

CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of study, formulation of the research problems, the purpose of the study, significance of the study, definition of key terms, organization of the study

A. Background of the Study

Language is used for human to communicate, to transmit information or to share ideas. English language is important language to develop culture, science and as a means of communication with other nations in the world.

There are four language skills in teaching English, they are listening, speaking, reading, and writing. Generally, language can be spoken and written, so it is also important and necessary to learn writing.

Writing is different from other language skills. In listening and reading, 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 form needs real proficiency from the writer in order to be effective. In addition, writing is one of language skills that should be mastered by the student.

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

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

Harmer (2007:33) states “Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities”.

Ulquhart and Mcler (2005) states “writing is a recursive process. Students should learn strategies for invention and discovery”.

There are types of text taught in junior High School. Each text has different social function, schematic structures, and language features. One of the text taught for seven grade students of Junior High School is descriptive text.

In teaching and learning English, there are many strategies to teach students according to materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the student needs.

One of strategies which is suitable in teaching writing is *Think-Talk-Write* (TTW). Suyanto (2009:66) states “*Think-Talk-Write* (TTW) starting with thinking through reading, the result of reading is communicate through presentation, discussion and then making note about the result of discussion”. There are some activities students to do in *Think-Talk-Write* (TTW).

First, “think” we can see from the process reading a text that related with the material. Next, students make notes about what they have read. The notes will be read, explained, and discussed in their group. We 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 conclude that this strategy suitable in teaching writing, especially in writing descriptive text.

The english curriculum, especially at SMP Airlangga Kediri is clearly stated that one of objective of the English subject is developing the ability which covers listening, speaking, reading and writing. The students at SMP Airlangga Kediri is good in writing essay using Indonesian language but not using English language. They still have difficulty to arrange words in the texts and selection words. In there teacher uses guided writing technique to teach writing skill. The teacher is active and the students is more passive. So, the students cannot improve the ideas.

From this problems, the researcher think one of the alternative strategies to improve the understanding in English course, to improve the education quality especially in SMP Airlangga Kediri is an apply Think-Talk-Write (TTW) as a step to reach a good and meaningful learning in environment.

In writing class students had some difficulties aspect, such as: they had difficulty to choose words to make a paragraph or essay and the teacher difficulties in finding the appropriate strategies for the English class especially writing class for the teacher.

The evidence is with the result of the test that there are out of 30 students, 80% of them (around 30 students) got under 80. The result, explain that the students are weak to make an essay in english language. The preliminary observation, the researcher found that students had weakness at making an essay about the descriptive text.

From this problems, the researcher think one of the alternative strategies to improve the understanding in English course, to improve the education quality especially in SMP Airlangga Kediri is an apply *Think-Talk-Write* (TTW) as a step to reach a good and meaningful learning in environment.

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.

Based on the explanation above, the researcher wants to conduct a research entitled “ IMPROVING STUDENT’S WRITING SKILL ON DESCRIPTIVE TEXT BY USING THINK, TALK, WRITE (TTW) AT SMP AIRLANGGA KEDIRI”.

B. Formulation of the Research Problem

In line with the background of the study, the main purpose of this study is to find an effective method in teaching writing. So, the formulated research

problem is that “How Can *Think Talk Write* (TTW) Improve Students writing descriptive text at Students SMP Airlangga Kediri?

C. The Purpose of the Study

Based on the formulation of the problem, the purpose of the study is describing how the TTW (*Think Talk Write*) can improve students writing descriptive text at SMP Airlangga Kediri.

D. Significance of the Study

The results of the study are expected to give contribution for English teacher, student, school, writer and next researcher.

1. The school

It can improve the schools education quality, especially in English improvement

2. Students

The result of this study can add new experience for the students in learning process especially in writing, it is hoped that the research can be one of the way to mastering English well.

3. English Teachers

It will help the English teacher to choose the appropriate method in teaching learning process especially in writing ability in order to improve students writing ability.

4. The other reserachers

The research will motivate the other reserachers to study and find out the more effective and better technique to be compared and prove the research study. The researcher hopes this research can be a reference for them who take an classroom action research.

E. Definition of the Key Terms

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

1. Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.
2. *Think-Talk-Write* (TTW) is one of learning strategy which is purpose to improvestudents understanding ability (martinis Yamin 2008:84).

