Anis as the collaborator of this study about the lesson plan that will be used in the class. The lesson plan consists of course identity, instructional objectives, indicators, teaching scenario, material, and instructional material.

The researcher with the collaborator of this study created a good materials and good conditions of the class. Here lesson plan, teaching in the class and evaluation was done by the researcher herself.

The next step was implementing phase. Think-Talk-Write technique was implemented for eight grades of MTs Abadiyah Kuryokalangan Gabus.

In implementing phase, the researcher used two cycles there:

1. Cycle 1

a. Planning

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. Acting

The researcher with the collaborator designed the activity in the learning process.

Learning Activity
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 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

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all of the housework.

One day an invitation to the ball came to the family. Her stepsisters did not let her go, Cinderella was very sad. The stepsisters went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella dance with the prince. The prince fell in love with her, and then he married her. They lived happily ever after.

Adapted from: Seri pendalaman materi bahasa inggris SMA dan MA.⁵⁴

Figure 3
Apple Picture



Figure 4
Banana picture

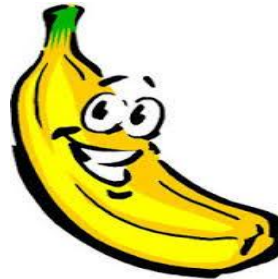


Figure 5
Pencil picture

⁵⁴Linawati Setiadi, DKK, *Seri Pendalaman Materi Bahasa Inggris SMA dan MA*, (Jakarta: Erlangga, 2008), p.24



Figure 6
Shoes picture



c. Observation

The researcher observes the students' work by using the observation checklist. The researcher move around to each group to know about the students' work.

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.

Table 2

Indicators of successful

1. Students pay good attention in the learning process
2. Students have good learning attitude in the learning process
3. Students can give their opinion in the discussion session
4. Students can work in team actively
5. Students can write their idea in English language
6. Students can arrange the sentences into English language

2. Cycle 2

a. Planning

In the cycle 2 the researcher gather with the collaborator discussed about the lesson plan and the teaching media that will be used. The researcher used paper and picture similar with the cycle 1 but, different paper and picture.

b. Acting

The activity in this phase was similar with the cycle 1. The researcher gave the vocabulary that can be used in the narrating the story before they begin to write.

Table 3

List of vocabulary

Wondered	Helped
Saw	Collected
Asked	Complained
Replied	Fell
Kept	Got
Frightened	Tried
Lived	Ate

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

Adapted from 50 Bedtime Stories, 2002⁵⁵

⁵⁵Wardiman, Artono, dkk, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Departemen Pendidikan Nasional, 2008) p. 88.

Figure 7

Owl picture



Figure 8

Ant picture

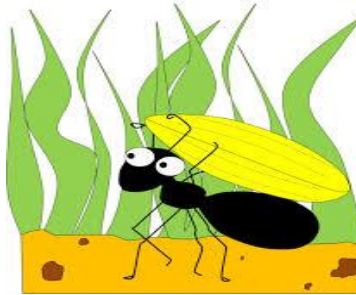


Figure 9

Snake picture

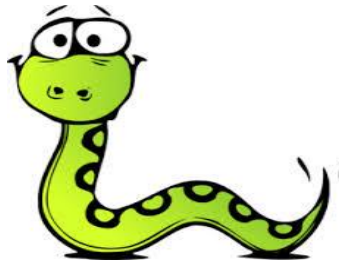


Figure 10

Elephant picture



c. Observation

The researcher observes the students' work by moving around each of the group work. The researcher used the observation checklist.

d. Reflecting

In the end of the cycle 2, the researcher found that almost of the students got improvement in their narrative writing. They achieved the score more than the standard minimum scores. It means that the criteria of success could be achieved.

D. Technique of data collection

To collect the data, the researcher uses:

1. Observation

Observation studies involve collection data without manipulating it. It enables researchers to document and reflect systematically in the classroom interaction and event. The basic steps in this study are: planning, acting, observing, and reflecting, there are called one cycle. If one cycle has not showed any improvement the research activity maybe continued in the following research cycle and so forth until the researcher is satisfied. The board outline of Classroom Action Research Procedures.⁵⁶

The researcher used observation sheets to know about the students' achievement when they were taught by Think-Talk-Write technique. Besides, the researcher also used it to know how was about her performance in the teaching process.

There were two observation sheets. The first observation sheet was filled by the collaborator and the second was filled by the researcher.

2. Test

Test is an instrument measuring instrument for data collection where in responding to the questions in the instrument, participants are encouraged to show maximum performance.⁵⁷ Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.⁵⁸

The researcher explained about the rules of the activity to the students. The researcher divided the class into four groups. Each group got one picture about animal. Firstly, the students in the group involved to imagine about the animal (think phase). The next step was discuss their imagination in the group (talk phase), the researcher stimulated the students to discuss about the animal by giving some questions that had

⁵⁶ Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press), 2005, p.80.

⁵⁷Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Pelajar, 2013), p.63.

⁵⁸E-book: Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 3.

to be answered by them. After discussion, the students wrote their result of discussion in a paper (write phase).

The researcher used group work at the first time, to give them stimulus before they did it oneself. The researcher gave stimulating questions to help the students narrated the animal. Besides, the researcher stimulated them by giving the imagination words to put out their imagination.

E. Technique of data analysis

To measure the writing test the researcher uses the analysis method. According to J.B. Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.⁵⁹To analyze the students' test in writing, the researcher focus on the item in the elements of writing states by Heaton.

