

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the language skills that plays important roles in human communication. Writing is essential knowledge which is knowing what is in the mind and then it becomes a written form (Sandi & Gusparia, 2019). The knowledge in question is not only in the form of words or phrases but can also be in the form of images, and combination of ideas. The essential of writing increases when writing in English which is widely used for international communication and understanding of the knowledge required. Written English has a huge impact on the entire education system, as it is the main source of world knowledge. In this modern life, the writing skill is needed because writing is communication activities in the form of delivery of written messages to other people (Alice, 2007)

English writing has a great impact on the entire system of education. Writing is a good way to practice grammar, it helps students to remind and discover new vocabulary (Deane, 2018). Students are supposed to be able to express their ideas in writing form. Writing is a kind of activity where the students express all their ideas in their mind in the paper from word to sentence, sentence to paragraph, and from paragraph to essay (Zemach & Rumisek, 2006, p. 131) . The ability to write is one of the most important aspects of become the basis for students to master various subjects. What is needed in writing is knowledge of letters and being able to assemble them into a word or sentence that has meaning. There are the important criteria of a good writing such as a clear, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their

heart, not just created to profit or for gains (Kevin, 2009). Based on the above theory, criteria are also important things that students should think about to get good writing. So, when readers read they can understand the content or meaning of student's writing. When students have ideas or knowledge in their minds, they can use writing to express their ideas. Therefore, students need to consider the reader's understanding of the text and get the main points or ideas clearly from their texts. In addition, writing can be a complex activity because students convey ideas in written form and pay attention to several aspects of writing, such as good grammar, spelling, clear points, etc. However, writing skill is still considered as the most difficult skill to learn in class, especially learning to write descriptive text that requires understanding in making many sentences (Rizka, 2019).

Students still have difficulty in writing texts in terms of organizing ideas, grammar, punctuation and spelling (Yoandita, 2019). Problems related to organizing ideas become difficult to translate their ideas into a good organization. Another problem is related to grammar. The students made many mistakes in grammar during the writing process, such as using the correct tenses. Importantly they are still confused to use proper punctuation such as period, comma and others. Most of the students at that level cannot write well in English. They think that writing is difficult because they hardly transfer their ideas, thoughts, and feelings in written form with using English.

Writing skills are still considered the most difficult skill to learn in the class, especially writing learning that requires understanding in making many paragraphs (Istiara, 2019). There are many types of paragraphs that students learn in junior high school. Each paragraph they learn has different social functions,

schematic structures and language features. Of the many paragraphs they studied, there was one paragraph that was learned by all students, especially students in the eighth grade learning about descriptive paragraph. Descriptive paragraph is one type of English paragraph which contains a description of an object where the object described can be humans, other living things and also inanimate objects. Descriptive paragraph is a paragraph that aims to explain or describe something so that the ability to write descriptive paragraphs is important for students.

Writing is one of the hardest things that students do because it requires thinking such as content, organization, vocabulary, grammar, and mechanic. There are some common problems faced by students when they write descriptive paragraph. Students are confused about how to start writing descriptive paragraph, and how to express their creativity in writing paragraph, then they have difficulty in compiling a generic structure of descriptive paragraph (Nanda, 2018). Those problems are faced by students when making descriptive paragraph. Based (Nanda, 2018) on interviews with English teacher at SMPN 1 Petang stated that students still experience problems in mastering English vocabulary, causing them difficulties in writing and constructing the correct text structure.

At SMPN 1 Petang, students are taught descriptive paragraphs since the seventh grade. In this seventh grade, students have been taught basic material about descriptive paragraphs so that students have a little idea about the importance of learning descriptive paragraphs. However, when the seventh grade students still experienced some obstacles in learning descriptive text, so in this eighth grade the researcher decided to review the material about descriptive paragraphs. It is intended that students can overcome the obstacles they face when

studying descriptive paragraphs in seventh grade. So that in this eighth grade, it is hoped that students would be able to overcome these obstacles and be able to get an improvement on how to write good and correct descriptive paragraphs.

