

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is the important aspect in human interaction. People communicate and interact with others using language, as a means to express the feelings, thoughts, and ideas. In globalization era, English is one of the crucial language. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research (Ariyanti in Cahyono 2010: 91). English is one of the most widely-used language and it is important means of communication in the global community. Most of community in the whole world use English in order to communicate with others who have different languages (Cahyono 2010: ix).

There are four skills in English language such as listening, speaking, reading and writing. Writing is an important English skill that has to be learned beside the other language skill. According to Heaton (1990: 135) states the writing skill are complex and sometimes it difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Writing is purposeful and communicative activity that responds to other people and other texts. Marsudiono (2008:1) states writing can cure our mental diseases. Boring, hate, stress, anxious, dull, lonely, jealous, cranky, sad, misery, and dissappointed, all of this feeling will die and fly to the sky whenever there is a pen in our hand to express it.

Students' writing skill should be developed. Writing skill will help students to develop their language and reasoning skill as well. Moreover, writing skill can be extended to be more than just academic activities. The ability to write effectively is becoming increasingly important in global community and instruction in writing is thus assuming an increasing role in second and foreign language education (Cahyono, 2010: 103).

Based on preliminary study done by the researcher at the eighth grade of MTsN Pulosari, it was found that the students' writing skill are still low because many factors such as the students lack of vocabulary, have difficulty in expressing their ideas, and the students do not interested in writing activity. Therefore, it is important to focus on the teacher's intention on the improvement to stimulate the students to write. For this purpose, active learning will be demanded. This problem actually is a matter of teaching method that should be conducted by the teacher. So, the teacher have to find out the special teaching method to facility the students to solving their problems.

Based on the explanation above, the researcher chooses Think Talk Write (TTW) Strategy to make the students become active and improve the writing skill. Think Talk Write is a strategy to build precisely to think and reflect and to organize ideas and to test the idea before students asked to write (Huda, 2013: 218).

Based on the statement above, it can be concluded that the students' writing skill at eighth grade of MTsN Pulosari are still low because the students lack of vocabulary, have difficulty in expressing their ideas, and the students not

interested in writing activity. For that reason, the researcher wants to conduct a research entitled “Improving Students’ Writing Skill Through Think Talk Write Strategy at the eighth grade of MTsN Pulosari in the academic year of 2014/2015”.

### **1.2 Statement of the Problem**

Based on the background of the study above, the researcher formulates statements of the problem as follows:

- 1) Does Think Talk Write Strategy able to make the students improve the writing skill at the eighth grade of MTsN Pulosari in the academic year of 2014/2015?
- 2) How does Think Talk Write Strategy improve students writing skill at the eighth grade of MTsN Pulosari in the academic year of 2014/2015?

### **1.3 Purposes of the Study**

Based on the statement of the problem, the purposes of this study are:

- a. To know how the improvement of Think Talk Write Strategy at the eighth grade of MTsN Pulosari in academic year of 2014/2015.
- b. To describe improvement of students’ writing skill using Think Talk Write Strategy at the eighth grade of MTsN Pulosari in academic year of 2014/2015.

#### **1.4 Significance of the Study**

The result of this study is expected to give contributions for:

- a. The students. This strategy may motivates the students to study writing well and improve students' knowledge in writing skill.
- b. The English teacher. The result of this study is expected to improve the teacher's spirit and motivation to create strategy, technique or style to help the students' process in writing and to help teacher's to find strategy to teach writing skill.
- c. The school. The implementation of learning English using Think Talk Write Strategy is expected to be able to increase the quality of education in the school.
- d. The researcher. The researcher hopes this research will be useful as an experience and can implement this strategy in English learning process.

#### **1.5 Scope and Limitation of the Study**

There are some methods of this study in teaching writing, but in this research, the researcher uses Think Talk Write Strategy. The researcher uses Think Talk Write Strategy as a teaching technique in writing. The subject of the research is the students of the eighth grade of MTsN Pulosari in the academic year of 2014/2015.

## 1.6 Definition of Key Terms

To avoid misunderstanding, the definitions of the key terms are used in this research. The key terms are as follows:

*Writing skill :* Is a complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements (Heaton,1990:135).

*Think Talk Write:* Is a strategy to build precisely to think and reflect and to organize ideas and to test the idea before students asked to write (Huda, 2013: 218).