

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Language is an instrument to send or exchange information and to interact with the others. Language is used by all people in the world as means of communication. Anyone cannot interact with others without language, thus it is very important to learn language.

Writing holds an important role in daily communication, through writing people can express their experiences, events, stories, and ideas. So writing is central to our personal experience and identities which is focusing on the contents, ideas, and written products.

Writing skill has become a necessity for employment in some officers. The ability to write becomes the prerequisite to get job. Therefore, writing subject as last skill of language lesson oblige student to achieve, starting from writing letter, writing for advertisement, announcement, poetry until writing an essay which related to the genre of writing. This refers to brown's statement (2003:218) which is the ability to write has become an indispensable skill and writing skill is necessary condition for achieving employment in many walks in life.

However learning to write for student can improve learning language better. As harmer (2004:31) states, writing encourages student to focus on accurate language use because they think as they write. Writing is integrated skill which conducted with

studying grammar, vocabulary, reading and listening comprehension and learn another references material to help them write and provoke well language development as students resolve problems which the writing puts into their minds. Unpredictably student can improve their ability in language as well as they write, as Wallace (2004:15) states writing skill for beginning students can benefit from learning and practicing one skill at a time. So, studying writing skill can benefit student to learn another aspect of language all at once.

As the fact that writing is necessary for student, standard based curriculum 2013 input writing in English subject as syllabus of the student senior high school, it is stated that some genres of writing have to be mastered by students, they are descriptive, recount, narrative, procedure, hortatory exposition, analytical exposition, and news item.

As the current issue, based on the data writer got after observation in SMA N 1 Tanjung balai asahan , the result shows that 50% of the students belong to poor writer, 35% students belong to fair criteria, 15% of students belong to good criteria and 0% student belongs to very good criteria, as the result most of them could not use English as a mean of communication. It is shown by their scores in which almost all students got score below minimum criterion (KKM) that is 70. The writer observed that the teacher applied Conventional Strategy (CS) in teaching English. The teacher explained English theoretically. Then the teacher asked the students to do the exercises. The student did not have any chance to express their ideas and opinions to

stimulate their confidence to use English and could not get benefit, the students failed to express themselves adequately in speaking English.

Based on background above, the writer is interested in conducting a research entitled “The effect of applying think talk write (TTW) strategy on the students’ writing achievement in descriptive text. The writer chooses this strategy because this strategy makes students interact and collaborate with their friends in discussion group so that students easily express the result of discussion in written text. Theoretically, the problem can be solved by applying TTW strategy, as the teaching strategy it involves the students in the teaching-learning process and it is student-centered activities.

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

Based on the background of study above, the writer makes the identification of study as: “is there any significant difference of the students’ achievement in writing descriptive text taught by using TTW strategy and conventional strategy.

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

In line with this problem, the objective of the study is to identify the effect of applying Think Talk Write (TTW) Strategy on students’ achievement in writing descriptive text.

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

Writing can be categorized such as report writing, essay writing, descriptive writing, etc. Descriptive writing achievement is dominantly improved by the strategy being used. This research is basically limited to students' skill particularly on descriptive writing by applying one of the learning strategies, that is Think Talk Write (TTW) Strategy.

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

The significances of the study is intended :

1. To give worthwhile experiences and improvement in teaching English especially for teaching writing
2. To add some knowledges about TTW strategy
3. To be helpful for improving students 'skill in writing through TTW strategy
4. Can be used as the references for those who want to conduct a research