Table 4. Percentage of the Elements of Writing⁶⁰

Element of Writing	Score
Content	30
Organization	35
Vocabulary	20
Grammar	20
Mechanic	5
Total of score	100

Table 5. Scoring Guidance and the Explanation of Criterion

Categorie s	Score	Criteria
Content	30-27 26-22	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.

⁵⁹ J.B. Heaton, *Writing English Language Test*, (London: Longman Class, 1975), p.138.

⁶⁰ E-book: Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 246.

		<p>Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.</p> <p>21-17 Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.</p> <p>Very poor: does not show knowledge of subject; no substantive; not pertinent.</p> <p>16-13</p>
Organization	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.</p> <p>Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development</p> <p>Very poor: does not communicate; no organization.</p>
Vocabulary	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.</p> <p>Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured</p> <p>Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.</p> <p>Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.</p>

Language use/grammar	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured. Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	17-11	Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured. Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
	10-5	
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covered the result of the study and the discussion toward the result of the study.

A. Research Findings

The data that presented in this study were the result of reflection in the first cycle and the result of the reflection in the second cycle.

The Class of 8A consists of 27 students. The male students here are 6 students. The female students are 21 students. The setting of the group here based on the chair that they sit. It cause of the room that still in building process, the researcher cannot set the group based on her mind.

Table 6 the students' name of Class 8A

No	Students name	Students' Code
1.	Alfiyah Hadi Sutomo	S-1
2.	Alfiyah Nur Rosita	S-2
3.	An-Nisa Maudi K.	S-3
4.	Auliawati Yuantita	S-4
5.	Ayyu Siti Mu'arifah	S-5
6.	Dewi Imro'atul C.	S-6
7.	Dinar Mutiara Sari	S-7
8.	Dinda Setefania Auliya	S-8
9.	Elma Putri	S-9
10.	Fadhilla Nur Jihan A.	S-10
11.	Kirda Silvia	S-11
12.	Kharisma Aulya N.	S-12
13.	Marisatul Auliya	S-13
14.	Marsila Dwi L.	S-14
15.	Maulida Izzatun Nisa	S-15
16.	M. Faiz Lutfil H.	S-16
17.	M. Hamanda F. F.	S-17
18.	M. Aldi R.	S-18

19.	M. Mihara Z.	S-19
20.	M. Saiful Umam	S-20
21.	M. Syahrul Munir	S-21
22.	Munti'ah Nailatul M.	S-22
23.	Mutmainah	S-23
24.	Santi Erica Rahmawati	S-24
25.	Silvia Risma Septiani	S-25
26.	Sinta Rahmawati	S-26
27.	Siti Mona Liza	S-27

1. The result of the first cycle

The students achievement in the first cycle was good, but still under the standard of grading system. Here, the students did the task in group work better. Their team work was good, each of the member of the group participated actively in discussion phase and in the writing phase. Unfortunately, the problem was about to write their imagination in the paper. They still need a stimulation to write their idea.

The researcher tried to stimulate them by giving some questions about the animal. Here, the students in the group confused with the animal that had to be narrate by them. They tried to imagine that the animal at the picture was alive such as human.

Table 7 Students' Score of Cycle 1

No	Students name	Content score	Organization score	Vocabulary score	Grammar score	Mechanic score	score
1.	S-1	20	13	13	12	2	60
2.	S-2	22	13	12	13	2	62
3.	S-3	21	12	10	10	3	56
4.	S-4	18	11	11	11	3	54
5.	S-5	20	12	12	13	3	60
6.	S-6	18	11	13	14	2	58

7.	S-7	20	12	10	16	2	60
8.	S-8	21	13	11	15	2	62
9.	S-9	20	12	12	10	2	56
10.	S-10	20	13	10	11	2	56
11.	S-11	19	10	11	12	2	54
12.	S-12	18	11	13	13	2	57
13.	S-13	21	10	12	14	3	60
14.	S-14	19	12	11	16	2	60
15.	S-15	20	11	10	15	2	58
16.	S-16	17	10	12	11	2	52
17.	S-17	18	11	10	12	2	53
18.	S-18	20	12	13	13	2	60
19.	S-19	19	13	11	14	2	59
20.	S-20	18	11	12	11	2	54
21.	S-21	20	10	13	10	2	55
22.	S-22	21	11	10	11	2	55
23.	S-23	20	12	10	14	3	59
24.	S-24	19	13	11	13	2	58
25.	S-25	20	10	12	12	2	56
26.	S-26	21	11	11	10	3	56
27.	S-27	20	12	10	15	2	59
Total score		1549					

Based on the table above, the final score of the first cycle was counted as the formula below:

The average of students' result

$$= \frac{\text{total of the students' score}}{\text{the number of the students}}$$

$$= \frac{1549}{27}$$

$$= 57,37$$

The percentage of the students' achievement = $\frac{\text{total of the students' score}}{\text{total score}} \times 100\%$

$$= \frac{1549}{2700} \times 100\%$$

$$= 57,37\%$$

2. The result of the observation of cycle 1

In the observation, there are some important things that must be paid attention during the research. Here, the researcher used two observations. The first was taken from the collaborator and the second was from the researcher. The collaborator and the researcher took ten items which focused on the research.

