

CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of research problem, purpose of the research, significance of the research, research hypothesis, scope and limitation of the research, and definition of key terms.

A. Background of the Study

English is one of important means of communication used by many countries in this world. In this context, English is learned and spoken either as a second language or as a foreign language. Having a proficiency in English enables people to communicate in a wider scope. As one of foreign languages, English has been taught in schools and it also has been taught in a college level. The teaching of English is definitely stated in the attachment of PERMENDIKBUD NUMBER 36 of 2018 about Amendment to the Minister of Education and Culture Regulation No. 59 of 2014 about High School Curriculum of 2013. It is mentioned that “English subject is included in group A subjects, which are curricular programs aimed at developing students' attitudes, knowledge, and skills...”

Based on PERMENDIKBUD NUMBER 36 of 2018 above, it implies that English subject is included in a group A subject which is taught to the primary up to Senior High School students to facilitate them to have good and broad attitudes, knowledge, and skills. In its practice teaching English in

these level of schools is to improve four language skill in English covering listening, speaking, reading, and writing.

Communication does not only occur in the form of oral but also in the written form. Like speaking it is potential for every learner to be able to communicate; to express ideas, feelings, and opinions. The fact shows that writing is a difficult skill which needs high comprehension involving development of an idea and underlied by subject expeience (Setiyana, 2015). That is why, the learners need to be taught this skill with its various genres, so that they become skillful to transfer or to share ideas in a written form. Moreover, as a reflective activity writing demands adequate time to cogitate on a certain topic and to investigate and sort any background knowledge. Nowadays, writing becomes a measure for academic success (Jahin, 2012).

The Standard Competence of teaching writing to students in Senior High School is “Identifying social function, text structure and linguistic elemen of the text rather long in the form of descriptive, narrative, report, recount and explanation in the daily life and activity of students“.

The statement above implies that the Competency Standard of English learning for Tenth Grade students of Senior High School is that the students can express meanings in rather long written text or simple essay a descriptive text and interact with their environment. The Basic Competence is that students are able to express meanings in rather long or simple written text using a variety of written language. It means that the students are already introduced to several types of text writing such as descriptive text.

As stated above in writing it needs hard thinking in producing word, sentence, and arrange the sentence into paragraph at the same time. Writing in descriptive text the student should understand how to identify the descriptive text, and how to describe persons, places, and things with choosing appropriate words to present their ideas in English writing. Regarding to the statements above, writing can be said as a complex skill because students must be able to understand how to construct words to the sentence, and to arrange sentences into a paragraph.

Descriptive text is one of the compulsory type of text that must be mastered by the tenth grade students of senior high school. It is a kind of text that has a social function to describe a particular person, place, animal, or anything. According to Droga and Humphrey (2005:148) in Muetiah Annisa and Leni Marlina (2014:171) said that descriptive text has certain generic structure and language features. The generic structure of descriptive text consists of identification and description. On the other hand, the language features of descriptive text consist of three things. First is descriptive text focuses on specific participant. Second is descriptive text uses simple present tense. Third is descriptive text uses adjective and adverb. In writing a descriptive text, the students are insisted to be able to express meaningful ideas and create a rather long or a simple essay in the form of descriptive text.

A good piece of descriptive text can be produced if the students are able to present the contents in details. It must be supported by sufficient number of vocabularies that are constructed in sentences grammatically

correct. Besides the students must be able to organize the contents in a good way by also paying attention on the use of proper punctuations. Therefore, the practice of interesting teaching and learning process is needed. It can be created if the teacher uses an appropriate media, method, technique or strategy in teaching a descriptive writing. Besides creating an interesting learning environment, the use of a certain strategy in teaching writing can help students generate and organize ideas in a paragraph. One of the strategies that can be used in teaching descriptive text is Think-Talk-Write (TTW) Strategy.

Think-Talk-Write (TTW) Strategy is one of teaching strategies which belongs to a cooperative learning. In its practice the use of Think-Talk-Write (TTW) Strategy can make the students to be more active to share their problem with their friends. Furthermore, they can share their ideas and discuss their problem in a group and produce a piece of a descriptive text.

According to Huinker and Laughlin in Ratna and Giska (2015:2), “The Think-Talk-Write (TTW) 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”. It means that Think-Talk-Write (TTW) Strategy is the strategy that builds in time for the students to think and reflect their idea when the students discuss their idea on the group and write down the result on the paper.

