

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Writing is one of the four language skill besides speaking, listening and reading which are given emphasis in second language learning and it is put in the curriculum. Writing is functional communication, making learners possible to create imagined worlds of their own design.¹ In writing, people can express their ideas or convey feeling or a piece of information fluently and accurately. Writing has components like spelling, vocabulary, grammar and punctuation. These components are very important when students write. Student can success in writing by determined from these components.

In Junior High School, English is one subject learnt by students. One skill of this subject is writing. Many problems are faced students in writing. The results of students' writing recount text in preliminary study was low. Many of students felt confuse to express their ideas and they still di not understand yet about recount text. After that about method used teaching process in the classroom. Method used teachers in this school use conventional or traditional method, whereas method is very important for

¹ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000),p. 172

student in teaching learning process in the classroom. Method can influence result of student in the classroom. In traditional method, the students only listen explanation material from teacher, this is make student bored, passive so they can not express ideas fluently. Therefore, the teacher must has a good strategy in teaching process of writing and student feels interest, fun and enjoy during process teaching learning in the classroom. It means teacher must be creative when they teach in the classroom.

Recount text is kind genre which learnt on the second grade of Junior High School. Recount text that tell event or experience in the past. The purpose of this text to inform or entertain readers. In writing recount text student can express their unforgettable experience or event in the past. They can remember event or experience in past and write again . In this case the researcher chooses *Think Talk Write* strategy help to facilitate writing in recount text. In order that easily to write, they can discuss or dialogue with their friends before write recount text, it means add knowledge or ideas for student.

A previous study related to *Think Talk Write* method have been conducted by Nafiah, The findings from this research that *Think Talk Write* is effective in teaching writing.² According to Maulidah, Musyarofah and Aulia that *Think Talk Write strategy* make students more interested and motivated in

² Siti Uswatun Nafiah” *The Effectiveness of Teaching Writing Descriptive Text Using Think Talk Write Method To the Second Grade MTs Mambaul Ulum Jatirejo Kediri*”(Skripsi Sarjana, State Collage For Islamic Studies (STAIN) Kediri, 2013), p.53

writing activities.³ Therefore, it can be concluded that *Think-Talk Write* was appropriate strategy in teaching writing.

Think Talk Write strategy is introduced by Huinker and Laughlin.⁴ *Think Talk Write* strategy is one strategy basically on a comprehension that learning is a social behavior. Process of *Think Talk Write* Strategy that student directly to think, talk and then write about the particular topic. This atmosphere is more effective in group consists of 4 - 6 students. *Think Talk Write* strategy used to help their writing fluently and exercise language by dialogue or share with their friends before student writes. This strategy can help easily to improve students' ability especially in writing recount text.

Therefore, the researcher chooses *Think Talk Write* (TTW) strategy in teaching writing especially in Writing Recount Text. Based on the description above this study will be conducted with the title: " **Improving Students' Ability in Writing Recount Text By Using Think Talk Write Strategy at Second Grade of MTs PSM Pace Nganjuk.** "

B. Problem of the study

Based on the background of the study above, the research problem is formulated as follows: "How can Think Talk Write Strategy Improve Students' Ability in Writing Recount Text at Second Grade of MTs PSM Pace Nganjuk?"

³ Nova Maulidah, Lailatul Musyarofah and Hilyatul Aulia " *Think Talk Write Strategy for Teaching Descriptive Writing* " Jurnal Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo, (April, 2013), p.55.

⁴ Ibid. p. 52

C. Objective of the Study.

Based on the research problem above, the objective of this study is "To Improve Students' Ability in Writing Recount Text by Using Think Talk Write strategy at Second Grade of MTs PSM Pace Nganjuk."

D. Significances of the Study

The study is expected to give significances for English teacher, student, school and further researcher.

1. For English Teacher.

It can be used as a motivation for the teachers to select the best way in teaching learning English. Furthermore it can be used by the teacher to reconstruct a strategy to develop their students competence in learning process.

2. For Student.

The result of this study will help students to write better. It means this strategy will improve students' writing ability. It is also expected that the result of the study will make students interested in learning writing and motivated in following lesson.

3. For the School .

The result of the research can be as early information about factual condition in learning process in MTs PSM Pace, to increase the quality of education and it becomes a source of consideration for the official

institutional as effort to produce better outcomes especially in improving students' ability in writing.

4. For Further Researcher.

This research can give additional knowledge and references in terms of the way to implement the *Think Talk Write* Strategy, particularly its implementation to the same or other language skills, other types of text, and other field of disciplines.

E. Scope and Limitation of the Study.

This study focuses on the students' Writing Ability. The study of this research is conducted to improve the students' ability in writing Recount Text through *Think Talk Write* (TTW) strategy. The subject of this research limited at second grade of MTs PSM Pace Nganjuk. The researcher wants to improve the students' writing ability by using *Think Talk Write* strategy, so that they can be motivated to study hard in the second grade.

F. Definition of the Key Terms.

To avoid misunderstanding, it is necessary to state the definition of key terms. The key terms are defined as follows:

1. Think Talk Write Strategy is 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.

2. Writing Ability is an action or process of producing and recording words in a form that can be read and understood.
3. Recount Text is one story of genre, the purpose to reconstruct past experienced by retelling events or experiences of the order in which they have occurred.