

CHAPTER I INTRODUCTION

A. BACKGROUND OF RESEARCH

According to Alwasilah (1993:13), "Language is a method of conveying our idea to the minds of other person". By the definition above, it is clear that language has function as a tool which is used for human communication in the world. According to Richard and Roger, (1986:1)

"English is one of many languages in the world which is decided as an international tool of communication".

In Indonesia, English is the first foreign language which is studied in Junior High School level. It student junior high school means that have mastered English well. The students' in junior high school learn four skills that should be paid attention first Listening, second Speaking, third Reading and fourth Writing.

One of the important skills is writing. As stated by Language, 123 HOI AN Vietnam firstly, writing is requires good grammar, Secondly, people are often known to spend less time to write than to listen, to speak and even to listen. Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. However, writing is considered as the difficult skill for the second language learner included for students of Junior High School because to write a good writing, students have to follow the rules of the target language. As stated by Nunan (1991:6) that "writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once". The cognitive activity means that requires instruction and guidance to be developed. A cognitive activity is the private mental process for someone such

as change from childhood to adulthood in mental images of the world outside, or how children learn right from wrong. The Problems faced by students in learning writing techniques that teacher's cannot encourage students to write as the consequence, the students feel bored and passive in writing. So, the creativity of students is not develop to their writing ability.

The writer offers the strategy in teaching writing which can solve the students' difficulties in writing a descriptive text. The teacher can give a new strategy for teaching writing for the students. The strategy is Think, Talk, and Write strategy. This strategy introduced by Huinker & Laughlin (1996:82) which is basically built through thinking, speaking, and writing. The flow advances of TTW strategy starts from the involvement of students in thinking or having dialogue with themselves after the process of reading. Then, they talk and share ideas with their friends before writing. This atmosphere is more effective if it is done in a heterogeneous group consisting of 3-5 students. In this group, students are asked to read, to make a little note, to explain, to listen, to share with friends, and to express ideas through writing.

Furthermore, our new English Curriculum has stated that Junior High School Graduates are hoped to be able to communicate in the creation of text that serves their daily needs to entertain themselves, to read manuals, to carry out transactional exchange to write simple narratives, descriptions, reports, and recounts (Augustien, 2004:7). This target is the most important thing that needs to do by the teacher who is trying to suit the kinds of genres that should be taught related to the curriculum. And descriptive text should be taught in Junior High School level. Therefore, the writer chooses Think-Talk Write (TTW) strategy in teaching writing which are used as foundation and references that are related to this study, especially in creating descriptive text.

This research by using Think-Talk-Write has been research before by Dhamayanti by paper title is “the effectiveness of writing skills in writing recount text”. Based on Dhamayanti (2013:12) teaching learning process will be more interest to the students and make the students to be active.

Beside research by Eka (2013:63) that there were some steps should do by the students and motivate the students to be active in teaching learning process. It can be proved because *TTW Strategy* can be able to easy of students understanding.

So in this case, the author intends to conduct research on the extent of capabilities the use of think-talk-write strategy. The subject used by researchers is the subject of descriptive text.

In explanation above and the strong desire of solving these problems, the writer has motivation to do an experimental study research in the use from T.T.W strategy to improve students’ writing ability in real class. The topic is **“THE USE OF T.T.W (Think, Talk, Write) STRATEGY TO IMPROVE STUDENTS’ WRITING ABILITY IN WRITING A DESCRIPTIVE TEXT” (An Experimental Study of the Second Grade at SMP Muhammadiyah 10 Bandung) ”**.

A. The Research Question

In this research, the writer concentrates to solve the following questions:

1. How good is students’ writing ability in writing a descriptive text by using T.T.W Strategy?
2. How good is students’ writing ability in writing a descriptive text without using T.T.W Strategy?
3. How significant is the difference between the students’ writing ability in a writing descriptive text by using T.T.W Strategy and without using T.T.W Strategy?

B. The Purpose of Research

Based on the questions formulated above, the purposes of the study are:

1. To find out the student writing ability in descriptive text taught by using T.T.W Strategy.
2. To find out the student writing ability in descriptive text taught without using T.T.W Strategy.
3. To find out a significant difference between the student writing ability in descriptive text by using T.T.W strategy and without using T.T.W Strategy.

