

CHAPTER I

INTRODUCTION

A. Background of the Research

English plays such a central role in the world, it is inevitable for people to ignore it fully. Meanwhile, in some countries such as Indonesia, English becomes a language that must be learned, because it is almost a necessity for people if they are to enter the global workforce. Therefore, people need to master English, either spoken or written.

Writing is a skill that needs more thoroughness to learn and practice. According to Carter et al. (as cited in Apsari, 2017, p.2), “the important thing for supporting one’s future such as career and personal life is writing, because people will always judge intelligence through one’s thinking ability as reflected in written form.” Through writing, some benefits that can be obtained, such as expressing feelings or many ideas. Besides, writing can become a great tool to support us the way how should put our mind, and can guide one to learn how to form language, to satisfy, to create and to make sense of an argument.

Related to the explanation above, in a class observation during a school orientation program in a private vocational high school in Cimahi, the researcher found that a few students had difficulties in writing texts, such as difficulties in understanding how to show and generate ideas and then organize them into a good paragraph, and limited knowledge about generic structure and language features that the students should choose. Meanwhile, according to Maharani (2016), “the difficulties faced by the students are; First, The students

can not distinguish regarding the classification of verbs (present and past form); Second, The students still confused the generic structure of a text.” Also, students make several mistakes in their writing in terms of content, organization, vocabulary, grammar, and mechanics (Indahyanti, 2017, p.140). English teachers argue that there are many problems that the students have in writing, including that the students are still confused in 1) how to express ideas in text because of limited vocabulary, and 2) what generic structures they should use (Sukma, 2015, p.66). Moreover, Bynee (as cited in Wikandaru, 2017), stated :

There are three heading problems which are caused by writing, because writing is considered as a difficult activity, both in the mother tongue and in a foreign language: 1) Psychological Problems; 2) Linguistics Problems. Because, in foreign language, this process is all the more difficult as there may be interference on a cultural level, not the linguistics only, between mother tongue and foreign language; and 3) Cognitive Problems. The written form of the language and certain structures, which are less used in speech, should be mastered and learned such as the way to organize the ideas.

Educators must be aware of those problems, so that they should be able to create the right, valuable and enjoyable learning experience, encourage students to write English text and make the language class active, such as training the students to write in order to express their ideas and having the real writing practice in the class.

This is in line with the 2013 Curriculum, which is currently adopted by the school education system in Indonesia. In 2013 Curriculum, there are some goals contained in learning include writing, such as to understand the knowledge (consisting of factual, conceptual, and procedural) by a curiosity about science, technology, art, cultural phenomena, and events related to the visible; to make the students able trying, processing, and serving in the realm of the concrete (using, parse, arrange, modify, and create) and the realm of the abstract (writing, reading, counting, and drawing) in accordance with the learned in the school and another source in the same viewpoints/theories.

Thereby, based on those facts, the writer would like to choose a Think-Talk- Write (TTW) strategy of teaching and learning in this study. Think-Talk-Write is one of the strategies that can develop students' understanding and communication abilities. The strategy consists of the *Think* process, which is the comprehension process through reading materials, making notes, and the response towards the reading materials, the *Talk* process, or the process of delivering the students' ideas of their comprehension through the interaction either with their friends, their teachers, or in a formal group discussion, and the *Write* process, which is delivering the ideas of the students' comprehension through writing built individually by the students (Indahyanti, 2017, p.142). Similar to the statement before, that TTW is one of a process for teaching and learning that facilitating the exercises of language both spoken and written fluently (Riandi & Nurfauijah., 2018, p.55). With using Think-Talk-Write strategy, the students will enjoy if the students work together, they can think what the things that their know, and then share the things into a group, and at

the last they can write after the students' discuss with the group (Suminar & Putri, 2015, p.303).

This strategy introduced by Huinker and Laughlin (1996:82), the experts argued that those strategies build in time for thought and reflection and for the organization of ideas and the testing of those ideas before the students expected to write. The flow of communication progresses from the student engaging in thought and reflective dialogues with themselves to talking and sharing their ideas to writing.

Many researchers have studied the implementation of the Think-Talk-Write strategy in writing descriptive text. First, in the study by Riandi & Nurfauliah (2018), the researchers summarized that it is significant for the teachers to choose the appropriate strategy for improving students' writing mastery, particularly The Think-Talk-Write strategy as mentioned above.

