

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of Study

English is used to conduct communication in the world. According to Richards (2010) English is the major language which is used by people in some sectors. As a result, many people tend to master English to be globalization competent. With that, English is taught as the first foreign language as one of the important subjects. In the context of education, teaching English has four skills such as; reading, writing, listening, speaking. Writing in English is one of the four language skills that students must master in learning English as a foreign language because writing is a way for everyone to communicate in expressing their thoughts, ideas and feelings. Lado (1969, p.24) states that writing is one of the most important skills in learning a language besides listening, reading, and speaking. As one of the basic language skills, writing has a very complex process. Therefore writing is not as easy as some people think. Writing is regarded by the students as a skill that is extremely challenging to acquire. When learning to write, they struggled with a number of things, including vocabulary, grammar, spelling, and paragraph organization. They were still having trouble crafting a coherent sentence.

Writing is a very important and challenging talent to acquire. According to Arumi (2015) writing as one of language skill is often considered very difficult. It is due to the fact that writing needs to produce and organize ideas using appropriate vocabulary, language use, paragraph organization, and mechanism. It must also convert the ideas into a readable written form, and for those learning a foreign

language, it must also help them translate ideas from their native language into the target language (foreign language). With that, students may have something to express in their minds, but most of them find it difficult to develop ideas in writing. As written in Weigle's study, (2002) states that writing is a complicated process in which ideas are created and expressed.

In writing, students must master several aspects. These are vocabulary, grammar, and paragraphs arrangement. Actually, there were some problems faced by the students in learning writing. Those are less vocabulary mastery, grammar, and arranging paragraphs into text. In the case, According to Nunan (2003: 92) the greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student works. It's important to understand students' needs and convey goals in a way that makes sense to them. There were some texts that being taught in vocational high school.

Based on the curriculum for the tenth-grade, students are expected to be able to make written text of narrative text. With that, the researcher uses Narrative Text for this study. Narrative is a type of text that tells about a story to entertain readers. According to Guthrie (2008, p. 9), a story is a series of events that include characters, a setting, a time, a problem, and a solution. It includes a series of incidents that result in a problem and resolution in the last story. Narrative has some different characteristic with other text types. According to Kurune (2013), every writing has genre aspects, which include generic structure, and language feature.

Based on previous studies and observation made at the schools before the start of the research. Researcher found several problems faced by students, including class X students at SMK Tri Sukses, in learning narrative text. In particular, students discover it difficult to compose texts. In the case of narrative text, students find it difficult to construct vocabulary from their mother tongue to a foreign language. In addition, narrative text is text that tells a story, lack of ideas students often run out of ideas to complete the story. Makes students lazy to complete and lose interest in studying narrative texts. Like telling a story with a voice, narrative aims to entertain the reader but must be presented in an organized manner. Retell stories that have been organized into neat paragraphs with a generic structure narrative text. Telling through narrative text students need to have great knowledge or imagination. Based on this problem, it can come from the teaching strategies used in the learning process.

According to the teacher, students got difficulties in conveying their ideas, organizing the text, using appropriate vocabulary, punctuation, and correct grammar. They had less vocabulary. They don't pay attention when making sentences. As a result, the sentences and paragraphs are not good. Students do not write sentences well. For them, English is really difficult. The next problem is the teaching and learning process. When the researcher observed the class, the students were talking to each other. They have difficulty to put coherent sentences together. Some stopped writing because they were not aware of the story. There is no strategy for organizing text using a correct general structure.

In teaching writing skills, teachers can use strategies to teach their students. From the explanation above, the researcher proposes to use the Think-Talk-Write Strategy to improve students' writing skills in narrative texts. Think-Talk-Write is a strategy introduced by Huinker and Laughlin (1996:82), the strategy is basically built through thinking, speaking, and writing. Strategies that facilitate language practice both spoken and written fluently. Think-Talk-Write encourages students to think, speak and write based on a certain topic. TTW focuses on how students think clearly about a topic. This strategy is used to develop writing fluently and practice language before writing it, by thinking students learn to find so many ideas and information related to the topic. All of this information individually will be discussed in group discussion. By Talking, each student in the group will learn how to share their ideas and information and arrange them in written form with students' writing skills. This research is expected to be able to give teachers appropriate teaching strategy, especially in the writing skills for the tenth-grade students. It hopes that students' difficulties in writing can be solved by using Think-Talk-Write Strategy.

The researcher is interested in conducting this research at SMK TRI SUKSES, because the research want to know how the effect to TTW (Think-Talk-Write) to improving writing of students' ability in narrative text, especially at SMK Tri Sukses. To determine the effectiveness of learning English through Think-Talk-Write Strategy, by increasing writing in English subjects, using quantitative methods. Based on the explanation above, the writer is interested in studying TTW as a Strategy for learning English. The researcher conducted this research with the

title "The Effect of TTW (Think-Talk-Write) Strategy to Improve Student's Writing Ability in Narrative Text for Tenth grade at SMK Tri Sukses."

## **1.2 Research Question**

Based on the background that the researcher has stated above. The question in this study "Is there significant effect of TTW (Think-Talk-Write) strategy in improving students' writing ability on narrative text?"

## **1.3 Research Objective**

This research conducted to find out the effect of TTW (Think-Talk-Write) strategy in improving students' writing ability on narrative text.

## **1.4 Uses of Study**

Specify in to theoretically and practically uses:

### **1. Theoretically**

The results of this study are expected to confirm whether there is a good impact on improving students' writing ability in narrative text after using the Think-Talk-Write strategy at SMK Tri Sukses.

### **2. Practically**

The result of this study is expected to be useful for the students, English teachers, and institution:

a.) For the students

Improve the students' writing skill which is taught by Think Talk Write Strategy.

b.) For the English Teachers

The English teachers can use Think Talk Write for teaching writing skill in narrative text.

### **1.5 Scope of Study**

The scope of this research is to determine the effect of the Think-Talk-Write strategy on students' writing ability as a good learning strategy. This research is designed to focus on investigating the impact of the Think-Talk-Write strategy to improve their English, especially improving their ability to narative text, it is necessary to use a learning method, one of which is the Think-Talk-Write strategy in improving students' English. In order for this research to focus, the researcher focused on the problem only on improving students' writing texts through the Think-Talk-Write Strategy at SMK Tri Sukses. The methodology applied in this study uses a quantitative method by taking one class X of SMK Tri Sukses for the academic year 2022/2023.