

CHAPTER I INTRODUCTION

A. The Background of the Study

In learning English subject, there are four skills that should be learned by the students. They are listening, speaking, reading and writing skill. By mastering those four skills, students will be able to communicate, to share or convey their message, ideas, and feeling either in written and spoken form. And, the most required of those four skills in academic field is writing.

Writing is the way of us to convey out ideas, thought, message and feeling in outcome way, available form, and permanent record. Writing is not just for communicating but also helps to develop analytical abilities, knowledge construction and retention (Taylor & Drury in Rijlaarsdam:2005). It also provides opportunities for students to develop clear thinking skill.

Sharples (1999:6) states that writing is analytic, requiring evaluation and problem solving, yet it is also a synthetic, productive process. By writing, student will learn how to compile between information, ideas, thought and feeling become a unit product that available for everyone. Students of Senior High School are claimed not only to be able to speak but also to write in English. Based on Educational Unit-Oriented Curriculum, teaching and learning process requires teacher to teach by genre based approach. Students should be able to write various kinds of text.

For the grade XI, students are expected to express the meaning of a short functional text and essay in the form of Report, Narrative, Analytical exposition, Hortatory exposition, and Spoof.

During conducting Observation in Al-Fattah Senior High School, the writer found that students have some difficulties to write well in English, especially in writing analytical exposition text. First, the students do not have enough vocabulary, ideas and fact to write. Second, the students cannot organize ideas and fact they have well.

Analytical Exposition itself is a text that elaborates the writer's idea about the phenomenon surrounding. The purpose of this text is to inform, describe, and explain the author's point of view about a case or topic. Pardiono (2007: 215) states that Analytical Exposition is the effective way to argue that something is the case. Analytical exposition is the best matter for the students to share their idea, thought, and argument about a case in written text.

In writing analytical exposition, student should take one position of the case, agree or not, pro or contra, positive or negative. In order to empower their position and also the arguments, it is necessary for students to be able to find so many ideas, facts, information, and thought about a topic or case that they are going to write and organize it based on the generic structure of analytical exposition.

Due to the condition above, the teacher should be able to apply the appropriate strategy to teach analytical exposition to the students. Teacher needs applying an interesting and a helpful strategy that emphasized the thinking capability of students.

In this case, the writer believes that Think-Talk-Write (TTW) is one of strategy that suitable to be applied in this teaching and learning process.

Think-Talk-Write is a cooperative learning strategy introduced by Huinker and Laughlin. This strategy basically built through thinking, speaking, and writing. Martinis (2008:84) states that Think-Talk-Write strategy is grouping 3 up to 5 students in one group involving student to think and discuss by themselves after read, then talk and share their ideas with their friend before they write it.

Think-Talk-Write focuses on how the students thinking clearly about a case or topic is. By thinking, students learn to find so many ideas, facts, information, and knowledge related to the case or topic. All of the information, facts, idea, and knowledge 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.

Based on the previous explanation, this research will be implemented in orderto prove if the applying Think-Talk-Write is effective on students' achievement in writing analytical exposition text.

B. The Problem of Study

In relation to the background, the problem of the study is formulated as follows:

“Is the students' achievement in writing Analytical Exposition text affected significantly by applying Think-Talk-Write strategy?”

C. The Objective of the Study

In line with the problem, the objective of the study is to find out if Think-Talk-Write Strategy significantly affects on students' achievement in writing Analytical Exposition text.

D. The Scope of Study

The scope of study is limited to the study of some aspects of analytical exposition, which are the generic structure and the language features. And also focuses on the effect of applying of Think-Talk-Write Strategy.

E. The Significance of the Study

Findings of the study are expected to be useful for:

1. Teachers who may apply this as one of the alternative strategy in improving the quality of teaching writing, especially teaching writing analytical exposition texts.
2. Students who want to improve their writing skill.
3. Readers who are interested in doing further research related to the study.