CHAPTER I

INTRODUCTION

This chapter contains an explanation of the background of the study, formulation of the research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitations of the study, definition of key terms.

A. Background of the Study

One of the most extensively utilized international languages in the world is English. When used as a worldwide communication tool, English enables interaction and collaboration amongst speakers of many languages and cultures. English has an essential role as an international language that may affect many aspects of global life, including economics, technology, etc. Additionally, since English is a language used for learning at many leading academic institutions, it plays a significant role in education and international careers.[1] Students who learn English in school are better equipped to communicate in order to compete globally.

In the context of learning English, there are 4 skills that students must master to become good English language learners, including speaking, reading, listening, and also writing. The four skills are the pinnacles of language.[2] One

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[1] Nur Mauliska and James F. D'Angelo, "The Importance of Learning English At School," *Interling : International Journal of English Language Teaching, Literature and Linguistics* 2, no. 2 (2024): 53–57.

[2] Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature* 1, no. 1 (2015): 29.

of the skills that students must master is the ability to write, which is known to be quite difficult to understand. Writing is one of the most difficult skills to master for EFL students.[3] In line with Richards & Renadya, they state that writing is the most difficult skill for foreign language learners.[4] This is due to the fact that when it is applied, it must be able to appropriately structure sentences and make sure that what is written aligns with what is heard or seen. The ability to write is also a language skill that is crucial for human communication, which is why learning it is essential.

In Indonesia itself, English is known as a compulsory subject for junior high school students. Because English plays an important role in international socialization, the younger generation is expected to be able to advance and deal with global concerns. In junior high school, writing is one of the basic language skills that every student must master. Through continuous writing practice, this skill will be mastered by every student.

Based on the Merdeka curriculum in the eighth grade in junior high school, the basic competencies that students must achieve in English writing subjects include the ability to develop, understand, analyze, and apply simple functional written texts in the form of descriptive text, procedure text, recount text, and narrative text. At junior high school level their ability to write is still very lacking, such as in descriptive text, procedure text, recount text, and narrative text. And in this study, the researcher chose recount text because it is

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[3] Dorothy Zemach and Carlos Islam, "Paragraph Writing_ From Sentence to Paragraph," 2005.

[4] Jack C. Richards and Willy A. Renadya, "Methodology in Language Teaching: An Anthology of Current Practice," 2002.

based on their experience so it will be easier to understand and more suitable for laying the foundation of writing skills. Effective writing skills can begin with the introduction of topics that are close to students' lives, so they are more motivated to learn.[5] The researcher chose recount text as the focus of this study also based on the recommendation and consultation with the English teacher at the school. The teacher suggested that recount text is suitable because it is one of the texts that students often struggle with, especially in terms of organizing ideas in writing. Therefore, by choosing a recount text, students are expected to develop their writing skills gradually starting from simple topics that students have mastered in their daily lives.

A common problem for students, in terms of writing recount text, is that they are still confused about how to start their writing. They don't know how to organize their thoughts, and some of them don't even have an idea of what they are going to write about. In line with Yuliana, many factors contribute to less ability in writing such as the students have difficulty in generating ideas and organization ideas.[6] Another problem is that students do not like writing and think that writing is a boring activity.[7] The problem is compounded because teachers generally use writing materials and activities derived from textbooks, which are less effective in encouraging and supporting students' learning.

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[5] Jeremy Harmer, "Methodology in Language Teaching: An Anthology of Current Practice" (Oxford University Press, 2004).

[6] Yuliana Fransisca Rumambie, "The Impact Of Performance Appraisal, Reward System, Job Stress, And Work Life Conflict To Employee Performance," *Procedia Manufacturing* 1, no. 22 Jan (2014): 1–17.

[7] Tony Brown, "Do Composition Classes Have to Be Boring ? Some Suggestions on Integrating the Writing Skill" 44, no. 44 (2005): 93–99.

To overcome the problems that have been raised, an English teacher must have new strategies to improve students' skills in writing recount text. There are many strategies that teachers can use to improve students' writing skills, one of which is the Think-Talk-Write strategy. This strategy is one of the appropriate strategies in teaching writing. It is expected that by implementing a new strategy into practice, students' writing skills will improve.