Table 8
Form of the Researcher's Observation Checklist

No	Students' Activity	Agree	Fair	Someti mes	Poor	Disagre e	Total Score
		5	4	3	2	1	
1.	The students are: paying attention to the teacher	√					5
2.	being enthusiastic with the material				√		2
3.	able to work in a team				√		2
4.	able to be the leader of a team				√		2
5.	able to explain their opinion				√		2
6.	able to give respond to their friends'				√		2

	opinion						
7.	able to deliver the result of discussion				√		2
8.	able to ask some questions about the material				√		2
9.	able to write their ideas			√			3
10.	able to arrange sentences				√		2
Total Score		5	0	3	16	0	24

According to the table above, the observation score in the first cycle was counted by using the formula as follows:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{24}{50} \times 100\% \\
 &= 48\%
 \end{aligned}$$

Based on the result of the observation from the researcher above, the researcher knew that the students' activeness in the class was under the value

Table 9
Form of the Collaborator's Observation Checklist

No	Students' Activity	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1.	The students are: paying attention to the teacher					√	5
2.	being enthusiastic with the material			√			3
3.	able to work in a team		√				2
4.	able to be the leader of a team		√				2
5.	able to explain their opinion		√				2
6.	able to give respond to their friends' opinion		√				2
7.	able to deliver the result of discussion		√				2
8.	able to ask some questions about the material		√				2
9.	able to write their ideas			√			3
10.	able to arrange sentences		√				2
Total Score		0	14	6	0	5	25

According to the table above, the observation score in the first cycle was counted by using the formula as follows:

$$\begin{aligned}
 \text{Score Percentage} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{25}{50} \times 100\% \\
 &= 50\%
 \end{aligned}$$

Based on the result of the observation from the collaborator above, the researcher knew that the students' activeness in the class was under the value.

The result of the two observations that have done by the researcher and the collaborator, the researcher counted the value as follows:

$$\begin{aligned} \text{Score percentage} &= \\ &= \frac{\text{score percentage from researcher and collaborator}}{2} \\ &= \frac{24\% + 25\%}{2} \\ &= 24,5\% \end{aligned}$$

Based on the result of the two observations in cycle 1, the researcher knew that the students' activeness was under the value. It means that the treatment needs to be improved.

3. The result of the second cycle

The second cycle that has done by the researcher gave a good improvement of the students' achievement. The researcher still using group works as the basic way to easier the students in narrating the animal by using Think-Talk-Write technique. In this cycle the students narrated the picture by answering the questions.

Table 10 the Students' Score of Cycle 2

No	Students name	Content score	Organization score	Vocabulary score	Grammar score	Mechanic score	Score
1.	S-1	27	18	15	17	4	81
2.	S-2	29	19	17	19	4	88
3.	S-3	29	19	17	19	4	88
4.	S-4	28	19	17	11	3	78
5.	S-5	29	19	17	19	4	88
6.	S-6	28	19	17	11	3	78
7.	S-7	27	18	15	17	4	81
8.	S-8	27	18	15	17	4	81
9.	S-9	28	19	17	11	3	78
10.	S-10	28	19	17	11	3	78

11.	S-11	28	19	17	11	3	78
12.	S-12	28	19	17	11	3	78
13.	S-13	29	19	17	19	4	88
14.	S-14	28	19	17	11	3	78
15.	S-15	27	18	15	17	4	81
16.	S-16	21	14	13	11	2	61
17.	S-17	21	14	13	11	2	61
18.	S-18	21	14	13	11	2	61
19.	S-19	21	14	13	11	2	61
20.	S-20	21	14	13	11	2	61
21.	S-21	21	14	13	11	2	61
22.	S-22	28	19	17	11	3	78
23.	S-23	27	18	15	17	4	81
24.	S-24	27	18	15	17	4	81
25.	S-25	27	18	15	17	4	81
26.	S-26	29	19	17	19	4	88
27.	S-27	27	18	15	17	4	81
Total score		2078					

Based on the table above, the final score of the second cycle was counted as the formula below:

The average of students' result

$$= \frac{\text{total of the students' score}}{\text{the number of the students}}$$

$$= \frac{2078}{27}$$

$$= 76,96$$

$$\text{The percentage of the students' achievement} = \frac{\text{total of the students' score}}{\text{total score}} \times 100\%$$

$$= \frac{2078}{2700} \times 100\%$$

$$= 76,96\%$$

4. The Result of the observation in cycle 2

The researcher and the collaborator did the similar observation in cycle

2. There were two observations in cycle 2.

Table 11**Form of the Researcher's Observation Checklist**

No	Students' Activity	Agree	Fair	Some times	Poor	Disagree	Total Score
		5	4	3	2	1	
1.	The students are: paying attention to the teacher	√					5
2.	being enthusiastic with the material		√				4
3.	able to work in a team		√				4
4.	able to be the leader of a team			√			3
5.	able to explain their opinion			√			3
6.	able to give respond to their friends' opinion				√		2
7.	able to deliver the result of discussion			√			3
8.	able to ask some questions about the material			√			3
9.	able to write their ideas			√			3
10.	able to arrange sentences			√			3
Total Score		5	8	18	2	0	33

According to the table above, the observation score in the first cycle was counted by using the formula as follows:

$$\begin{aligned}
 \text{Score Percentage} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{33}{50} \times 100\% \\
 &= 66\%
 \end{aligned}$$

Table 12**Form of The Collaborator's Observation Checklist**

No	Students'	Poor	Fair	Average	Good	Excellent	Total
----	-----------	------	------	---------	------	-----------	-------

