IMPROVING CLASS X.1 STUDENTS’ WRITING ACHIEVEMENT ON NARRATIVE TEXT THROUGH THINK TALK WRITE STRATEGY AT SMAN JATIROTO IN THE ACADEMIC YEAR 2012/2013

THESIS

by

Ernawati
NIM 080210491001

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013
IMPROVING CLASS X.1 STUDENTS’ WRITING ACHIEVEMENT ON NARRATIVE TEXT THROUGH THINK TALK WRITE STRATEGY AT SMAN JATIROTO IN THE ACADEMIC YEAR 2012/2013

THESIS

composed to fulfill one of the requirements to obtain S1 Degree at the English Language Education Study Program

by

Ernavati
NIM 080210491001

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013
DEDICATION

This thesis is honorably dedicated to:
1. My beloved parents, Suwarji and Misnati.
2. My dearest sisters, Megawati and Lusiana.
3. My dearest grandmother, Sukami.
STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedure and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Signature

Name          ERNAWATI
Date          July 16th, 2013
CONSULTANT’S APPROVAL

IMPROVING CLASS X.1 STUDENTS’ WRITING ACHIEVEMENT ON NARRATIVE TEXT THROUGH THINK TALK WRITE STRATEGY AT SMAN JATIROTO IN THE ACADEMIC YEAR 2012/2013

THESIS

composed to fulfill one of the requirements to obtain S1 Degree at the English Language Education Study Program

Name : Ernawati
Identification Number : 080210491001
Place/ Date of Birth : Jember, October 14th, 1990
Program : English Education
Department : Language and Arts
Faculty : Teacher Training and Education

Approved By:

Consultant I

Dr. Budi Setyono, M.A.
NIP. 19630717 199002 1 001

Consultant II

Drs. Annur Rofiq, M.A., M.Sc.
NIP. 19681025 199903 1 001
This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday
Date : July 16th, 2013
Place : The Faculty of Teacher Training and Education

Team of Examiners

The Chairperson                          The Secretary

NIP. 19611025 1989021004                 NIP. 19681025 1999031001

The members,

1. Drs. Sugeng Ariyanto, M.A.              1. 
   NIP. 19590412 1987021001

2. Dr. Budi Setyono, M.A.                  2.
   NIP. 19630717 1990021001

The Faculty of Teacher Training and Education
The Dean,

Prof. Dr. Sunardi, M.Pd
NIP 195405011983031005
SUMMARY

Improving Class X.1 Students’ Writing Achievement on Narrative text through Think Talk Write Strategy at SMAN Jatiroto in the Academic Year 2012/2013; Ernawati, 080210491001; 2013: 51 pages; English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Based on the preliminary study and observation that was done on September 14th 2012, most of the tenth grade students of SMAN Jatiroto, especially class X.1 experienced some difficulties in writing a text in terms of organizing and developing their ideas to write, choosing appropriate words, and using appropriate tenses. This was proven by their writing scores which showed that only 15 students (46.8%) got ≥70. Besides, the students had low participation in the teaching learning process of writing. It means that they were still passive in the classroom.

The classroom action research was intended to improve the class X.1 students’ writing achievement on narrative text and to improve their active participation in the teaching learning process of writing. Think Talk Write strategy was implemented in this research. The research was done collaboratively with the English teacher of SMAN Jatiroto. It was conducted in class X.1 of SMAN Jatiroto consisting of 32 students. The observation and the writing test were the methods that were used to collect the data.

The action was implemented in two cycles in order to achieve the objectives of this classroom action research. The first cycle was done in two meetings and followed with a test. The results of the classroom observation showed that 41.94% students in meeting 1 and 61.29% students in meeting 2 were active during the teaching learning process. It showed that there was improvement of the students’ active participation from meeting 1 to meeting 2, but it had not achieved the objective
of the research that was 70% students active. In addition, the result of the writing test in the first cycle had not achieved the criteria of success of the research that was 70% of the students got 70 or higher in the writing test. The percentage of the students who got score ≥ 70 was only 19 students of 32 students or 59.34% of the students.