To make a good descriptive paragraph and also to solve those problems that are faced by students, it is necessary to use strategies that are able to overcome the problems. One strategy that can be used to improve students' writing skills is Think Talk Write (TTW) Strategy. TTW strategy was introduced by Huinker and Laughlin (1996:81), this strategy is basically built through thinking, speaking, and writing. This strategy can encourage students to think, speak, and then write based on the topic. Think talk write can help students to develop their knowledge. Students are also able to communicate or discuss with their friends. So students can help each other.

TTW is cooperative learning model learning activities that begin through soft thinking activities (think), then talk and exchange ideas (talk) and write down the results of the discussion (writing) so that the expected learning objectives and competencies can be achieved (Belangi, 2019). The flow of advancing the TTW strategy starts from the involvement of students in thinking or dialogue with themselves after the reading process. Then talk and share ideas with friends before writing. This atmosphere is more effective if done in groups of 3-5 students. In this group students are asked to take notes, explain, listen and share ideas with friends and express them quickly through writing. One of the learning strategies that are expected to develop problem solving skills is TTW strategy.

TTW strategy is a cooperative learning mode for making more controllable teaching and learning process. By using this strategy, students are allowed to

interact with their groups and create active and effective learning. This strategy is expected to be useful in facilitating students in developing their writing skills. In addition, teaching writing using the TTW strategy can facilitate students become more active learners by sharing problems with their friends. Through this cooperative learning, students are expected to be able to think about what they know, then share in groups, and finally be able to write about certain topics after group discussions. Based on the explanation above, the writer would conduct a research on the title "Improving Descriptive Paragraph Writing Skill of the Eight Grade Students of SMPN 1 Petang in Academic Year 2022/2023 through Think Talk Write (TTW) Strategy"

1.2 Research Problem

It can be seen that based on the statement from the background of the study, it shows that writing is one of the important skills that must be possessed by students. In all aspects of learning students would be asked to write so that students' writing skills must be considered. The role of the teacher is very important to direct students to write properly and correctly according to the applicable rules. Teachers should improve students' writing skills by using strategies that are able to help students in writing. Teachers can use one good strategy, TTW strategy. This strategy is expected to be able to help students in writing descriptive texts. The problem of this writing can be formulated as follows: can writing skill descriptive paragraph of eighth grade students of SMPN 1 Petang in academic year 2022/2023 be improved through TTW strategy?

1.3 Objective of the Study

Eighth grade students from SMPN 1 Petang face various difficulties in writing. The difficulties faced by these students will certainly hinder their writing skills. To overcome these difficulties, of course, requires a good strategy so that students can be facilitated in writing. There are many strategies that can be used to help students in the writing process, in this thesis the author uses one strategy, namely the TTW strategy. The author will apply this strategy to students so that their writing skills can improve. Based on the problems faced by students, the author would show whether the TTW strategy is successful or not to improve students' writing skills.

1.4 Limitation of the Study

There are many problems faced by students in writing in the eighth grade of SMPN 1 Petang. To make this thesis focused on overcoming these problems, the researchers set limits on the problem. Researchers provide a scope of limitations so that the discussion can be explained in detail. Therefore, the researcher limits this thesis as follows: The study is limited in using the TTW strategy to improve students' writing skills, especially writing descriptive paragraph. This research would be conducted by eighth grade students of SMPN 1 Petang.

1.5 Significance of the Study

This research provides benefits for both students, teachers and researchers. The first, the benefits that would be obtained by students are that they would find new techniques in learning English, especially learning to write descriptive texts. They would learn to write descriptive paragraph well. This strategy would make

them think more broadly in developing ideas that they would put into written form. They would be motivated to write English.

The second, the benefit for the teacher is that the teacher finds a good new strategy to improve students' writing skills. Teachers can apply TTW strategy to students to help students write descriptive paragraph. Teachers can innovate by using the TTW strategy to make the classroom atmosphere more lively and fun.

The third benefits obtained by researchers are that researchers gain new experiences by engaging directly in practicing the TTW strategy into the student learning process. By participating, the researcher in participating with the students would show the researcher about the result of this research is expected to support the theory about Think Talk Write strategy which is stated to be able to improve students' writing skills.

1.6 Definition of Key Term

In order to avoid misunderstanding in this research, it is necessary to give operational definitions of the term in the present study such as writing skill, descriptive text and TTW strategy.