Think-Talk-Write is a strategy that involves three stages in its implementation, namely thinking, then communicating and discussing with friends/teachers, and the final step of writing the results. Think-Talk-Write (TTW) Strategy is a strategy that reflects and tests the organization of ideas before students are expected to write it.[8] Think-Talk-Write is expected to improve students' writing skills because it makes students think critically, but can also share with their friends what they are thinking.

Think-Talk-Write (TTW) Strategy helps students in sharing ideas among many students in a group before starting to write.[9] It is expected that Think-Talk-Write Strategy will help students in their job, because they will pour their ideas freely into the writing process. In addition, the impact of this strategy will stimulate students' interest, make them happy with their job and eventually positively influence their accomplishment. Therefore, the researcher chose Think-Talk-Write Strategy in teaching writing. The researcher used the Think-

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[8] D Huinker and Connie Laughlin, *Talk Your Way into Writing*, *Dalam Communication in Mathematics K-12 and Beyond*, 1996.

[9] Giska Putri Ratna Prasasti Suminar, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text," *Journal of English Language anad Learning* 2, no. 2 (2015).

Talk-Write Strategy as a foundation and reference related to this research, especially in writing recount text.

This present research was conducted in MTsN 3 Tulungagung. The researcher chose this school because Think-Talk-Write (TTW) Strategy is not applied yet in this school. In this case, the students of MTsN 3 Tulungagung, especially the eighth grade students, are facing difficulties in writing skills. Students tend to not enjoy their writing activities and struggle to come up with ideas about what to write in a text, one of them in recount text. In fact, this issue is commonly found among all students, not only students of MTsN 3 Tulungagung.

The researcher found several previous studies related to this research, research on the use of the Think-Talk-Write (TTW) strategy toward students' abilities. The first previous research came from a journal entitled "The Effect of Think-Talk-Write (TTW) Strategy on Writing Descriptive Text Ability at SMA Negeri 1 X Koto Diatas" this research was done by Amri and Hamzah.[10] The result is that the Think-Talk-Write (TTW) Strategy has a more significant influence on students' writing ability in descriptive texts compared to discovery learning. The second research comes from Anita Rahmawati and Inayatul Ulya, in their research entitled "The Implementation of Think Talk Write Strategy in

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[10] Habibatul Amri and Hamzah Hamzah, "Journal of English Language Teaching The Effect of Think-Talk-Write (TTW) Strategy on Writing Descriptive Text Ability at SMA Negeri 1 X Koto Diatas," *Journal of English Language Teaching* 12, no. 1 (2023): 122–130, http://ejournal.unp.ac.id/index.php/jelt.

Teaching Writing of Recount Text".[11] Their research was conducted at SMK Ma'arif NU Doro. The result from the implementation of Think-Talk-Write Strategy, 7 students scored very well, 13 students scored well, and 2 students scored moderately. And the researchers found some advantages and disadvantages of Think-Talk-Write Strategy. The third research from Baidhowi and Pamungkas with the research entitled "Teaching Writing Recount Text At Eight Grade Using Think-Talk-Write Technique By Digital Storytelling".[12] They found that students' difficulties were the use of grammar, poor vocabulary-especially in spelling and how to use appropriate vocabulary and after learning using the TTW technique, the students could overcome their difficulties.

All studies that had been mentioned before used the Think-Talk-Write (TTW) strategy in various different focuses and found that Think-Talk-Write (TTW) strategy was effective and had an impact on students' writing skills. However, there is a difference between the studies mentioned above and the study that has been conducted by the researcher. The current research was conducted at the MTsN level, which has a different teaching culture than public schools. It was carried out in eighth-grade with a distinct focus, focusing on how well the Think-Talk-Write (TTW) strategy works for writing recount texts. And also used a different research design, which uses pre-experimental research design.

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[11] M.Pd. Anita Rahmawati and Inayatul Ulya, "The Implementation of Peer Feedback Strategy in Teaching Writing Recount Text" (2024): 95–101, https://ejournal.unesa.ac.id/index.php/retain/article/view/38134.

[12] Muhammad Faozi Baidhowi and Mundriyah Pamungkas, "Teaching Writing Recount Text At Eight Grade Using Think-Talk-Write Technique By Digital Storytelling," *PROJECT (Professional Journal of English Education)* 3, no. 6 (2020): 670.