Second, the research by Rahmah (2017), discovered that by using the TTW strategy in writing descriptive text, the students can write descriptive text quickly, do not require a lot of time, and makes the students more active, creative and interested in the learning process. The results of test showed the students got improving scores. Therefore, the use of TTW strategy is effective to improve the students' score in writing descriptive text. Also, The students' responses towards the strategy were a positive responses.

Third, the research by Suminar & Putri, (2015), found that the result of the Think-Talk-Write strategy is effective to the students' skill especially in writing descriptive text. This strategy can encourage the learning process.

Fourth, in the study by Yusmil (2018), the researcher summarized that the result of analyzing the data showed that there was an improvement on the students' achievement in writing descriptive text from each cycles. Based on interview, and observation sheet it showed that the expression and excitement of the students were also improving. It indicated that was the improvement of the students' achievement in writing descriptive text by applying Think-Talk-Write method.

Fifth, the research by Maulidah et al. (2013), found that most of the students gave good responses toward the implementation of Think-Talk-Write strategy. The students felt enthusiastic in learning English in classroom activities, especially in writing. The students were also more interested and motivated in writing activities. Based on those positive responses, the Think-Talk-Write strategy was the effective one in the teaching and learning process. Also, most of the students gave a good response to the teaching and learning process using the Think-Talk-Write strategy such as felt interested in, exited, easy, enjoy, etc. Overall, the students could reach the competency had been stated. It means that the Think-Talk-Write strategy is effective to help the students in constructing descriptive text and help to reach the competency well.

Sixth, in the study by Hikmawati (2018), the researcher summarized that the Think-Talk-Write strategy can improve the students' writing skill in descriptive text. It is can be seen by the result of pre-test and post-test in cycle I and cycle II.

Moreover, the researcher also found the researchers who implemented the Think-Talk-Write in Narrative text. First, in the study by Kusumaningrum

(2015), the researcher summarized that the Think-Talk-Write strategy is the innovative strategy to apply in teaching writing. This strategy is implemented in the classroom successfully. The students had positive behaviour after Think-Talk-Write was applied. The students became more enthusiastic during the study. The students' writing skill is also improving. The mean of pre-test score is 47.5 and the mean of post-test is 82.5. The increase is 35 points. It means that the students' writing skill and the students' motivation improved significantly.

Second, the research by Hasibuan et al. (2018), found that based on the writing tests, the students' scores kept improving in every test. It could be seen from the improvement of the students' mean score from pre-test, post test of cycle I and post test of cycle II. The improvement can also be proved by the result of the observation sheet and diary notes. In other words, the students got a better score to the next meeting. Based on the finding, the alternative hypothesis was accepted. It means, that Think-Talk-Write strategy could improve the students' achievement in writing Narrative text.

Third, the research by Pratiwi (2019), discovered that the students' writing skill improved in pre-test, post-test I, and post-test II. In addition to that, there was an improvement in the students' lowest score and highest score, in pre-test, post-test I and improves in post-test II. This shows that the application of collaborative learning models in the teaching and learning process is proven to improve students' writing skills in narrative texts.

Fourth, in the study by Marfungah (2017), the researcher summarized that the use of Think-Talk-Write was effective in teaching writing narrative text. In

this research shown that there was a significant difference between teaching writing narrative text using Think-TalkWrite and without strategy.

Fifth, in the study by Lestari (2016), the researcher summarized that in the pre-cycle, the students taught by the teacher using another technique. The result of the research showed that there was a significantly different students' achievement in every cycle. In the learning activity showed that the students pay good attention to the teacher. It can be seen in the cycle 1, the students pay good attention but difficult in writing narrative text. In the cycle 2, the students pay good attention and they can write narrative text with enjoyment. Based on the result of the research showed that the students' achievement in writing narrative text was improved through teaching narrative text by using Think-Talk-Write Technique. It can be recommended that the students' creative writing skill in narrative text could be improved by using Think Talk Write Technique.

Results of these studies also prove that the implementation of Think-Talk-Write strategy significantly improves the students' writing ability. By implementing that strategy, the students were more enthusiastic when learning text in the classroom, which could be seen from how focused and serious they were in learning supported by the results of the observations, the students' writing test, and questionnaires.