	Activity	(0-39%)	(40-59%)	(60-74%)	(75-84%)	(85-100%)	Score
		1	2	3	4	5	
1.	The students are: paying attention to the teacher					√	5
2.	being enthusiastic with the material				√		4
3.	able to work in a team				√		4
4.	able to be the leader of a team				√		4
5.	able to explain their opinion				√		4
6.	able to give respond to their friends' opinion			√			3
7.	able to deliver the result of discussion				√		4
8.	able to ask some questions about the material			√			3
9.	able to write their ideas				√		4
10.	able to arrange sentences			√			3
Total Score		0	0	9	24	5	38

According to the table above, the observation score in the first cycle was counted by using the formula as follows:

$$\begin{aligned} \text{Score Percentage} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{38}{50} \times 100\% \\ &= 76\% \end{aligned}$$

Based on the result of the observation from the collaborator above, the researcher knew that the students' activeness in the class was reaching the standard of value.

The result of the two observations that have done by the researcher and the collaborator, the researcher counted the value as follows:

$$\begin{aligned} \text{Score percentage} &= \\ &= \frac{\text{score percentage from researcher and collaborator}}{2} \\ &= \frac{66\% + 76\%}{2} \\ &= 71\% \end{aligned}$$

Based on the two observations in cycle 2 the researcher knew that the students reached the standard of the value. It means that the treatment was accomplished.

B. Discussion

1. The Result of The Observations

There were two observations. The first was done by the English teacher as the collaborator. The second was from the researcher.

The first observation of the collaborator was shown that the students were having good attention to the teacher but less attention with the material in the cycle 1. The students confused with the technique that used by the researcher.

In the cycle 2, the students were more attentively with the teacher and the material. It caused by the experience of the students in the cycle 1. The students were interest with the Think-Talk-Write technique.

The second observation did by the researcher was shown the similar value. The students were enthusiastic to imagine about narrative. They looked like enjoy the learning process.

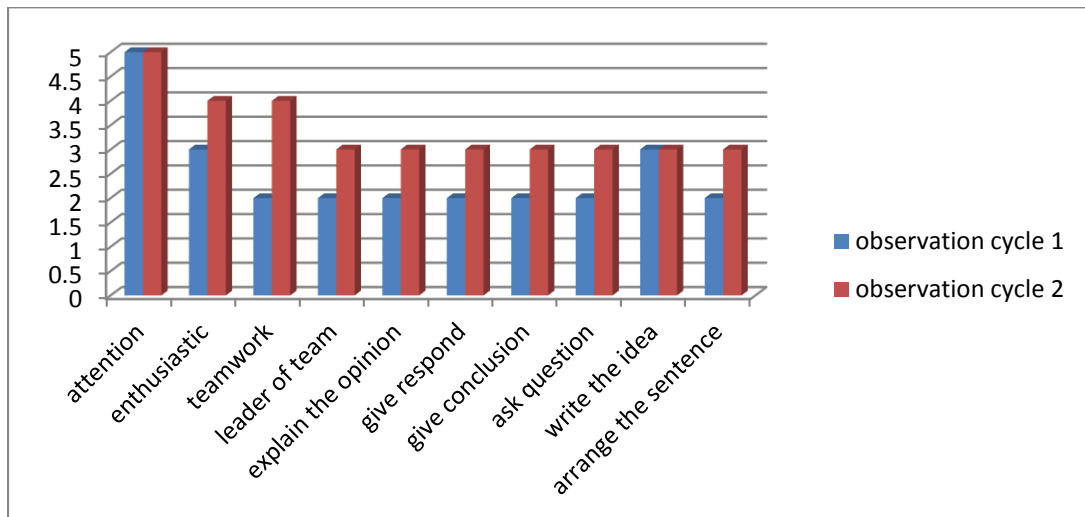


Figure 11 chart of observation

2. The Result of the Implementation of Think-Talk-Write

Based on the result of the cycle 1 the researcher found that the students still need improvement about their writing skills. The students are enthusiasm with the learning material but they still confuse about the way they can express the idea on their mind.

The students here still confuse when the researcher asks them to think about the picture and imagine it. Some of them seen enjoy when they get the task, but the others feel confuse. When the students asked to talk about their idea, they look enjoy when deliver in the Indonesian Language. Different situation the time they try to write it in the English version. They were still difficult to choose the best word that can interpret about their meaning of writing.

The researcher with the collaborator decided to give a cycle 2 to make an improvement of the students and can reach the criteria of success. The researcher gives the same material but with different picture. Before the teaching begins, the researcher gives to the students some vocabulary that need to be known by them. The students try to spelling it and searching the meaning of the vocabulary before they learn about the material.

The result of the cycle 2 showed that the students get improvement in their writing narrative skills. The students were impulse by the Think-Talk-Write Technique in expressing their idea.

