

# CHAPTER I

## INTRODUCTION

In this chapter the researcher present of background of study, formulation of the research problem, purpose of the research, significance of the study, definition of key terms, and organization of study.

### **A. Background of the Study**

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

Language is can said an instrument to send or exchange information and to interact with the others. Language is used by all people in the world as means of communication. Anyone cannot interact with others without language, thus it is very important to learn language.

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 necessary to learn writing.

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”.

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves an interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspects of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

There are many text types taught in Junior High School. Each text has different social functions, schematic structures, and language features. One of the texts taught for the eighth grade students of Junior High School is Descriptive text.

According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best methods are flexibility and support.

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

One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW). Suyatno (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 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.

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 English Curriculum, especially at MTsN Tunggangri, it is clearly stated that one of the objectives of the English subject is developing the ability which covers listening, speaking, reading and writing. In fact has shown that the students at MTsN Tunggangri is good in writing essay in Indonesian language but not in English language, they still have difficulty to arranging words in the text and selection words. And the teacher confused for use a method. Because following her, this student very obstinate. The evidence is with the result of the test that

there is out of 40 students, 75% of them (around 30 students) got under 60. The result, explain that the students are weak to make an essay in English language.

The preliminary study started when the researcher did teacher training (*PPL*) in MTsN Tunggangri, and continued at 5 may 2104. When at preliminary observation, the researcher found that students had weakness at made an essay about writing describe text. The setting of the research for the following considerations: first, as it is stated above that the students had problems in their English writing. Second, this school needed to repair and improve the students' quality.

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 MTsN Tunggangri is to apply Think Talk Write (TTW) as a step to reach a good and meaningful learning environment. There is preceding research that related and proven to be theory Think, Talk, Write is good and success, That's are:

Eka Novi Dhamayanti (2013) proved that TTW is good for improving students' ability in writing recount text: a case of Eighth grade Students of SMP N 1 Petungkriyono Pekalongan. She success to improve writing ability of their students.

Rizkian Aji (2012) proved that TTW is good to improve students writing skill in descriptive text at the Eight Grade of SMP N 1 SIMAN PONOROGO. She success to improve writing skill of their students.

Hartini (2012) that TTW is good for improving the mastery of English vocabulary of the fifth grade students of SD 1 Padurenan Gebog Kudus. She success to improve the mastery English vocabulary of students.

Sulistiyani (2013) proved that TTW is good for improving on writing skill an poetry on students first grade Senior High School. She success to improve writing skill a poetry of students.

Aini (2009) proved that TTW is good for improving write persuasion paragraph on student first grade Senior High School. She success to improve writing persuasion paragraph of their students.

They result is, they can improved their students weakness in every place to made a research.

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 THE STUDENTS WRITING SKILL ON DESCRIPTIVE TEXT BY USING THINK, TALK, WRITE (TTW) AT MTsN TUNGGANGRI”**.

## **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 MTsN Tunggangri?”

### **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 MTsN Tunggangri.

### **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.

### **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 improve students understanding ability (Martinis Yamin 2008:84). In other words, Suyatno (2009:66) states this learning starting with thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion.

### **F. Organization of the Study**

To make a good thesis, it needs to be arranged systematically. The organization of the thesis covers the following chapters.

**Chapter I: Introduction**

It consists of: background of the study, formulation of the research problems, and purpose of the study, significant of the study, definition of the key terms and organization of the study.

**Chapter II: Review of Related Literature**

It consists of: writing, Teaching Writing, Theory of teaching and learning, and Theory of Think Talk Write (TTW).

**Chapter III: Research Method**

It consists of: research design, setting and subject of the study, the procedure of the study, observation (reconnaissance), planning, implementing, observing, reflecting.

**Chapter IV: Data Presentation Research Finding**

It includes findings and discussion.

**Chapter V: Conclusion and Suggestion**

The writer presents the conclusion of this research and gives suggestion.