

CHAPTER I

INTRODUCTION

This chapter consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significances of the Study, Definition of the Key Terms, and Outline of the Study.

1.1. Background of the Study

Language is a tool of communication and it is very important. It conveys some messages in the spoken and written form. It also helps people to share their ideas, thought, and feelings. In social life, people use language to communicate with others in fulfilling their daily needs. In academic environment, language plays a role as interactive process between students and teacher, students and their peer, students and their lessons. Each country has its own language that is used for communication.

Nowadays, English is one of the international languages that has become popular. It is officially admitted as the first international language. Our government realized that by learning it as a foreign language, students would be able to communicate well in all international activities such as; diplomacy, tourism, education, and so forth. In Indonesia, it becomes one of the subjects which are tested in national examination especially for junior and senior high school.

Although it is tested in national examination, the students find many difficulties such as: structures, vocabulary, and pronunciation. In learning it, there are four skills that they should master in their study. The four skills are speaking, listening, reading, writing.

Writing is one of the four basic skills in learning English holds an important role in daily communication. People use writing from simple activities to complex activities. It is also one of the most important skills that can improve students' achievement in learning foreign language. Therefore it is not easy as some people think. Ratnasari (2004) as cited by Sa'diyah (2011) states that writing ability can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she or he would write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built.

In senior high school, the students learn to write many kinds of text. There are narrative, recount, descriptive, report, analytical exposition, and news item. They have different social functions, generic structures, and language features. In the first semester, they learn descriptive text. Descriptive text is a piece of text that describes a particular person, place, or thing. According to Airasian (2000), the social purpose of descriptive text is to describe a particular person, place or thing. There are two elements of generic structures in descriptive text. They are identification and description. The language features of descriptive text focuses on

specific participants, uses attribute and identifying processes, and uses of present tense (Gerot and Wignel, 1995).

There are many strategies that can be used in teaching descriptive text. Such as task-based language teaching, audio visual, physical object, etc. In this case, the writer used a strategy that hopefully helped the students in writing descriptive text easily by using Think-Talk-Write (TTW). It is a teaching strategy in order to facilitate the learners to speak and to write fluently.

Think-Talk-Write (TTW) is introduced by Huinker & Laughlinn (1996) which is basically built through thinking, speaking, and writing. The flow advances of it, starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share the ideas with his friend before they go to write. This atmosphere is more effective if it is done in a heterogeneous group consisting of 3-5 students. In this group, they are asked to read, to make a little note, to explain, to listen, to share with friends, and to express ideas through writing.

Based on the situation above, the writer was inspired to conduct a study entitled: “The use of Think Talk Write (TTW) as a strategy to improve students’ ability in writing descriptive text: A Case of Tenth Grade Students of SMA Negeri 1 Karangtengah in the Academic Year 2016/2017”.

1.2. Reasons for Choosing the Topic

There were some reasons for choosing this topic, they are as follows:

- a. The students have problems and make some mistakes in writing English.

- b. A descriptive text is one of interesting genres that has to be studied by the students of senior high school.
- c. Think-Talk-Write (TTW) is a teaching strategy which facilitates the students to speak and to write fluently.

1.3. Research Question

Based on the background above, the statement of the problem can be formulated as follows:

Is the use of Think-Talk-Write (TTW) as a strategy effective to improve students' ability in writing descriptive text of the tenth grade students of SMA Negeri 1 Karangtengah in the Academic year 2016/2017?

1.4. Objectives of the Study

The objective of this study is:

To find out whether Think-Talk-Write (TTW) as a strategy effective to improve students' ability in writing descriptive text of the tenth grade student of SMA Negeri 1 Karangtengah in the Academic year 2016/2017.

1.5. Hypothesis

There are two hypotheses which are used in this study. They are as follows:

H₀: There is no significant difference in the result scores of students' descriptive text writing between those who are taught by using Think-Talk-

Write (TTW) strategy and the ones who are taught without using Think-Talk-Write (TTW) strategy.

H₁ : There is a significant difference in the result scores of students' descriptive text writing between those who are taught by using Think-Talk-Write (TTW) strategy and the ones who are taught without using Think-Talk-Write (TTW) strategy.

1.6. Limitation of the Study

The study is limited on the use of Think-Talk-Write (TTW) as a strategy to improve students' ability in writing descriptive text. This study was applied only to the tenth grade students of SMA Negeri 1 Karangtengah in the Academic year 2016/2017.

1.7. Significances of the study

1. Pedagogical Significance

Pedagogically, this study can help the teacher to improve her strategy in teaching learning process in the classroom. Writing is difficult to teach, but some teacher's efforts can help students in learning it easily especially in writing descriptive text.

2. Practical Significance

The result of the study can give a valuable contribution to the English teacher, students, readers and the next researcher. These contributions can be mentioned as follows:

a. For English teacher

It can help teacher to overcome the students' problem in writing mastery. Teachers are expected to improve their knowledge on how to motivate students to be creative in writing.

b. For students

It is expected to add new experience in learning process and to motivate the students to improve their writing ability especially in writing descriptive text. They can explore their ideas freely without worrying about mistakes.

c. For the readers

The readers can take the usefulness of the research as reference.

d. The researcher

Hopefully, this study can lead the researcher to be a good teacher and able to develop her experience and knowledge to make improvement of writing mastery.

1.8. Definition of the Key Term

In order to have a better understanding and to avoid misinterpretation about the terms used in this study, the key terms of the study are as follows:

a. Think-Talk-Write (TTW)

Think-talk-write is a teaching strategy which facilitates the learners to speak and to write fluently. The strategy is introduced by Huinker & Laughlinn (1996) which is basically built through thinking, speaking, and

writing. The flow advances of it starts from the involvement of students in thinking or in having dialogue with themselves after the process of reading. Then, they talk and share the ideas with their friends before they go to write. This atmosphere is more effective if it is done in a heterogeneous group consisting of 3-5 students. In this group, they are asked to read, to make a little note, to explain, to listen, to share with friends, and to express ideas through writing.

b. Writing

Writing is a form of communication to deliver through or to express feeling through written form (Harmer, 2004). It is a medium to communicate because students can express everything through writing. In this research, the students' ability in writing means students' ability to write especially in writing descriptive text by using Think-Talk-Write (TTW) that was scored from content, organization, vocabulary, grammar, and mechanic.

c. Descriptive Text

Descriptive text is a piece of text that describes a particular person, place, or thing. According to Airasian (2000) the social purpose of descriptive text is to describe a particular person, place or thing. There are two elements of generic structures in descriptive text. They are identification and description. The language features of descriptive text focuses on specific participants, uses attribute and identifying processes, and uses of present tense (Gerot and Wignel, 1995).

1.9. Outline of the study

This final project consists of five chapters. The explanations are as follows:

Chapter I presents the introduction which consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significances of the Study, Definition of the Key Terms, and Outline of the Study.

Chapter II focuses on the Review of Related Literature, which consists of General Concept of Writing, Descriptive Text, General Concept of Strategy, Review of Previous Study.

Chapter III focuses on Research Method, which consists of Research Design, Subject of the Study, Variables of the Study, Instrument of the Study, Validity and Reliability, Method of Data Collection, Scoring Technique, and Technique of Analyzing Data.

Chapter IV focuses on the Result and Discussion, which consists of The School Profile, The Subject of the Study, Instrument Validity and Reliability, Analysis of the Result, and The Discussion of Research Finding.

Chapter V focuses on Conclusions and Suggestions.