1.6.1 Writing Skill

In this study, writing skills were defined as the ability of the eighth grades students of SMPN 1 Petang in the academic year 2022/2023 in writing descriptive paragraph. Students would be focused on writing as many as 6-12 sentences in descriptive paragraph.

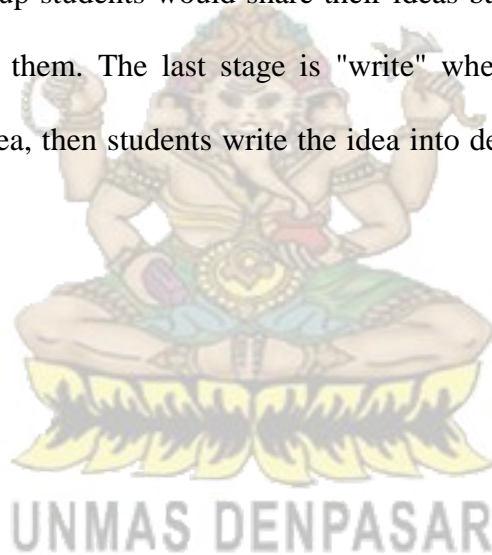
1.6.2 Descriptive Paragraph

Descriptive paragraph is a paragraph used to describe objects such as places and animals. This paragraph uses a generic structure, namely identification,

description and conclusion. Descriptive paragraph consists of 6-12 sentences. Descriptive paragraph would be taught to class VIII A of SMPN 1 Petang.

1.6.3 Think Talk Write (TTW) Strategy

TTW strategy is a strategy that consists of 3 stages of the implementation, namely Think, Talk and Write. The first stage of "think" is that students would be given a topic to make their descriptive text. Students would be asked to think of ideas for making descriptive texts according to the given topic. Then enter the second stage, namely "talk", in this stage students would be divided into several groups. In this group students would share their ideas based on their thoughts on the topic given to them. The last stage is "write" where at this stage students already have an idea, then students write the idea into descriptive text using their own words.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the basis that would be used as a reference for defining the theories in this research. This theoretical review uses theories related to the problems studied in this research. Theoretical reviews can be obtained from various sources such as books, electronic books, various types of journals available on websites such as national journals and international journals and can also use the previous thesis to serve as a theory in this research. In this theoretical review there are four such as: 1) writing skills, 2) descriptive text, 3) Think Talk Write (TTW) strategy and 4) assessing writing.

2.1.1 Writing Skill

Writing skill is one type of skill language that students must master. Writing skill is a special ability that helps students to express their thoughts into meaningful words. Many experts have suggested understanding of writing. Writing as one of the four skills of listening, speaking, reading, and writing has always been a part of learning English (Harmer, 2004). Writing is a productive skill through a series of symbols to represent speech sounds for things like punctuation and numbers. Writing must result in a text where the text must be read and understood. Writing a composition means we compose the meaning of something we want to tell through written material (Harmer, 1991).

Writing is the main tool for learning. Writing is a productive skill. Writing is the process of writing characters on the media. Writing is an activity to compose words, phrases, and sentences that are grammatically correct and in

accordance with their purpose. In general, writing can be interpreted as the act of forming or tracing characters on paper or other suitable materials with a pen or pencil. Most people have little time to write. They spend more time listening, talking, or reading. Because writing is a written conversation, it includes a sequence of sounds, starting from letters, vocabulary, grammatical structures, and punctuation (Hasanah, 2019). Writing is a skill that anyone can learn with practice. When we write, we give full form to our thoughts and feelings and then put them into written form (Langan, 2000).

Writing is the study of focusing our minds important things, and learn them. With this activity, one can find solutions to difficult problems, master facts even by writing, one can also communicate one's thoughts which cannot be done in any other way (Lingdblom, 1983). Writing is one of the language skills in English and is one of the activities that most students have to do in their studies. Through writing assignments, students can express their ideas, respond to other ideas, tell stories and convey information and are expected to be able to compose well-ordered written works. Writing is the skill of expressing ideas, feelings, opinions, and others in written form (Rafab, 2008).

