

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, the statements of the research problem, the objectives of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. The Background of the Study

In teaching learning English it is divided into two cycles, written and oral. Both of the cycles are fully importance especially the written one. There are four basic skills in learning language. i.e. reading, listening , speaking and writing.

Among the four –language skills, students consider writing as the most difficult skill. Writing is a process of thinking in writing form, where the writer can express his or her ideas experiences though and feeling. Writing is also a skill of arranging the words to form sentences, paragraph so that those ideas, opinions, experiences and expression can be communicated to others in form of material. The diffulties students include such; many students fell confused to write ,lazy look for the meaning in the dictionary, and the most students' difficultees in expressing their ideas, argument and knowledge.

This is also happen in MTsN KANDAT students. To overcame that problem when students' difficultees in expressing their ideas, argument and knowledge. Cooperative learning is one of the methods that can is to help students to express their idea.

Cooperative learning refers to a variety of teaching methods in which students work in a small group to help one another learn to academic content. In cooperative classroom, the students expected to help each other, to discuss and argue about the material. To gain each other knowledge to help the other understands about the material. All cooperative learning methods share they idea that students work together to learn and are responsible for their teammate' learning as well as their own.

Cooperative strategy with Think-Write and Talk (TWT) technique, gives students can share their knowledge with other and motivate each other in order to understand the material. Through cooperative group work, TWT allows student to foster learning to write. By grouping the student into teams, they will enjoy the lesson and motivate them to write. There are kinds of text in the second grade . Kinds of genre texts in second grade are ; recount, narrative, procedure, discussion, news item, report, explanation, descriptive. Descriptive text is kind of text describe about certain thing, person and places.¹

The other strategy is combining the cooperative TWT with the attractive media to motivate and help the student to improve their writing. One of the attractive media is by using picture. Picture provides a great deal of information at a glance, but when used to illustrate the meaning of a particular expression, they can mislead.² There are many kinds of picture. There are three kinds of picture that can be use, picture of situation as

¹ Depdiknas , *Standard isi, standar kompetensi lulusan mata pelajaran bahasa inggris (SD/MI,SMP/MTs, SMA/MA,SMK)*,2006

² Robert Lado, *Language Testing* , (London : (Longman Group.Ltd, 1986), 194

D. Significance of the study

In this study, the writer expects that the result of the study can be regarded as a suggestion for the English teacher in providing an alternative method and alternative media in teaching writing as a foreign language. For the student, by having cooperative –TWT it is expected that their writing ability and motivation will be improved.

E. The Scope and Limitation of Study

This study is limited to implement Cooperative – TWT method to increase second grade students' writing skill.this study focus on increase the students' writing skill discriptifve text.

F. The definition s of key terms

1. Cooperative learning method

Cooperative learning method is one of the learning methods which the students do in group and the students or the members of group are heterogeneous.

2. TWT (Think, Write , and Talk)

TWT is a cooperative learning model that has four important steps in the implementation, four important steps are as follows:

1) Step 1 -thinking. Students are given the opportunity to think about the material.

- 2) Step 2 - write. At this stage students are asked to write in their own language and the thought of learning outcomes and group discussions were obtained.
- 3) Step 3 - a discussion. After organized in groups, students are directed to engage in a discussion group on the worksheet provided.
- 4) The results of students' writing exhibited to be shown in front of fellow colleagues as well as providing an opportunity to the students to correct the work of other groups.

3. Writing

Writing is a process of thinking in writing form, where the writer can express his or her ideas experiences though and feeling. Writing is also a skill of arranging the words to form sentences, paragraph so that those ideas, opinions, experiences and expression can be communicated to others in form of material.

4. The descriptive text

A descriptive text is a type of text that describes the features of someone, something, or a certain places. A factual description is to describe particular person, place or thing. The purpose of this text is to describe its feature without including personal opinions. The writer can also uses the description to create the setting for a story , to illustrate ideas, to help clarifying, definitions or comparisons to make the complexities of the process be more understandable.

There for the description should kept short. And including enough detail so the readers can understand easily.

The generic structure of this text is divided into two main components, they are : 1. Identification : identification of someone, or place which is going to be described.

Description : describe the characteristics of the someone, something, or place, for instance its material, it's about color, hobbies, size, etc.

Descriptive text also has language feature which focuses on describing certain thing, they are ; present tense, nouns (student, my bike), noun phrase (she has beautiful eyes), action verb (his friend helps his father to repair the car), figurative speech (he is very smart like Einstein), thinking verb and feeling verb (a beautiful young actress).