

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Conducting English lessons requires mastery of four main competencies, namely speaking, writing, listening, and reading. One of the English language skills is writing. Writing is a basic skill, such as writing letters, news articles, and others. Nevertheless, proficiency in English writing constitutes a particularly intricate skill, as it necessitates the simultaneous mastery of auxiliary linguistic competencies, including lexical repertoire, syntactic accuracy, orthographic precision, and other fundamental aspects of written expression (Sipayung et al., 2024). In addition, to be understood by others, students must be able to think critically and must be able to organize their thoughts into a well-written text. Subsequently, the narrative's caliber, along with its ancillary elements, may serve as a criterion for evaluating the extent of students' creative aptitude (Kirby et al., 2021). As stated (Solhi & Eğinli, 2020) A common misconception is that Acquiring proficiency in writing within a second language presents greater complexity compared to mastering other linguistic skills or any other language skill. Instructors may better educate their students in a wide range of subjects via the use of writing, which incorporates cognitive methods and cultural background knowledge. Writing involves several steps that the writer must complete to create a written expression that is understandable, comprehensible, and instructive (Yüce & Ataç, 2019). Likewise, students find writing a challenge for them to learn because it involves conveying information. This ability is undoubtedly complex. Proficient procedures and writing are usually considered the last language skills to master and one of the writing skills taught to Junior High School students is writing a narrative text. Consequently, the selection of a suitable pedagogical approach is essential for attaining the intended learning objectives (Ummah, 2023).

The majority of advances in ELT studies, both in terms of acquiring it as an additional language or as a language learned in a non-native environment, are attributed to research on writing acquisition. The fact that writing constitutes a fundamental linguistic skill that will always be taught in schools will be recognized through various studies on writing, such as those conducted by (Mustofa et al., 2023) Every level of education must teach writing. Teaching writing presents ongoing difficulties since writing is a continuous development rather than a finalized result. This implies whereby students must submit written assignments. Grounded in constructivist learning theories, the TTW strategy underscores the interrelation between cognitive engagement, interactive discourse, and textual composition throughout the writing process (Tavalsky, 2017). Hence, the deployment of efficacious methodologies, such as the TTW approach, can mitigate the difficulties encountered by students in mastering narrative composition by synthesizing these essential facets of the writing process.

For junior high school students, writing in English is a challenging task. The researcher found some problems in writing narratives based on the author's experience and observation at SMP BUDI MURNI 1 MEDAN. First, from the teachers' point of view, there are some problems they face in the classroom. The teachers make the learning experience uninteresting and uncommunicative by focusing only on English textbooks. Students get disinterested. According to Graham et al. (2022), writing is a kind of communication where the writer uses written language to convey their thoughts and ideas to the reader. This indicates that more measures are required to acquire writing skills. In this case, the writer

has to create a logical series of phrases and statements to ensure that the reader understands the meaning of the message intended by the writer. Furthermore, (Hyland, 2019) underscores the significance of immersing students in authentic writing activities that align with their interests and lived experiences, thereby cultivating heightened motivation and refining their writing proficiency. Therefore, writing can be done using techniques such as think, talk, and write (TTW).

The English learning material for grade 8 junior high school Budi Murni 1 which uses the Kurikulum Merdeka, studies a few types of texts in English, one of which is narrative. A narrative constitutes a form of written discourse that conveys a sequence of real or imagined events, structured following the contextual framework of the storyline (Grenner et al., 2021). Narrative writing is an important skill that students should develop, especially in junior high school under the Kurikulum Merdeka. Kurikulum Merdeka highlights that grade 8 junior high school students in Indonesia must be able to think creatively to be able to write impressive narrative texts. According to (Habibi et al., 2020) Narrative text has a structured organizational structure that includes orientation, complication, and resolution. However, many students experience difficulties in mastering this skill due to various factors, including teaching strategies, student interests, and the learning environment. One promising approach to address these challenges is the Think-Talk-Write technique. This technique involves three main steps: thinking, discussing, and writing. In the thinking stage, students are encouraged to brainstorm ideas and create a plan for their narrative. During the discussion stage, students collaborate with their peers to share and refine their ideas. Finally, in the writing stage, students translate their thoughts and discussions into a cohesive narrative text. This technique is effective in nurturing students' interest and willingness to write narratives (Inayah & Argawati, 2019) By integrating reading and writing through cooperative learning, students can better understand moral values and develop their narrative writing skills. Thus, studies are done to find out how well the Think Talk Writing (TTW) technique works for teaching people how to compose narrative texts.