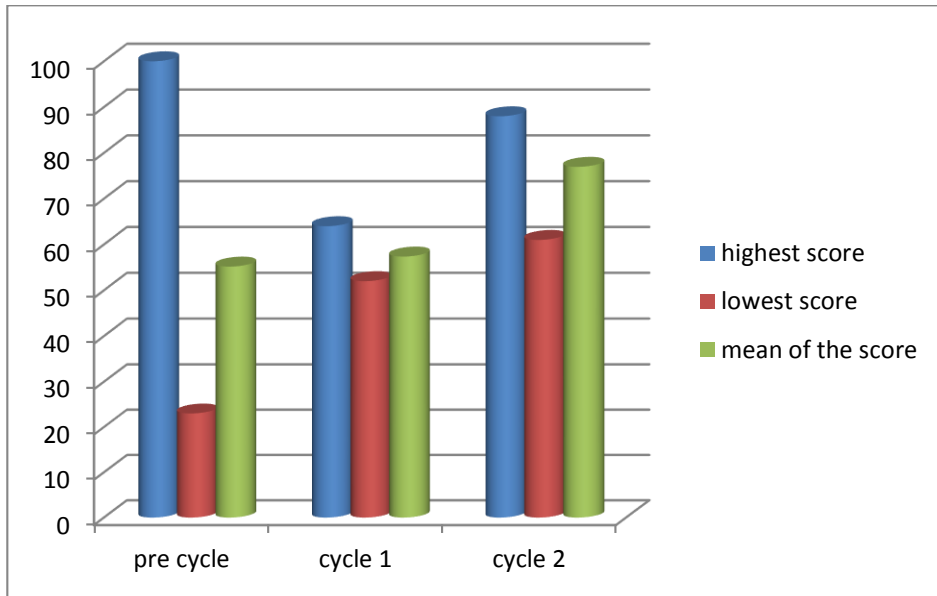


Figure 12 chart of test

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. This classroom action research was done in two cycles. In the learning activity showed that the students pay good attention to the teacher. It can be seen in the cycle 1, the students pay good attention but difficult to write as narrative text. In the cycle 2 the students pay good attention and they can write narrative text with enjoy. The students' score in pre-cycle was 55.18 or 55.18%. In cycle 1 the students got 57.37 or 57.37%. In cycle 2 the students got 76.96 or 76.96%. The result of the research showed that there was a significantly different students' achievement in every cycle. Based on the result of the research showed that the students achievement in writing narrative text were improved through teaching narrative text by using Think Talk Write Technique. It can be recommended that the students' creative writing skill in narrative text could be improved by using Think Talk Write Technique.
2. The students' engagement in the learning process increased significantly. It can be seen in the cycle 1, the students' attention in the learning process was 85%; the students' enthusiasm was 60%; the students' teamwork was 50%; the students' ability in leading the team was 50%; the students' ability in giving opinion was 50%; the students' ability in giving conclusion was 50%; the students' ability in asking question was 50%; the students' ability in writing the idea was 60%; and the students' ability in arranging the sentence was 50%. Even, in the cycle 2, the students' attention in the learning process was 95%; the students' enthusiasm was 70%; the students' teamwork was 50%; the students' ability in leading the team was 60%; the students' ability in giving opinion was 60%; the students' ability in giving conclusion was 60%; the students' ability in asking question was 60%; the students' ability in writing the idea was 70%; and the students' ability in arranging the sentence was 60%.

B. Suggestion

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students and the future researcher are presented:

1. For the teacher

Considering that the implementations of Think Talk Write Technique can improve the students narrative writing skills, I hope the teacher can use the similar technique of teaching writing such that technique.

2. For the students

The students have great imagination on their mind but, they confused to express it. I hope they can learn about the way to express their idea through Think Talk Write Technique before, to always imagine and write a new idea.

3. For the next researcher

The result of this research was needed an improvement. The researcher hope that the next researcher can explore more about the students need to learn about writing with enjoy and fun.

The next researcher has to know that the students need a good environment of learning process and an interesting media that can explore their imagination of writing.

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Lesson Planning

School : Mts Abadiyah
Class/Semester : VIII/ I
Subject : English
Skill Focus : Writing
Material : Narrative text
Time Allocation : 2x45 minutes

I. Standard of Competence

12. Express the meaning of functional text and simple short essay in the form of recount and narrative text to interact with surrounding environment

II. Basic Competence

12.2. Express the meaning and the step of rhetoric in the simple short essay by using variety of written language accurately, fluently, and acceptable to interact with surrounding environment in the form of recount and narrative

III. Indicators

12.2.1. Identify the generic structure of narrative text

12.2.2. Write short and simple text in the form of narrative

IV. Learning Aim

By the end of the lesson, the students will be able to:

1. Identify the generic structure of narrative text
2. Write short and simple text in the form of narrative

V. Teaching Material

Cinderella

Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her step mother and stepsisters. They were very mean.

They hated Cinderella very much. Fortunately, she met a prince. He fell in love with her. Then Cinderella became a princess.

Narrative Text

Purpose : To amuse/entertain the readers and to tell a story

Generic Structure :

1. Orientation : set the scene and introduces the participants of the story
2. Complication : tells the beginning of the problem
3. Resolution : provides solution to the problem
4. Reorientation : gives a closing remark to the story

Language Features :

1. Use of past tense, *e.g.* Went, walked, was broken, woke up, etc.
2. Use of Action verb, *e.g.* Lived, hated, etc.
3. Use of adverb, *e.g.* Happily, sadly, etc.
4. Chronologically arranged, *e.g.* First, then, etc.

