

Chapter I

Introduction

This chapter consists of research background, research problems, limitation of the study, objectives of study, the significances of study and the location of the study.

1.1 Background

English is one of the important languages in the world, either as the first language, second language or even foreign language. English is one of the major languages that used world widely by people. In English, there are four aspects of languages, which are listening, speaking, reading and writing skills.

Harmer (2010) stated that among those skills, writing draws more attention in teaching English because it is difficult skill to learnt. This is happened because writing includes some skills named as identification of thesis statement, writing supporting details, reviewing, editing, comprehensive grammar, suitable vocabularies, writing mechanics, organization skill, style, imagination, etc. (Javid & Umer, 2014).

Writing can be considered as one of fundamental skill because writing is the basic skill of learners who want to learn English. Meanwhile, there are some difficulties in learning process for students who learn English as a foreign language. However, writing can be enjoyable, meaningful and essential subject in the foreign language learning. From writing, students can enhance their ability to generate the

ideas, to communicate with each other, sentence to sentence, paragraph to paragraph, and to increase the awareness of using grammar and to use words. At this point, vocabulary has an important role. The students who are good at vocabulary will not face the difficulties in generating ideas instead of the students who are not good enough.

In writing, the students need to be aware of the writing aspects. They have to be aware about grammatical features, organization, etc. Therefore, the students need to understand and pay attention to the accuracy of the language they use. In Indonesia, students writing ability to write still very low because they lack of vocabularies and they do not know how to construct the ideas. It cause the hesitation of the students to write sentences in English. So, it is necessary to find a solution to improve their writing ability.

1.2 Identification of the Problems

Based on the background above, writing is very significant. We must be able to write if we want to be a success person. But there is a lack of students in writing. The learning process of teaching English is also very influential. The easier the material to be understand, the more the students enjoy the learning process. But if they are not enjoy, they will feel difficult to learn English, especially writing. Therefore, we have to relieve the lack by find a suitable method in teaching English. This research is to improve the students writing ability by using Think-Talk-Write (TTW) method.

1.3 Research Questions

1. How are the process of Think-Talk-Write (TTW) method be used to improve students' writing ability of VIII grade students of SMPN 10 Tasikmalaya in the academic year of 2017/2018?
2. How are the results from using Think-Talk-Write (TTW) method for improving students' writing ability?
3. What are the advantages and disadvantages of using Think-Talk-Write (TTW) method in improving students' writing ability?

1.4 Limitation of the Study

It is very important to make limitation of the study in order to make no digression from the subject. Based on Surakhmad (1975), the limitation of the study is necessary since it can simplify the subject for the researcher and solve the problem. For that reason, the researcher focuses in analyzing Think-Talk-Write (TTW) method to improve students' writing ability. The researcher focuses on the VIII grade students of SMPN 10 Tasikmalaya.

1.5 Objectives of the Study

1. To find out the used of Think-Talk-Write (TTW) method process in improving students' writing ability.
2. To find out the results of using Think-Talk-Write (TTW) method in improving students' writing ability.

3. To find out the advantages and disadvantages of using Think-Talk-Write (TTW) method in improving students writing ability.

1.6 Significances of the Study

1.6.1 The Theoretical Significances

- For the English Department of Pasundan University

This research can be used as a reference for Library research to enrich the knowledge about teaching writing related to Think-Talk-Write (TTW) method.

- For the Next Researcher

This research can be used as reference for Think-Talk-Write (TTW) method in improving students' writing ability.

1.6.2 The Practical Significances

- For the English Teachers in SMPN 10 Tasikmalaya

This research can be a source of information of how to improve students' writing ability.

- For the Students of VIII grade in SMPN 10 Tasikmalaya

This research is expected to improve their writing ability.

1.7 The Location of the Study

This research took place at SMPN 10 Tasikmalaya. SMPN 10 Tasikmalaya is a shelter school of the Ministry of Education and Culture which started its operation since May 15, 1992. The location of SMPN 10 Tasikmalaya is at Jl. R.A.A. Wiratanuningrat No. 12 Tawang District, Tasikmalaya City.