**CHAPTER I**

**INTRODUCTION**

1. **The Background Of The Study**

The most important language in this area is english language, because English As an international language,English language has strong influence in all over the world, so does in Indonesia.

As a foreign language, learning this language is not as easy as learning Indonesia language, because it has different structure, pronunciation, and so forth.

In English there are four general skills which must be mastered, those are writing , reading , listening, and speaking. Theprimary aim of learning and teaching English is the students can communicate each other whether in spoken or written language that they have been learned.

English is a community language. As jack C. Richards and Theodore S. Rodgers said, ‘’Latin was not widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today ‘’[[1]](#footnote-2). English is one of the international languages which are most widely used all over the world. In some countries, English is as a native language; in other ones, it is as a second language or foreign language. Some English experts said that in mastering English, people must understand English linguistic competencies deeply.[[2]](#footnote-3) These competencies are; speaking, reading, listening and writing. All of them are important aspect in mastering English. These are components that must be mastered; one should learn it not only theoretically but also practically. Because a practice is the best way, here the writer will be focus the subject on writing.

Writing is one of the way to make the text. Now to use vocabulary, how to arrange words be a good paragraph. A good sentence and how to remind spelling words in every vocabulary.

According to Jeremy Harmer , Writing text has number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word , and textformation, manifested by handwriting, spelling, and layout and punctation. [[3]](#footnote-4)

Descriptive text can be a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text aims at giving vivid details of how something or something looks. A descriptive text tells the readers what the things is, or what the thing does. A description should be so unique that a descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

According to Ida Maharani, ‘’deskripsi berarti pemaparan atau penjelasan. Jadi, descriptive text adalah teks yang memaparkan sesuatu. Hal yang biasa dipaparkan dalam descriptive text adalah benda, makhluk hidup, dan tempat. Descriptive text merupakan paparan tentang sesuatu sebagaimana adanya. Apa bila kamu ingin memaparkan benda, kamu dapat menuliskan bentuk dan sifat- sifatnya.[[4]](#footnote-5)

Based on the explanation above ,the writer would like to the research withthe title “The Effect of learning Together Method on students writing descriptive Text ”( An Experimental Research at the Second Grade of MTs AL-Jauharotunnaqiyah Pegadingan Kramatwatu)

1. **Limitation of The Problems**

In this study, the writer only focuses the effect of learning together method on students writing descriptive text. It is conducted only for the second grade student of MTs AL-Jauharotunnaqiyah Pegadingan Kramatwatu in academic years 2015/2016.

1. **The Statement of Problems**

Based on the background of reserach above, the writer makes statement of problems as follows :

1. How is the students ofwriting descriptive text ?
2. How is the effect of learning together method on students writing descriptive text?
3. **The Purposes Of The Research**

Based on statement of the problems can be concluded some objectives of research are:

1. To know students’ of writing descriptive text
2. To knowthe effect of learning together method on students writing descriptive text.
3. **Hypothesis**

Hypothesis is not only formulated to explain relationship two or more variable, but also to compare a variable of one sample on this title “the effect of learning together method on students writing descriptive text”. So in this research the writer submits the following hypothesis:

1. The null hypothesis (Ho), there is no significant significant the effect of learning together method on students writing descriptive text.
2. The alternative hypothesis (Ha), there is significant the effect of learning together method on students writing descriptive text.
3. **Organization of Writing**

Systematically, there are five chapters that will be illuminated on this paper.

The first chapter discusses about introduction which explain following cases; background of study, limitation of the problem, statement of problems, the purposes of research, hypothesis and organization of writing.

The second chapter discusses about theoretical framework, those are writing (definition of writing, the Role of writing and purposes of writing) writing skill, Audience, tone, and purposes, writing and kinds of writing, Type of classroom writing performance, definition of learning together method.

The third chapter discusses the methodology of research that consist of research method, place and time research, population and sample, technique of data collecting and technique of data analizing.

The fourth chapter explains the result of research that are the data analysis.

The fifth chapter discusses about conclusion and suggestions.

1. **The Previous Study**
2. 05233024, Rida Umaelah ‘’ Teaching simple past tense through role paly’’ ( experimental research at first year student at SMPN 1 paku haji Tangerang) in this method the students get significant teaching simple past tense though role play.

The defference this research and my research is only the method, I used the Learning Together Method.

1. 99430896, Rina Agustina ‘’ The Effect of the students previous english experience to their english achievement at junior high school ‘’( A case study at SLTP N 7 Serang )

Different between Rina Agustina research and may research is Rina Agustina research focus on The students previous english experience and she used methodology ‘’ A Case Study ‘’ while my reseach focus on Writing descriptive text and I used methodology ‘’ An Experimental.

1. Jack C. Ricards and Theodore S. Rodegrs, Approach and Methods in Language Teaching, (New York: Cambridge University Press, 1986), 1 [↑](#footnote-ref-2)
2. Jack C. Ricards and Theodore S. Rodegrs, Approach and Methods in Language Teaching, ( New York: Cambridge University Press, 1986 ), 1 [↑](#footnote-ref-3)
3. Jeremy Harmer, *The Practice of English Language Teaching*, (England:Longman, 2004), 255 [↑](#footnote-ref-4)
4. Ida Maharani, How to Write Effectively: Menulis secara Efektif, (Yogyakarta: PT. Citra Aji Parama, 2007), 65-66 [↑](#footnote-ref-5)