VI. Method

1. Three-phase Technique (Pre activities, main activities, post activities)
2. Think-Talk-Write technique

VII. Learning Activities

Activity	Description	Time Allotment
Pre activity	<p>Opening and Greeting</p> <ul style="list-style-type: none">• Teacher greets the students.• Teacher asks students to pray together.• Teacher checks student attendance. <p>Apperception</p> <ul style="list-style-type: none">• Teacher ask to the students about legend, myth, or fable they have known• Teacher ask to students about the legend of their village	5 Minutes

<p>Main activity</p>	<p><u>Exploration</u></p> <ul style="list-style-type: none"> • Teacher shows to the students a narrative text about Cinderella. • Teacher asks to the students to identify the language features of the text. • Teacher tells to the students about the generic structure of narrative text • Teacher asks to the students to identify the generic structure of the text • Teacher gives to the students questions related to the text • The students answer the questions related to the text <p><u>Elaboration</u></p> <ul style="list-style-type: none"> • Teacher divides the class into some group (4-5) • Teacher tells to the students about Think-Talk-Write technique • Teacher gives different pictures to each of group work • The students involve to think or imagine about the picture • The students involve to discuss about their thinking about the picture they have in their group • Each of the students write a creative narration based on the picture in a piece of paper • All of the member groups' work should be exchange with the other groups' work • The students involve to check their friends writing guided by the teacher <p><u>Confirmation</u></p> <ul style="list-style-type: none"> • Teacher checks the understanding of the students about narrative text • Teacher asks to the students about their knowledge in narrative text • The students stimulate to make a conclusion about narrative text 	<p>45 minutes</p>
	<ul style="list-style-type: none"> • Teacher checks students understanding about the 	

Post activity	<p>material.</p> <ul style="list-style-type: none"> • Teacher chooses one of the students to give his/her description about the material. • Teacher gives homework to the students. • Teacher gives motivation to the students. • Teacher closes the class. 	3 Minutes
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VIII. Media and Source of Material

1. Media:

- Paper
- Slides
- Video about narrative
- Pictures

2. Source of Material:

- Wardiman, Artono, dkk. English in Focus for Grade VIII Junior High School (SMP/MTs).2008. Jakarta: Departemen Pendidikan Nasional
- Muhammad A. Hakim. Media pembelajaran Bahasa Inggris Narrative ppt
- <http://drveggielabandresearch.blogspot.com/2008/01/reading-text-summary-of-genres.html>

IX. Assessment

1. Form: written

2. Technique: the students are involved to think about the picture have been given by the teacher, talk (discuss) with the member of the group about their thinking, and write the result of their discussion.

3. Aspect: Accuracy of the language used, Development of ideas, the team worked

4. Scoring Guidance:

- Accuracy of the language used 40%
- Development of ideas 30%
- Team work 30%


5. Scoring Rubric:

Element of Writing	Score
Content	30
Organization	35

Vocabulary	20
Grammar	20
Mechanic	5
Total of score	100

Pati, September 26th 2015

collaborator



Anis Nurul Jannah, S.Pd.

Researcher



Puji Lestari

Lesson Planning

School	: Mts Abadiyah
Class/Semester	: VIII/ I
Subject	: English
Skill Focus	: Writing
Material	: Narrative text
Time Allocation	: 2x45 minutes

I. Standard of Competence

12. Express the meaning of functional text and simple short essay in the form of recount and narrative text to interact with surrounding environment

II. Basic Competence

12.2. Express the meaning and the step of rhetoric in the simple short essay by using variety of written language accurately, fluently, and acceptable to interact with surrounding environment in the form of recount and narrative

III. Indicators

12.2.1. Identify the generic structure of narrative text

12.2.2. Write short and simple text in the form of narrative

IV. Learning Aim

By the end of the lesson, the students will be able to:

1. Identify the generic structure of narrative text
2. Write short and simple text in the form of narrative

V. Teaching Material

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

Adapted from *50 Bedtime Stories*, 2002

Narrative Text

Purpose : To amuse/entertain the readers and to tell a story

Generic Structure :

1. Orientation : set the scene and introduces the participants of the story
2. Complication : tells the beginning of the problem
3. Resolution : provides solution to the problem
4. Reorientation : gives a closing remark to the story

Language Features :

1. Use of past tense, *e.g.* Went, walked, was broken, woke up, etc.
2. Use of Action verb, *e.g.* Lived, hated, etc.
3. Use of adverb, *e.g.* Happily, sadly, etc.
4. Chronologically arranged, *e.g.* First, then, etc.

VI. Method

1. Three-phase Technique (Pre activities, main activities, post activities)
2. Think-Talk-Write technique

VII. Learning Activities

Activity	Description	Time Allotment
Pre activity	Opening and Greeting <ul style="list-style-type: none"> • Teacher greets the students. • Teacher asks students to pray together. • Teacher checks student attendance. 	5 Minutes

	<p>Apperception</p> <ul style="list-style-type: none"> • Teacher ask to the students about legend, myth, or fable they have known • Teacher ask to students about the legend of their village 	
<p>Main activity</p>	<p><u>Exploration</u></p> <ul style="list-style-type: none"> • Teacher shows to the students a narrative text about Cinderella. • Teacher asks to the students to identify the language features of the text. • Teacher tells to the students about the generic structure of narrative text • Teacher asks to the students to identify the generic structure of the text • Teacher gives to the students questions related to the text • The students answer the questions related to the text • Teacher <p><u>Elaboration</u></p> <ul style="list-style-type: none"> • Teacher divides the class into some group (4-5) • Teacher tells to the students about Think-Talk-Write technique • Teacher gives different pictures to each of group work • The students involve to think or imagine about the picture creatively • The students involve to discuss about their thinking about the picture they have in their group • Each of the students write a creative narration of the picture in a piece of paper • All of the group member have to exchange their written narrative to the other group • The students involve to check their friends writing guided by the teacher <p><u>Confirmation</u></p> <ul style="list-style-type: none"> • Teacher checks the understanding of the students about narrative text • Teacher asks to the students about their knowledge in 	<p>45 minutes</p>

	narrative text <ul style="list-style-type: none"> • The students stimulate to make a conclusion about narrative text 	
Post activity	<ul style="list-style-type: none"> • Teacher checks students understanding about the material. • Teacher chooses one of the students to give his/her description about the material. • Teacher gives homework to the students. • Teacher gives motivation to the students. • Teacher closes the class. 	3 Minutes

