

CHAPTER I

INTRODUCTION

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

A. Background of Study

In English, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the four language skills which is very important to learn. As we know, writing is not easy. Among four skills, writing is considered to be the most difficult skill to be learn, because it needs hard thinking in producing words, sentences, and paragraph at the same time. The difficulty of writing lies not only in generating and organizing ideas, but also in translating the ideas into readable text.”¹

In the Senior high school, the students should have ability to develop and produce written simple functional text in the descriptive, recount, and narrative textfor the basic competency in writing English subject. In accordance with the competency that should be mastered by the students of senior high school, it is also required for the students of MA Ma’arif Bakung Udanawu Blitar that they have to master in writing descriptive text. Nevertheless, there are some problems dealing with mastering writing competence. There is preceding research that is related and proven to be theory Think, Talk, Write is good and success. They are

¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York, Cambridge University Press:2002), p.303

The first thesis written by Dhamayanti proved that TTW is good for improving students' ability in writing recount text: a case of Eighth grade Students of SMP N 1 Petungkriyono Pekalongan. She success to improve writing ability of their students by using TTW.

The second is thesis written by Ali *Improving The Student Writing Skill on Descriptive Text By Using Think, Talk, Write (TTW) at MTs N Tunggangri*. This strategy is applied in Classroom action research. Therefore the students writing on descriptive text in the class could be improved by using Think, Talk, Write strategy.

They result of the research is the fact, they can improved their students weakness in every place to make a research. This research almost the same as the research above, but the researcher focus on writing descriptive text at MAMa'arif Bakung Udanawu Blitar. In this regard, the problems involved the researcher met the English teacher and she said almost students are lazy to do writing assignment, start from that statement, the researcher conducted the research.

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place.² Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective

²ArtonoWardiman, et. al. English in Focus, for grade VII Junior high school (SMP/MTs), (Jakarta: PusatPembukuan, DepartemenPendidikanNasional, 2008), p. 115

clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching- learning process. There are a lot of methods and techniques to get the English teaching effectively.

Think Talk Write teaching is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks. TTW (Think Talk Write) is offers the student an opportunity to do exactly. Think Talk Write as with content based instruction, a think approach aims to provide learners with a natural content for language use.

The technique which will be applied 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 in Think Talk Write (TTW). TTW method is one of learning method that is developed by Huinker and

Laughlin.³ TTW technique is based on the comprehension that learning is a social behavior⁴. In this Technique the students are directed to think, talk, and then write about a certain the topic. In this condition the students can formulate an idea and some solution to the problem 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.

In reference to the explanation above and the strong desire of trying to know the effectiveness of TTW technique toward the students' writing ability, the researcher want to know about the effectiveness of Think, Talk, Write technique the student ability in writing descriptive text at class X MA Ma'arif Bakung Udanawu Blitar. Therefore, the researcher can formulate the title of this research, that is “ **THE EFFECTIVENESS OF THINK, TALK, WRITE (TTW) TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT AT MA MA'ARIF BAKUNG UDANAWU BLITAR**”

³Roswita Tabavmolo, *peningkatan keterampilan menulis deskripsi melalui model Think Talk Write (TTW) di kelas IV SDN Ranggeh kecamatan Gondang Wetan Kabupaten Pasuruan*, 2010
, (Unpublished Thesis. Malang :faculti of education, State university of Malang)30.

⁴ibid

B. Research Problem.

Based on the background presented above, the researcher plans to analyze the use of Think, Talk, Write technique in teaching writing of descriptive text at the first grades of students of MA Ma'arif Bakung Udanawu Blitar. The general question of this research "is teaching writing descriptive text using Think, Talk, Write Technique to the first grade of MA Ma'arif Bakung Udanawu Blitar effective?"

C. Objectives of the study.

Based on the research problem, the objective of this study is to find out the effectiveness of using TTW on the student's descriptive writing skill at the first grade of MA MA 'ARIF BAKUNG UDANAWU BLITAR.

D. Hypothesis

1. The null hypothesis (Ho)

Teaching writing descriptive text using Think, Talk, Write technique to the first grade of MA MA'ARIF UDANAWU is not effective.

2. The alternative hypothesis (Ha)

Teaching writing descriptive text using Think, Talk, Write technique to the first grade of MA MA'ARIF UDANAWU is effective.

E. Significances of study.

The result of this study can provide useful information for:

1) English teachers

The result of this study is useful for English teachers at Senior High School level to get information about teaching descriptive writing using TTW strategies.

2) Students

The result of this study will give an input to the students to improve their ability in writing.

3) Other researcher

For further researchers who are interested in teaching descriptive writing at senior high school level can get the basic information from this study to do the further research.

F. Definition of key term.

The key term of this research is Think, Talk, Write and Descriptive text.

1. Think-Talk-Write (TTW)

Think, Talk, Write is a kind of learning method based on the comprehension that learning is the social behavior. In this technique, the students are directed to think, talk, and then write about topic.

2. Descriptive text

Descriptive text is the text used to give a picture or describe about place, person, situation or another thing in word form the reader.