C. The Significances of Research

Based on the question above, the purpose of the study are:

1. For student:
 - a) This research is expected to improve students' writing in writing a descriptive text.
 - b) This research is expected to improve students' good writer in English learning subject.
2. For teachers:
 - a) This research is expected to add think, talk, write strategy in their teaching.
 - b) This research is expected to assist teacher involving student in vocabulary mastery.
3. For schools:
 - a) This research is expected to improve outcome of student after learning English.
 - b) This research is expected to improve writing ability especially in writing a descriptive text in class, so it can make different learning English atmosphere and student will enjoy to study in class.

D. Rationale

Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities (Harmer, 2007:33). Writing is the essentially made up that gives shape to overall, and through the mind everything felt, in the form of a series of words, especially the written word that is prepared as well as possible so that benefits can be understood learned easily by people who read it.

Think-Talk-Write (TTW) is one of learning strategy which is purpose to improve students' understanding ability (Yamin 2008:84). In other words, Suyatno (2009:66) states this learning starting with thinking through reading material, the result of reading is communicate through presentation, discussion, and then making note about the result of discussion.

According to Huinker and Laughlin in Zulkarnaini (2011:148), "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. This Strategy encourages the students to think, talk, and write based on the particular topic and used to develop the writing fluently with exercise the language before write.

In this research, students' ability in writing means students' ability to write especially in descriptive text by using *Think-Talk-Write (TTW)* that will be scored from content, organization, vocabulary, and grammar. The Syntax /steps in the Learning Model Think - Talk - Write (TTW) are as follow:

1. The teacher divides Worksheet Learners (LKS) which contains the problem to be solved by the learner. If necessary given few clues.
2. Learners read the problems that exist in the LKS and make a little note (think) individually about what he knows and does not know about the matter.

3. Learners discuss with friends in groups to discuss the contents of the records made and problem solving is done individually (talk). From this process, they using a language by own self and for convey the ideas in discussion.
4. From the discussion, the Learners in the form individually formulate answers to questions (containing the foundation and linkage concepts, methods, and solutions) in writing with own language.
5. Representatives of the group present the results of focus group discussions, while the other group was asked to respond.
6. The final activity of learning is making reflection and conclusions on the material being studied. Prior to the chosen few or one person as a representative group of students to present the answer, while the other group was asked to respond.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others in general, for instance: our pets or a person we know well. (Linda Gerot, Peter Wignell, 'Making Sense of Functional Grammar',1994).Description is one of the types of writing where the writer describing something which commonly a person or a place and provides vividness and sharpness in the composition by listing the specific details (sight, sound, smell, touch, taste) and then grouping them into categories.

Pardiyono (2007:34) maintain that three parts of descriptive, they are (1) communicative purpose, that was to describe an object (human and non-human). (2) rhetorical structure, there are two parts of rhetorical structure a) identification, that was statement that consist of one topic to describe; b) description, that was consist of the detail description about object that

identify in identification, and (3) grammatical patterns, it is needed to understand that in descriptive paragraph, declarative sentence was used and using present forms.

This research takes in two classes; experimental class and control class. The experimental class the writer chooses for class 8 A because when the writer PPL, this class is less in writing ability and the students can't to understand about the writing itself. And for 8 B the writer choose for control class because it class is better in writing descriptive class. When the writer come to class then teaching English for descriptive text in Writing for four meetings. In the first meeting the writer gives the students pre-test for two classes. Next meeting, the writer gives the treatment for experimental class and for control group without giving treatment. After the writer teach for four meetings, gives the students post-test to the experimental and control class. Then after post-test, the writer counts the score both of them. From the explanation above, it is essential to detect how far the theoretical truth explaining the effective from the use of T.T.W strategy to improve the students' writing ability. To answer this problem, first the writer should analyze each variable in this research. The first variable (X) is the use of T.T.W strategy. And second variable (Y) is the students' writing ability in writing a descriptive text. Systematically, the concept of framework can be seen in figure 1.1