Furthermore, writing must be related to the text. There are many genres of texts, such as descriptive, exposition, procedure, narrative, anecdote, report, explanation, discussion, and recount. Recount is the text type in English that

tells about a story, action, or activity. Recount text is a text that retells events or experiences in the past (Natsir, 2017, p.27).

In this globalization era, people can study through any media, not only books but also Information Communication Technology (ICT). Because of the development of technology in this world, so in teaching should use the ICT. ICT as one of the modern media that often the teachers using in classroom activity for the teachers to create an interesting learning process. The development of ICT has provided that it is a new media or tool for the teachers to create interest in a learning activity in the classroom (Sari, 2014, p.214). Because of many kinds of ICT that people can use in learning about English, so the researcher will choose YouTube. YouTube is a popular platform of video sharing, where the users can load, watch and share any videos, such as tutorial makeup, music video, and not only for entertainment but also YouTube can people use for learning activity. YouTube is one of the sources of online material that plays a key role in classroom activity (Almurashi, 2016, p.32).

In general, based on the problems above, this study seeks to apply the Think-Talk-Write (TTW) strategy in teaching writing recount text using Youtube videos to tenth grade students in a private vocational high school in Cimahi and investigate its results. It is expected that TTW using ICT can be an appropriate strategy to solve the problems in teaching writing, particularly in the participating Vocational High School.

B. Questions of the Research

From the background stated previously, some problems will be formulated by the writer as follows:

1. How are the scenario and implementation of Teaching Writing Recount Texts through TTW Strategy Using YouTube Videos to Tenth Grade Students in the Private Vocational High School in Cimahi?
2. What are teachers' and students' responses on the implementation of the TTW strategy and YouTube videos in writing recount text?
3. What are the students' difficulties in learning writing skills using TTW strategy with YouTube videos?

C. Objectives of the Research

Based on the research problems above, the research objectives are formulated as follows:

1. To find out how the scenario is designed and implemented in teaching writing through TTW strategy with YouTube videos to tenth grade in private vocational high school students in Cimahi
2. To investigate the vocational high school teachers and tenth grade students' responses toward teaching writing through TTW strategy with YouTube
3. To identify the students' difficulties in learning writing skill through TTW strategy with YouTube videos

D. Limitation of the Research

In line with the research questions, the focus of this study was on teaching writing recount text through Think-Talk-Write strategy with YouTube Videos

to Tenth Grade Students in a Private Vocational High School in Cimahi. This decision was taken by considering the importance of the Think Talk Write Strategy as one method of cooperative learning, which can improve the students' writing.

E. Significances of the Research

It is expected that results of this study will give many contributions such as :

1. For teachers
 - a. Teachers can solve their problems in teaching writing.
 - b. Teachers can take advantage of this study to find the way to teach writing effectively and more interestingly using ICT media.
 - c. This research may become a comparative study for other teachers in teaching writing.
 - d. This research can be a reference for choosing instructional materials.
2. For students
 - a. Students can learn how to write well to create a good text.
 - b. Students can improve their ability in writing through Think-Talk-Write strategy and video.
3. For researchers
 - a. This study can be useful for researchers as a reference, especially in writing and learning processes.

F. Definitions of Key Terms

a. Writing

An activity usually done by people to tell something, to report, to explain, or to announce their ideas and opinions freely and systematically

b. Think-Talk-Write

One of the strategies that can increase students' understanding and ability in communication. This strategy can help students be more active in the classroom and inform other people about how to solve problems.

c. Recount text

The text type in English that tell about story, action, or activity. Usually, recount text tells about someone's experience in the past.

d. YouTube

A popular site of video sharing, where users can load, watch and share any videos, such as makeup tutorial, music videos, and which is not only used for entertainment but also for learning activities.

G. Organizations of the Research Papers

Chapter I: Introduction

This chapter contains the background of the study, research questions, objectives of the research, limitation of the research, significances of the research, definitions of key terms, and the organization of this research papers.

Chapter II: Literature Reviews

This chapter examines the theories and reviews previous studies regarding writing, the Think-Talk-Write strategy, and recount text.

Chapter III: Research Methodology

This chapter contains the research design, research method, research subject, instruments, data collection, and data analysis.

Chapter IV: Results and Discussion

This chapter shows and discusses the findings of this research.

Chapter V: Conclusions and Suggestions

This chapter contains the conclusions of this research and suggestions for the future.