

CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, problems of the study, objective of the study, significance of the study, the scope and limitation of the study and definition of key terms.

1.1 Background of the Study

The Indonesian government gives a lot of opportunities to English because now days English is the international language and very important in many aspect such us in education, law courts, making relationship in business, working in the particular company, in government, etc. Therefore, the Indonesian government always has been changing in educational. It has the function to improve the qualities of human resources.

According to Hartoyo (2011) stated that Curriculum and Material Development in Indonesian English Language Teaching has already implemented nine curricula known as the 1950 curriculum, 1958, 1962, 1968, 1975, 1984, 1994, 2004, and 2006. It means that Curriculum in Indonesia has been changing and the material of teaching always developing overtime. Factor that influence to improve the human resources and qualities of education, not only from curriculum and material but also from the method or strategies to teach in teaching and learning process.

The teacher as a facilitator in the teaching and learning should have an interesting strategies to teach which expected to increasing students' skill. In

English learning consist of four aspects or skills that must to learned, there are listening, speaking, reading and writing. All of them must be related each other. Speaking is production from listening skill while writing is production from reading skill. Comparing to three skills in English, speaking, reading, and listening, writing is the most complicated skills. According to the 2006 English Standard Competence the teaching English is aimed to develop students' ability in creating both spoken and written form. It means that writing is important skill in learning English.

Writing is a way of communicating message between writer and rider. Writing is a way of sharing personal meanings and it emphasizes the power of the personality to construct someone's view based on certain topics (Hyland, 2003;9). Writing is also the most difficult skill for students in foreign language because it also consists in several components which need to be considered while the learners are writing, such us content, organization, vocabulary, language use and punctuation (Brown, 2004:244-245). In writing, the writer should also think about the essential elements such us the audience, the tone, the goal of writing itself (Oshima, 1981;2). In writing, to make a good sentence the writer should be able to understand the every part that required in writing, like: content, advance grammar and vocabularies. If the students have good ability in writing, they will have a better chance to success in their study, because most of job required this skill.

In Junior High School, writing is one of difficult subject to be taught. The students have many problems in learning writing. They get difficulty in developing idea, vocabulary and grammar. To solve this problem, teacher should

have a create strategy to teach their student such us using Think-Talk-Write strategy.

In this strategy they can work together to find the ideas that will be used to write based on the topic given by the teacher. This strategy consists of three parts, the first they have thought about the ideas related with the topic, and then they must talk and share about the ideas with their partner, last they write down the ideas from the discussed in the paper. This strategy can make the students interest in learning writing.

Thus far, the result of the implementation Think-Talk-Write strategy in Indonesia is doesn't achieve the desired result. After look for many article, the writer find two examples related with the application of Think-Talk-Write strategy in Indonesian teaching and learning. The first example in November 2011, it was done by Abdul Muktadir from Bengkulu University. He used Think-Talk-Write strategy in his study. He applies in 29th Elementary School of Bengkulu at five grades by the 20 students as the object of the study. He used Think-Talk-Write strategy to improve students' skill in writing Exposition paragraph in Bahasa classes. The implementation of Think-Talk-Write strategy in his study doesn't achieve the good result. The result from his study is he got an average of 68.75 with the thoroughness learning to write paragraph in the classical exposition reached 60%. The result concluded that the process of learning to write a paragraph exposition using Think-Talk-Write strategy is doesn't achieve the desire result. But he feels happy because before used think-talk-write strategies he got an average of 48.95 with the thoroughness reached 45%.

The second example is from Nova Maulidah (2011). She was done her study entitled “Think-Talk-Write strategies for teaching descriptive writing.” Subject of the study is 36 students consist of 18 girls and 18 boys. She chooses second grade of Junior High School as the object of the study. She used two cycles and each cycle consists of two meeting. For the activity of teacher in cycles I obtained average score rased 60, 95 %, and for cycles II he got average score rased 69, 67%. Her study by using Think-Talk-Write strategy can improve the result of the study although doesn’t achieve the desire result until 100%.

The writer fines the reason why those articles do not achieve the result until 100%. It is because some factor, from the first article the teacher using reading activities firstly and then think individually. This problem is similar with the second article that was done by Novi Maulidah. The researcher also uses the first step of think-talk-write strategies with the reading activities. Mostly the students confuse and do not know about the content. The researcher must explain first the content and the purpose. So, this is the reason why the writer chooses this strategy because the writer wants to improve this strategy to teach and get the result of the studies until 100% and also can improve the students’ ability especially for writing descriptive text. Think-Talk-Write strategy has advantages and disadvantages. According to Wikipedia the writer find the advantages from this strategy are the students become more critical, all the students are more active in the learning process and students are more aware of the material that being studied. In think-talk-write strategies the students participate actively. They engage actively thinking about the topic, more active in speaking skill because they share or talk the ideas with their partner. It can improve the students’

motivation and the result in English task. By using think-talk-write strategy, it is expected that the students easily to learn materials of English and more interesting in writing.