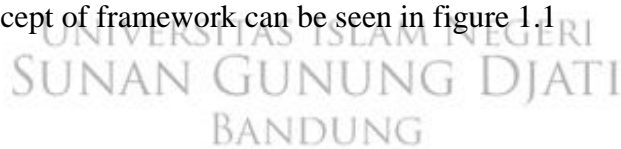
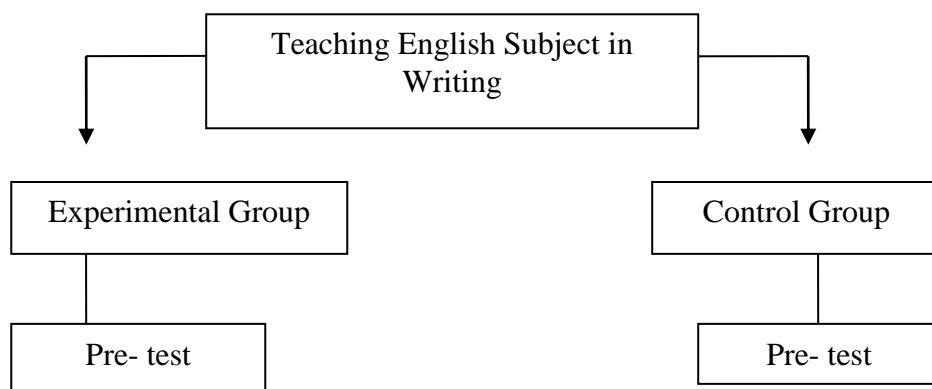
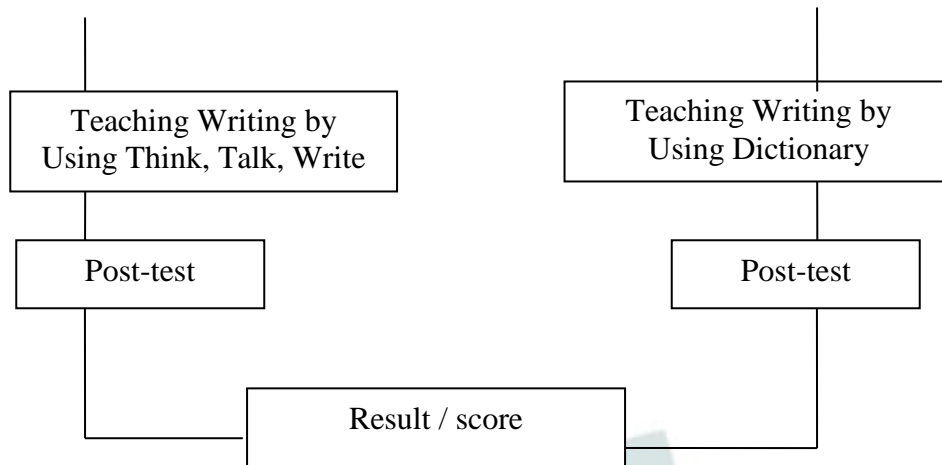


Figure 1.1 the Process of Research schema for rationale





E. Hypothesis

“Hypothesis is a temporary answer to the formulation or research problems, where the formulations of research problems have been expressed in the form of question.”(Sugiyono, 2008:159). The truth of it is necessary to be tested to know whether it is true or not. In this study, the writer researches two variables: the first, the students eight grade A as variable X and the second one is the students’ eight grade B as variable Y. The writer has formulated the hypothesis will be stated as follows: $H_0: (x_1 - x_2 = 0)$ “ H_0 : the two samples are from the same population; the difference between two sample means which represent population means is zero.” (Hatch and Farhady, 1982:111)

Hypothesis is tentative assumption of the result of study. The truth of it indeed and necessary to be know it is right or wrong. The research is designed to Experimental study the use of T.T.W (Think, Talk, Write) strategy to improve students’ writing ability.

1. H_0 accepted if $t_{\text{account}} \leq t_{\text{table}}$: it means that there is no influence the use of T.T.W (Think, Talk, Write) strategy to improve students’ writing ability.
2. H_1 accepted if $t_{\text{account}} \geq t_{\text{table}}$: it means that there is influence the use of T.T.W (Think, Talk, Write) strategy to improve students’ writing ability.