Writing is an important feature of language learning because it provides an excellent means of changing vocabulary, spelling, and sentence patterns (Patel, 2008). From this statement, it can be said that writing is one of the skills to convey ideas that have been arranged in words to paragraphs so that readers understand the meaning of the text. In addition, in writing, we must choose the right sentences that are suitable to express our ideas, because we cannot write meaningless words in writing. Then, we must pay attention to the grammatical

structure so that readers can understand the ideas we write.

Writing is an activity that consists of a number of processes that must be passed by a writer to produce in the end for various purposes (Harmer, 2007). It is shown that writing is a way for students in all content areas to make meaning for themselves as well as to learn how to think and communicate in their particular domain. From some of the opinions above, it can be concluded that writing is an act, or the process of building a large unity of ideas, thoughts, and feelings expressed through graphic symbols, to form words, sentences, and paragraphs. In conclusion, writing is a written process from the results of thinking, drafting and revising procedures.

In this research, the researcher uses the theory of Brown (2004:218) that states four aspects of writing which consist of grammar, punctuation, organization and rich of vocabularies that student must do.

2.1.2 Descriptive Paragraph

A paragraph is a group of related sentences that develop one main idea, namely the topic of the paragraph (Oshima, 1991). Each paragraph is a separate entity. Paragraphs consist of three types of sentences that develop the author's main idea, opinion or feeling about the subject after the conclusion. A paragraph is a division of a piece of writing (Oxford, 1993). A paragraph is a collection of sentences that contain ideas and a unit of thought that expresses the main idea. The parts that make up a paragraph are the main sentence, the supporting sentence, the main idea, and the explanatory idea.

A paragraph is part of an essay or speech consisting of a number of sentences that express a unified information with the main idea as a controller

(Ramlan, 1993). Paragraph is a language unit that is built by two or more sentences which are semantically and syntactically a unified whole (Chaer, 2011). Semantically, it means that in a paragraph there is one idea, one main idea or main idea which is equipped with additional information about the main idea or idea. Syntactically, it means that in a paragraph there is a main sentence that contains the main idea or main idea and is added with a number of other sentences that contain additional information about the main idea in the sentence.

There are many kinds of paragraph such as narrative, procedure, report, recount and descriptive paragraph etc. In this research, the researcher would discuss about descriptive paragraph. Description extend our personal experience by taking us to place we might not know, which explains the popularity of descriptive travel essay in magazines or newspapers (Clouse, 2004). Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader to visualize a scene or a person, or to understand a sensation or an emotion.

Descriptive paragraph is a text putting the characteristics to create some moods, situations or to describe (Mursyid, 2005). Descriptive or description is a way to describe something by giving more details to describe what would be described. So, we can visualize what it feels like, how it feels, through our senses. The definition of descriptive text varies from many sources. Descriptive paragraph is a type of paragraph that can describe something in detail in the framework invites the reader to feel and fully see the characteristics of an object without

touching it directly. This type of text is usually used to describe things like animals, things, people or places.

Descriptive paragraphs are paragraphs that give the reader a description of the wording of a particular person, special place, or appearance of a particular object. Consists of sentences that represent objects arranged in space. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. Readers can imagine objects, places, or people in their minds (Oshima, 1991). Excellent descriptive paragraph contains clear details about a particular thing that allow the reader to feel, touch, smell, see, and hear a particular thing. The ability to accurately describe people, places, or things is a useful life skill. Descriptions can also include or suggest a timeline in which a person, place, or object usually appears in a situation, or an incident usually occurs or denotes a scene.

Descriptive paragraph is a collection of multiple sentences to convey a distinct message of a single person, place or thing (Nurul, 2020). It begins with a descriptive sentence that clearly states the topic that would be rolled out in the following sentences. A well-written descriptive paragraph pulls in all five senses to engage the reader. The use of smell, sight, touch, sound and taste in expressive language captivates the reader on many levels. If done well, your short piece of descriptive writing would have the opportunity to leave a strong impression on the reader.