The studies about Think-Talk-Write (TTW) strategy have been conducted by some previous researchers. Gofisnovega (UNESA, 2015) conducted a study entitled "The Implementation of *Think-Talk-Write* Strategy

to Teach Writing Descriptive Text to The Seventh Graders of SMPN 7 Surabaya”. In Gofisnovega’s research it showed that Think-Talk-Write (TTW) strategy was appropriate strategy to assist the students in practicing and improving their writing ability by doing the activities suggested by the experts.

Another study was also conducted by Kamilia (Univesity of Islam Malang, 2019) with the title “The Effect of Think Talk Write Strategy on The Students’ Writing Ability in Recount Text of The First Grade Students of SMK PLUS ALMAARIF”. In the Kamilia’s research it showed that there was significant effect of Think Talk Write Strategy on the first grade students’ writing ability.

Meanwhile Ambarsari (University of Padang 2018) conducted a study entitled “The Effect of Think Talk Write (TTW) Strategy and Students’ Reading Habit Toward Students’ Writing Ability”. It showed that Think-Talk-Write (TTW) Strategy gave significant effect on students’ writing ability as compared to Listing Strategy especially for students with high reading habit as compared to Listing Strategy.

Based on the previous studies above the present study is done which is also intended to prove whether the Think-Talk-Write (TTW) Strategy is also effective used to improve students’ score in the context of writing descriptive text. So the study is conducted under the title “ **The Effect of Think-Talk-Write (TTW) Strategy on Student’s Writing Descriptive Text Ability of the Tenth Grade Students at MAN 1 Tulungagung**”

B. Formulation of Research Problem

Regarding to the background of the study above the formulated research problem is as follows : Is there any significant difference score on writing descriptive text ability of the tenth grade students at MAN 1 Tulungagung taught by using Think-Talk-Write (TTW) strategy and those taught by using a conventional method?.

C. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research is to know significant difference score on writing descriptive text ability of the tenth grade students at MAN 1 Tulungagung taught by using Think-Talk-Write (TTW) Strategy and those taught by using a conventional strategy.

D. Significance of the Study

The finding the study is contributed for students, teacher and the future researcher. For the students, they can get a more varied learning experience in writing descriptive text ability by implementing the procedures of TTM covering thinking, talking, and writing, so they can produce a good piece of descriptive text.

Meanwhile for the teachers, they can employ the TTW in teaching descriptive text ability as one of alternative strategies to stimulate students' participation and their motivation. Hence, the teachers automatically could

create a conducive learning situation. Finally for the future researchers, they can use this study as a reference to conduct another study dealing with the use of TTW in different genres of writing and for different levels of participant.

E. Research Hypothesis

Hypothesis is a temporary conclusion that needs to be verified. On the basis of the provided previous studies above, the research hypothesis are formulated as follows:

1. The Null hypothesis (Ho)

There is no significant difference score on writing descriptive text ability of the tenth grade students at MAN 1 Tulungagung taught by using Think-Talk-Write (TTW) strategy and those taught by using a conventional method.

2. The Alternative Hypothesis (Ha)

There is significant difference score on writing descriptive text ability of the tenth grade students at MAN 1 Tulungagung taught by using Think-Talk-Write (TTW) strategy and those taught by using a conventional method.

F. Scope and Limitation of the Study

Based on the formulated research problem, the research focuses on finding significant difference score on writing descriptive text ability between experimental group taught by using of Think-Talk-Write (TTW) strategy and

control group taught by using a conventional method of the tenth grade students at MAN I Tulungagung.

G. Definition of Key Terms

1. Effectiveness

A condition as a result of statistical computation showing significant difference score between control group and experimental group indicated by the sign-value $\leq 0,05$.

2. Writing Descriptive Text

Writing descriptive text is an activity to describe the persons, things, or place by looking generic structure, lexicon grammatical feature and social function in the form of written text.

3. Think-Talk-Write (TTW) Strategy

Think-Talk-Write (TTW) Strategy is a kind of strategy that stimulates the students to be more active in thinking or reflecting the idea, to be more active in talking or sharing their idea in groups, and to be more active in presenting their idea in the form of descriptive text.