

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a key staple for human life in this world, because of the language people can interact with each other and the language is a resource for social life. Language in this world was increased and developed very rapidly, especially the international language of English.

In the world there are many language to study, one of which is English. English is language that much be learned because English is international language. Considering this fact and the importance of English in people's life today, especially in education. According to Ilzamudin Ma'mur that, "in the field of education in Indonesia since the early days of independence, the English language has been used as the one of the compulsory foreign language taught at all educational level from secondary school to university."¹

¹ Ilzamudin Ma'mur, *Mambangun Budaya Literasi; Merentas Komunikasi Global* (Jakarta: Diadit Media, 2010), 53.

English is one of the most popular languages in the world. The people use it either as the first foreign or a second language. English is used by many people in many countries.

Writing is communication tool to express meanings indirectly. According to Hyland, “Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic”.² It can be defined that writing is an activity of forwarding messages using written language. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Without this skill people would not be able to share their ideas through writing textbooks, novel, newspaper, magazines and others. This is also reflected in the various restrictions on the definition of writing.

Writing is one of skill which very important in English competence. Besides reading speaking and listening, writing skill is rather difficult mastered. The others skill is compounded in writing because the student who has good writing skill, he or she is good in others skill. Actually, writing cannot be opened done. It has the complex rules according with the kind of writing. Writing as a process

²Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2004), 9.

to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the writing English subject, students have to know and understand those elements. Students have been learned kinds of text in writing skill. They should produce written simple functional text in the recount text, narrative text, news items, procedures, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization.

Writing is the one of activities a person to devote all (not all) hearts and minds embodied in written form either in paper, wood, wall, or even some who like to write on trees, especially trees-big trees. This happens because of the existence of an idea in their mind to be poured into written form.

In the first year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text.

Writing descriptive text is one of the genres in writing texts. It is taught by the teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many student have difficulties in writing descriptive text,

such as the students have less vocabularies, have less grammar and they have less main ideas, and also the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method and news way to teach the students.

The students always see anything in front of them. They will enjoy something in front of them if it looks interesting. The teacher needs to make a good sense in front of the students. The students need something new and fresh in the learning process. They have big curiosity of something they see at the first sight. The students always move around to know something. Their movement sometimes noisy and disturb the other students. It cause of their feeling bored with the learning process.

Write pair and square is one of technique to incrase students' writing skill. When the teacher use the technique, he devides the students in several groups, each groups consist of four students. With the way : the first, student's own original work. The second, discuss the result of their work with the other (their partner) to discuss in pairs and re-work in groups consist of four students. The last students discuss their work together in the classsroom with the teacher. Write pair and square make the students learning as team work.

Based on writer's observation, the first grade students of SMPN 2 Petir Serang cannot create text well, especially in descriptive text. It is because they have less vocabularies, they have less main ideas to write or they have some ideas but did not know how to deliver in English, and also get difficulties in applying English grammar. When starting to write, the students always got stuck. The students did not have many concept to write something. Besides, when doing some writing exercise, the students needed a long time to think the idea to write something put into a descriptive paragraph. The students difficulties to write descriptive text.

The researcher chooses this school as the object of the research to help the teacher in teaching English and to stimulate the students' imagination by using Write Pair and Square technique. The students have good imagination, unfortunately they was difficult to write it in English language. Researcher try to make sense about creativity in writing, give impulse to the students in order to bring out their imagination in the form of written text.

Based on the explanation above, the title of this thesis is "The Effectiveness of using Write Pair Square Technique towards Students' Writing on Descriptive Text at the first grade of SMPN 2 Petir Serang

(A Quasi Experimental Research at the first grade of SMPN 2 Petir Serang)''.

B. Formulation of the Study

Based on the background of the study above, the writer finds some problems as follows :

1. How is the students' writing on descriptive text at the first grade of SMPN 2 Petir Serang ?
2. How is the effectiveness of using write pair square technique toward students' writing on descriptive text at the first grade of SMPN 2 Petir Serang?

C. The Aim of the Study

The aim of the study are :

1. To know the students' writing on descriptive text at the first grade of SMPN 2 Petir Serang.
2. To know the effectiveness of using write pair square technique toward students' writing on descriptive text at the first grade of SMPN 2 Petir Serang.

D. Significant of the Study

It is expected that the result of the research can be used as :

1. Theoretical this researcher can be used the answer on student's ability in writing descriptive text and the applying write pair square technique by the teacher on writing skill at first grade of SMPN 2 Petir Serang.
2. Practically in this research, they who followed to participant in learning at the classroom.

The result of this research is expected to be useful for:

a. The students

Write pair square technique is hopefully able to bring the students to improve their skill on writing descriptive text easily.

b. The Teacher

The result of this study will give additional information to the teacher about English technique and become an alternative teaching technique, especially for teaching writing on descriptive text.

c. The Researcher

It can be used to improve her experience in teaching English by using write pair square as technique on writing descriptive text.

E. Organization of Writing

This paper is arranged to five chapter, the writer organizer this writing as follow :

Chapter I is introduction which consist of background of study, the statements of the problem, the objectives of the study, the significant of the study and the organization of writing.

Chapter II is the review of the related theories which consists of the definition of the writing, the types of writing, the writing process, the definition of descriptive text, the purpose of descriptive text, the generic structure of descriptive text , the language features of descriptive text, the definition of write-pair-square, the previous study, and hypothesis.

Chapter III is the research procedure which consists of the method of research, the place and time, the population and sample, the instrument, the assessment of writing, the data collecting, and the data analysis.

Chapter IV is the result of the study which consists of description of data collecting and interpretation of data.

Chapter V is closing which consists of conclusion and suggestion.