Based on the explanation above, it can be seen that descriptive paragraph is a description of a particular thing, animal, person, places, or other people by visualizing them. The social function of descriptive paragraph is to describe a

particular person, place, or thing. Descriptive paragraph contains for about 6-12 sentences about single topic (Zemach and Islam, 2005). In this research, the researcher would use the theory of Zemach and Islam's theory. The students would use many aspects to make a good descriptive paragraph which contain of six until twelve sentences. In writing descriptive paragraphs, in general, students would pay attention to the important thing that students must think about is the generic structure of a good descriptive paragraph. The process of writing descriptive paragraphs begins with writing identification, description, and conclusion. If students can do all of this, then students can improve their writing skills in descriptive paragraph

2.1.3 Think Talk Write (TTW) Strategy

This research requires a good learning strategy that can make the teaching and learning process run well. There are many strategies that can be used to help the teaching and learning process. These strategies are useful for making students better understand the material being taught. With the learning strategy, a learning activity carried out by teachers and students can achieve learning objectives. Of the many learning strategies used in the classroom, in this study the researchers chose to use the Think Talk Write strategy or shortened to TTW strategy. The researcher would implement the TTW strategy for the eighth grade students of SMPN 1 Petang to improve their writing skills in descriptive paragraph.

TTW strategy is a strategy that facilitates the practice of speaking and writing languages fluently. This strategy was introduced by Huinker and Laughlin. The steps for implementing the TTW strategy begin when students are able to think and have a dialogue with themselves after doing the process of

writing, speaking, and sharing ideas with their friends, then the ideas are written down. The TTW strategy encourages students to think, speak, and write on specific topics. Thinking means using their mind to form opinions, make decisions, and after that they would talk means to say something to provide information and writing means producing something in written form so that people can read, do or use it.

This strategy is used to develop fluent writing and practice language before writing. According to Hafrizon (2011) using the TTW strategy in the process of teaching speaking is a solution in making the class more enjoyable. The students become more active in giving their opinions regarding the given topic. Based on Suminar (2015) the effectiveness of the TTW strategy in teaching writing descriptive texts. In his research, students who have broad knowledge and active students would help other students who have low abilities in understanding the text by sharing together in groups. After that, they can write down what they have discussed in the form of an essay using their own words. In summary, we can conclude that TTW strategy provides advantages to assist students in achieving writing skill.

TTW strategy is a cooperative learning strategy where this learning activity begins with thinking activities (think), then continues with talking or discussion or exchanging ideas (talk) and finally writing the results of the discussion (write). This strategy is expected to achieve learning objectives and competencies. Cooperative learning that is done properly would enable educators to manage the classroom more effectively and efficiently. From the explanation above, it can be concluded that a positive learning atmosphere arising from cooperative learning

methods can provide opportunities for students to love learning, teachers and schools. In fun activities, students feel more motivated to learn and think. In this group students are asked to read, take notes, explain, listen, and share ideas with friends and then express them through writing (Ambarsari & Syarif, 2018).

According to Martini (2012) there are three steps that would be implemented by the students in teaching learning process of writing in descriptive paragraph by using TTW strategy.

2.1.3.1 Think

In “Think” the researcher gives a topic to the students, after that they make their descriptive text based on their idea. In this activity, it can be seen from reading something that contains clues and notes what has appeared. In making or writing notes after reading the guide students distinguish and put together the ideas presented. At this stage students individually provide explanations, record ideas contained in the reading, and things that cannot be reached using their own language.

One of the benefits of this process is that taking notes would become an important part of learning. Taking notes improves students' knowledge and improves thinking and writing skills. In addition, routine learning to make or write notes after reading thinking activities before, during, and after reading notes to increases students' knowledge and even improve thinking and writing skills.

2.1.3.2 Talk

In “Talk” the students are divided into some group and then they can communicate with their friends. At this stage students compile and share ideas in group discussions. The progress of student communication would be seen in the

dialogue in the discussion obtained from exchanging ideas with other students or their own reflections expressed to others. Based on the above, the communication phase (Talk) in this strategy allows students to have conversations. Communication skills can accelerate students' ability to express ideas through writing.

Furthermore, communicating or dialogue between students and teachers can increase understanding. This can happen because when students are given the opportunity to speak or dialogue, and construct various ideas to write through dialogue. The speaking activity is important because students use their own language to present their ideas to build a general theory. The sharing strategy allows students to be skilled in speaking. The communication process is carried out through students' lives. As individuals who interact with the environment in the classroom would make it easier for students to socialize. In the process scientific communication can be built and utilized before starting to write.

