INVESTIGATING STUDENTS' WRITING IMPROVEMENT BY APPLYING THINK-TALK-WRITE APPROACH AND IDENTIFYING CHARACTER-BASED LEARNING SUPPORTS OF THE TENTH GRADERS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2019/2020

S-1 THESIS

This Thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for obtaining Undergraduate Degree in the English Education Study Program of Faculty of Teacher Training and Education

By

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APPROVAL

TITTLE : INVESTIGATING STUDENTS' WRITING IMPROVEMENT BY APPLYING THINK-TALK-WRITE APPROACH AND IDENTIFYING CHARACTER-BASED LEARNING SUPPORTS OF THE TENTH GRADERS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2019/2020.

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "INVESTIGATING STUDENTS' WRITING IMPROVEMENT BY APPLYING THINK-TALK-WRITE APPROACH AND IDENTIFYING CHARACTER-BASED LEARNING SUPPORTS OF THE TENTH GRADERS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2019/2020".

This thesis not a plagiarism or made by others. Anything related to other works' are written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 7 July 2020

Tridian Purnia Sari
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MOTTO

"This thesis is a proof that efforts will not betray the results"

I believe that "the process (effort) will not betray the results" and

"What I receive is equivalent to what I earn".

(The Researcher)

PRESENTATION

I dedicate this thesis to:

1. My beloved mother and father

   "In every part of this whole thesis making process, you two are the great people of my life who never stop giving me endless spirit, motivation, love and prayer. Dear my parents, all praise to God, finally I have finished what I have started. Thank you so much. May God reward you all with many merriment in every second of your life. I love you"

2. My beloved brother, sister and my younger brother

   "Thank you for your support".

3. My Boyfriend.

   "Thank for supporting every choice that I take, always besides me from the beginning, now and more times to come. Also thank you very much for giving me, motivation, patience and understanding."

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Klaten, 10 July 2020

The Researcher,

Tridian Purnia Sari

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ABSTRACT

Tridian Purnia Sari, Student's No. 1611200011, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. ***Investigating Students' Writing Improvement By Applying Think-Talk-Write Approach And Identifying Character-Based Learning Supports of The Tenth Graders of SMK Muhammadiyah 2 Klaten Utara In Academic Year Of 2019/2020.***

This study aim at investigating students' writing improvement by applying think-talk-write approach and identifying their character-based learning supports during the academic year of 2019/2020. The strategy research which is used in this research is descriptive quantitative. The data of this research are students' writing and students' character in the process of learning using think talk write approach. The data are collected through students' writing and questionnaire. The source of the data in this research are 32 students of X OTKP 1. The technique of analyzing the data is descriptive quantitative.

After analyzing the data, the researcher found that the students' writing was as follow: vocabulary (M= 4.1250; SD= .33601), grammar (M= 3.6562; SD= .48256), cohesion&coherence (M= 4.0313; SD= .40035), mechanics (M= 3.7500; SD= .50800) and content (M= 4.0313; SD= .53788). Then, the researcher found that students' character-based learning were: $\chi^2(5, n = 32) = 79.82$, $p<.000$. However, each aspect could be derived into honesty, $\chi^2(5, n = 32) = 1.95$; $p<.000$; $Md = 2.00$, collaboration, $\chi^2(5, n = 32) = 4.81$; $p<.000$; $Md = 3.00$, respectfulness, $\chi^2(5, n = 32) = 2.17$; $p<.000$; $Md = 2.00$, communication, $\chi^2(5, n = 32) = 4.52$; $p<.000$; $Md = 3.00$, social relationship, $\chi^2(5, n = 32) = 3.45$; $p<.000$; $Md = 3.00$, and responsibility, $\chi^2(5, n = 32) = 4.09$; $p<.000$; $Md = 3.00$.The researcher comes to the conclusion that investigating students' writing improvement by applying think-talk-write approach and identifying character-based learning supports was successful in evaluating the writing skills and character-based learning of the students through the think-talk-write approach based on the results achieved in the test and questionnaire.

Key Words: *think-talk-write approach*, *writing skills, character-based learning*

CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the most common foreign languages. People use it to communicate internationally and to cooperate with people in different countries. Because of this, the Indonesian government has decided to teach English as a second foreign language in schools. Language can usually be spoken and written, but writing must also be practiced. Through writing, students can learn how to communicate in written language, how to spell, and how to organize the text. Writing is one of the most difficult and fear skills in English students who learn foreign languages taught in vocational high schools. Writing is one of the four basic skills of English that are reading, speaking, listening, and writing. Each skill has a relationship with each other. Compared with other skills, writing is generally regarded as one of the most difficult skills for students. According to Togatorop (2015: 247), writing is known as one of the most important, but many students feel difficulties in that skill. As a rule, students need a lot of time to understand the lesson, so that the students become competent in writing. According to (Amoakohene, 2017: 54) writing is considered to be a feared activity in second language learning. Some scholars argue that this issue is not limited to English speakers in the second language but also to those who speak English as their first language.

