

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language plays an important role in human life. By using a language, people can express their ideas, feelings and information through communication. No one can interact with others without using language. Therefore, it is very important to learn language.

Nowadays, English is an international language used to communicate in most countries in the world. English can be used to cooperate among people in the world. In addition, English plays a remarkable role in developing and maintaining science and technology. As a result, English is taught at schools as the foreign language. It is also taught to the students in order to achieve four language skills namely reading, speaking, listening, and writing.

Writing is a powerful instrument for students to use to express their thought, feelings, and judgment about what they have read, seen or experienced. One of the language skills that can encourage students to be more productive and creative is writing skill. Therefore, students need comprehension to be able to write in English to internalize the English they learn. Harmer (2004) states that “writing in any language is difficult skill to acquire. Therefore, students should approach writing in English carefully. In order to write well, students should have an understanding grammatical structure, vocabulary, and tense usage”.

In this case, it is important for students to learn many aspects in writing, especially grammatical structure, selecting the appropriate vocabulary and also

tense usage. Unfortunately, most of students cannot learn writing skill well. They often get difficulties in expressing and constructing their idea through written form. In addition, they also feel bored with teacher's strategy in teaching writing in the class. The teacher always teaches writing by using traditional strategy. Due to reason above, language instructors have to find the joyful strategy that makes students interested and easy to learn writing so that we can change the students' opinion that learning writing is the hardest skill to acquire.

In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

There are many kinds of texts that can be used to help students develop their writing such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieves the instructional goals of teaching learning process and they can also be intersting for the students. One of the texts taught for the tenth grade students of senior high school is narrative text.

Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to

some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997) states that narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener. So, narrative text is suitable lesson for students to achieve writing because narrative text tells about an interesting story that can make students enjoy writing.

Basically, writing is an interesting and enjoyable activity if teacher can create interesting learning processes and challenging activities. It is enjoyable part of the foreign language lesson, as it provides students a space to express their personalities. Writing has been characterized as written thinking. Students should be encouraged to express their idea through experience and feeling. To achieve the purpose, we should understand students' characteristics. Moreover, to improve students' ability in writing skill, English teachers should provide materials, which is suitable with the curriculum and the suitable method in teaching learning process. As stated by Hyland (2002), "writing is learned, rather than taught, and the teacher's best method is flexibility and support".

At present, the government is implementing curriculum 2013 at school to replace the previous curriculum-KTSP in 2013. Curriculum 2013 is believed to be able to develop students' affection, skills, and knowledge. Curriculum 2013 is also considered relevant with the idea that learning is a scientific process in the classroom. Thus, how learning takes place should be scientific-based, meaning that all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and networking.

Therefore, the teacher should have a appropriate strategy to achieve this goal in teaching English especially in teaching writing narrative paragraph.

One of suitable strategies in to improve students' ability in writing narrative paragraph is *Think-Talk-Write*. According to Huinker and Laughlin (1996) "The *think-talk-write* strategy builds in time for through and reflection and for the organization progresses from student engaging in through or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing". There are some activities students do in *Think-Talk-Write*. 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 discussed 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 "*write*". The last activity in *Think-Talk-Write* is writing. In addition, Yohana And Amrin (2013) tell in their research that Think-Talk-Write strategy significantly improves the students' achievement in descriptive paragraph. So, the researcher concludes that this strategy is suitable in teaching writing, especially in writing narrative text.

Based on the situation above, the researcher is inspired to conduct research of teaching writing by using *think-talk-write* strategy. It will be investigated through research work entitled "The Effect of Think-Talk-Write Strategy in Writing Narrative Text for Tenth Grade of Senior High School".

1.2 Problem Statement

In this study, the researcher presents to answer the following research question:

1. How does Think-Talk-write strategy affect students' performance of writing narrative text in tenth grade of senior high school?

1.3 Objective of the Study

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

1. To find the effect of students' performance by using Think-Talk-write strategy of writing narrative text in tenth grade of senior high school.

1.4 Hypothesis of the Study

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

There is a significant Effect of Think-Talk-Write Strategy in Writing Narrative Text for Tenth Grade of Senior High School in the academic year 2014/2015.

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-Write which may be able to develop their writing capability.

For Practical Significance, The result of this study can contribute some benefits to students and teachers as follow:

a. 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.

b. For the students

This study is supposed to ease and motivate students to improve their writing capability through Think-Talk-Write strategy especially in writing narrative text.

c. For other researchers

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

1.6 Scope and Limitation

To make the problem not too wide in this research, it is necessary for the researcher to limit the problem. This study focuses on the problem to improve students' ability to write narrative text by using Think-Talk-Write strategy. The researcher observes Think-Talk-Write strategy for tenth grade students at SMA AL-MUNIROH Ujungpangkah Gresik.

1.7 Definition of Keywords

Some definitions are needed to give explanation for the readers and to avoid misunderstanding. The definitions of keywords are:

- **Effect** is a result of students' writing ability after being given a Think-Talk-Write treatment as a strategy to improve their writing capability.
- **Writing narrative text** is an ability to compose a fairy tale paragraph which will be scored from content, organization, vocabulary, and grammar.
- **Think-Talk-Write** is a strategy which is purposed to improve students' writing capability. This learning strategy starts from thinking through reading material and the result of reading is to communicate through presentation, discussion, and then making note about the result of discussion.