

CHAPTER I

INTRODUCTION

In this chapter, the researcher is going to discuss about the background of the research, formulation of research questions, purpose of the research, formulation of hypothesis, significance of the research, scope and limitation, and definition of the key terms.

A. Background of The Research

In learning English, there are four skills that should be mastered. Those are listening, speaking, reading, and writing. Writing is one of four skills in learning English which have to be mastered by the students. According to Harmer (2004:3), being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language. Writing is called a productive skill. It means that writing is a process in which the writer produces something that contains about writer's thoughts, feelings, or ideas. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Writing improves a person's ability to think concisely and clearly. Actually, writing process is intended to produce a text through activities from someone's thought or idea which start from drafting until revising and editing.

Writing is the result of organizing ideas in mind into written form. It is different from reading or listening where someone only receives an information. Writing is difficult skill that requires the ability to express ideas, thoughts, feelings into written form. This idea is in line with Richard's and

Renandya's statement (2002:303) who said that writing is the most difficult skill for foreign language learners. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. From those statements, the researcher concludes that writing becomes one of language skills that is regarded as a complicated and complex activity because it needs deep and good comprehension to the material and some sources which need to support the topic.

Writing is important for the students to learn how to think critically and creatively, the students can express their ideas and opinions in a written text. Based on the 2013 curriculum of English for Junior High School at 9th grade, the students should be able to show their feelings and ideas in spoken and written forms. They also should be able to use their analytic and imaginative ability in learning English as foreign language. In making a correct and meaningful writing, the students need to know and understand the grammatical rules such as structure, grammar and punctuation. They also should comprehend what kind of text genre they want to write.

The scope of learning English in Junior High School at 9th grade as mentioned on the 2013 curriculum is the students are able to understand and produce any kind of functional texts, one of the texts is procedure text. It is obviously stated in the basic competence that the 9th grade students are expected to be able to express the meaning of functional text and simply short essay in the form of procedure and report texts to interact on the daily life context. In generally procedure text is text used to explain how to make

something by using sequence of steps or method. It is similar according to Bachtiar (2010:398), procedure text tells how to make something through a sequence of actions or steps. Here, the procedure text is not only a text that is learn at school but also the text type that can be found in the daily life. The students can find the procedure text in cooking recipes and manual to operate computer, smartphone, washing machine, fan, television, radio and etc. Those are the examples of procedure text that can be found by students in the daily life.

Considering the importance of writing procedure text to be mastered by the students, the teacher should use an appropriate strategy to teach writing procedure text. Besides, using strategy may affect the students' competency in learning writing. By using appropriate strategy, it can decrease students' anxiousness and increase their achievement in writing. In addition, it can increase students' attention to face teaching and learning process.

In teaching writing there are many strategies that can be used, one of the strategies is Think-Talk-Write strategy. Think-Talk-Write strategy introduced firstly by Huinker and Laughin (1996:82) that basically build through think,talk, and write. Think-Talk-Write strategy is a cooperative learning mode to make teaching and learning process more manageable. By using this strategy, the students are allowed to interact with their groups and to create active and effective learning. It is expected to be useful to facilitate students in developing their writing achievement.

According to Ratna and Giska (2015:300), Think-Talk-Write strategy helps students in sharing ideas among many students in a group before starting to write. It is believed to be helpful for students in the writing process because they will express their ideas freely. Moreover, the impact of this strategy is to stimulate the interest of the students, to make students happy with their job and finally give a good impact for their achievement. Therefore, the writer chooses Think-Talk-Write strategy in teaching writing which are used as foundation and references that are related to this study, especially in writing procedure text.

