

CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, statement of problems, objectives of the study, scope and limitation, significant of the study, and definition of key terms.

1.1. Background of the Study

English is one of important language which should be mastered for everybody. Especially, most of English teachers all over the world try to find good way how to teach English to the students.

Generally, there are four skills in learning English which are reading, listening, speaking, and writing. Reading and listening is inputs whereas speaking and writing is outputs. They are important to cover teaching and learning process of English as foreign language. These skills are very closely and significant because they are used to respond in the social life. Therefore, English lesson is aimed to develop those four skills, so that the students are able to communicate in English.

Writing is a skill to show ideas. According to Orr (1999: 72) writing is the developing steps that are generally parallel to skill of oral language in English. Students write the continuous sentences to arrange paragraphs then students arrange them to a text. They show their ideas within a written text.

Writing is the last skill of four skills in English language. Writing skill is not only a simple skill to write own ideas in a text. Writer should pay a lot of attention to the components of writing. They are content, language structure, punctuation, and vocabulary. Every sentence should have the continuous of meaning, so that the readers could understand the written texts easily.

Writing is one of the skills that must be mastered by students. Writing is one of skills to be learned by the students of junior high school, so that the students will be able express their ideas and feelings through writing. Writing itself is an important skill for the learners. Moreover, writing is a difficult and tiring activity and usually needs time for reflection and revision, and a peaceful environment, but none of them commonly available in the classroom (Kavaliauskiene, 2010).

Tarigan (2008: 3) said that writing is productive and expressive activities. As productive because by writing the students can convey the idea and the personal message to others. As expressive because the submission of the ideas that the writing contains the meaning that are useful for both the authors and others who read it.

In the teaching and learning process of writing, many students say that writing activity is not interesting and difficult especially develop ideas in their writing. The students were also confused about some component of writing; those are grammar and vocabulary. The problem is cause by the teacher because usually the teacher only use textbook in teaching writing and

asking the students to write a paragraph without explaining the procedure to make good writing. It is supported Munir (2011) he said that teacher often give task of writing without giving appropriate steps to produce good work.

Actually, there are some causes of the difficulty of someone to write which are the sharpness of thought, organization, language proficiency, and theory. Students usually direct deliver their behavior toward activities that they value and in which they have some expectancy of success (Gross Davis, 1993).

Writing descriptive text is one of the genres in writing a paragraph. Generally, there are texts which have to be mastered by students in junior high school. Those are procedure, narrative, and descriptive. Descriptive text presents a story by showing the characteristic of person, animal, or place such as the color, shapes, and others. This text needs detail information to describe an object in order to the reader understand and be able to imagine about what the author means.

In fact, many students get difficulty to write descriptive text which they cannot develop their idea into paragraph because they does not get technique or steps how to develop idea in their writing so that they feel lazy to write. Besides that, some of students assume that achievement on writing is difficult because they have to master vocabulary and grammar. To make the students interest and feel enjoy in teaching learning process the teacher should have a good strategy to teach writing descriptive text. There are many

strategies to solve the problem but one of effective strategy that is used by some teachers in teaching descriptive writing is Think Talk Write Strategy.

According to Suyatno (2009:66) Think talk write is a strategy starting with thinking after seeing, then share the result of thinking through discussion before writing process. The strategy consists of three parts, the first they have thought about the ideas and make a note after seeing, and then they must talk and discuss the idea and note with their partner, last the process of writing.

Teaching descriptive writing by using think talk write strategy can improve the students' vocabulary and grammar. Besides, the strategy can make the students easier to develop idea in their writing. So the students can get good achievement in learning writing descriptive text. These supported by Dhamayanti (2013), in her classroom action research design said that teaching using think talk write strategy could improve the students' writing in terms of grammar and vocabulary.

The researcher conducts this research at MTs Muhammadiyah 1 Dukun and MTs Ykui Maskumambang. The researcher chooses those two schools because the school have already experienced in teaching writing descriptive text by using think talk write strategy. Actually, think talk write is a strategy for teaching Mathematics learning, according to Imama Wahidah (2011) with the title improving the students' mathematics learning outcomes by using think talk write strategy for VII grades at SMP Brawijaya

Smart School (BBS), the result show that think talk write is beneficial to improve students' mathematics learning outcomes.

However, the teachers of those two schools use think talk write strategy in teaching learning English especially witting skill and the teachers said that think talk write strategy can improve students' writing skill especially descriptive text. Besides, the students become active in writing class by using think talk write strategy and the teaching learning process also becomes interesting and not monotonous. Based on the explanation above, the researcher interests in investigating think talk write as strategy of teaching writing descriptive text that is applied by English teachers at Mts. Muhammadiyah 1 Dukun and Mts. Ykui Maskumambang. Therefore, the researcher decides to conduct the research under tittle "The Implementation of teaching writing descriptive text through Think Talk Write strategy for seventh grades at MTs Muhammadiyah 1 Dukun and MTs YKUI Maskumambang".

1.2. Statement of the Problems

According to the explanation above, researcher decided two problems that will be answered later, they are:

1. How is the teacher's implementation in teaching writing descriptive text?
2. How are the student's responses toward the use of think talk write strategy in teaching writing descriptive text?

1.3. Objectives of the Study

Related to the research question stated, the purposes of the study are as follow:

1. Knowing the teacher's implementation and the steps in teaching writing descriptive text through Think-Talk-Write strategy.
2. Knowing the student's responses at seventh grade of MTs. Muhammadiyah 1 Dukun and MTs. YKUI Maskumambang after the process of teaching and learning in writing descriptive text through Think-Talk-Write strategy.

1.4. Scope and Limitation of the Study

The scope of this study is the English teacher of 7A class of MTs. Muhammadiyah 1 Dukun and 7B class of MTs. YKUI Maskumambang and also the students of those classes.

The limitation of this study is focused on the use of think talk write strategy in the teaching writing descriptive text to the seventh grade students.

1.5. Significance of the Study

The result of the study is hoped give benefits from theoretical and practical aspect.

1. Theoretical significance

For theoretical significance, this study gives knowledge for teacher about how writing class to be interesting by implementing think talk write strategy that is so the students interest with writing class.

2. Practical significance

a. For the teacher

It is hoped that the use of think talk write strategy in teaching writing can be an alternative way for English teacher in understanding concept in teaching writing. So, the teacher can solve the students' problem in writing skill.

b. For the student

It is expected that the use of think talk write strategy can be an effective way in learning writing. So, the students can enjoy in learning writing and helps them to develop their idea in their writing easily.

c. For reader

It is expected that the result of the study give the information related to the teaching writing using think talk write strategy.

1.6. Definition of Key Terms

To avoid misunderstanding, the writer defines the key terms as follows:

1. Writing

Writing is a skill to express ideas and interact or communicate with others in the written form.

2. Think Talk Write

Think Talk Write is a strategy begins with the involvement of the student in thinking individually to find the ideas and then sharing the ideas with his or her friend before writing.

3. Descriptive Text

Descriptive text is a text which describes or gives information about certain place, animal, or people specifically. The description includes parts, qualities, and characteristics.