F. Methodology

1. Method of Research

The research is used quantitative method. The writer involved into two classes. The writer teaches the class and gives the treatment when teaching English in Experimental Group and without using treatment into Control Group. The data which is collected in this investigation is in terms of score or skill ability.

G. Source of Data

a) Setting of Research

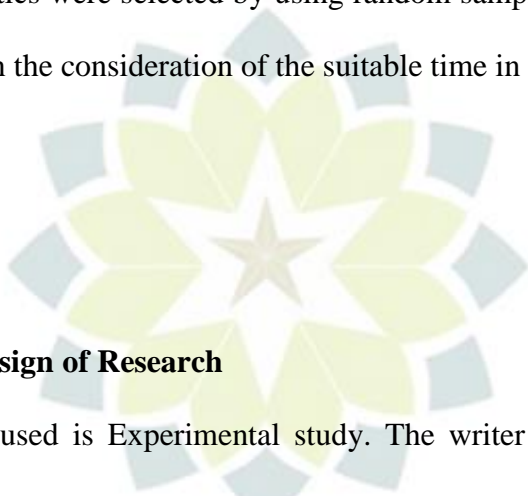
Writer chooses SMP Muhammadiyah 10 Bandung. The writer chooses this school as the location of the research because the students in second grade is still need improvement in English ability especially in writing, so it is appropriate for this research.

b) Population and Sample

Population is a generalization territory consisting of the objects/subjects that have certain qualities and characteristics are determined by the investigator to be studied and then drawn conclusions (Sugiono: 2012:80). Population at second grade of SMP Muhammadiyah 10 Bandung 4 populations, while, sample is a subset of universal set population. Sugiono say there are two ways for taken a sample. There are probability Sampling and Non probability Sampling. The writer chooses the probability sampling. There are five ways for taken a sample: simple random sampling, disproportionate stratified random, sampling area (Cluster) ad sampling (according sampling area) (Sugiono: 2012:81). So that, the writer takes a simple random sampling. The population takes from the second grade of SMP Muhammadiyah 10

Bandung which is classified into four classes because the population consists of homogeneous groups so the sample selection uses simple random sampling. This way is chosen if the population is homogeneous without concerning strata. In this research, it would be divided into two groups as experimental group and control group.

The sample class taken is VIII A and VIII B with 54 students as a sample. Sample that represent those characteristics were selected by using random sampling. Moreover, the sample selection was also based on the consideration of the suitable time in the school.



c) The Method and Design of Research

Method of research used is Experimental study. The writer uses two classes of SMP Muhammadiyah 10 Bandung using TTW method in learning process.

Figure 1.2 the design is figured out below:

Groups	Pretest	Treatment	Posttest
Experimental	T ₁ E	X	T ₂ E
Control	T ₁ C	-	T ₂ C

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Where:

T₁ E: Pretest (before learning using Think, Talk, Write (TTW) strategy) for experimental group

T₂ E: Posttest (before learning using Think, Talk, Write (TTW) strategy) for experimental group

X: Treatment

T₁ C: Pretest for control group

T₂ C: posttest for control group

H. Techniques of Collecting Data

The collecting data for research, two kinds of instrument are utilized. Each of the instruments is important to answer the problem stated in the research: observation and test (pre-test and post-test).

1. Observation

In this technique, the data that needed has been required in guidelines, and it collected by observing the process of study as long as of research is given. Observation is technique of collecting data which have the specify characteristic If collating with other technique such as interview and questionnaire (Sugiono, 2012:145). To investigate the condition of the location, the writer observes the objective conditions of students, teachers, and learning process of the Second Grade of SMP Muhammadiyah 10 Bandung. The purpose of this observation is to know the teaching-learning process, knowing the theory of learning, motivation, classroom management use and determine the extent of the role of learning in the use of think, talk and write strategy.

2. Test

Test is a question would give to students for getting the answer from students by oral form, written form, or use making oral (Sudjana, 2011:35). Test is used to collect data and measure their ability or knowledge in the subject of certain disciplines. There are two test; pre-test and post- test. In this research, the test are using written test. The test would be assessed based on the content, grammar, text organization and punctuation.

