

CHAPTER I

INTRODUCTION

This chapter consist of background of the study, statement of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

Writing is one of language skills and productive skill that will be learnt by students in senior high school, students will be able to express their ideas and feeling by English writing. Based on Harmer (2004: 31), writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. It means that writing as a part of the teaching English and important in teaching and learning English writing involves some language component (spelling, grammar, vocabulary, and punctuation).

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be

able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

There are many text types taught in Senior High School. Each text has different social function, schematic structures, and language features. One of the text taught for the tenth grade students of Senior High School is descriptive text. According to Rachmat (2009:14), descriptive text is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report.

When the researcher observed the problem of the students in one of senior high school in Nganjuk, the researcher found students' problem in writing texts. The researcher asked their teacher to tell what problem they have. The teacher said that they are confused in using tenses in writing. The teacher told that they sometimes still use the old teaching technique to motivate the students in learning English. The teacher still asked the students to note several important materials

Many students get some difficulties to write a sentence and explore it to be a paragraph. The first difficulty is there is no interest in writing as offered by Fauziaty (2002: 149). The second one Eny (2011:2) said that the students are hard to find ideas in written form. The others problems are there are no appropriate medium, lack of grammar and vocabulary.

To solve the problems the teacher needs to use an appropriate strategies which make the students interest and enthusiastic. One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW). Suyatno (2009:66) state that think talk write is built of activities such as thinking, talking, and writing. This technique also builds for thought and reflection, also for organizing ideas and testing these ideas before students are ready to write. There are some activities students do in Think-Talk-Write (TTW).

The First is “think”. The teacher can see from the process reading a text that is related with the material. Next, students make notes about what they have read. The notes will be read, explained, and discussed in their group. The teacher can mention this step as students “talk” activity. After finishing discussing in their own group, the students will express the result of discussion in form of written text. This step is students’ activity in “write”. The last activity in *Think-Talk-Write (TTW)* is writing. So, the researcher concludes that this strategy suitable in teaching writing, especially in writing descriptive text.

Based on the explanation above, the researcher wants to conduct a research entitled **“The Use of *Think Talk Write (TTW)* Strategy to Improve Students’ Writing Skill in Descriptive Text”**.

B. Research Questions

This research aimed to find the answer of the following research is: “How can *Think Talk Write (TTW)* strategy improve students’ writing skill in Descriptive text of MAN 2 Nganjuk?”

C. Objective of the Study

The objectives of the study is to improve students' skill of writing descriptive text by using *Think Talk Write (TTW)* strategy at students' of X-IPA1 at MAN 2 Nganjuk.

D. Significance of the Study

The significance of this study might be expected as following :

1. For the writer

By doing this research, the writer got an knowledge of teaching writing in interesting method and interesting activity, and could make more interactive teaching learning process.

2. For the students

They have a new way to learn English, especially in writing descriptive texts. They can apply the strategy to write text well They also are going to have the good writing when they are usually trained to write. They are going to have better motivation to learn English.

3. For the teachers

It gives insight how to teach writing through another strategy. Teachers use *Think, Talk, Write* as the teaching strategy to give attractive learning. It could make their learning in the classroom is more enjoyable and interesting.

4. For the school

It can give positive effect to the future in teaching learning process, especially in teaching descriptive text.

5. For the readers

It is expected by reading the final project, the reader will get more information and experience, it can develop their knowledge and give more experiences in learning.

E. Scope and limitation

Regarding the background of the study above, this study focuses on *“The Use of Think Talk Write Strategy (TTW) to Improve Students’ Writing Skill in Descriptive Text”*, in order to know how the researcher develops the strategy in the classroom to solve the students problem and to analyze students’ improvement score in learning writing descriptive text. This study is conducted at student of X-IPA1 at MAN 2 Nganjuk.

F. Definition of Key Term

To make easier in understanding this thesis, the researcher defines the key terms as follow:

1. Writing

McCrimmon (1988:56) states that writing is the most difficult skill in learning process that allows the writer to explore thoughts and ideas. Some of the students still got score below the standard so they have to do a remedial test to get the standard score.

2. Descriptive text

Hawa (2009) states descriptive text is a text which says what a person or a thing is like. Description is used in all form of writing to create a vivid impression of a person, place, object or event. It can be inferred that

descriptive text is way of writing to create particular mood, atmosphere, or describe a place so that the reader can create vivid pictures of characters, places, objects, etc

3. Think Talk Write

According to Huinker and Laughin (1996:82) “the *think, talk, write* strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing”.