Based on the researcher observation at the tenth graders of SMK Muhammadiyah 2 Klaten Utara especially in the class X OTKP on February 5th 2020, she found that the students still had a low ability to write. They had difficulty in finding and organizing their ideas, they were confused to express their ideas in writing, they were also poor in vocabulary and grammar, and the teacher always wanted to increase the achievement of the students in learning writing.

It means that the students should practice their writing skills well. Writing is not easy because writing is not just about expressing ideas, but writing also has to think about word choice, grammar, creativity so that writing is clear to the reader and can inspire, and writing has been assumed to demonstrate the ability of students to write in English through their skills.

Based on the above issue, students need a learning strategy to help them to grow their ideas before writing and making writing enjoyable. One of the methods is think-talk-write approach. According to Hidayat, Wirda, and Setiawan (2017: 12), think-talk-write was developed and designed to incorporate problem-solving practices into small groups that speak, communicate, and write. This method helped students to actively participated, critically think and work together, and to give students the opportunity to work alone and cooperate with others. According to Huda (2013: 218), these techniques was basically developed through thinking, talking, and writing. The flow advances think-talk-write strategy started from students' participation in thinking or dialogue with themselves after the process of

learning. Instead, before talking and sharing their ideas with mates. It meant, that in this group of students asked to make notes, explain, listen and share ideas with each other and express them through writing.

According to Soimin (2016: 212), think-talk-write is a learning style to train students in writing skills. The think-talk-write approach focused on students' need to express their learning outcomes. Learning writing used think-talk-write approach could improve students' understanding of ideas and communication skills effectively.

Based on the explanation above, the researcher believes that think-talk-write approach can be used to investigate students' writing improvement of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. In this study, the researcher wants to do a research and analyze deeper about the use of think-talk-write approach to investigate students' writing improvement of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

B. The Reason for Choosing the Topic

1. Through writing the students can be more creative to explore their knowledge and their own story by putting ideas to pen, translating their imagination to the script that can be read and understood by others.

2. The students of class X OTKP SMK Muhammadiyah 2 Klaten Utara still gets a low ability in writing activity and have many problems when they do the writing activity, such as they have difficulty in finding and organizing their ideas, they are confused to express their ideas in writing,

they also have poor in vocabulary and grammar, they can not practice in written form and many students are not interested in writing.

C. The Limitation of the Study

In this study, the researcher wants to limit the study in order to focus on the investigating students' writing improvement by applying think-talk-write approach and identifying character-based learning support of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

D. The Problem Statement

In this study, the researcher would like to present the problem that can be formulated as follow:

1. "Does the think-talk-write approach influence students' writing skills and character-based learning support of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?"

2. ''Does the think-talk-write approach can be used to investigate students' writing improvement and identifying character-based learning support of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?''

E. The Aim of the Study

This study aims at investigating students' writing improvement by applying think-talk-write approach and identifying the character-based learning supports of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

F. The Use of the Study

The findings of the study are expected to be useful as follows:

1. **The Theoretical Use**

   The theoretical use is expected to enhance the theory of teaching technique i english, and support evidance to exciting the research findings which have revealed the importance of having and experimenting different approach concerning with teaching writing by using think-talk-write approach.

2. **The Practical Use**

   The practical use is intended to be valuable informative feedback seems like the interaction to both the English teacher and students of SMK Muhammadiyah 2 Klaten Utara more intensive. For the English teachers, the present research study is intended to be used as reference in planning better teaching approach to increase the students' writing skill by using think-talk-write approach. For the students, the findings of this study are expected to inspire and motivate the tenth grade students to learn writing well by implementing think-talk-write approach. Moreover, the think-talk-write approach is expected to give a easiness to the student especially in their writing class.

G. THE CLARIFICATION OF THE KEY TERMS

In order to get clear concept to the terms used in this research, there are some key terms applied in this study, namely:

1. **Improvement**

   According to Mulyasa (2009: 8) improvement is action research means improvement in learning quality, so it is a continuous improvement of the learning process and continuous quality improvement. According to Adi (2014: 54) improving means that the growth in skill and ability is greater than before. In this study, improving means to increase quality of the students' character in teaching and learning writing skill by applying think-talk-write approach to the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

2. **Writing**

   Writing is a way to convey personal meanings and writing courses demonstrate the individual's ability to build his or her own views on a subject (Hyland, 2003: 9). Writing can also be interpreted as a complex process which involves different factors, and it is an essential and necessary skill for English Second Language or English Foreign Language students (Hashemi, 2011: 48).

   Based on the above definition, writing is a skill that is very necessary for students to express their personal meanings and stress individuals' skill to construct their own views on a subject and as a process involving various factors. The researcher's concentration in this study is on genre-based writing especially Recount Text. It attempts to find the solution to the problems among the tenth graders students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

3. **Character Education**

Character education is a rising discipline of the purposeful aim to improve the ethical behavior of the students (Tsai & Agboola, 2012: 163). According to Setiawati (2017: 348) character education can be interpreted as value and moral education, which aims to develop students' ability to make good, bad decisions, maintain goodness, realize and spread goodness in daily life with all their heart. According to Gunawan (2012: 23), character education is an education for building the personality of a person whose results are seen in the actual good behavioral actions of a person such as honest, responsible, respectful, having work, etc.