Based on the results of the first cycle above, the second cycle was necessary to be conducted. Revisions had been made to solve the problems found in the first cycle. The classroom observation and writing test in the second cycle showed an improvement. In the classroom observation, the students’ participation showed that 70.97% students in meeting 1 and 71.87% students in meeting 2 actively participated in the teaching learning process. So, the result of the observation in meeting 1 and meeting 2 had achieved the objective of the research. In the writing test, the percentage of the students who got score ≥ 70 in the writing test was 23 students of 32 students, or 71.87% of students. Based on those results, it could be concluded that the actions in the second cycle were successful because the results of classroom observation and writing test achieved the objectives of the research.

Finally, it can be summarized that the use of Think Talk Write strategy can improve students’ writing achievement on narrative text and their active participation in the teaching learning process of writing a narrative text. It is suggested that the teacher varies the way of teaching writing, such as teaching writing using TTW strategy. The students are suggested to be actively participated during teaching learning process of writing. For the future researchers who have similar problems with writing are suggested to apply TTW strategy in the teaching learning process by conducting the same design of the research with different subjects and school.
ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and Merciful. Because of the countless Blessing, Mercy and Grace, I can accomplish the writing of this thesis.

I also would like to express my great appreciation and sincerest gratitude to the following people:
1. The Dean of the Faculty of Teacher Training and Education Jember University;
2. The Chair person of the Language and Arts Education Department;
3. The Chair person of the English Language Education Study Program;
4. My academic advisor, Drs. I Putu Sukmaantara, M.Ed.;
5. My first consultant, Dr. Budi Setyono, M.A. for giving me guidance and valuable suggestions in writing this thesis;
6. My second consultant, Drs. Annur Rofiq, M.A., M.Sc. for giving me guidance and valuable suggestions in writing this thesis;
7. The Headmaster, the English teacher and the X.1 students of SMA Negeri 1 Jatiroto Lumajang.

Finally, I hope this thesis will provide some advantages for the writer herself as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, July 2013

The writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF THESIS AUTHENTICITY</td>
<td>iv</td>
</tr>
<tr>
<td>CONSULTANTS’ APPROVAL</td>
<td>v</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINATION COMMITTEE</td>
<td>vi</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF CHARTS</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDIXES</td>
<td>xv</td>
</tr>
</tbody>
</table>

**CHAPTER 1. INTRODUCTION**

1.1 Background of the Research ........................................ 1  
1.2 Problems of the Research ........................................... 5  
1.3 Objectives of the Research ........................................... 5  
1.4 Significances of the Research ....................................... 5  

**CHAPTER 2. REVIEW OF RELATED LITERATURE**

2.1 Definition of Writing ................................................ 7  
2.2 Narrative Text Writing ................................................ 8  
2.3 Aspects Assessed in Writing .......................................... 11  

2.3.1 Grammar ......................................................................... 11  
2.3.2 Vocabulary ...................................................................... 11  
2.3.3 Mechanics ........................................................................ 12  
2.3.4 Organization ............................................................... 13  
2.3.5 Content ........................................................................... 14
2.4 Think Talk Write Strategy .............................................. 14
2.5 The Procedure of Using Think Talk Write Strategy ................ 17
2.6 The Advantages and Disadvantages of Think Talk
Write Strategy ........................................................................ 17
2.7 Teacher’s Role in Teaching Writing Using Think Talk
Write Strategy ................................................................. 18
2.8 The Effectiveness of Think Talk Write Strategy in
Improving Narrative Writing Achievement ...................... 19
2.9 Research Hypothesis ....................................................... 20

CHAPTER 3. RESEARCH METHODS
3.1 Research Design ............................................................. 21
3.2 Area Determination Method .............................................. 23
3.3 Subjects Determination Method ......................................... 24
3.4 Operational Definition of the Terms ................................. 24
  3.4.1 Think Talk Write strategy ...................................... 24
  3.4.2 Narrative Text .......................................................... 25
  3.4.3 Writing Achievement ................................................ 25
3.5 Data Collection Methods .................................................. 25
  3.5.1 Writing Test ............................................................ 25
  3.5.2 Observation .............................................................. 28
3.6 Research Procedures ....................................................... 29
  3.6.1 Planning of the Action .............................................. 29
  3.6.2 The Implementation of the Action ............................... 29
  3.6.3 Classroom Observation and Evaluation .................. 29
  3.6.4 Reflection of the Action ........................................... 30
3.7 Data Analysis Method ....................................................... 30

