

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents about the background of study, formulation of the research problem, research objective, research hypothesis, significance of research, scope and limitation of research, and definition of key term.

### **A. Background of the Research**

Language is a communication of thought and feeling through a system of arbitrary signal such as sounds, gestures, or written symbols. English is known as a communication tool in the world, because for a million people in the world use as communication. English is the most important to Indonesia because English is expected to be able to establish intellectual, knowledge, technology, culture, economic, social commercial and even diplomatic relations with the rest of the world. Indonesia's students study English as foreign language in the school started from primary school to university level. People realize that learning English often have difficulty in learning in the classroom. This can happen because the method used by the teacher does not match the students or the students do not understand what is explained by the teacher this is contrary to the notion of learning.

When the teacher's learning must first determine what learning method you want to use in accordance with the student's condition. This is very important because it can affect the success in achieving the goals of teacher learning in the classroom. Besides by using methods that attract students can easily understand the material described by teachers in the classroom.

It's same with statement from Azhar (2005) learning is a complex process that happened to everyone in their life. In classroom learning activities involves the two most important components of teachers and students. Teachers are the foundation in determining the smoothness of the learning process. Teachers deliver well-controlled material and students respond and can understand what the teacher explains, if this can happen then the activity in learning can be said to be successful.

So it's mean that learning is the effort of the teacher to make students learn and understand the material easily. Thus there will be a change in behavior on students learning, which changes with the acquisition of new capabilities in a relatively long time for their effort.

As we know that in learning English required strategy or method because in English there are four skills that must be learned by students: reading, listening, speaking, and writing. Those skills are important in teaching and learning English. Those skills cannot be separated and related each other. Based on skill of English, writing is the one most of difficult skill in English for students. Because in writing students will discover many difficulties transferring thoughts and ideas in writing. In addition in writing should also pay attention to the structure of grammar, generic structure, supporting ideas, and spelling.

Writing is categorized as the last language skill that should be mastered by all of students because categorize good writing skill namely writing skill will help them in academic success and their future. This

statement also stated by Richard (1990) “good writing skills are essential to academic success and requirement for many occupations and professions”

Writing is a difficult ability for students because in this skill students not only have to express ideas but also understand and learn about grammar structures. These skills should be improved with a lot of practice because the key to success in writing is more learning and practice a lot.

To improve students’ writing ability, it needs an appropriate strategy or technique to solve their problems. So it’s mean that teaching writing the teachers should use unique and interesting methods. Because methods that can attract students to be able to follow the lesson with enjoyable, comfortable and students can easily understand the material.

This is also almost same as the statement from Mulyono (2012: 14) says that to make the students motivated and enjoyable to learn, the teacher should use an interesting strategy to the material as well as involving students actively in learning, mentally, physically, and socially. So, learning strategy must involve students, and can make students more active in the class. And also, the teachers also make a plan carefully before applying the strategy to the students.

In teaching writing, the teacher has many different kind of strategy. Also that, the teacher should know which strategy is appropriate for students. One of strategies which is suitable in teaching writing is TTW (Think, Talk, and Write). According to Yamin (2012: 84) basically this learning is built through the process of thinking, speaking and writing. Think Talk Write (TTW)

learning strategies can grow problem-solving skills. This learning strategy in this learning strategy can help students to build their knowledge. In order to this method can also help interaction between students and their friends.

From the statement above this is strategy suitable to get students class participation and individual participation. Because this strategy can make students active, but sometimes students very difficult to develop their idea and use vocabulary that they have because after think students direct write what they think, it is can make student confuse.

TTW strategy hopefully can also help students to understand more easily the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing. In addition the researcher wants to know students ability in writing and to introduce Think-Talk-Write (TTW) as strategy in teaching writing.

Based on the explanation of the problem above, the researcher conducted a study entitled **“The Effectiveness of Teaching Writing Using TTW (Think, Talk, and Write) Strategy toward Students Writing Ability of Seventh Grade in MTsN 2 Kota Blitar”**. The reason why the researcher choose the topic because, the researcher wants to know the influence of TTW strategy toward students writing ability and introduce Think-Talk-Write (TTW) as strategy in teaching writing. In this strategy there are some steps, and very created students to be active.

## **B. Research Problem**

Based on the background of the research above, it is necessary to do evaluation of students on junior high school the general question of this study is: “Is TTW strategy effective for improving the students writing ability among the 7<sup>th</sup> grade in MTsN 2 Kota Blitar?”

## **C. Objective of the Research**

Based on the research problem above, the formulated research objective is as follow: To find out how TTW strategy can effective for improving the students writing ability among the 7<sup>th</sup> grade in MTsN 2 Kota Blitar

## **D. Research Hypothesis**

The hypothesis of the research is:

### 1. Null Hypothesis ( $H_0$ )

There is no significant differents on the students ability in writing descriptive text who are taught before by Think-Talk-Write (TTW) strategy and after by Think-Talk-Write strategy.

### 2. Alternative Hypothesis ( $H_a$ )

There is significant differents on the students ability in writing descriptive text who are taught before by Think-Talk-Write strategy and after by Think-Talk-Write (TTW) strategy.

## **E. Significance of the Research**

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

### 1. For the English Teachers

By doing this research, the teacher can know the improvement students ability in writing descriptive text and solve students difficulties in writing descriptive text by Think-Talk-Write (TTW) strategy

### 2. For the Students

The writer hopes that students will improve their writing skill. This strategy can make students interested and more enthusiastic in learning especially learning writing.

### 3. For the Researchers

By conducting this study, hopefully the researcher can add new knowledge experience the implementation of TTW strategy toward students writing ability.

## **F. Scope and Limitation of the Research**

This research is conducted at MTsN 2 Kota Blitar to overcome the problem English teaching and learning process. The researcher only focuses on the students writing ability. In addition the researcher will focus on the writing genre of descriptive text.

The limitation of this research focuses on teaching writing using TTW strategy and students writing ability in junior high school. In addition this study focuses on discussion student interest in writing in junior high school.

## **G. Definition of Key Terms**

In this part, there is some explanation from the title mentioned in the previous items. The title is **“The Effectiveness of Teaching Writing Using**

**TTW (Think, Talk, and Write) Strategy toward Students Writing Ability of Seventh Grade in MTsN 2 Kota Blitar”.** The definitions of key terms are as follows:

follows:

1. Effectiveness

In Oxford Learner’s Pocket dictionary (2003:138), effectiveness is producing the result that is wanted or intended. The meaning of effectiveness in this study is there is any significant difference score in the student’s writing ability before and after being taught using TTW technique.

2. TTW Strategy

Is a learning strategy to make teaching and learning process easier. It introduced by Huinker and Laughlin. 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.

3. Writing

Based on Sturm and Koppenhaver in Nation (2009) tell us that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription.

4. Ability

It is about talent, skill or proficiency in a particular area.