VIII. Media and Source of Material

1. Media:

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4. Scoring Guidance:

- Accuracy of the language used 40%
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5. Scoring Rubric:

Element of Writing	Score
Content	30
Organization	35
Vocabulary	20
Grammar	20
Mechanic	5
Total of score	100

Pati, September 26th 2015

collaborator



Afis Nurul Jannah, S.Pd.

Researcher



Puji Lestari

Shoes

There were a couple shoes in the jungle. Their name Lyana and Adam, lived with their Lord.

Every morning they go to jungle to get a wood with the Lord. One time, they walked the jungle and Lyana broke in a hole. Adam laugh see Lyana. Adam go far from Lyana and not care her.

Lyana move and go home alone. The day after, Lyana hide from Adam. Adam panic and run to find Lyana. When Adam open the window, a bucket water fall to his face. Lyana enter and said ~~she~~ ^{was} angry to Adam because he forget her yesterday.

Content : 21
Organization : 10
Vocabulary : 12
Grammar : 14
Mechanic : 3

Nilai : (60)

Pencil

There is a pencil live her brother. He is a smart boy.

One, he will follow competition writing. He bring all the equipment. But he forget to bring the eraser.

He get perplex often. He hold his head and know the eraser in his head.

The pencil then begin to write and use eraser to erase the pencil write.

The pencil is the forget people that the eraser in his head and not care.

Content : 17
Organization : 10
Vocabulary : 12
Grammar : 11
Mechanic : 2

Nilai : (52)

elephant and friends

One day an elephant wandered into a forest in search of friends. He saw a monkey on a tree. "Will you be my friend?" asked the elephant. Replied the monkey, "You are too big. You can not swing from trees like me." Next, the elephant met a rabbit. He asked him to be his friends. But the rabbit said, "You are too big to play in my burrow!" Then the elephant met a frog.

"Would you be my friend?" He asked

"How can I?" asked the frog "You are too big to leap about like me."

The elephant was upset. He met a fox next

"Would you be my friend?" He asked the fox

The fox said, "Sorry, sir, you are too big."

The next day, the elephant saw all the animals in the forest running for their lives. The elephant asked them what the matter was. The bear replied, "There is a tiger in the forest. He's trying to gobble us all up!" The animals all ran away to hide. The elephant wondered what he could do to solve in the forest. Meanwhile, the tiger kept eating up whoever he could find. The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."

"Mind your own business!" growled the tiger

The elephant has a no choice but to give the tiger a hefty kick. The frightened tiger ran for his life. The elephant climbed back into the forest to announce the good news to everyone.

All the animals thanked the elephant. They said, "You are just the right size to be our friend."

Content : 25

organization : 19

vocabulary : 17

grammar : 19

mechanic : 4

nilai : 88

The Ant

Once upon a time, there was a group of animals in a forest. One of them ^{was} ants, except ants grasshoppers, monkeys, and squirrels. They live in harmony with each other.

In a dry season ^{will} comes, animals ^{would be} collect food to stock in them ^{is} ants. Anything ^{was} is ant. moment ^{and} and his friends to collect the food, all of a sudden there was a grasshopper scoffing ant, squirrel was morbidly ^{suddenly} collects food supplies. when the dry season comes, the animals in complained but no animals complaining that locust. locust foraging here and there, but it get. when food was locust ^{met} meet chevrotain. because ant - fell sorry to locust he gave most of his food to locust ^{it}.

Because ^{of the} goodness ant, locust grasshoppers morbidly dead eventually apologize to ants and them together again.

KELOMPOK 3 :

9.

Content : 27

Organization : 18

Vocabulary : 15

grammar : 17

Mechanic : 4

Nilai (80)

DAFTAR NILAI KELAS 8A

Nomor		Nama Siswa	L/P	NILAI		
Urut	Induk			PRE	CYCLE	CYCLE
				CCYCLE	1	2
1	5038	Alfiyah Hadi Sutomo	P	50	60	81
2	5039	Alfiyah Nor Rosita	P	31	62	88
3	5040	Anrisa Maudi Kholisah	P	25	56	88
4	5041	Auliawati Yuanita	P	82	54	78
5	5042	Ayyu Siti Mu'arifah	P	23	60	88
6	5043	Dewi Imro'atul Choiriyah	P	82	58	78
7	5044	Dinar Mutiara Sari	P	75	60	81
8	5045	Dinda Stefania Aulia	P	64	62	81
9	5046	Elma Putri	P	87	56	78
10	5047	Fadhila Nurjihan Aprilia	P	93	56	78
11	5048	Firda Silvia	P	25	54	78
12	5049	Karisma Aulya Nilalmuna	P	63	57	78
13	5050	Marisatul Auliya	P	38	60	88
14	5051	Marsila Dwi Lestari	P	37	60	78
15	5052	Maulida Izzatun Nisa	P	50	58	81
16	5053	Moh Faiz Luthfil Hakim	L	25	52	61
17	5054	Moh Hamanda Faiz Fadhila	L	25	53	61
18	5055	Muhammad Aldi Romdhoni	L	38	60	61
19	5056	Muhammad Nihara Zuhdi	L	38	59	61
20	5057	Muhammad Saiful Umam	L	50	54	61
21	5058	Muhammad Syahrul Munir	L	38	55	61
22	5059	Munti'ah Nailatul Muayyadah	P	63	55	78
23	5060	Mutmainah	P	87	59	81
24	5062	Santi Erika Rahmawati	P	100	58	81
25	5063	Silvia Risma Septiani	P	63	56	81
26	5064	Sinta Rahmawati	P	75	56	88
27	5065	Siti Monaliza	P	63	59	61
28		Nilai Tertinggi	0	100	64	88
29		Nilai Terendah	0	23	52	61

