

CHAPTER I

INTRODUCTION

I.1 Background of the Study

Education plays a very important role in many areas of life. Quality education will create quality human resources as well. Therefore, education in Indonesia continues to be monitored and improved in various ways, including issuing national education system laws, passing laws on teacher and lecturer welfare, and making changes to the curriculum that are adapted to the needs of the times (Hamzah, 2012:135). Meanwhile, Tirtarahardja (2005:129) states that "education is a conscious effort to prepare students through guidance, teaching or training for their roles in the future." So in this case, education is the process or act of educating. Thus, education is intended to develop (affective, cognitive, and psychomotor) personal abilities in individuals so that they can be competitive in the midst of a world that is increasingly modern due to technological developments.

Language learning should be enjoyable by going through personal experiences so that the necessary competencies can be achieved. The language subject area can be classified into two types of communication namely written communication and oral communication. Written communication includes writing and reading skills while oral communication includes speaking and listening skills. Writing is the process of transcribing or depicting graphic symbols that represent a language understood by someone, so that others can read those graphic symbols if they understand the language and the graphic images (Sitorus, et al., 2015: 25).

Writing is one of the language skills needed to improve the quality of learning. By acquiring writing skills, students can express their thoughts, ideas and feelings through different types of writing (fiction and non-fiction) while studying. Writing is a creative human activity in conveying thoughts or ideas, dreams, or feelings using written language as a medium (Dalman, 2014: 37). Writing is a language skill where writing An activity that explores thoughts and feelings about a topic, select to write things so that the reader can understand them and decide how to write them be used to communicate indirectly.

In addressing the problem in writing short stories, teachers are expected to be able to choose creative and innovative learning models to create a fun teaching and learning process that can improve students' interest in learning, especially in writing skills. Based on the above problem, one strategy that can be applied to influence the improvement of writing short story skills is the use of learning models. A learning model is a set of instructional material delivery methods that include all pre- intermediate and post- education teacher training and all related structures used directly or indirectly in the teaching and learning process. An appropriate learning model that can be applied in Indonesian language learning, specifically in the subject of writing short stories, is the think talk write (TTW) learning model. The think talk write This methodology, which was to begin with presented by Huinker and Laughlin (Shoimin, 2016 (Shoimin, 2016:212), which is based on the understanding that learning is a social behavior. The Think, Talk, Write, and Learn model encourages students to think, speak, and write about specific topics. This model is used to write sentences fluently, training language skills before writing.

Based on the description above, the researcher conducted a study entitled **"The Impact of the Think Talk Write (TTW) Learning Model on the Ability to Write Short Stories in 7th Grade SMP at Panca Budi School in Medan City."**

I.2 Identification of the Problem

Based on the above background, the identified problems can be summarized as follows:

1. The learning model used by teachers in teaching short story writing still relies on lecture-based approach.
2. Students' low interest in learning.
3. Teachers rarely use textbooks or media in the learning process.
4. The availability of teachers to meet the learning needs is still low.
5. Students feel bored in the learning process, which causes them to be

lazytolearn.

I.3 Problem Formulation

Based on the issues mentioned above the formulation of the research question in this study can be summarized as follows :

1. What is the ability of 7th grade students of Panca Budi Junior High School in Medan City to write short stories without using the think talk write learning model?
2. What is the ability of 7th grade students of Panca Budi Junior High School in Medan City to write short stories with the think talk write learning model?
3. Is there any influence of the think talk write learning model on the ability of 7th grade students of Panca Budi Junior High School in Medan City to write short stories?

I.4 Objective of the Study

The objectives to be achieved in this study are as follows:

1. To determine the ability of class VII students of Panca Budi Junior High School in Medan to write short stories before the application of the think talk write learning model.
2. To determine the ability of class VII students of Panca Budi Junior High School in Medan to write short stories after the application of the think talk write learning model.
3. To determine the influence of the think talk write learning model on the ability of class VII students of Panca Budi Junior High School in Medan to write short stories.

I.5 The Significance of the Study

This research is expected to provide the following benefits:

1. For students, to improve their understanding and help cultivate their motivation in learning language by using the think talk write learning

model to improve their learning outcomes.

2. For teachers, to be able to determine appropriate learning models for teaching materials in the learning process.
3. For schools, the implementation of the think talk write learning model is expected to improve the ability of teachers in overcoming learning problems.
4. For the researchers.

I.6 Theoretical Framework

I.6.1 Learning Model

A learning model is a plan model that is used as a guide to plan lessons. In other words the learning model is a plan or model to design a face-to-face learning model in the classroom and identify learning materials/tools including computer media programs (films) and courses (such as taught courses). This is in line with Joyce (Ngalimun 2016:25).

I.6.2 Understanding of For ThinkTalk Write-Lernmodell

The think-speak-write-learn model emphasizes the need for students to communicate the results of their thinking. Shoimin, 2014: 212 states that activities that can be carried out to improve a student's understanding of concepts and communication skills are through implementing a "think, speak, write" learning model. Think means to think. In the Kamus Besar Bahasa Indonesia, to think means to use reason to consider and decide something.

I.7 Writing Objectives

According to Sitorus et al. (2015: 27), writing activities cannot be separated from objectives. Objectives are considered an essential reference that must be formulated before starting writing activities.

I.8 Understanding of Short Stories

A short story is a literary work in prose that is a composition of stories, characters, and settings that is narrower than a novel. Stories are short stories and are limited to one story only. Short stories are one of them. forms of literary

works and is also called fiction. Hartati (2017: 117) states that a short story is one of the forms of creative artistic work that focuses on human beings and their lives by using language as a medium.

I.9 Framework of Thinking

The learning model used in this study is the Think Talk Write learning model. Think Talk Write is a learning model that develops students' comprehension and communication skills through speaking and writing. Think Talk Write learning model flow: At the end of the reading process, students reflect or have a conversation on their own, then talk to their peers, share ideas, and finally write the results of the discussion. The Think Talk Write learning model helps students connect with peers and teachers. Students actively participate in learning by interacting and discussing with groups. This model allows students to build their knowledge until their understanding of the concept improves.

I.10 Research Hypothesis

Based on the theory and framework of thinking expressed, the researcher formulated a hypothetical statement in this study which is the impact of the "Think Talk Write" learning model on writing ability short stories in English for 7th grade students of SMP at Panca Budi School in Medan City.