

CHAPTER I

INTRODUCTION

A. Background of Study

English is a language used by many countries as a tool to communicate. English has been taught from elementary school to high school, even English become subjects tested in national exam. That is why it's important for students to learn English. In English there are four skills that should be known. The four Skills are: Speaking, listening, reading, and writing.

In this case, the writer wants to talk about one of those skills, that is writing. There are so many misunderstandings happening in the society and even teachers at school because of their opinion that there is no need to learn writing, owing to their belief that the ability to write is in-born talent. As a matter of fact writing is something that can be learn by everyone.

- Writing in the second language is assumed to be more difficult than in the native one. To some extent, the writing disabilities are caused by the poor mastery of vocabulary. Grammar, structure, and ways of constructing sentences in the foreign language. From the result of observations at MTs Negeri 1 Serang found many students who have difficult in writing English text. The students' felt difficulty of expressing ideas in writing, they feel boring when teaching-learning process, and they express insecurities when facing the writing task.

Based on the statement above the appropriate method or approach is needed. Method plays an important role in supporting the success of teaching

and education. Teaching seems to be more related to giving cognitive insights to learners, which in turn can lead to a sense that supports appreciation and practice in a better manner. Thus teaching is a tool for achieving educational goals and for the achievement of teaching objectives is largely determined by the method applied.

“Edward Anthony (1963) gave us a definition that has quite admirably with stood the test of time. his concept of method was the second of three hierarchical elements, namely, *approach*, *method*, and *technique*. an approach, according to Anthony, is a set of assumption dealing with the nature of language, learning, and teaching. Method is defined as an overall plan for systematic presentation of language based on a selected approach. it followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.”¹ The writer here would like to purpose the approach that should be implemented in teaching writing is Two Stay Two Stray combined with Think Talk Write Method.

The reason that the writer chose Two Stay Two Stray combined with Think Talk Write method is one of the cooperative learning method that puts students in small groups of top four until seven peoples. Then they are given task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members thus, the stricter of two lives two guest will provide the opportunity for the group to share information results to other groups. And Think Talk Write Method is a basically using cooperative learning strategies that is why in its

¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press) page. 9

implementation, this method divides students into small groups heterogeneously in order to make the learning atmosphere more effective.²

According to the background of research above, the writer takes the title **“The Effectiveness of Two Stay Two Stray combined with Think Talk Write Method to Improve Students’ Writing Skill”**.

B. Identification of Problem

Based on the problem that has stated above, there are some problems that will be investigated through this study of Students' writing skill. Writing is basically a person's process of writing and expressing ideas in written language. To provide understanding to students in describing something in writing language requires appropriate methods and approaches for students to easily express ideas in writing. Teachers can use methods and approaches to teach writing, with this approach students will be directed to create creative with teams, so writing lessons that usually seem boring will be enjoyable for students.

C. Limitation of Problem

Based on the identification above the writer will focus on implementing two stay two stray combined with think talk write method to improve students’ writing skill and the object of research is students of the third grade of MTs Negeri 1 Serang , the research methodology will be used in this research is experimental research.

² Lusya Ari Sumirat “*The Effectiveness of a Cooperative Learning Strategy Think Talk Write Type on Student’s Communication and Disposition*” [http://pasca.ut.ac.id/journal/index.php/JPK/article/view /file/\[Apr. 2.2017\]](http://pasca.ut.ac.id/journal/index.php/JPK/article/view/file/[Apr. 2.2017]).

D. Statement of The Problem

Based on the background of the study above, the research problems on this research can be formulated as follows:

1. How is the use of two stay two stray to combine with think talk write in teaching writing at the third grade of MTs Negeri 1 Serang ?
2. How is the effectiveness of teaching two stay two stray combine with think talk write method to improve students' writing skill at the third grade of MTs Negeri 1 Serang ?

E. The Objective of Study

The general objective of this study is to improve the student ability in writing text the specific objective of the study are follows;

1. To know how the use of two stay two stray combine with think talk write in teaching writing at the third grade of MTs Negeri 1 Serang.
2. To find out The effectiveness of teaching two stay two stray combine with think talk write method to improve students' writing skill at the third grade of MTs Negeri 1 Serang.

