

CHAPTER I INTRODUCTION

A. Background of the Study

English is an international language that is used all over the world. It is important for people to master English in oral and written form, in order to be able to communicate, to share or convey message, ideas and feeling. Since learning English is becoming more and more important nowadays, it has been introduced as the foreign language taught in every school in Indonesia. Teaching English will be related to four skills, they are: listening skill, speaking skill, reading skill and writing skill. Reading and listening are referred to the receptive skills, while speaking and writing are referred to the productive skills. By mastering those four skills, students will be able to express ideas, feelings, thoughts, opinions and the most required of those four skills in academic field, that is writing.

Writing is very important to master since writing itself is an action to show analytic activity, requiring evaluation and problem solving, yet it is also a synthetic, productive process. Sharples (1999:6). By writing, student will learn how to compile between information, ideas, thought and feeling become a unit product that available for everyone. However, McCrimmon in Faulina (2013) states that writing is the most difficult skill in learning process that allows the writer to explore thoughts and ideas.

But, Reid in Nurussaniyah (2010) states that writing which consists of process of talking, drafting, revising, and editing is usually easier, better and more successful if it is done in groups. Nurussaniyah (2010) adds that written product

is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In the first year of Senior High School, the basic competency that should be achieved in the writing English subject is that students have abilities in developing and producing written simple functional text in the form of procedure, descriptive, narrative, news item and recount. 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 X, students are expected to express the meaning of a short functional text and essay in the form of Procedure, Recount, Narrative, News Item, and Descriptive.

Pardiyono (2006:165) states that descriptive text is a text which is contain a description about an object, whether it is living thing or unliving thing including human and animals. Its purpose is to describe a particular person, place or thing by using adjectives. According to Siahaan and Shinoda (2008:89), the generic structures of descriptive text are identification and description. In identification, the writer identifies phenomenon to be described. In description, the writer describes parts, qualities and characteristics.

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

Due to the condition above, the teacher should be able to apply the appropriate strategy to teach descriptive text to the students. Teacher needs apply 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 which is appropriate 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 in Rahmawati (2013:28) 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 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.

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

B. The Problem of the Study

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

“Is there any significant effect of using Think-Talk-Write Strategy on students’ achievement in writing Descriptive Text?”

C. The Objective of the Study

In line with the problem, the objective of the study is to find out if there is a significant effect of using Think-Talk-Write Strategy on students’ achievement in writing Descriptive Text.

D. The Scope of the Study

The scope of study is limited to writing descriptive text particularly describing people and cartoon characters which covers the generic structure and the language features.

E. The Significance of the Study

The result of this study is expected to be useful and meaningful for:

1. Teachers who may apply this as one of the alternative strategy in improving the quality of teaching writing, especially teaching writing descriptive text.
2. Students who want to enlarge their knowledge in writing a descriptive text.
3. Other researchers who are interested in doing further research related to the study.