This research is conducted in MTs Fathul Hidayah Pangean Lamongan. The researcher chooses this school because in this school Think-Talk-Write strategy is not applied yet. Thus, the researcher conducts research in this school to see the significant different on the students' writing ability in procedure text with and without taught by using Think-Talk-Write strategy. Several studies about the effectiveness of Think-Talk-Write strategy in teaching writing skill has been conducted by some researchers. From the previous studies, the researcher takes lessons and also their discrepancies on the basis of the found gaps. One of the previous studies comes from Marfila (2018) from IAIN Tulungagung entitled *"The Effectiveness Of Think Talk Write (TTW) Strategy Toward Students Writing Ability Of Seventh Grade In MTsN 2 Kota Blitar"*. The result is Think-Talk-Write Strategy was effective to improve students' writing skill of descriptive text. The second study was conducted by Rofiqoh (2015) from Sultan Agung Islamic University with the

title “*The Effectiveness of Think-Talk-Write Strategy to Improve Students’ Competence in Writing Recounts (The Case of the 8th Grade Students of MTs Bahrul Ulum Temuroso Demak in Academic Year 2015/2016)*”. The result of her research is Think-Talk-Write strategy could significantly improve students’ writing skill of recount text. In this research, the researcher wants to prove whether Think-Talk-Write strategy is effective or not toward students’ writing ability, but the researcher limits on students’ ability in writing procedure text. So, the title of this thesis is **“The Effectiveness of Think-Talk-Write Strategy Toward Students’ Ability in Writing Procedure Text at 9th Grade Students of MTs Fathul Hidayah Pangean Lamongan”**.

B. Formulation of Research Question

Related to the background, the research question is formulated as follows:

Is there any significant different score in writing procedure text between the students who are taught and those who are not taught by using Think-Talk-Write strategy?

C. Purpose of The Research

According to the formulation of research question, this research aims to know whether there is any significant difference score in writing procedure text between the students who are taught and those who are not taught by using Think-Talk-Write strategy.

D. Formulation of Hypotesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. The researcher has two hypothesis, they are:

1. Null Hypothesis (H_0)

There is no any significant different score in writing procedure text between the students who are taught and those who are not taught by using Think-Talk-Write strategy.

2. Alternative Hypothesis (H_a)

There is significant different score in writing procedure text between the students who are taught and those who are not taught by using Think-Talk-Write strategy.

E. Significance of The Research

The researcher hopes that the result of this research gives contributions for:

1. For the English Teachers

For the English teachers, the result of this study is expected to help them in solving problems in teaching writing especially in writing procedure text. Through this strategy the English teachers can easily teach about writing procedure. Therefore, it can be references for the English teachers to use various strategy in teaching English especially in teaching writing.

2. For the Researchers

For the future researchers who want to conduct an experimental research design, they can learn the result of this research in order to get the gap from it. Next, they can conduct the other study that related to this study with the different method, subject and so on.

F. Scope and Limitation of The Research

In avoiding the misunderstanding upon what the researcher has explained, the researcher limits the scope of the research in order to make it more detail and focus. Here, some limitations proposed are as the following:

1. The subjects of this research are IX A Class and IX B Class at MTs Fathul Hidayah Pangean Lamongan.
2. This research only focuses on the effectiveness of Think-Talk-Write strategy toward students' ability in writing procedure text.
3. The aspects of writing that being measured in this research include content, organization, vocabulary, grammar, mechanics.

G. Definition of Key Terms

In this part, there are some explanations from the title mentioned in the previous items. The title is "The Effectiveness of Think-Talk-Write Strategy Toward Students' Ability in Writing Procedure Text at 9th Grade Students of MTs. Fathul Hidayah Pangean Lamongan". The definitions of key terms are as follows:

1. Think Talk Write Strategy

Think-Talk-Write strategy is a learning strategy to make teaching and learning process easier. It introduced by Huinker and Laughlin (1996:82). Basically, this strategy is sharing ideas among many students in a group before starting to write. Also that in this strategy, students can be more active in writing process because they will express their own ideas freely.

2. Writing Procedure Text

Writing is the ability of a person to pour ideas, by using a series of written language is good and clear. A writing basically consists of two things. First, the contents of a writing convey something that the author wants to inform. Second, forms that are mechanical elements of essays such as spelling, words, sentences, and paragraph. Besides, procedure text is a text which is used to explain how to make something by using sequence of steps or method. It is similar according to Bachtiar (2010:398), procedure text tells how to make something through a sequence of actions or steps. It can be concluded that writing procedure text is one of the writing competence that explains the steps in making such kind of food or thing, or using such kind of product. As the example is the procedure text about how to make fruits salad.