1.2 Statement of the Problem

Based on the background of the study, some research questions are formulated as follows:

- a. Is there any significant difference in the ability in writing descriptive text between student who are taught by using think-talk-write and student who are not taught by using think-talk-write as a collaborative learning strategy in terms of content?
- b. Is there any significant difference in the ability in writing descriptive text between student who are taught by using think-talk-write and student who are not taught by using think-talk-write as a collaborative learning strategy in terms of vocabulary?

1.3 Objective of the Study

Based on the explanation of the problem statements above, the purpose of the study are:

- a. This effort to investigate the significance difference in students' ability in writing descriptive text between they who are taught by using think-talk-write and those who are not taught by using think-talk-write as a collaborative learning strategy in terms of content.

b. This effort to investigate the significance difference in students' ability in writing descriptive text between they who are taught by using think-talk-write and those who are not taught by using think-talk-write as a collaborative learning strategy in terms of vocabulary.

1.4 Significance of the Study

In this study the writer attempts to now the significant difference in student ability in writing descriptive text between using think-talk-write and without using think-talk-write as a collaborative learning strategy. Therefore, the writer divides the significance into two, those are:

1.4.1 Theoretical significance of the study

It is expected that the result of this study are:

- a. this study gives strategy or model for writing descriptive text at Junior High School.
- b. it is also expected to give benefit to the students and it will be useful and effective way in English classes.
- c. be useful and effective way in teaching and learning process.

1.4.2 Practical significance of the study

The research results are expected to:

- a. For the school :
 - The result of this study is useful and helpful to the improvement of learning English in Junior High School.

- To increase the quality of the education in Junior High School.
- b. For the student:
- To make the students more interesting in writing.
 - To help students easily to learn materials of English especially in writing descriptive text.
- c. For the teacher:
- To give the variation strategy to teach writing skill.
 - The researcher expects that this study is useful and helpful also become references of the implementation in learning activities.

1.5 Scope and Limitation of the Study

The scope of this study is the writer will do investigate the significance difference in students' ability in writing descriptive text between students' who are taught by using think-talk-write and who are not taught by using think-talk-write which the material take from curriculum for first semester of eight grader at Mts Nurul Islam Pongangan Gresik. The writer will do investigate this study in the two classes. The first class will taught by using think-talk-write and the second class do not taught by using think-talk-write to writing descriptive text. The limitation of this study is the writer will improve one topic which the material takes from curriculum in first semester that is about Describing Things and Animals.

There are two aspects to get the scope and limitation of this study.

1. The theoretical variable: is a characteristic of cases. In this study the theoretical variable consists of four categories they are think-talk-write,

collaborative learning, teacher and students. English teacher can use a collaborative learning strategy to teach their students as a various kind of method in teaching and learning. The term of “collaborative learning” is the instruction method in which the students work together in small group or pair group toward a common goal. Collaborative learning strategy can guide the students to acquire their achievement in writing ability. Collaborative learning has many kinds; one of them is Think-Talk-Write strategy. Think-talk-write is beginning from the involvement of student in thinking about the ideas after the process of reading or seeing a something, and sharing ideas with his or her friend before the process of writing. So this strategy consist of three steps the first steps is students think individually to find the ideas, the second steps is they talking and sharing the ideas with their partner and last steps is they write the ideas. In this study the writer will taught the think-talk-write strategies in several activities such, a) The teacher explain about the definition, generic structure and language features of descriptive paragraph and also explain about the think-talk-write. b) Then, give the picture, word or thing related with the topic. The students think about their characteristics. b) Share or talk the ideas with their partner and memorize them. c) Write the ideas in the students’ book become a sentences of descriptive paragraph. The teacher as a facilitator must be creative to teach their students. They can use many strategies to teach that appropriate for their class. In this study the writer will take two classes (A and B class) to be investigated. The first class will taught by think-talk-write and the second class do not taught by think-talk-write in writing descriptive text.

2. *Theoretical Subject*: in this study the writer chooses one topic based on the curriculum in second semester, which is about Describing Things and Animals.

1.6 Definition of Key Terms

To avoid misunderstanding of the terms used in this study, following is the definition of terms used:

- a. Think-Talk-Write : A Think-Talk-Write strategy is beginning from the involvement of student in thinking individually to find the ideas after the process of reading or seeing the picture, and then sharing the ideas with his or her friend before writing.
- b. Writing skill : Writing is a process of delivering ideas through written text or translating what is on mind through written language.
- c. Descriptive text : Descriptive text is a text based on what a person or a thing is like. The purpose is to describe particular person, place or thing.