

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing as the primary goal of teaching English. In order to use English well, writing is one of the important skills. It has been realized that writing is one of English skills that must be mastered by the English language learners. Jacob (1981: 80) has formulated the writing competency as good writing for the students through the writing components: content, organization, vocabulary, language use and mechanic. The researcher finds that not all of these components can be understood well by the students in writing class.

Writing is also considered as the indicator toward the students' success in learning English and their future professional careers.

According to Hyland (2002: 73) writing is learned, rather than taught, and the teacher's best method are flexibility and support. In teaching and learning English, there are many strategies to teach students according to the material or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students' need.

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English is not the students' mother tongue before the students do other English studies such speaking they need to arrange their ideas in the form of good sentences into a draft. The researcher finds a support about this fact, that according to Harmer (2007:33), "Writing is frequently useful as preparation for some other activities, in particular when students write sentence as a preamble to discussion activities". It can be understood that writing plays a basic role to support students' speaking. They have to ensure their writing correctly before speaking activity. Therefore, the writing ability should be taken as a major part for Junior High School students.

**Table 1. Students' English Score**

CLASS	VII.1	VII.2	VII.3	VII.4	VII.5
MEAN		60	60	53	50

Based on preliminary observation, there are many students having

low achievement in English, especially in writing when compared to

Kriteria Ketuntasan Minimal (KKM) or Minimum Mastery Criteria. The

KKM of English in first year of Islamic Junior High School 3 Solok

Selatan is 75, but some of students still get result below 75. In general, the

students get poor on all of writing components such as content,

organization, vocabulary, language use, and mechanic.

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The unsatisfying writing test above can be solved by Think, Talk, Write (TTW) strategy. The TTW activities as the teaching strategy owned by teacher to teach some materials especially in teaching writing proposed by Huinker and Laughin (1996). Teaching learning by using TTW can help students more active in the classroom and the students can share problems with other students. They feel relax and will be motivated in teaching learning activity. As the result, the TTW strategy can help students learning writing descriptive text.

Moreover, this strategy can encourage students in writing because the students practice to work together or cooperative learning. The student will be less successful if they work together, in addition they can think what they know and they share with a group. Finally they can write on paper after they discuss with their group members.

Based on the argument and research above, the researcher is interested to conduct a research titled "*The Effect of Think, Talk, Write*

*(TTW) Strategy toward Students' Writing Ability in Descriptive Text at Islamic Junior High School 3 Solok Selatan*

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## B. Identification of the Problem

Considering to the explanation above, the researcher identifies that the problems are: *first*, some students are not able to write the good tenses in a sentence based on the types of text although they know the kind of tenses. *Second*, some students are not able to express their ideas. *Finally*, some students cannot use appropriate vocabulary, although they have many vocabularies.

Based on the problems which are found when the researcher did an observation, the researcher viewed that the students have difficulties in writing a text. Then, the students seem to pay less enthusiastic when the teacher is explaining the writing. They did not pay attention to the teacher's instructions. Besides that, some of the students are not brave to ask a question for explanation from the teacher when they find the difficulties in writing. It means that the students need some additional treatment in teaching and learning writing in the class. Then, the teacher

should have a strategy to make the students become more motivated in learning writing. Herewith, the researcher intends to solve these situations by applying TTW strategy for the students.

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### **C. Limitation of The Problem**

Based on the identification of the problems above, the teachers need a strategy to help the students in learning English especially writing subject. In this case, the researcher uses Think, Talk, Write (TTW) strategy to improve students' writing competence. So the researcher limits this research that the Effect of Think, Talk, Write (TTW) as a strategy toward students' writing ability in descriptive text of seventh grade students' of Islamic Junior High School 3 Solok Selatan.

### **D. Formulation of the Problem**

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification of the problems and based on the goal of the study, the problem is formulated as follows: Does Think, Talk, Write (TTW) strategy have significance effect toward students' writing ability in descriptive text?

### **E. Purpose of The Study**

This research has some purposes, as follows: To identify whether Think, Talk, Write (TTW) strategy have significance effect toward students' writing ability in descriptive text.

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## F. Significances of the Study

This study is expected to be beneficial for:

1. Students; the result of this study can add new experience for the students in learning process especially in writing, it is hoped that the research can be one of the way to mastering English well.
2. English teachers in Islamic Junior High School 3 Solok Selatan; the finding of this study hopefully can be a valuable source of information to improve the quality of English teaching and learning process.
3. English education students of State Islamic University Imam Bonjol Padang; the finding of this study hopefully becomes one of the considerable reading materials either to enrich their reference in writing thesis or to improve their knowledge in English teaching and learning process.

## G. Definitions of Key Terms

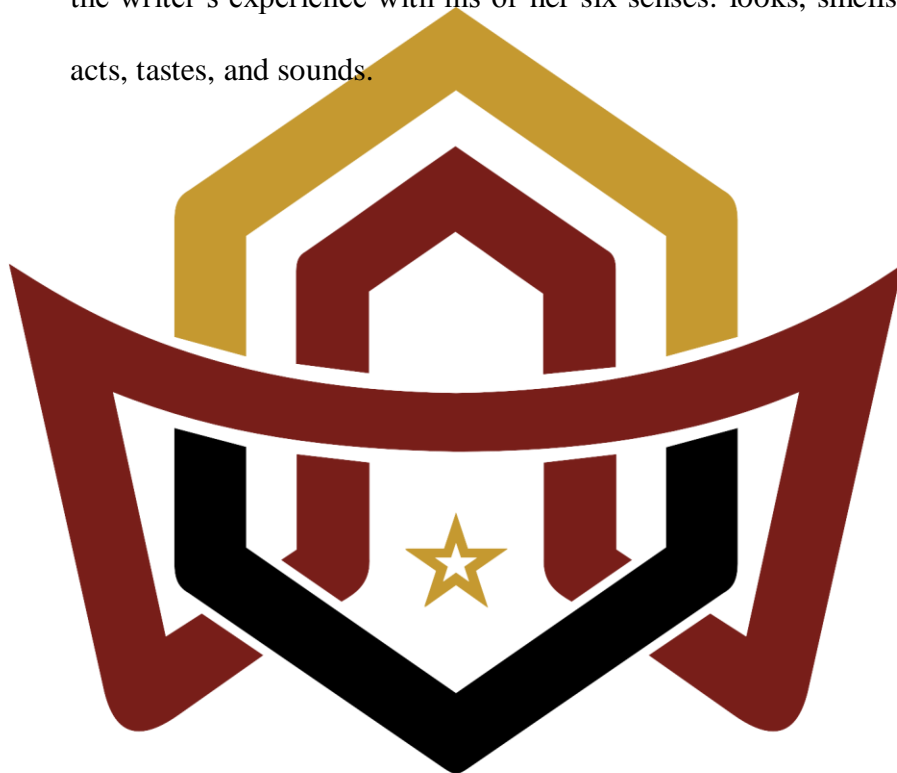
1. Writing: Writing is one of the language skills that must be learn and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. (Nafar, 2019)

2. Think, Talk, Write (TTW): Think-Talk-Write is a strategy introduced by Huinker and Laughlin (in Ansari; 2012:84), this strategy basically built through thinking, speaking, and writing. The flow advances Think-Talk-Write strategy starting from involvement of students in

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thinking or dialogue with itself after the reading process. Then talk and share ideas (sharing) with friend before writing.

3. Descriptive Text: Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer's experience with his or her six senses: looks, smells, feels, acts, tastes, and sounds.



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