

CHAPTER I INTRODUCTION

A. The Background of the Study

Language is a communication tool. The language is basically means of expression that more than just a tool for conveying information, thoughts and feelings. Language is also to built the relationships in everyday life. With language, someone can pass on information to others both in the country and abroad. Knapp and Watkins (2005:14) said that Language is both of natural and cultural, individual and social. Language is a social construct as much as it is a mental ability. It is important for students to be just aware of this in a foreign or the second language as they are in their own (Harmer 2004: 25). Nowadays, English is one of the international language has become popular in the world. People use it for international communication and Cooperating between people in different countries, even to apply for a job. In teaching learning English subject , the skill that have to be mastered are listening, speaking, reading, and writing. The fact proved that writing is one of the language skills that is a little bit harder to be mastered than the other skills. Generally, the language can be spoken and written, so it also needed to learn to write .

Curriculum in Indonesia chaged and developed overtime. So far, as cited in Maulidah,N (2013) about Curriculum and Material Development in English Language Teaching, Indonesia has already implemented nine curricula known as the 1950 curriculum, 1958, 1962, 1968, 1975, 1984, 1994, 2004 and the current one being the 2006 curriculum. The 2006 curriculum is also known as the

“Kurikulum Tingkat Satuan Pendidikan (KTSP). The KTSP is designed in order that every school can be develop the teaching and learning process according to the student’s character and the situation of school.

In KTSP syllabus, there are some genres which are learned for grade XI, such as narrative, report and analytical exposition . But in this study, the writer only take the report text as the observation that has been done before. Writer was chosen this kind of text because based on KTSP syllabus, students of class XI of Senior High School must know and comprehend of report text so that they can explaine and express a variety of information they received or get from the environment around them. In other that the students’ score of this report text is rather low and almost under the Minimum Criteria Mastery (KKM), it is the result of the writer observation.

Writing is a process of thinking. Thinking means trying out ideas, mind, and opinions or words that come into our minds and poured through a paper into the paper. When we focused on a particular type of text, we seen how the look of the text and how to start in clarifying ideas, then the results of the text look at how well the concept of experience by the author. Writing (as one of the four skills as listening, speaking, reading, writing) has always formed part of the syllabus in the teaching of English (Harmer, 2007:31). Writing is one of English skills which the students must understand and comprehend. By doing writing, students can explore what they have in their mind if it is ideas, opinions, and feelings in written form to the reader. As Hyland (2003:9) said that way of sharing personal meanings and

writing course emphasize the power of individual to construct his or her own views about a topic”. In other words, writing is the exploration of human mind.

In this study the writer choosed on writing as her topic because when writer was conducted the bservation in SMAN 6 Pematangsiantar in class XI IPA, the writer found that most of students have some difficulties in writing, especially to write report text well in english. It maked them get low score. Almost students got the score under the Minimum Criteria Mastery (KKM). The KKM that was applied for the subject in that school is 70, so they have remedial test to get the standart score. Most of them got low score in writing. The students felt difficulty in their writing skill, because they frequently confused of what to write and how to start, they also do not know how to recognize their ideas in writing. Here is the students’ writing score in the first and second semester.

Table 1.1
The Percentage of Grade XI IPA 1 Students’ Score in Writing

| Semester | KKM | Score | Students | Percentage | Mean |
|---------------------------------------|------------|--------------|-----------------|-------------------|-------------|
| 1 st Semester 2014/2015 | 70 | < 70 | 26 Students | 81,25 | 63,5 |
| | | ≥70 | 6 Students | 18,75 | |
| 2 nd Semester 2015/2016 | | < 70 | 21 Students | 65,63 | 68,5 |
| | | ≥70 | 11 Students | 34,38 | |

Source: *Students’ accumulative score of Grade XI IPA 1 students of SMA Negeri 6 Pematangsiantar academic year 2014/2015*

Corresponding to the statements and the percentage of students’ writing score like the data above, it was show that the students’ achievement in writing still low. It is shown by the percentage of students’ writing score under KKM is higher than over KKM.