3. Pre-test

The implementation of pre-test is conducted the class before the class is beginning and enter the class when bell ringing for beginning the material. the result of the test would be representative of the students achievement before the treatment.

4. Treatment

For the experimental class, the writer entered the class and teaches by using think, talk, and writes strategy after giving pre -test and the writer would teach by four meetings after given post -test.

5. Post-test

The implementation of post-test is conducted in the class after the writer obtain an experiment, and purpose of this study is to know the use of Think, Talk, Write from English subject in teaching English and its influence on students writing ability. That was conducted in learning English.

I. Data Analysis

The writer uses some ways in analyzing the data, which have been gotten from the research, they are used the score of the students in pre-test and post-test. Pre-test was carried out to find the initial equivalence of the experiment and control group. Post-test was carried out to check for differences between two groups after the experiment. The conversion score of number and character scoring is stated below.

Table 1.1

Conversion Score

Conversion Score	Character	Interpretation
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2007; p. 245)

In analyzing the data, the research would do the following steps:

1. Testing the normality for pre- test and post- test in both of experimental and control class by conducting the procedure as follows:

- a. Determining the range of class/ interval by using formula:

$$K = 1 + 3.3 \log n \quad (\text{Sudjana, 2005:47})$$

- b. Determining the range of data by using the formula:

$$R = \text{the highest score} - \text{The lowest score} \quad (\text{Sudjana, 2005:91})$$

- c. Looking for the length of class interval by using the formula:

$$P = \frac{r}{k} \quad (\text{Sudjana, 2005:47})$$

2. Making the table of distribution of frequency.

- a. Determining the mean by using the formula:

$$\bar{x} = \frac{\sum fxi}{\sum fi} \quad (\text{Sudjana, 2005:67})$$

- b. Determining the standard deviation (S^2), by using formula:

$$S^2 = \frac{n \cdot \sum fxi^2 - (\sum fxi)^2}{n(n-1)} \quad (\text{Sudjana, 2005:67})$$

- c. Arranging the distribution of observation and expectation frequency.

- d. Determining Chi Square (X^2) by using formula:

$$X^2 = \frac{\sum (O_i - E_i)^2}{E_i} \quad (\text{Sudjana, 2005:273})$$

- e. Determining the degree of freedom, by using formula:

$$Df = K - 3 \quad (\text{Sudjana, 2005:273})$$

- f. Determining chi square table on significance 1%.

- g. Interpreting the normality distribution by the criteria as follows:

$$H_0: X^2_{\text{count}} \leq X^2_{\text{table}} \text{ (Normal)}$$

$$H_1: X^2_{\text{count}} \geq X^2_{\text{table}} \text{ (Abnormal)}$$

3. Testing the homogeneity of two variances by conducting the following steps:

- a. Determining score F by using formula:

$$F = \frac{S_1^2}{S_2^2} \quad (\text{Sudjana, 2005:250})$$

- b. Determining the Degree of Freedom (DF).

$$DF_1 = n_1 - 1$$

$$DF_2 = n_2 - 1 \quad (\text{Sudjana, 2005:146})$$

- c. Determining score of F from the table with the value of significance of 1%.

- d. Determining the Homogeneity of the Data

If $F_{\text{count}} < F_{\text{table}}$, it means the two variances are homogeneity

If $F_{\text{count}} \geq F_{\text{table}}$, it means the two variances is not homogeneity

4. Testing the Differences of Two Interrelated Averages Score by Using t-Test Formula

The analyzing steps are:

- a. Testing the difference of the two interrelated average of pre-test score by using t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{where, } dsg = \sqrt{\frac{(n_1-1)V_1 + (n_2-1)V_2}{n_1 + n_2 - 2}} \quad (\text{Subana, 2000:171})$$

b. Determining the score t-table from the distribution of students with the level of the significance of 1 %.

c. Determining the hypothesis

If $t_{\text{count}} \leq t_{\text{table}}$, it means there is no significance.

If $F_{\text{count}} \geq t_{\text{table}}$, it means there is significance.

