

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain about background of study, statement of problems, purposes of the study, significance of study, scope and limitation and definition of key terms.

1.1 Background of Study

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language (Siahaan, 2008: 1). These rules are used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign (international) language that should be mastered by the people. As international language, English is very important in the world. Firstly, using English is the easiest way to communicate with the people from other countries for many aspects in human life such as technology, economy, social, and politics. English is spoken in the most International events and used as the medium of information flow on science, technology, culture and education as well. Second, English language is one tool to establish the people viewpoint. They can learn from others experience and also propagate their theories among the international audience and readers. Third, English is needed in education. Generally, higher degree needs higher linguistic competence, one of the competences is good ability in English. Besides, many knowledge and science

books written in English. So the students must be ready and master English well to confront with this challenge.

Nowadays, based on our newest curriculum in Indonesia that is 2013 curriculum, the students are expected to master and use English well. The aim of 2013 curriculum will not be successfully achieved if the language teaching does not consider four basic skills of language, which include listening, speaking, reading, and writing. Therefore, writing is the most important skill to be mastered, although most students say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, much time, and great attention of the writer towards the process of writing itself. However, writing is a fun activity for several people. By writing, they can express their ideas, facts, feeling, experience, and thought in written form.

Writing in its broad sense as distinct from simply putting words on paper has three steps; thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). It means that writing is a continually process (Kane, 2000: 17).

The other definition of writing is stated by Nation (2009: 113) writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. While writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just

about conveying content but also about the representation of self. Writing involves exploring, generating, capturing and organizing ideas in order to offer information to others through explanations, description, persuasive and discursive arguments, as well as through more poetic and aesthetic forms (Cremin, 2009: 87)

From the explanation above, the writer can conclude that writing is a complex process that contains many aspects like the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation to express a lot of information, ideas, issues, events, feeling or thinking and write them into sentences, paragraphs, and an essay.

Based on the researcher's experience when she practiced teaching (PPL) at SMK Negeri 1 Ponorogo, there are some problems that arise when she gave them writing materials in the class. The first problem is when the students' writing product is not comprehensible, it is because the content of the writing's composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. The second problem is a common problem that often happened in writing activity, when the students did writing activity, there are many errors in vocabulary, grammar, and spelling. Maybe this problem is caused by the wrong habit when they were still in Elementary School or Junior High School, when they wrote sentences or paragraphs and there were many errors in vocabulary, grammar, and spelling, the teacher never showed them if the vocabulary, grammar, and spelling they wrote were incorrect. Third problems are when the students cannot think through everything they want to say before they write and they also cannot simply transfer their thinking into writing. Another

problem is when the students have low motivation and they are not interested in doing the task as long as the writing activities are not interesting. Generally, the students are asked to write sentences and paragraphs without being given some clues so that it is difficult for them to express their ideas on a piece of paper. In addition, according to Riddell (2003: 138) writing is a skill that is often neglected, partly because its relevance is not always clear, and partly because teachers don't always know the best way to approach it. So the difficulties of writing are not only come from the students but also come from the teacher.

However, the difficulties that students found in writing activity are the process to produce a good writing itself. The fact of students' difficulties in writing activity above is also happened at the eleventh grade of SMK Negeri 1 Ponorogo. Almost all students have difficulty in writing activity. Furthermore, the method that applied in class by teacher might influent the student's achievement.

Generally, the teacher teaches writing just only by asking the students to write sentences, paragraphs or essay based on the material they have gotten, do the task individually based on their own creativities. So, most of the students are bored to that monotonous activities. These problems above are crucial in SMK Negeri 1 Ponorogo. Thus, the writer is interested in conducting the classroom action research to help and motivate them in increasing students' writing skill.