Furthermore, this is firmly backed by research conducted by Asvini et al (2020), entitled 'Assessing the Efficacy of the Think-Talk-Write (TTW) Approach in Enhancing the Composition Proficiency of Tenth-Grade Students at SMK N 1 Sukasada in the 2019/2020 Academic Year. The results of this study show that the Think-Talk-Write Strategy yielded greater results in the classroom as compared to when it was not used. The results of both the descriptive and inferential statistical analysis corroborate this. Drawing upon the study's findings, the researcher is motivated to investigate writing instruction through the implementation of the Think-Talk-Write (TTW) strategy, employing the Classroom Action Research (CAR) methodology or qualitative analysis. Researchers will conduct research at BUDI MURNI 1 MEDAN Junior High School (SMP) to analyze students' ability to write narratives using the Think Talk Write (TTW) strategy.

## **1.2 Research Problems**

1. How does the Think Talk Write strategy affect students' ability to write narrative text?
2. How do student interactions Throughout the execution of the Think-Talk-Write (TTW) approach influence their narrative text writing experiences?

## **1.3 Objectives of the Research**

Here are the study goals, formulated with the aforementioned background and research challenges in

mind:

1. Before and after treatment, assess students' proficiency in composing narrative texts with the written Think-Talk-Write method.
2. To determine how to improve the Think-Talk-produce method, which will be covered in class VIII at SMP Budi Murni 1 Medan, in order to learn how to produce narrative texts.

#### **1.4 Limitation of the Research**

The researcher sets up particular parameters to guarantee a targeted investigation in this qualitative study on enhancing writing abilities for narrative texts among eighth-grade students at SMP Budi Murni 1 Medan using the Think Talk Write technique. First, students' experiences and Impressions of the writing process, including their participation in peer conversations and their personal writing habits, will be the exclusive focus of the study. Second, the information will be acquired through focus groups and interviews, which will offer deep insights into how students view their own writing growth and the contribution of group discussions to skill development. Furthermore, the study will only run for two weeks, which will reduce the breadth of the findings of long-term effects on writing ability. Finally, the study examines the impact of a single educational strategy on narrative writing and student involvement.

#### **1.5 Significance of the Research**

Students and teachers alike will benefit from the study's theoretical and practical insights, as well as the data gathered from previous studies.

##### **1. Theoretical Significance**

The research contributes to the existing body of literature on writing pedagogy by providing insights into the effectiveness of the Think Talk Write technique in enhancing writing skills, particularly in narrative texts.

##### **2. Practical Significance**

###### **A. For Students**

For students, this research offers practical implications by equipping them with effective strategies to enhance their writing skills. The Think Talk Write technique encourages active engagement, critical thinking, and self-reflection, which can lead to improved confidence and competence in narrative writing. By participating in collaborative discussions, students can gain diverse perspectives, making their writing more nuanced and comprehensive.

###### **B. For Teachers**

Educators may use the findings to inform their usage of the Think Talk Write method in the classroom. Teachers may use this strategy to create an inclusive classroom community that values student collaboration and originality. Furthermore, the research may inform teacher training programs by emphasizing the importance of integrating speaking and writing in curriculum design, ultimately enhancing the overall quality of writing instruction in classrooms.