2.1.3.3 Write

In "Write" they would write descriptive text by using their own words about the idea that they think after they discuss it with their friends. At this stage, students write down the ideas and activities they got in the first and second stages. This section consists of the basic concepts used, the relationship with the previous material, the solution strategy, and the solutions obtained. The next stage of "writing" is writing the results of the discussion or dialogue. This activity means constructing written ideas, because after creating or having a dialogue between friends, then through writing.

2.1.4 Assessing Writing

One of the most important aspects of teaching writing is the ability to develop students' abilities after the teaching and learning process. By assessing students, teachers can measure how far students understand the material given in class and provide feedback on students' work to determine students' writing skills. In English class, especially in junior high school, it is always challenged by how to express students' valid skills and skills, students would be better prepared for internal and ability and achievement tests. There are many reasons to test writing in classroom English, including for diagnostics, proficiency, placement, achievement, and performance.

General matters include all procedures used to obtain information about student learning and the basis for assessment of learning progress (Miller, 2009). A variety of procedures are used to download student performance information, including teacher observations, performance appraisals or projects and paper and pencil tests. A teacher would point out that it is not only the product that can be assessed, but a commitment to the process is also expected. The assessment process is designed to investigate how students write, the decisions they make as they write, and the strategies they use. Assessment places student needs at the center of teacher planning.

Therefore, the purpose of the assessment process is to provide information about student performance such as how far the student progress in writing and whether a change in the way of teaching strategies is needed or not. In addition, teachers are always assessing, but the main purpose of assessment is to inform better teaching and more efficient learning (Fulcher, 2007). In the classroom,

assessors are highly involved in the assessment and are concerned with the outcome of the assessment.

In classroom assessment, many teachers assess formatively, informed by their beliefs about what writing is and how it develops in English learners (McKay, 2006). Product assessment focuses on assessing the final composition of students (Brown, 2001), while written products can be assessed through several assessment methods (Hyland, 2003). Assessment is an ongoing process that has a much broader scope. Every time a student responds to a question, makes a comment, or tries a new word or structure, the teacher unconsciously make an assessment of student performance.

Based on the theories above, this research would focus on using one of the theories from Oshima and Hogue. There are five important components of writing that must be assessed such as format, punctuation and mechanics, content, organization and grammar (Oshima, & Hogue, 1997).

2.2 Empirical Review

Empirical review is a review that the information and theory that available concerning the topic or the result of the studies which done by other researcher. Therefore, it is used as a reference for the present of study. In this study there are two empirical reviews.

A research that was conducted by Hasanah (2019) whose research entitled “Using Think Talk Write (TTW) Strategy to Improve Students’ Writing Skill In Descriptive Text at The Eleventh Grade of SMA Negeri 4 Palopo”. The steps in implementing the TTW strategy implementation are very detailed so that the writing of descriptive paragraphs can run well. The steps in implementing the

TTW strategy implementation are very detailed so that the writing of descriptive paragraphs can run well. Based on data analyse this class also showed that the mean score of post-test was higher than the mean score of pre-test (74.75 > 52.50).

The second is Belangi (2018) whose research entitled “The Effect of Think-Talk-Write (T-T-W) Strategy on Students' Writing Descriptive Text Ability (A Quasi- experimental Study at the Seventh Grade of SMPN 87 in Academic Year 2018/2019” The researcher was interested in undertaking this study which dealt with assessing descriptive paragraph writing ability. The researcher used a good descriptive paragraph scoring rubric which can deeply measure the writing components. The results of the data analysis showed that most of the subject under study got sufficient achievement writing of descriptive paragraph.

Based on those research it can be seen that both of those research were successful in improving the students' writing skill descriptive paragraph through TTW strategy. In addition, TTW strategy is effective to improve students' writing skill. The steps of TTW strategy didn't make the researcher to apply it. The research of Hasanah in 2019 was good but it would be better if the researcher can apply learning media to build their interest and make them easily in understanding the descriptive paragraph. In the research of Belangi in 2018 was good but the researcher need to give the question and answer session in pre-activity to make them more understand about descriptive text. The researcher not only explain but also provide opportunities for them to ask question related to descriptive paragraph.