

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Human can not be separated with communication. Communication helps human to deliver a message or more. The best instrument which is used to communicate is language. According to Sanggam (2008:10) language is a set of rules used of human as a tool of their communication. Language is an instrument to convey information which is used to express ideas, feeling, purposes, thoughts, and opinions in written or spoken way. There are many languages that human beings produced in communicating with their societies.

One kind of languages that we learn as a foreign language is English. English is considered as a global lingua franca which means English as a first language, as a second language, and as a foreign language. English is officially admitted as the first international language. Our government realise that by learning English as a foreign language, students are able to communicate well in all international activities such as; diplomacy, global tender, tourism, education, and so forth. In formal education, people, in Indonesia, have generally learnt English from elementary school until university and at present in some kindergartens.

In learning English, there are four skills that the students should be mastered in their study. The four skills are speaking, listening, reading, writing.

Writing is one of the four basic skills in learning English holds an important role in daily communication. People use writing from simple activity to complex activity. It is also one of the most important skills that can improve students' achievement in learning foreign language. As one of the basic language skills, writing has a very complex process. Therefore writing is not easy as some people think. Ratnasari (2004) as cited by Sa'diyah (2011:164) states that these abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what s/he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built. Moreover, even English is officially taught for years and the students had passed the National Examination, there is still no significant achievement especially in students' writing ability.

The study conducted by Msanjila (2005:15) reveals six glaring writing problems, namely: capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammatical errors. There are some factors the students might think that writing is difficult. First, they find difficulties in gathering their ideas and organizing them in a good paragraph unity. Second, students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of freewriting. Third, students are afraid of making errors. Most students only focus on not making errors – spelling, grammar, and punctuations - to their writing rather than strengthening

their ideas to be vivid. Spelling, grammar, and punctuation are also important parts in writing a paragraph, but the most important part is how the writers can give clear views through their writing. Finally, most teachers tend to use the traditional method. Here, the teacher takes the major role explaining everything, doing what the student is supposed to do while the student's role is only listening to what is uttered to him/her by his/her teacher.

In this study, the researcher while doing Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) in one of the Senior High School in Kabanjahe also found those problems. The students' competence in writing English was low. One of genres that Senior High students learn about type of texts based on the syllabus for Grade XI in the second semester is spoof text. Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. The researcher found that most of the students were not able to write spoof text successfully because the students were taught about spoof text only once as long as the students get formal education in school.

Teachers hold an important role in solving students' problems in writing. Making the teaching-learning process interesting and meaningful, teachers can apply strategy in the process to increase students' writing achievement. In this case, the writer implements Think, Talk, Write strategy to make students get their own ideas and put them down in a good text. Think talk write is a teaching strategy in facilitating the learners to speak and to write fluently.

Thus, in line with evidence above, the effect of applying Think, Talk, Write strategy on students' achievement in writing spoof will be tried by the

writer. The evidences on its effectiveness, especially in the context of teaching-learning writing achievement, are needed to find out. The writer needs to obtain such evidences by conducting a research.

### **B. The Problem of the Study**

In the relation to the background of the study, the research addresses the following problem as the following:

“Is there any significant effect of applying Think Talk Write strategy on students’ achievement in writing spoof text?”

### **C. The Objective of the Study**

Applying Think Talk Write as one of the writing strategy in teaching is expected to help the students in writing competence and to encourage their motivation, so they are interested in learning, and challenged to learn. Based on the question formulated in the problem of the study, the objective of this study is to investigate the significant effect of applying Think Talk Write strategy on students’ achievement in writing spoof text.

### **D. The Scope of the Study**

Teaching of writing can be conducted in many ways and activities that a wise and professional teacher can think of in order to succeed in motivating students to write academic well. To teach a language and its skills successfully to the students, it is important for the teacher to apply the teaching strategy. By

applying the teaching strategy in the classroom can help both the teacher; to teach English language and its skills, and students; to learn English and to master its skills, especially the writing skill. There are many strategies available that can be used by the teacher but in this research, the study focuses on the application of applying Think Talk Write strategy in writing spoof text to Grade XI State Senior High School 17 Medan.

#### **E. The Significance of the Study**

The findings of the study are expected to bring up significances, such as:

1. For the teachers, this study is useful to improve their ability in teaching writing by paying more attention to the strategy of teaching writing.
2. For the students, the results can be used to encourage and stimulate them in improving their writing achievement.
3. For the next researcher, the results of this study are also expected can be used as contribution information of opinion that can be used as a reference for another same research in improving students' writing achievement in different contexts.