In this chapter, the researcher is going to give the introduction section. It covers some subchapters which are background of the study, statement of the problem, purpose of the significance of the study, scope and limitation, and the last is definition of key terms. All of the subchapters will be explained as below:

1.1 Background of the Study

Teaching and learning activities in Curriculum 2013 is student centered. “One of the important aspect in this curriculum is to emphasize students to be more active in learning” (Kurniasih and Sani, 2014:14). Therefore, it is necessary to reform in terms of strategies, methods, models of learning, or teaching. According to Shoimin (2014:7), in learning process, students who are active and innovative directly involved and not only the object in the learning process. In order to create a fun learning environment, it is necessary to change the learning models. According to Soekamto (in Shoimin 2014:23), learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives, and serves as a guide for instructional designers and teachers in planning learning activities. The implementation of Curriculum 2013, which is actually focused on students centered approach, include some learning models that are appropriate with the principles of scientific approaches, such as Discovery Learning, Problem Based Learning, Project Based Learning, and Cooperative Learning model (Kurniasih and Sani, 2014:64). In spite of all, the learning model that corresponds to Curriculum 2013 is cooperative learning or small learning group which is expected to be able to make students active in learning activities.

“Cooperative learning is a learning model where the system of study work in small group around 4-6 persons collaboratively so that it can stimulate the students more
enthusiastic in learning” (Isjoni, 2009:15). Afterwards, according to Kurniasih & Sani (2014:91) “Cooperative learning refers to a method of teaching in which students work together in small groups by having different abilities to help each other in learning.” So, Cooperative Learning is a learning model in which the students work in small group to help each other and find a solution to the gives problem during the learning process. The goal of cooperative learning is to train students in terms of thinking, solving problems, and combining abilities and skills. In addition, the groups of students practice to work together who have different capabilities, so students will be more motivate to understand the problems to be solved. According to Isjoni (2011:51), there are 6 kinds of learning model in cooperative learning, they are Jigsaw, Number Head Together (NHT), Snowball Throwing, Think-Talk-Write (TTW), Think Pairs Share (TPS), and Student Team Achievement Division (STAD).

Among the cooperative learning, one of those which requires the students to be active is Think-Talk-Write. Think-Talk-Write model focuses on writing skills and develop communication. Suyatno (2009) states that Think-Talk-Write (TTW) is model when someone is reading and the result of it is communicated via presentation, discussion, and then taking a note about the result of discussion. This learning model refers to the need to communicate the result of the thinking process. There are a series of processes in implementing this model: think means thinking and talk means talking. Talk means talking or communicating as the results of thinking. The last is writing, which means writing or making a note of the result of the two previous processes. Think-Talk-Write model is a model of learning that is suitable or appropriate to use in teaching writing.

Language is a communication tool in the form of spoken and written. Therefore, it is also necessary to learn about writing beside speaking. Harmer (2007) states that particularly when students write sentence as preamble to discussion activities, writing is frequently useful. Writing is different from other language skills because it needs read proficiency from
the writer in order to be effective. Because writing is different from other language skills; communication through the written word needs real proficiency from the writer in order to be effective. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. In fact, the students had some difficulties in writing subject, like choosing the words which is compatible with their ideas to make a sentence. Besides, there are some students who get difficulties in developing their idea and confused in grammar and punctuation.

There are some previous studies related to use of Think-Talk-Write model. The previous research was conducted by Novita Purnawati (2015). She found that TTW was good for improving eighth grade students writing skill at SMP N 10 Surakarta. She was successful to improve writing ability of the students. The use of Think Talk Write strategy in writing recount text was positive; one of the advantages of think talk write strategy related to the students’ psychology was improving the student’s motivation. Therefore, Think Talk Write strategy could help the students to be more focused during writing, Think Talk Write strategy can make the students more interested and motivated to learn.

Another research was conducted by Ali (2014). He found that TTW was good to improve the students writing skill on descriptive text at MTsN Tunggagiri. In cycle 1, he used the group work that was arranged from 5-6 students during the learning process. It was found that most of the students still had low ability in writing and they are not active during the meeting. In cycle 2, he used pair’s work that was arranged from two students and they were more active during teaching and learning process. From both of the previous researches, Think-Talk-Write can improve students’ writing skill and it is good and makes the students active and interested in learning English.
Therefore, based on the benefits of the previous studies above, the researcher was interested in conducting a research entitled “The Effectiveness of Think-Talk-Write (TTW) Model on Improving the Writing Ability of seven Grade Students of SMP Bahrul Maghfiroh Malang.” The researcher chose this title because the researcher wanted to investigate the effectiveness of Think-Talk-Write model on students’ writing ability.

1.2 Statement of the Problems

Is the Think-Talk-Write (TTW) model effective in improving writing ability of seven grade students of SMP Bahrul Maghfiroh Malang?

1.3 Hypothesis

In order to give tentative answers of the result problem, the hypothesis are formulated as follows:

1. Alternative hypothesis (Hi): Think-Talk-Write (TTW) model is effective on students’ writing ability at seven grade students of SMP Bahrul Maghfiroh Malang.

2. Null hypothesis (Ho): Think-Talk-Write (TTW) model is not effective on students’ writing ability at seven grade students of SMP Bahrul Maghfiroh Malang.

1.4 Purpose of the Study

The effectiveness of Think-Talk-Write (TTW) model on the writing ability of seven grade students of SMP Bahrul Maghfiroh Malang.

1.5 Significance of the Study

The result of this study was significant for two groups. The first was the students. The researcher hoped that the student could communicate socially and cooperated with each other in the class to achieve the goal of teaching and learning activity. The second was for the
teacher. The researcher hoped that the result of this research could be additional information for the teacher about Think-Talk-Write model for teaching English.

1.6 Scope and Limitation

The scope of this research was Think-Talk-Write (TTW) model that focus on students’ improving writing ability. The limitation of this research was at seven grade students of SMP Bahrul Maghfiroh Malang.

1.7 Definition of Key Terms

1. **Writing ability** is a system of graphic symbols that can be used to convey meaning (Nordquist, 2015).

2. **Teaching writing** is the teaching of writing which is one of the basic important skills to develop for writing skills (Weigle. 2000).

3. **Think-Talk-Write** is one of the learning models to practice the students’ skill, especially in writing (Shoimin. 2014).

4. **SMP Bahrul Maghfiroh Malang** is a Junior High School located in East Java regency of Malang addressed Jl. Joyo agung, Tlogomas, kec. Lowokwaru, kota Malang. No. 2. This school has 24 classrooms, 2 laboratories, and 1 library. This school is already using curriculum 2013 for their teaching and learning activities.