

Chapter I

Introduction

This chapter presents the background of study, formulation of the research problem, the objective of study, the research significance, and the limitation of study.

Research Background

It is universally known that writing is a communicative tool, whether to speak a thought and an idea. According to Carrol (1990), Writing provides a relatively permanent record of information, beliefs, opinions, feelings, arguments, explanations and even theories. Therefore, every learner and worker needs to master the writing skill in order to communicate their idea through words. Mastering the writing skills means know how to formulate words, compose sentences, organize ideas, and carry out the message.

It is assumed that students in Senior High School already known how to write in English. However, they are not really master the skill. Based on the primarily observation in SMA N 1 Telaga, students still difficult how to formulate their idea in a written form. Some students difficult in determining the appropriate diction, constructing paragraph, organizing the sentence, and the other aspects of writing including the lack of the meaning of a word and had low motivation to write.

It is believed that SMA N 1 Telaga is only concerned in developing students speaking ability rather than writing. According to some teacher in SMA N 1 Telaga, the students are intended to master the speaking skill, it is caused students are required to be the candidate of debate competition. Therefore, students in Senior High School are not really master the skill of writing.

As the result, it can be concluded that the teacher in senior high school should apply more strategy to help students to developing their writing ability and not only focus in one skill. It is obviously seen that students need teacher's role to model what good writing looks like. They need to see the process of writing rather than to hear the explanation. Therefore, teachers or teachers to be are challenge to use a different strategy to make students understand the writing course.

In teaching and learning English, there are many strategies to teach students that fit to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategy are relevant. One of the strategies that fit to the potencies of the students in teaching writing is Writing Aloud.

Writing Aloud is a strategy where the teachers use a "think aloud" to share their thought in front of students in order to demonstrate how the way of writing is. Charters (2003) said that think aloud strategy is a research method in which participants speak aloud any words in their mind as they complete a task. By using think aloud, students are able to understand the problem solving and the thinking process of a person. The difference of writing aloud with other model teaching writing is the think aloud strategy used in writing aloud. According to Kindergarten (2005), in writing, aloud the teacher scribes and provides full support by thinking aloud and modeling what a proficient writer does, thus demonstrating the process of putting thoughts and feelings into written form. By observing this process, students learn that even proficient writers make mistakes, and that all work can be revised or edited.

According to Mermelstein (2010), there are some activities for the teachers in writing aloud strategy. First, select a topic with the familiar one. A topic, story, or idea about which the students have the same or almost the same knowledge as the teacher does. It could be something that

students already have, for instance, bag, pet, clothes or even something that recently happened in classroom. The simple topics are often best. It will be easier for students to recognize the information through the topic. Second, inform that they have to listen to the teacher thoughts carefully, and that they are not allowed to interrupt with questions during the instruction aloud. Third, tell the students that they are going to learn an important thinking strategy, and that they will listen to the teachers' thoughts as an experienced writer. Finally, the students are going to *brainstorm* the ideas.

According to Mermelstein (2010), this strategy gives all students the opportunity to put well-crafted pieces together with orally so that it is easier for them to create similar types of writing with their hands when they are writing independently. Therefore, the researcher concluded that this strategy suitable in the teaching writing. Because of the students have seen what exactly the process of writing is. This study had done the primarily observation in SMA N 1 Telaga.

The primarily observation aimed to know whether the teachers use writing aloud or not while in teaching writing. This study only is limited in teaching writing descriptive text. Thus, the implementer was the researcher.

The participants of this study were the students of SMA N 1 Telaga. This study uses the fundamental theory by *kindergarten grade- 3* (2005). Gail Berkner (2004), and the supporting theory of Mermelstein (2010).

In addition, to analysis the implementation of writing aloud strategy in teaching writing at SMA N 1 Telaga, the observer wants to conduct this research by using mix method which is requires explanatory sequential design. It is brought both quantitative and qualitative research question. Therefore, the data have been presented through quantitative and qualitative.

Research Question

Utilizing mixed method research, this study explores the research question in order to analysis the implementation of wrting aloud strategy in teaching writing.

1. Can the use of writing aloud strategy increase students' ability in writing descriptive text?
2. What are the students' perceptions toward the implementation of writing aloud strategy?

The Objective of the Study

Related to the research question, here are the goal of this study

1. To find out writing aloud strategy whether can increase students' ability in writing descriptive text or not.
2. To describe students' perceptions toward the implementation of writing aloud strategy.

Research Significances

Theoretically, this research wants to see that writing aloud strategy can increase students' ability in writing descriptive text toward writing aloud strategy at SMA N 1 Telaga, and describe students' perceptions toward the implementation of writing aloud strategy. This research contributes this information to educational field. Practically, this study contributes the information about the implementation of writing aloud strategy in teaching writing at SMA N 1 Telaga for those who are taking the same research. It also helps the teachers to enhancing the writing skill of each students or help students to writing toward the writing aloud strategy.

Research Scope

This research is limited in the analysis of the implementation of writing aloud strategy in writing which refers to descriptive text. This analysis requires two sides analysis. The first side is quantitative and the second side is qualitative. The analysis used mix method to cover the research question. The aim of using mix method whether to find out the quantitative data followed the qualitative data. This process is strength to each data from each process . Related to

the analysis of the implementation of writing aloud strategy, it is analyzed the result of the implementation of writing aloud strategy in teaching writing. The result of the implementation included students' score and students' perception. the analysis were like “can the use of writing aloud strategy improve students ability in writing descriptive text”and “what are students perception toward the implementation of writing aloud strategy”.