

## CHAPTER I

### INTRODUCTION

#### A. Background of the study

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

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 important and necessary to learn writing.

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

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

There are types of text taught in junior High School. Each text has different social function, schematic structures, and language features. One of the text taught for seven grade students of Junior High School is descriptive text.

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

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

First "Think" we can see from the process in reading a text that related with the material. Next, students make notes about what they have to read. The note will be read, explained, and discussed in their group. We can mention this step as student "talk" activity. After finishing discussing in their own group, the student will be to express the result of discussion in form of written text. The last activity in Think-Talk-Write (TTW) is "write". So, the researcher conclude that this strategy suitable in teaching writing, especially in writing descriptive text.

The English curriculum, especially at MTs N 2 surakarta is clearly stated that one of objective of the English subject is developing the ability which covers listening, speaking, reading and writing. The students at MTs N 2 surakarta is

good in writing essay using Indonesian language but not using English language. They still have difficulty to arrange words in the texts and selection words. In there teacher uses guided writing technique to teach writing skill. The teacher is active and the students is more passive. So, the students cannot improve the ideas.

The evidence is with the result of the test that there are 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 observation, the researcher found that students had weakness at making an essay about the descriptive text.

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 MTS N 2 Surakarta is an apply Think-Talk-Write (TTW) as a step to reach a good and meaningful learning in environment.

Think-Talk-Write (TTW) 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 the tasks. Think-Talk-Write (TTW) is offers the students an opportunity to do exactly. Think-Talk-Write (TTW) 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 "THE EFFECTIVENESS OF USING THINK, TALK, WRITE

(TTW) IN TEACHING WRITING SKILL TO THE SEVENTH GRADE STUDENT OF MTS N 2 SURAKARTA”

**B. Scope of the study**

In this study, the writer limits the discussion of this study on the effectiveness of using think, talk, write (TTW) in teaching writing descriptive text. The material is also based on the current curriculum being used. It focused in descriptive text, for examples: explain person, thing, place, etc.

**C. Research Problem**

Based on the background of the study, the problem which will be analyzed in this research can be formulated as follows:

1. How are the students' pre-test and post-test scores in writing skill in the experimental group?
2. How are the student's pre-test and post-test scores in writing skill in control group?
3. Is there significant difference score between the students who are taught by using Think Talk Write and who are taught using Guided writing?
4. Is there effectiveness in teaching writing skill at seventh grade of MTs N 2 Surakarta?

**D. The purpose of the study**

Based on formulation of the problem, the purpose of the study are to know:

1. The students' pre-test and post-test scores in writing skill in the experimental group
2. The student's pre-test and post-test scores in writing skill in control group
3. The significant difference score between the students who are taught by using Think Talk Write and who are taught using Guided writing
4. The effectiveness in teaching writing skill at seventh grade of MTs N 2 Surakarta

**E. Significance of the Study**

The research is expected to give some benefits to the English teacher, students, and other researchers :

**1. English Teacher**

The result of this research will be beneficial for the English teacher to improve their technique in teaching English, especially writing. It can give more information to the English teacher about effective technique for teaching writing.

**2. Students**

For the students, this research can help them to learn English better especially writing. They are also expected to perceive that writing is not a

difficult activity so they will be more active and enthusiastic during the learning process.

3. The other reserachers

The research will motivate the other reserachers to study and find out the more effective and better technique to be compared and prove the research study. The researcher hopes this research can be a reference for them who take an experimental research

**F. Definition of the key term**

In order to have a better understanding and to avoid misinterpretation about the terms used in this study, there are some definition of key term:

1. Descriptive writing is the clean description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communiacate a sense of the subject being described. Details used are usually sensory and selected to describe what the writes sees, hears, smells, touches,and tastes.
2. Think-Talk-Write (TTW) is one of learning strategy which is purpose to improvestudents understanding ability (martinis Yamin 2008:84).