

CHAPTER I

INTRODUCTION

The chapter discusses background of the research, scope of the research, statement of the problem, objective of the research and significance of the research.

Background of the Research

Learning is a process of transferring knowledge carried out by the teacher to students both in knowledge and attitudes. Based on Law Number 20 of 2003 concerning the National Education System article 1 paragraph 1 which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

In carrying out the teaching and learning process, the teacher's main task is to educate, teach, train, and even facilitate students to reach a level of ability or intelligence, noble character, and the ability to cultivate optimal skills. In order for everything to be achieved, the teacher must be able to play a role according to his duties and be able to master various abilities and expertise. Teachers are also required to be able to master subjects and be able to present more interesting learning in teaching and learning activities.

In learning English, the teacher seeks to profitably improve students' language skills as one of the skills that must be mastered, so that with skill student's have a broader perspective of thinking. Their ability to express an issue will be seen

when conveying it through communication, both orally and in writing. Language skills themselves can be categorized as the ability to listen, speak, read/write. These skills cannot be separated and must be mastered by students because they are basic skills in learning English. Language skills and abilities are very closely related to the thought processes that underlie language. The more skilled a person is at speaking, the brighter and clearer his thoughts will be. So it is clear that a person's language reflects his way of thinking (Tarigan et al. 2008).

To improve language skills and abilities, a teacher must be able to create an interesting and fun learning atmosphere. Fun learning activities will be realized if the teacher is able to manage the class well, so that learning will be more effective and efficient. To create a pleasant learning atmosphere the teacher must be able to apply a variety of learning models that suit the material to be delivered.

One of the learning models that can be considered by the teacher is the learning model using the TTW (Think Talk Write) strategy, especially in learning to write paragraph texts. Think Talk Write is a learning strategy that focuses on thinking, speaking (discussion), and writing activities. This strategy allows students to dig deeper into information through thinking and discussing activities, then pouring it into a piece of writing. Writing paragraph texts is one of the skills taught at the junior high school level. The ability to write paragraphs is important as a student's ability to express their thoughts about various issues. Think-TalkWrite (TTW) is a model that facilitates practicing spoken language and writing the language fluently. The learning model that was first introduced by Huinker and Laughlin is based on the understanding that learning is a social

behavior. The Think-Talk-Write (TTW) model encourages students to think, speak, and then write down a particular topic. The Think-Talk-Write (TTW) model begins with a thinking activity (think) by reading a reading text and then students are asked to make notes. By making notes increases students' knowledge and even improves students' thinking and writing skills. One of the benefits of this process is that taking notes will become an integral part of the learning setting to achieve certain goals.

As a strategy, Think Talk Write (TTW) has several advantages. Some of these advantages include: (1) being able to develop students' critical and creative thinking skills; (2) can assist students in constructing their own knowledge so that students' understanding of concepts becomes better; (3) can train students to write down the results of their discussions in written form systematically so that students will better understand the material and help students communicate their ideas in written form (Rezaliah, 2003). The advantages mentioned above indicate that the Think Talk Write strategy is a suitable strategy to be applied in learning to write paragraph texts.

Students' writing skills at SMPN 7 Ternate City are still poor. Based on the researcher observations, many students still lack confidence when learning English, especially in writing activities. Students experience pronunciation difficulties when reading texts, having difficulty in writing due to lack of vocabulary, and difficulty writing grammatically correct. And learning that tends to be monotonous result in a lack of students' ability to learn language optimally. This causes low student interest and motivation in learning English. Therefore,

students need learning strategies that are appropriate to the development of their skills so that they can increase students' interest in learning English, especially in writing. The problem in this research is how to improve paragraph writing skills using the Think Talk Write (TTW) learning strategy for class VIII B students at SMP Negeri 7 Ternate City. And the aim of this research is to improve students' paragraph writing skills and find out what student learning outcomes are after using the Think Talk Write (TTW) learning strategy for students in class VIII B SMP N 7 Ternate City.

Based on the description of the problem above, the writer is interested in conducting research on "Improving Students' Paragraph Writing Skills by Using Think Talk Write Learning Strategy at SMP Negeri 7 Kota Ternate".

Scope of the Research

Based on the background and identification of the problems above, the focus of this study is to improve students' paragraph writing skills and find out the wheather of student learning outcomes after using the Think Talk Write (TTW) learning strategy in class VIII B students of SMP N 7 Kota Ternate.

Statement of the Research

Based on the background of the problems above, the formulation of the problem in this study is as follows : To what extent does the students paragraph writing skills by using the TTW strategy at SMPN 7 Kota Ternate?

Objective of the Research

The purpose of this study to find out wheather the students' paragraph writing skills can improve by using TTW strategy at SMP Negeri 7 Kota Ternate.

Significance of the Research

1. Theoretical Significance

The results of this research are expected to be able to enrich the existing theories related to English language teaching strategies.

2. Practical Significance

- a. For English teachers, this research is used to motivate them in learning to write paragraphs using the Think Talk Write (TTW) learning model.
- b. For students, it is hoped that the results of this research can provide a new understanding in learning English, especially in improving paragraph writing using the Think Talk Write learning model.
- c. For other researcher, this research is expected as initial information in conducting more in-depth research in the future.