Based on the problems above, it is important to take a consideration in order to solve the problem and to improve the students' achievement in writing skill. The writer thinks that there are any faults in learning process so the writer must evaluate both the teachers and the students. As the teachers, they must be

aware about the students' needs. Maybe the traditional method has become boring activity so the teacher must use variety of methods to teach English. Besides, as the students they must stop to think that English is difficult. Having faults in their writing activity are not do a false step. This is the step to be better. We will never know the best if we never do the worse. So, to overcome these obstacles we need a good method to realize the goal in the end of learning. One thing that must be taken in teaching learning process to be better is the strategy in teaching writing.

In line with the strategy in teaching reading to become better, the writer suggests a new strategy to teach writing well and more interesting. This strategy called TTW. TTW strategy stands for *Think, Talk, and Write*. "TTW is a learning strategy that started by the process of thinking through reading material (observing, criticizing and alternative solution), the reading result is communicated to the presentation or discussion and then making a report presenting the results", stated by Ngalimun (2013: 170). The first step is *Thinking*, in this step the students should think the ideas or topic that given by the teacher. The second step is *Talking*, the students have to say everything according to what they think in the previous step. In this step they can speak to the class or in group discussions. The last step is *Writing*. In this step the students should develop their ideas and think what they have told in previous step, and then organize the sentences in a written report.

Based on the background above, the writer is interested in writing a thesis with title "The Implementation of *Think, Talk, Write* (TTW) Strategy to Improve

the Student's Writing Skill at the Eleventh Grade of SMK Negeri 1 Ponorogo in the Academic Year of 2013/2014.”

1.2 Statement of the Problem

Based on the background above, the statement of the problems are:

1. How is the implementation of *Think, Talk, Write* (TTW) Strategy in teaching writing at the Eleventh Grade of SMK Negeri 1 Ponorogo?
2. Can *Think, Talk, Write* (TTW) Strategy improve the achievement of the eleventh grade of SMK Negeri 1 Ponorogo?

1.3 Purpose of the Study

Based on the statement of the problem above, the purposes of this research are:

1. To know the implementation of *Think, Talk, Write* (TTW) Strategy in teaching writing at the Eleventh Grade of SMK Negeri 1 Ponorogo
2. To know the students' writing improvement by using *Think, Talk, Write* (TTW) Strategy at the Eleventh Grade of SMK Negeri 1 Ponorogo

1.4 Significance of the Study

The significance of this study can be viewed from aspects as described below:

1. The teacher

This strategy can help the teacher to understand the way to handle the students in teaching writing using Think, Talk, Write strategy and it will give contribution to successful teaching learning English.

2. The school

It becomes a source of consideration for the official institutional policy as effort to produce better outcomes, especially in improving students' writing skill.

3. The students

This strategy is able to make the students easy to organize written product after they did the steps of TTW strategy. Even, it makes the students have writing addiction with their own creativity.

4. The researcher

It develops teaching method effectively, efficiently and fun learning which involve the whole students in English teaching learning process to improve students' writing skill.

5. The next researcher

The significant of this research is to contribute useful information for the next researcher of teaching writing and gives experience for them to conduct their own research.

1.5 Scope and Limitation of the Study

1. Scope of the study:

The study is focused on the application of TTW Strategy in teaching writing recount text to improve the students' writing skill.

2. Limitation of the study:

The writer limits this study only about teaching writing by using TTW Strategy and focused at the eleventh grade (XI AP 1) of SMK Negeri 1 Ponorogo.

1.6 Definition of Key Term

To make easier in understanding this research, the researcher defines the key terms as follows:

Writing Skills : is a personal act in which writers take ideas or prompts and transform them into self-initiated topics. In order to write well, learners need to incorporate the purpose or prompt into their own unique approach to writing (O'Malley and Pierce, 1996: 136)

Think, Talk, Write Strategy : is a strategy that facilitates training in oral and written the language fluently. TTW strategy encourages students to think, talk and then write a specific topic (Huda, 2013: 218)

Recount Text : is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to

audience. There is no complication among the participants and that differentiates from narrative.

(Wahidi, 2009: 12).