Form of the Researcher's Observation Checklist

No	Students' Activity	Agree	Fair	Sometimes	Poor	Disagree	Total Score
		5	4	3	2	1	
1.	The students are: paying attention to the teacher	√					5
2.	being enthusiastic with the material				√		2
3.	able to work in a team				√		2
4.	able to be the leader of a team				√		2
5.	able to explain their opinion				√		2
6.	able to give respond to their friends' opinion				√		2
7.	able to deliver the result of discussion				√		2

8.	able to ask some questions about the material				√		2
9.	able to write their ideas			√			3
10.	able to arrange sentences				√		2
Total Score		5	0	3	16	0	24

Form of the Collaborator's Observation Checklist

No	Students' Activity	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1.	The students are: paying attention to the teacher					√	5
2.	being enthusiastic with the material			√			3
3.	able to work in a team		√				2
4.	able to be the leader of a team		√				2
5.	able to explain their opinion		√				2
6.	able to give respond to their friends' opinion		√				2
7.	able to deliver the result of discussion		√				2

8.	able to ask some questions about the material		√				2
9.	able to write their ideas			√			3
10.	able to arrange sentences		√				2
Total Score		0	14	6	0	5	25

Form of the Researcher's Observation Checklist

No	Students' Activity	Agree	Fair	Sometimes	Poor	Disagree	Total Score
		5	4	3	2	1	
1.	The students are: paying attention to the teacher	√					5
2.	being enthusiastic with the material		√				4
3.	able to work in a team		√				4
4.	able to be the leader of a team			√			3
5.	able to explain their opinion			√			3
6.	able to give respond to their friends' opinion				√		2
7.	able to deliver the result of discussion			√			3
8.	able to ask some			√			3

	questions about the material						
9.	able to write their ideas			√			3
10.	able to arrange sentences			√			3
Total Score		5	8	18	2	0	33

Form of The Collaborator's Observation Checklist

No	Students' Activity	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1.	The students are: paying attention to the teacher					√	5
2.	being enthusiastic with the material				√		4
3.	able to work in a team				√		4
4.	able to be the leader of a team				√		4
5.	able to explain their opinion				√		4
6.	able to give respond to their friends' opinion			√			3
7.	able to deliver the				√		4

	result of discussion						
8.	able to ask some questions about the material			√			3
9.	able to write their ideas				√		4
10.	able to arrange sentences			√			3
Total Score		0	0	9	24	5	38

Learning situation in cycle 1



Learning situation in cycle 2





YAYASAN ABADIYAH KURYOKALANGAN

NOMOR : AHU-499.AH.01.04 Tahun 2009

MADRASAH TSANAWIYAH ABADIYAH

STATUS : TERAKREDITASI A

Jl. Gabus-Tloagoayu Km. 2,5 Kuryokalangan-Gabus-Pati

☎ 081325510284 ☒ 59173

SURAT KETERANGAN

No : MTs.K/B.624/PP.00.05/049/XI/2015

Yang bertanda tangan di bawah ini :

Nama : **Drs. Saiful Islam**
Jabatan : Kepala Madrasah Tsanawiyah Abadiyah
Alamat : Sambirejo Gabus

Menerangkan dengan sesungguhnya bahwa:

Nama : **Puji Lestari**
NIM : 113411072
Jurusan : Tarbiyah dan Keguruan
Prodi : Pendidikan Bahasa Inggris
Alamat : Ds. Sugihrejo Pakis Kec. Gabus Kab. Pati

Nama tersebut diatas adalah benar-benar telah melakukan penelitian skripsi di MTs. Abadiyah dengan judul skripsi: **"The Use of Think Talk Write Technique to Improve Students' Creative Writing Skills in Narrative Text (A Classroom Action Reserch in the Eight GRADE Students ot MTs Abadiyah Kuryokalangan Gabus in the Academic Year 2015/2016)"**

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kuryokalangan, 21 November 2015

Kepala Madrasah



Drs. Saiful Islam

CURRICULUM VITAE

Nama : Puji Lestari

Gender : Female

Date of Birth : Pati ,12 February 1992

Students' Number : 113411072

Adress : Desa Sugihrejo Pakis RT 01/RW 01 Kec. Gabus Kab. Pati

EDUCATIONAL BACKGROUND

1. SDN SUGIHREJO 03 (1999-2005)
2. MTs ABADIYAH (2005-2008)
3. MA ABADIYAH (2008-2011)
4. UIN WALISONGO (2011-2015)

Pati, 23 November 2015

Researcher



Puji Lestari