Based on the explanations above, the researcher desires to conduct research on "**The Effectiveness of Think-Talk-Write (TTW) Strategy on Students' Recount Text Writing Skills of the Eighth Grade at MTsN 3 Tulungagung**". Researcher is interested in trying to test this strategy at the junior high school level, especially in the eighth grade and focusing on writing recount text. Will this strategy be effective in teaching writing recount text? Present research was conducted to know whether Think-Talk-Write (TTW) is effective as a strategy in teaching writing recount text of the eighth grade at MTsN 3 Tulungagung.

B. Formulation of the Research Question

Based on the background of the study above, formulation of research question is as follows: Is there any significant difference scores in the recount text writing skills before and after being taught by using the Think-Talk-Write (TTW) strategy of the eighth grade students at MTsN 3 Tulungagung?

C. Purpose of the Study

According to the formulation of the research question, the purpose of the study is to find out the significant difference in writing skills scores between before and after being taught by using Think-Talk-Write (TTW) strategy in recount text of the eighth grade students at MTsN 3 Tulungagung.

D. Research Hypothesis

The hypothesis of the research is formulated as follows:

1. Null Hypothesis (Ho)

    There is no significant difference in the recount text writing skills scores of eighth grade students at MTsN 3 Tulungagung before and after being taught using Think-Talk-Write (TTW) strategy.

2. Alternative Hypothesis (Ha)

    There is a significant difference in the recount text writing skills scores of eighth grade students at MTsN 3 Tulungagung before and after being taught using Think-Talk-Write (TTW) strategy.

E. Significance of the Study

The researcher hopes that the results of this study gives contributions for:

1. For the English teacher

    By doing this research, teachers can use it as motivation to improve skills in choosing appropriate and varied learning strategies in learning writing and researcher hope the teacher can use Think-Talk-Write (TTW) strategy applied in teaching recount text. Because teachers can find out teaching strategies that can improve recount text writing skills and solve students' difficulties in writing recount text using Think-Talk-Write (TTW) strategy from the results of this research.

2. For the students

    The researcher hopes that the results of this research can facilitate and help students to use the Think-Talk-Write (TTW) strategy in writing

recount text more effectively, and contribute to the improvement of their writing skills.

3. For the researcher

By conducting this research, it is hoped that researcher can add new knowledge and gain direct benefits regarding new experience and knowledge about how to apply the Think-TalkWrite (TTW) strategy in teaching writing recount text.

F. Scope and Limitations of the Study

Based on the research question that was formulated and to avoid misunderstandings regarding what was explained by the researcher, therefore the researcher limited the scope for analysis so that it could be more detailed and focused. The topic that the researcher took focuses on the effectiveness of Think-Talk-Write (TTW) strategy on recount text writing skills among 8th graders at MTsN 3 Tulungagung.

This study has limitations in its research, the researcher only focuses on teaching writing using Think-Talk-Write (TTW) strategy and the writing skills of junior high school students, especially in eighth grade.

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 (TTW) Strategy on Students' Recount Text Writing Skills of the Eighth Grade at MTsN 3 Tulungagung". The definitions of key terms are as follows:

1. Effectiveness

   In the context of this study, the meaning of effectiveness is how well the Think-Talk-Write strategy improves students' ability to write recount text. Whether it is effective or not can be seen from the results of the students' scores that have been tested. This can be seen in statistical calculations which show that there is a significant difference in scores before and after treatment which is the result of Paired Sample T-test analysis in SPSS with a significant value of a smaller than or equal to 0,05.

2. Think-Talk-Write (TTW) Strategy

   Think-Talk-Write (TTW) strategy is a teaching method where students first think about a topic, then discuss it with other people/friends, and finally write about the topic that has been discussed. This process helps students organize their thinking before clarifying their ideas through discussion, and perfecting their writing.

3. Teaching Writing

   Teaching writing is a process of interaction between students and teachers in the class, where teachers are involved in helping students learn how to express their ideas clearly and effectively in written form. Writing is the skill to express ideas, opinions, and feelings to other parties through written language.[13]

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[13] Saleh Abbas, "Pembelajaran Bahasa Indonesia Yang Efektif Di Sekolah Dasar," *Jakarta: Departemen Pendidikan Nasional* (2006).

4. Recount Text

Recount text is one of the texts that help students to develop their experiences into writing. Mark Anderson and Kathy Anderson in their book said that recount text is a piece of text that retells past events, usually in the order in which they happened.