

CHAPTER 1

INTRODUCTION

A. Background of Study

English is one of the International languages that learned by people all over the world.

According to Patel and Praveen: English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. So it is very useful to establish international relation for communication purpose and for the exchange of views with different countries of the world.¹

English has the important roles in variety of aspect of life. People uses English in the business field, the politic affairs, the technology, the trade, the tourism, scientific research and so on.

Writing is not easy because there are the differences between writing and speaking in English. Writing ability is the most difficult ability then the others because writing is very complex ability. It needs standard

¹M.F Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools and Techniques* (Jaipur: Sunrise Publishers & Distributors, 2008), 6.

forms of grammar, syntax and vocabulary, punctuation, spells, etc. This perception is not only happen in Elementary School, Junior High School, and Senior High School students but also in the College students.

To reduce the student difficulties in writing activity, many methods can be used. One of them is write-pair-share. Usually it is known as think-pair-share. It is a strategy designed to provide students' with a clear focus and time to formulate individual ideas and share these ideas with another students. It encourages thinking and creativity, leads students develop their writing ability, and creates the motivation and the involvement necessary. Write-pair-share can increase self-confidence of hesitant students, because in write-pair-share activities the students will have a different role and do not have to write themselves.

Generally, Most of the students of junior high school have the same problems in writing. Such as they feel bored when they are learning English, seldom in practice, the grammar ability is less, response and motivation is less, and lack of vocabulary. Then, if the teacher gives questions, the students answer the questions by bad reasons. If the teacher gives assignment a half of the students do not answer it. Besides, the students do not have self-confidence. The teacher usually gets difficulty in handling the passive students in teaching learning process. Furthermore, the limited teacher's teaching technique makes the students bored then they give a minimal act in writing activities. Therefore the teachers must

make the lesson more interesting in order that the students feel comfort and enjoy.

Before write a descriptive text, the students have to know how to write a good paragraph. A good descriptive text has rules in writing process. The good writing process will be seen from unity and coherence. Beside, grammar and tenses are also important in writing. Therefore, the students have to know and pay attention all I writing process. Since most of the students that used in descriptive is the simple present tense.

Based on the description above, the writer most interested to explain it into the research with the title “The influence of write pair share on student descriptive text writing” (An experimental research at the eigh grade of junior high school 23 serang).

A. The Limitation of Problem

This study focuses to teaching writing write pair share. The researcher has chosen SMPN 10 Kota Serang for this study. The study will focus on the Eight Grades.

B. Statements of the problem

The writer finally states the problems as the follows:

1. How is the students’ writing ability on descriptive text at the Eight Grade of Junior High School?
2. How is the write-pair-share applied in teaching descriptive text at the Eight grade of Junior High School?

3. How is the influence of write-pair-share on the students' descriptive text writing ability?

C. Objectives of the research

From the previous discussion in the background of study, the writer formulated the objectives of the research as follows:

1. To explore the students' writing ability on descriptive text at the Eight grade of Junior High School
2. To explore the write-pair-share applied in teaching descriptive text at the Eight grade of Junior High School
3. To explore the influence of write-pair-share on the students' descriptive text writing ability.

D. Hypothesis

The hypothesis as follow:

1. The alternative hypothesis (H_a) is: there is significant influence in using write-pair-share on students' descriptive text writing ability of the ninth year of Junior High School
2. The null hypothesis (H_o) is: there is no significant influence in using write-pair-share on students' descriptive text writing ability of the ninth year of Junior High School