In the line of this percentage, it is assumed that the students of senior high school to be seen faced a lot of difficulties in developing writing skills,

which cover the five dimension of good English writing text. The difficulties are first, the students were difficult to comprehend the relevance of the topic with the substance of the task. Second, the students admitted that it was difficult to find ideas how to write in a good arrangement. Third, the students found the obstacle in using the effectiveness of sentences and grammar accuracy. Fourth, about vocabulary, especially the choosing of words that they are going to use to describe what they mean. And fifth, they seen difficult in implementing the adherence of writing rules, the use of punctuation marks, and the appropriate of spelling. The fact that the students were faced by a large amount of the difficulties, may lead them become poorly motivated and uninterested in English. As a result, there are under the mastery learning of writing competency, involves the eleven grade students of SMA 6 Pematangsiantar.

The teacher needs a strategy to develop learning and teaching writing in the classroom how to write a text well and to be more effective. In this case the writer was chosed to use Think Talk Write Strategy. Think talk write has been proposed by various experts as one of the ways in Teaching English.

Huinker dan Laughlin (1996:82) said that the Think Talk Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with them selves, to talking and sharing ideas with one another, to writing.

The writer choosed Think Talk Write Strategy, because in this strategy the student is expected can wrote effectively. For more effectively first, the

students were divided into groups of 4-6 students for each group. In this case, the students involved with thinking to make a small note after the process of reading, then talk to share ideas with their friends before writing a text.

In this study the writer was to identify the effectiveness of teaching learning process of using the Think Talk Write Strategy based on four indicators, they are students activity, the application of lesson plan, students response, and students achievement in writing text, in this case the ability in creating report text.

All this time the teacher just teach the students and asked them to do the exercise. It was made students felt bored and they didn't know how to do their tasks. The strategy which is used by the teacher cannot influence student's ability in writing, especially in writing report text.

The writer was chosen Think-Talk-Write Strategy, because it has activities that can solve students' problem above. By thinking activity, students were able to differ the ideas that the text presents with their ideas after students reading the text. By talking activity, students did the communication with their friends by using of their own language, they also share the ideas which they were discuss. It made students got confidence to write their ideas because they are sure that ideas which they discuss in talking activity are good.

As cited in Aida (2012) said that there is significant effect of TTW Strategy on students achievement in writing descriptive text, it can make them easily to understand the component and process of writing, and also can motivate them to solve their difficulties and problem in writing descriptive text. In order, Maulidah (2013) said that the result from this research showed that TTW strategy

is effective to be used as an alternative strategy in order to teach writing. The use of TTW strategy can minimize the students' difficulties in writing and help the teacher in teaching writing, especially writing descriptive text. In addition, Simaremare (2013) said that there is significant effect of Think Talk Write Strategy on students' achievement in writing hortatory. It can motivate the students to write and make them easily to understand the component and process of writing.

This strategy also help the students in writing report text, to build their own knowledge to communicated their minds with their friends, and wrote the result of their discussion. after talk their ideas with their friend, they just connect the ideas and opinion that they maked with the new ideas and opinion that they got from their friends. It stimulated good ideas.

By applied this strategy, the writer expected that students are able to complated their writing in a report systematically and meaningfully. It will make students to be better in their writing skill and an alternative teaching strategy especially in writing report text. It means this strategy is effectived to use in teaching learning process of students achievement in writing report text. Next, the writer was hoped this strategy can be applied to make an effective on students writing skill easily.

B. The Problem of the Study

Based on the background of the study, the problem of the study was formulated in the form of question as follows:

“Is the students’ achievement in writing report text taught by using Think Talk Write Strategy higher than that taught by using Group Investigation Strategy?”

C. The Objective of the Study

This study is intended to find out whether the students’ achievement taught by using Think Talk Write Strategy was higher than the students’ achievement taught by using Group Investigation Strategy.

D. The Scope of the Study

In teaching learning process of observation, the writer focuses on applying *Think Talk Write (TTW) Strategy* as teacher ways in teaching writing report text.

E. The Significances of the Study

The significances of the Study are :

1. For the English teachers, it is better to applying Think Talk Write strategy because this strategy helps the students in understanding the report text much better.
2. For the students, with this strategy can improve their writing achievement especially in writing report text. And it is better for they thinking individually before they talk and discuss and share their ideas in discussion form.