

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present the background of the study, the problem of the study, the objective of the study, the hypothesis of the study, basic assumption, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of The Study

Writing is actually the action to compose ideas. Writing is also one of the English skills besides speaking, listening and reading. Each of these skills have the important role for the teaching and learning process. As we know that writing almost has the same characteristic as speaking, that is to communicate. What make them different is, in speaking, the purpose of communicating and showing the ideas is directly done by ignoring the grammatical mistakes in the spoken language. However, the purpose of writing that is to communicate the ideas by looking at the grammatical mistakes so that the readers can understand the messages which will be extended by the writer effectively.

Writing is also as a form of communication to express thinking and feeling after speaking.¹ It means that speaking has the role to collect the ideas before writing is held. In other words, writing has more special characteristic rather than

¹ Barli Bram, *Write Well (Improving Writing Skills)*, 1995, (Yogyakarta: IKAPI), 11

speaking. Writing involves some language components, such as: spelling, grammar, vocabulary and punctuation. These components will establish the students' writing ability that in some cases sometimes have become a difficult activity in the teaching and learning process.

Success in writing is determined from the students ability in applying these components. When the students write a paragraph or essay, they always think of spelling, grammar and the use of vocabulary which are applied. It is really important because it can influence the meaning of the paragraph. The good writer has to understand about it. However, the students are sometimes ignoring these problems and not all of the teachers explain to them about the correct rules in writing. Most of teachers do not have a good method to make the students understand well about the rules. Therefore, the teacher should know the best method to apply this rules to the students.

The method which will be applied has to be appropriate to the students, in order to make the situation in the class becoming not bored as well. In this research, the method chosen is Think Talk Write (TTW). TTW method is one of learning methods that is developed by Huinker and Laughlin.² TTW method is based on the comprehension that learning is a social behavior.³ In this method, the students are directed to think, talk, and then write about a certain topic. In this condition, the students can formulate an idea and some solutions to the problem

² Roswita Tabavmolo, *Peningkatan Keterampilan Menulis Deskripsi Melalui Model Think-Tlak-Write (TTW) di Kelas IV SDN Ranggeh Kecamatan Gondang Wetan Kabupaten Pasuruan*, 2010, (Unpublished Thesis. Malang: Faculty of Education , State University of Malang), 30

³ Ibid

that they are discussing. It is effective for the students in the beginning of writing because sometimes the students are confused about the ideas that will be explored in their writing.

By this method, the students are expected to think and formulate the ideas, then trying to share with their friends. So learning process is happened in the group discussion. Group discussion will direct them into deep comprehension about the topic that is given by the teacher. After sharing the ideas, the students can write the ideas based on their discussion, even they can expand their ideas into some ways that they choose to solve the problem or the topic which is given by the teacher.

Moreover, TTW method is the way to increase the students' writing ability, especially in writing descriptive text. It is because the researcher thinks that it will be more effective when the students do some steps to get their good writing ability. The first step that will be done is thinking, it can be done by the students when they analyze the text which is given by the teacher, then they make small notes about the text. It will be the process to think and remember about a topic that is given by the teacher. The second process is expressing what they are thinking about. It will make the students active in the class. It will be more effective for the teacher to apply this method rather than just explaining by the conventional method without any response from the students. After doing these steps, it will be easy for the teacher to ask the students to write because they have got the ideas which can be expanded.

After determining the method, the researcher chooses MTs MANBA'UL ULUM Jatirejo to do the experiment because this school has the good value from the society as the islamic school which always sets out the quality and moral value. The students' spirit to study has been the reason of getting many rewards in the schools competition. However, it is sometimes difficult to make the students understand about the lesson in teaching and learning process in the class when the teacher does not know the appropriate method to explain the lesson.

In reference to the explanation above and the strong desire of trying to know the effectiveness of TTW method toward the students' writing ability, the researcher wants to know about the effectiveness of Think-Talk-Write method toward the students ability in writing descriptive text at class VIII MTS Manba'ul Ulum Jatirejo. Therefore, the researcher can formulate the title of this research, that is **"The Effectiveness of Teaching Writing in Descriptive Text Using Think-Talk-Write Method to The Second Grade of MTS Manba'ul Ulum Jatirejo"**.

B. The Problem of The Study

Based on the background of the study in previous discussion the following research problem is formulated as follows: "Is teaching writing descriptive text using Think Talk Write method to the second grade of MTS Manba'ul Ulum Jatirejo effective?"

C. The Objective of The Study

Grounded on the problem of the study above, the writer can conclude that the objective of the study is to know whether teaching writing descriptive text using Think Talk Write Method is effective or not to the second grade of MTS Manba'ul Ulum Jatirejo.

D. The Hypothesis

The hypothesis of the study can be formulated as follows:

1. The null hypothesis (Ho)

Teaching writing descriptive text using Think Talk Write method to the second grade of MTS Manba'ul Ulum Jatirejo is not effective

2. The alternative hypothesis (Ha)

Teaching writing descriptive text using Think Talk Write method to the second grade of MTS Manba'ul Ulum Jatirejo is effective

E. Basic Assumption

Because of the researcher's restrictiveness, the assumption of this research are:

1. The students of the second grade at MTS Manba'ul Ulum Jatirejo who have been the subject of this research, have the same basic writing skill.
2. They do not get English learning activity except from the researcher during this experiment.
3. They are honest and serious in doing test given by the researcher.

F. The Significance of The Study

The goal of this research is expected to be useful for some points:

1. Academically, it will be able to help the teacher/researcher to find another way to teach writing especially in descriptive text.
2. Practically, it can be used as a model to improve the students' ability in writing descriptive text. In addition, it can be used as the way to train the students to write their ideas.

G. The Scope and Limitation of The Study

1. This research will be held to find another way to improve the students ability in writing.
2. This research is only focused on writing descriptive text by using Think-Talk-Write method.

H. The Definition of The Key Terms

1. Effectiveness is the capability of producing a desired result. When something is deemed effective, it means that it has an intended or expected outcome, or produces a deep, vivid impression.
2. Writing skill is the action of composing the ideas in sentences, text or paragraph which is measured through test and created through numeral. This action should be well organized in order to be understood by the readers.⁴

⁴ Cecil D. Mercer and Ann R. Mercer, *Teaching Students with Learning Problems*, (Italia: Merrill Publishing Company), 182

3. Descriptive text is the text used to give a picture or describe about place, person, situation or another thing in word form the reader.
4. Think-Talk-Write method is a kind of learning method based on the comprehension that learning is the social behavior. In this method, the students are directed to think, talk, and then write about a topic.
5. Writing descriptive text is to write a text or a paragraph which describes the condition of the object, person, a place or event based on the Think Talk Write method that will be applied by the researcher.