In this study, character education means a supporting resource for educating students on ethical behaviour and teaching writing skills to the tenth graders students of SMK Muhammadiyah 2 Klaten Utara in the academic year of 2019/2020.

4. **Think-Talk-Write**

According to Hidayat, Wirda, and Setiawan (2017: 12), TTW (Think Talk Write) method is created and constructed by think, talk, and write practices that include problem-solving in small groups. This approach helps students actively engage, think critically, and work together and give students the ability to work independently and collaborate with others.According to Soimin (2016: 212), think-talk-write is a learning style to train students in

writing skills. Think-talk-write focuses students need to express their learning outcomes.

Based on the above understanding, it means that the think-talk-write approach is a learning model that is built with thinking, talking, and writing. Think that students can understand with their own ideas then, talk that students can discuss with friends, listen, be knowledgeable, respond and then they can write by re posting individually or in groups.

H. THE ORGANIZATION OF THE STUDY

In order to facilitate the thesis arrangement, the researcher organizes the report into five chapters:

Chapter I is Introduction. It consists of the background of the study, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of the Related Literature. It consists of previous studies, position of the study, theory of writing, theory of think-talk-write, theoretical framework, and action hypothesis.

Chapter III is Research Methodology. It deals with the meaning of research method, the strategy of the research, data and data source, the technique of collecting the data, the validity of data, classroom action research procedure and data analysis.

Chapter IV is Research Findings and Discussion. It consists the present of the data, the analysis of the data, and the discussion of the findings.

Chapter V is Conclusion and Suggestion. The conclusion will answer the problem of the study, whilst suggestion will determine the contribution, impact, and limitation of this study.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of the research.

A. CONCLUSION

Based on the analysis of the data, the discussion in the previous chapter, this conclusion attempts to answer the research question, as follows: "Does think-talk-write approach influence students' writing skills and character-based learning supports of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?" and "Does the think-talk-write approach can be used to investigate students' writing improvement and identifying character-based learning support of the tenth graders of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?''. There are 5 aspects in the writing component: vocabulary, grammar, cohesion, coherence, mechanics and content. 32 tenth grade students of OTKP SMK Muhammadiyah 2 Klaten Utara participated in writing class. The result of those components in students' writing is as follows: vocabulary (M= 4.1250; SD= .33601), grammar (M= 3.6562; SD= .48256), cohesin & coherence (M= 4.0313; SD= .40035), mechanics (M= 3.7500; SD= .50800) and content (M= 4.0313; SD= .53788). Analytic assessment is set on a 5-point-Likert scale to find out the result of students' writing of the tenth graders in SMK Muhammadiyah 2 Klaten Utara.

Then, there are 6 aspects in students' character as follow: honesty, collaboration, respectfulness, communication, social relationships and responsibility. Analytic assessment is set on a 4-point-Likert scale and the calculation useSPSS to find out the result of students' character of the tenth graders in SMK Muhammadiyah 2 Klaten Utara. The Friedman test results is as follows: χ^2 (5, $n = 32$) = 79.82, $p<.000$. However, each aspect could be derived into honesty, χ^2 (5, $n = 32$) = 1.95; $p<.000$; $Md = 2.00$, collaboration, χ^2 (5, $n = 32$) = 4.81; $p<.000$; $Md = 3.00$, respectfulness, χ^2 (5, $n = 32$) = 2.17; $p<.000$; $Md = 2.00$, communication, χ^2 (5, $n = 32$) = 4.52; $p<.000$; $Md = 3.00$, social relationship, χ^2 (5, $n = 32$) = 3.45; $p<.000$; $Md = 3.00$, and responsibility, χ^2 (5, $n = 32$) = 4.09; $p<.000$; $Md = 3.00$.

Based on the explanation above, to answer the research question the researcher conclude that investigating students' writing improvement by applying think-talk-write approach and identifying character-based learning supports was sucessfull in evaluating the writing skills and character-based learning of the students through the think-talk-write approach based on the results achieved in the test and questionnaire.

B. SUGGESTION

Based on the conclusion above, the researcher would like to present some suggestions to the students and the English teacher.

1. To the Students

To improve the writing skill, the students have to learn some processes of creating a good writing and develop their knowledge. Then, the students must

improve their vocabulary, learn grammar, and be more creative in expressing ideas while writing.

2. **To the English Teacher**

The researcher gives some suggestions to the English teacher as follow:

a. The teacher should try an interesting approach. Think-Talk-Write approach can be used as an alternative for teaching writing to the students. Teaching and learning writing, using think-talk-write approach will motivate the students and make the students interested to study English especially in writing skill.

b. The teacher should be as creative as possible in teaching writing text by using Think-Talk-Write approach.

c. The teacher should make the students enjoy the activities in the classroom.

3. **To the Researcher**

The other researchers can use this research as their reference on the same field. The researcher suggests that other researchers who will conduct the similar research should develop and apply a strategy in the process of English teaching and learning.

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