CHAPTER 4. RESULTS, DATA ANALYSIS AND DISCUSSION
4.1 The Results of the Actions in the First Cycle...................... 32
  4.1.1 The Results of Observation in the First Cycle ...... 34
4.1.2 The Results of Writing Test in the First Cycle ..... 36
4.1.3 The Result of the Reflection in the First Cycle ..... 38

4.2 The Results of the Actions in the Second Cycle......... 39
4.2.1 The Result of Observation in the Second Cycle ... 41
4.2.2 The Results of Writing Test in the Second Cycle.. 43
4.2.3 The Result of Reflection in the Second Cycle ....... 44

4.3 Discussion ................................................................. 45

CHAPTER 5. CONCLUSION AND SUGGESTIONS
5.1 Conclusion ............................................................... 50

REFERENCES
APPENDIXES
TABLES
CHARTS
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Validity of writing test</td>
<td>26</td>
</tr>
<tr>
<td>3.2</td>
<td>The Scoring Rubric of The Students’ Writing Narrative Text</td>
<td>27</td>
</tr>
<tr>
<td>4.1</td>
<td>The Students’ Participation in Cycle 1</td>
<td>34</td>
</tr>
<tr>
<td>4.2</td>
<td>The Average Result of the Students’ Participation in Cycle 1</td>
<td>36</td>
</tr>
<tr>
<td>4.3</td>
<td>The Result of Writing Test in Cycle 1</td>
<td>36</td>
</tr>
<tr>
<td>4.4</td>
<td>The Students’ Participation in Cycle 2</td>
<td>41</td>
</tr>
<tr>
<td>4.5</td>
<td>The Average Results of the Students' Participation in Cycle 2</td>
<td>42</td>
</tr>
<tr>
<td>4.6</td>
<td>The Students’ Writing Test in Cycle 2</td>
<td>43</td>
</tr>
</tbody>
</table>
LIST OF CHARTS

4.1 The Improvement of the Students’ Active Participation in the Teaching Learning Process of Writing ................................................................. 46
4.2 The Improvement of the Students’ Writing Achievement ......................... 47
LIST OF APPENDIXES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Research Matrix</td>
<td>55</td>
</tr>
<tr>
<td>B.</td>
<td>The Observation Checklist</td>
<td>57</td>
</tr>
<tr>
<td>C.</td>
<td>Lesson Plan 1 (Cycle I, Meeting 1)</td>
<td>58</td>
</tr>
<tr>
<td>D.</td>
<td>Lesson Plan 2 (Cycle I, Meeting 2)</td>
<td>68</td>
</tr>
<tr>
<td>E.</td>
<td>Writing Test (Cycle I)</td>
<td>78</td>
</tr>
<tr>
<td>F.</td>
<td>Lesson Plan 3 (Cycle II, Meeting 1)</td>
<td>79</td>
</tr>
<tr>
<td>G.</td>
<td>Lesson Plan 4 (Cycle II, Meeting 2)</td>
<td>90</td>
</tr>
<tr>
<td>H.</td>
<td>Writing Test (Cycle II)</td>
<td>98</td>
</tr>
<tr>
<td>I.</td>
<td>The Result of Observation Checklist</td>
<td>99</td>
</tr>
<tr>
<td>J.</td>
<td>The Result of Writing Test (Cycle I)</td>
<td>103</td>
</tr>
<tr>
<td>K.</td>
<td>The Result of Writing Test (Cycle II)</td>
<td>104</td>
</tr>
<tr>
<td>L.</td>
<td>The Students’ Previous Writing Score</td>
<td>105</td>
</tr>
<tr>
<td>M.</td>
<td>The Samples of the Students’ Writing Cycle I</td>
<td>106</td>
</tr>
<tr>
<td>N.</td>
<td>The Samples of the Students’ Writing Cycle II</td>
<td>110</td>
</tr>
<tr>
<td>O.</td>
<td>The Sample of The Way to Score Students’ Writing (Cycle I)</td>
<td>114</td>
</tr>
<tr>
<td>P.</td>
<td>The Sample of The Way to Score Students’ Writing (Cycle II)</td>
<td>116</td>
</tr>
<tr>
<td>Q.</td>
<td>Research Permission from the Dean of the Faculty of Teacher Training and Education</td>
<td>118</td>
</tr>
<tr>
<td>R.</td>
<td>Research Permission from the Principal of SMA Negeri Jatirot</td>
<td>119</td>
</tr>
</tbody>
</table>