F. The Important of the Study

The Significant of the study is advantageous for :

1. Student

Student will be more enjoyable to learn writing. Beside student more interesting and does not feel bored when learn English, especially in learning writing.

2. Teacher

Teacher can take advantages of the implementing two stay two stray combined with think talk write as an approach, because that approach is interesting to teach writing skill more creatively.

3. Writer

The writer hopes the result will give worth contribution in English teaching learning either teacher or student by finding the implementation of two stay two stray combined with think talk write as an approach to teach writing skill.

G. The Previous Study

The writer also refers to the previous research that some of them more focus on teaching media than a method or an approach.

1. The research the writer got from the journal the tittle is “Teaching students’ writing skill through stay and stray technique” by Isnaeni (SRN:102300975) published in IAIN Sultan Maulana Hasanudin Banten in 2015. Her analysis is aimed to know the effectiveness of teaching writing procedure text using sequence picture. The students’ highest score in experimental class was 82 (mean: 71,4), the result of the student’s highest score in control class was 70 (mean: 55,73). Based on the result of the test the researcher conclude that is experimental class is bigger than

control class, it means the media that she used has shown true influence for student' writing understanding.³

The different between her research and the writer that she focus on teaching writing of procedure text and the use of media while the writer focus on teaching writing descriptive text by using an approach that is Project based learning.

2. Fitra Alhaz Harahap, 2004. *Improving Student's Reading Comprehension Through Two Stay Two Stray Learning Model*. This study deals with improving student's reading comprehension through Two Stay Two Stray learning model. This study was conducted by using classroom action research. The subject of the research was class XI- Junior High School at SMP Jawilan which consisted of 28 students. The research was conducted in two meetings. The instruments for collecting data were quantitative data (multiple choice) and qualitative data (diary notes, observation sheet, questionnaire sheet, and interview). In second competence test 14 % (for students) got 70 points. It means there was an improvement for 14 %. In next competence test 86 % (24 students) got 70 points. The improvement was 72 %. It can be concluded that the use two stay two stray learning model to reading comprehension understanding.⁴

The different between her research and the writer that she focus on the use of improving student's reading comprehension through two stay two stray learning model while the writer focus on teaching two stay two stray combined with think talk write method to improve students' writing skill.

³ Isnaeni, *A paper Teaching Writing Procedure Text By Using Sequence Pictures*, Published at IAIN SMH Banten.

⁴ Fitra Alhaz Harahap "*Improving Student's Reading Comprehension Through Two Stay Two Stray Learning Model*" (A Classroom Action Research of SMP Jawilan) 2004.

3. The research the writer got from the journal the title is “The Effectiveness of Think Talk Write Learning in Improving Students’ Communication Skill ” by Nidaul Husnah dan Edy Surya. Their analysis is aimed to know the effectiveness of think talk write learning in improving students’ communication skill. The mean of students’ was 40,71 and the standard deviation was 10,142, where as the mean ⁵of students was 70,71and standard deviation 9,788. Thus it was concluded that the use of think talk write learning model is effective to improve students’ communication skill.

The different between her research and the writer that she focus on the use of think talk write method in teaching communication skill while the writer focus on teaching two stay two stray combined with think talk write method to improve students’ writing skill.

H. Organization of the Writing

The main part of this paper consist of five chapters, which deal between chapter one with other chapters.

Chapter I : Introduction consist of **Background of Study** : *Identification of problem, limitation of problem, statement of the problem, The objective of research, the important of the research, the previous of study and organization of writing.*

Chapter II : Theoretical Review consist of **Theoretical Definition**; *Concept of Writing; the definition of writing, step by step*

⁵ Nidaul Husnah dan Edy Surya Septina, *A Journal The Effectiveness of Think Talk Write Learning in Improving Students’ Communication Skill*, Published at State University of Medan.

*process of writing, the definition of cooperative learning technique, the definition of two stay two stray, the characteristics of the learning model two stay two stray, Step by step two stay two stray, how to applying of two stay two stray method the definition of think talk write, The procedure of think talk write technique in teaching writing skill. **Theoretical Framework and The Hypothesis.***

Chapter III: Methodology of Research consist of the method of the research, place and time of research, population and sample, the technique of data collecting, and the technique of data analyzing.

Chapter IV: Research Finding and Discussion

Chapter V: Closing, consist of conclusions and suggestions that relevance to the exciting problem.