

CHAPTER I

INTRODUCTION

1.1. Background of The Study

Based on the development of studies related to the problem on writing at the grammar and punctuation. Beverly Ann Chin(1962) state that as students can revise and edit their writing, the teachers also can provide the grammar instruction, from that student's guides in their attempts to identify and correct problems in sentence structure and usage. For example, a teacher who sees that many students are writing sentences contain misplace modifiers can present a minilesson on this concept, using examples from student writing. The teacher can know easily from the students problem at writing skill. While McKenzie, M.(2001) state that use pauses is important to clarify the meaning of the words. especially in write at the punctuation. Misplaced or insufficient's punctuation can change the meaning unintentionally and create ambiguity. Well used punctuation, on the other hand, can enhance clarity.

The researcher by Anderson (2001) found a problem faced by the students in writing when the researcher taught the students. When the researcher has the free time, the researcher try to discuss with the students what their difficulties in learning English. Most of them say that their difficulties are to write texts. The students have the problem in writing texts. They are hard to find vocabulary because they don't want to search for words in dictionaries, many students can write but they are still confused in understanding vocabulary they have use in their writing. In using vocabulary in writing, the students also should choose them appropriately to avoid misunderstanding.

By the researcher's problem from Jeremy(2004) state that using T3(think,talk,text) strategy that's look from the teaching and learning writing process. The students can be

active learners because when they have problem in getting and organizing idea, they can ask their friends in group to solve it. The students think and talk critically with their friends. They used to share ideas easily without afraid of making mistake and be laughed by their friends. They become more comfortable with this process. This situation make good influence toward at their writing. Think,talk,text focuses on how the students thinking clearly about a topic. By thinking, students learn to find so many ideas and information related to the topic. All of the information by individually, then will be talked in a discussion of group. By talking, each student in a group will learn how to share their idea and information and compile it in a written form by writing skill. Think,talk,text strategy is used to develop the writing fluently and exercise the language before write them. In this case, the students involve with themselves to think or make dialogue after reading process, then talk by sharing ideas with their friends before writing.

There are some activities students do in Think Talk Text. 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 discusessed 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 steps is students activity in “text”, the last activity in think talk text is writing.

Many researcher have been research at this strategy such as by Eka(2010) at the title of research improving studenrs reading skill of recount text by using think,talk,text strategy at MTS Bangko whose finding stated the strategy was appropriate to improve the skill with the material, this research was done,significant and succesfully, and then by FaniApriliyah (2010) at the title of research the effectivenesss of applying think,talk,text strategy on students achievement in reading analytical exposition text at SMA Swasta Al-Fattah whose finding stated that the strategy was appropriate in the students achievement in reading skill,

this study was done and successfully but there are two strategies that revealed that no significant of using T3 in order to improve writing skill. Such as, Nurmala and Kusuma(2013) which reveal the use of T3 to improving writing skill by using narative text SMA N 3 Sragen. that researcher revealed that no significant of using T3 in writing skill by using that text, the researcher conduct there are a mistakes in the process when they research as like at the sample, They said that the sample is very little. While Lestari(2014) Show that the use of T3 strategy to improving writing skill by using descriptive text MTS Abahyah Gabus Pati, that researcher also revealed there is no significant in that research, and that from the process of research also as like at the sample, but the researcher also conduct the researcher still not succesful from the imbalance of the strategy and the material used.

Based on previous research theories above,there are some similarities. Between their studies have the same goals that improve their Writing skill. But from the third and the fourth research have the similarities they have a some mistakes at that research and have a same results its mean the result is no significant and that from the process. So that research conduct to the further research to research the same strategy and the same skill but must use a different material and must use a sample not too little and because many researcher from previous study using subject at Senior High Schol and Junior High School so the researcher want to research at Vocational High School.

There are many kinds of text that can be used to help students develop their writing such as narrative, descriptive, explanation, recount, information, procedure, report, exposition, and argumentation, they pare very useful for the teacher to achieves the instructional goals of teaching learning process and they can also be interesting for the students. One of the texts taugh for the students in Vocational High School is Procedure Text. According to Mark and Kathy Anderson(1983) say that procedure text is to describe how something is accomplished throught a sequence of actions or steps. The information is

presented in a logical sequence of events which is broken up into small sequenced steps. To explain how to do something clearly, break the process down into series of steps and explain each steps.

There are many school of Vocational High School which didn't accept because the strategy is not appropriate with that school but the researcher find once a school which apply the strategy of Think,Talk,Text By Using Procedure text, that is at SMK Maskumambang Dukun Gresik. So based on the situation above, the researcher is inspired to conduct research of teaching writing by using Think,talk,text strategy. It will be investigated throught research work entitled "The Effectiveness of Applying T3(Think,Talk,Text) Strategy on Students Achievement in Writing Skill By Using Procedure Text at SMK Maskumbang Dukun Gresik.

1.2.Statement of the Problem

In this study the researcher present to answer the following research question:

- What is the significant effect of Applying T3 (Think,Talk,Text) Strategy on Students Achievement in Writing Skill By Using Procedure Text at SMK Maskumambang 2 Dukun Gresik?

1.3.Purpose of The Study

According to the problem statement above, the objectives of the study can be stated as follow

- Based on the statement of the problems above, the researcher wants to investigate The Effectiveness of Applying T3 (Think,Talk,Text) Strategy on Students Achievement in Writing Skill By Using Procedure Text at SMK Maskumambang 2 Dukun Gresik.

1.4.Hypothesis of the Study

Based on the problem presented above, the hypothesis is formulated as follow:

- There is significant of Applying T3 (Think,Talk,Text) Strategy on Students Achievement in Writing Skill By Using Procedure Text at SMK Maskumambang 2 Dukun Gresik.

1.5.Significance of the Study

For theoretical significance, the researcher expects that this study can contribute to the development of teaching writing, especially for theory related to joyful strategy using Think,Talk,Text which be able to develop their writing capability.

- For the teacher

This study is supposed to help English teacher to reduce problem of teaching writing and find the strategy to teach writing. Also, it is supposed to give variation of strategy to teach writing skill.

- For the student

This study is supposed to ease and motivate students to improve their writing capability through Think,Talk,Text strategy especially in writing procedure text.

- For other researchers

Hopefully this study can be a reference and source relating to teaching writing strategy.

1.6. Scope and Limitation

The target of study was to investigate the Effectiveness of Applying T3(Think,Talk,Text) Strategy on Students Achievement in Writing Skill By Using Procedure Text at SMK Maskumambang 2 Dukun Gresik .Furthermore,this study focused on students'writing skill. Where the scope and limitation of the study were limited to the subject and object of the research.

- Subject

The subject of the study was limited for SMK Maskumambang 2 Dukun Gresik.

- Object

The research of object was limited on the students'achievement on Writing Skill through Think,Talk,Text By Using Procedure Text at SMK Maskumambang 2 Dukun Gresik.

1.7. Definition of Key Terms

- Writing is a skill in English language that should be trained continually. This skill should be done through processes. The processes of writing are going to determine the quality of writing. Therefore, students should be trained to write for showing ideas.
- Think-Talk-Text is a strategy which is purposed to improve students writing capability. This learning strategy starts from thinking through writing material and the

result of writing is to communicate through presentation,discussion, and then making note about the result of discussion.

- Procedure text is to describe how something is accomplished through a sequence of actions or steps. The information is presented in a logical sequence of events which is broken up into small sequenced steps.
- Effectiveness is the capability of producing a desired result or the ability to produce desire output.