# **CHAPTER I**

# **INTRODUCTION**

* 1. **Background of The Study**

Writing is one of the important skills in English. It means that writing skill is an important ability which should be mastered in English. In this case, narrative text is text which bring the readers to be entertained. Beside, the student can improve their writing narrative performance well when teachers can provide a great learning class.

In writing, students have to know about grammar, vocabulary, sentence structure, sentence sequence, sentence connection. Sometimes the students could speak English fluently but they did not definite understand in Writing or making essay.But in fact(trapsilo, 2016), most Indonesian students could not learn English well, especially in Writing. It is usually indicated when they write paper or thesis in English. Many students make mistake when they write essay. Not all students had some ability in pouring the ideas when they write essay, it is because they do not have interest in studying writing skill.Some teachers, especially English teacher in SMPN 3 Kamal, try to use the various techniques or strategies to make their student understand.

Based on the problem above, it is necessary to apply the method or strategy in writing class. Think-aloud protocols are often used in revealing the strategic decisions learners use in learning and performing tasks in a second language. Two common types of think-aloud procedures have been used, concurrent and retrospective think-aloud (Kuusela and Paul, 2000). The

participant typically either voices aloud thoughts, feelings, and reasoning as the primary learning activity is going on, or stops the primary task every now and then, usually at the prompt of a visual, acoustic or semantic reminder, so that they can tell the researcher what has been going on in they mind. Retrospective think-aloud happens at the end of a learning task, and it meant to collect the participants thinking and reasoning processes while they are still in the short-term memory of the learner.

Martin-Hansen and Johnson (2006) present an example of modeling a think-aloud during text reading. However, the authors assert that once this process is modeled, student will independently use this process during science text reading and scientific inquiry. Although think-alouds provide scaffolding for students as they engage in higher order thinking said (Alkhatnai, 2016), a full assessment of their thinking process is limited to what is openly shared in the verbal exchange(trapsilo, 2016). Think-aloud protocols involve the verbalization of thinking during reading, problem solving, or other cognitive tasks. Participants might verbalize commentary, questions, generating hypotheses, or drawing conclusions. Such a method of data collection, known as “thinking aloud”, has been imported from the cognitive sciences and applied to translation research.

Thus, think-aloud may serve as both an instructional tool and method of assessment. Significant research has focused on explicit efforts to understand the thinking process and the comprehension of text. Utilizing think-alouds in such a manner involves teacher modeling, teacher-student interaction, and finally, the independent use by the student.It means that, the student can easier to write with think aloud protocols strategy.

* 1. **The Statement of The Problem**

Therefore the research question can be formulated as follows: “Do the students of the seventh grade in SMPN 3 Kamal taught by using a Think Aloud Protocols Strategy have better writing ability than taught by theconventional method?”

* 1. **Objective of The Study**

## The objective of study the effect of Think Aloud Protocols strategy in students’ writing ability for the eighth grade of SMPN 3 Kamal than taught by a conventional method.

## **Significance of the Study**

This research is concerned with improving writing skill through TAP strategy.Thepresent study is expected to indicate significant theoretical and practical information on the importance of implementingTAP strategy in teaching writing. Related to the target of this research, research will have two significant, such as theoretically and practically.

### 1.4.1 Theoretically

This study can be used to give us evidence about implementation theory based on problem that faced above that is improving writing through TAP Strategy. Furthermore, the results of this study are expected to enrich theories and can be a reference forfuture studies related to TAP strategy in improving students writing skill at the eighth grade students.

### 1.4.2 Practically

This study has benefit for the teachers, students and schools. Theresult will be help teachers especially for those who taught the eighth grade student of SMPN 3 Kamal in improving their writing skill. For the students it will be usefulfor student get the opportunities to improve theirwritings specify in understanding, developing, and explain main idea of the text. The last is the beneficial for school, credibility of the school will be increase because of efficacy of the teachers and students after applying TAP Strategy.

## **1.5 Scope and limitation of the Study**

In this study it is necessary to limit the present study because the problems relate to teach writing at junior high school especially to the ninth grade A students in SMP N 3 Kamal is too broad and complex in single coverage of the study.Therefore the discussion of the study must be restricted. This study will be only limited on improving writing skill by narrative text through TAP strategy of eight grade students at SMPN 3 Kamal in academic year 2017/2018. In this study the researcher had taken class VIII for the subject. This class consists of 150 students.

## **1.6 Definition of Key Term**

The terms in this investigation is used to avoid the misunderstanding among the writers. To make it quite clear in skill the study therefore there are some key terms such implementation, TAP Strategy, writing skill, and SMP N 3 Kamal.

1. Writing Skill

Writing ability is not naturally acquired, it is a learned behavior. Defining writing as a set of skills to be learned helps educators and researchers to understand and identify what spects of the writing process may be problematic for some students. This also reinforces the concept that writing must be learned through instruction, practice, and experience in planning, translating, and reviewing.(Edward, 2005)Writing skill is an important ability which should be mastered in English. In this case, narrative text is a text which bring the readers to be entertained. Besides, the students can improve their writing narrative performance well when teachers canprovide a great learning class. On the other hand, they need to practice their writing narrative in a great way

1. TAP Strategy

Think-aloud protocols involve the verbalization of thinking during reading, problem solving, or other cognitive tasks(trapsilo, 2016). Participants might verbalize commentary, questions, generating hypotheses, or drawing conclusions. Such a method of data collection, known as “thinking aloud”, has been imported from the cognitive sciences and applied to translation research. Think aloud protocol is a technique used in usability, and eye tracking in particular to gather qualitative information on the user intents and reasoning during a test.