

CHAPTER I

INTRODUCTION

A. The background of the research

Learning English has become more important nowadays. Because language is a medium of communication that helps human beings to convey ideas, feelings, and thoughts to the listener or other people. Language is also reflection, behavior, and situation. Brown (2001:232) states that a study of language includes four skills, they are: listening, writing, speaking, and reading. These skills provide the ability to use language, but in fact, many students fail to use the language because they do not know the four language skills. So, the teacher should know the process of implementing the change in their teaching technique, especially in teaching language skills.¹

As Jack C. Richard and Willy A. Renandya said, "writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, also in translating these ideas into readable text,"²

¹ Brown, H. Douglas. *Teaching by Principle: An interactive approach to language pedagogy*. San Fransisco: Longman.2002.

² Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York, Cambridge University Press:2002), p.303

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place.³ Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination

Teaching and Learning is a process of the opportunity given to the students to make a change and obtained from an experienced teacher also to design, guide, educate and direct to produce a change involving teachers and students.

Word Webbing is a kind of semantic mapping or clustering strategy used to make the students actively participate in a team or group that consists of two to four persons in the group. Stone (2007: 166) stated that team word webbing will motivate the student to learn by changing ideas, background knowledge, summarizing main points, and connecting several ideas that they are searching with the others

³ Artono Wardiman, et. al. *English in Focus, for grade VII Junior high school (SMP/MTs)*, (Jakarta: Pusat Pembinaan, Departemen Pendidikan Nasional, 2008), p. 115

member of the team.⁴ Based on the statement above, the writer will use the Team Word Webbing to Teach Writing Descriptive Text for Junior High School Students as the title for his paper.

Today, almost of English teachers still use a traditional or conventional method in teaching writing, the conventional method usually makes students bored because the method is monotonous and the students are not active so it makes the learners get bored as I feel when I still in elementary or junior high school. One of the ways to make the teaching writing effectively is by making the students active so they will enjoy learning and they can improve their writing skill. Writing can be a fun activity when we know strategy or technique in writing. Writing does not occur in a vacuum. It is done for a purpose, to achieve some end.

We need a technique in teaching writing students need a technique in writing to achieve writing goals. Techniques can be an activity in writing. Learning to write is not the same as learning to read. It means students should get something which makes them interested in studying writing. To achieve the expected situation teacher should give the students more activities that can attract their attention to participate in the lesson actively.

⁴ M Stone Jeanne (2007). Cooperative learning reading activity. Australian: Hawker Brownlow Education.

In school learning to write short stories needs to focus on aspects of how to write good short stories. However, so far there are still many students who do not have good writing skills, students only emphasize linguistic knowledge and do not see the application of this knowledge, so students often find it difficult to find creative ideas to be translated into interesting writeable text.

Teacher implementation in classroom learning is also a problem, the role of the teacher has a very big influence on students' ability to write short stories well. The teacher should teach students about good writing strategies and techniques so that students can write well too. But, in the learning process, the teacher did not provide sufficient material about writing short stories and had not mastered various strategies in writing, especially writing short stories. Learning is still carried out conventionally, namely emphasizing the method which is characterized by many lectures. This activity results in students not participating in learning activities which tend to make students quickly bored and lazy to learn..

Also, descriptive text is one of the subjects that must be mastered by students especially MTsN 1 Tangerang. Therefore, as a researcher, I believe that word webbing can help students to master writing skills, especially descriptive texts.

Based on the reasons above the writer wants to conduct qualitative research in writing skills” **The students' perceptions of using word webbing in teaching students writing skill”.**

B. The Research of Questions

Based on the background of the research above, the writer can identify the problems as follows:

1. How is the students' writing in the Eight grade of MTsN 1 Kota Tangerang.?
2. How is the student perception in team word-webbing in teaching writing?

C. The Objectives of the Research

Based on the statements of the problem, the objectives of the research are to know:

1. The students' writing skills at the Eight grade of MTsN 1 Kota Tangerang.
2. The student's perceptions in team word-webbing in teaching writing at the Eight grade of MTsN 1 Kota Tangerang.

D. Limitation of the Problems

Based on the identification of problems, the writer limits them as follows:

1. The writer will focus on using team word-webbing in teaching writing
2. The object of research is students of the Eight grade of MTsN 1 Kota Tangerang.
3. The research methodology that will be used in this research is a qualitative case study.

E. The Previous Research

Some literature reviews have a relation to this research such as follows:

1. Previous Related Research Findings

There are some previous findings of some researchers that have relation to this research such as follows:

- a. The research has been conducted by Indah Permata (2010).
In her thesis: "The Use of Webbing Technique for Teaching Vocabulary" (a case study of 5th Grade students of SDN Karang Rejo Kesesi academic Year 2009/2010).⁵ She concluded that students can improve their vocabulary,

⁵Indah permata, *The Use of Webbing Technique for Teaching Vocabulary*, (JawaTengah: a case study of 5th Grade students of SDN Karang Rejo Kesesi academic Year 2009/2010)

especially in the English Language. She also stated that webbing can be a good technique in teaching vocabulary. There was a similarity between her research and the writer's research. The similarity is that she used webbing in her techniques. But there was a difference between her researches with the writer's research; those were participants, the grade of students, teaching skill.

- b. Irma Agustini and Yunita Agnes Sianipar (2012) researched "Improving Students' Vocabulary Achievement through Word Webbing Technique",⁶ the mean of students' score cycle (80) was higher than the first cycle (67,75). Therefore, the Word Webbing Technique significantly improves students' achievement in vocabulary in SMPN 4 TAKENGON, ACEH TENGAH. This researcher (Irma Agustini and Yunita Agnes Sianipar) chose action research because according to them, this research is appropriated with their method. The result of their method was succeeding because when researchers compared all the results of the scores of each meeting that as a result improve their scores.

⁶Irma Agustini and Yunita Agnes Sianipar, *Improving Students' Vocabulary Achievement through Word Webbing Technique*, (Aceh Tengah: SMPN 4 TAKENGON, 2012)

According to the previous study above, the similarity of this study is analyzed the same object that is about using word webbing In teaching writing. The differences are the first previous study is focused to improve their vocabulary especially in the English Language. She also stated that webbing can be a good technique in teaching vocabulary. the second previous study focused on “Improving Students’ Vocabulary Achievement through Word Webbing Technique”, the mean of students’ score cycle (80) was higher than the first cycle (67,75). Therefore, the Word Webbing Technique significantly improves students’ achievement.

And this study is focused on wants to conduct qualitative research in writing skills” The student's perceptions of using word webbing in teaching students writing skill”.

F. Organization of the Writing

There are five chapters in this writing. The firstly mostly explains the reason why this research is being conducted and also the objectivity that the researchers want to achieve in this research. The second chapter called the

theoretical framework, it is going to be the landing theory where the result is being connected to it. The theoretical involved all the variables that the research needs to relate to each other.

The variables here are two parts, independent variables are about using the Word webbing, and also the dependent variables which is the writing. In this case, the researcher chooses the writing Descriptive text due to the syllabus being used in even semesters of eight class. Also in terms of the problem that the researcher found since the practice is about writing analytical exposition text. In chapter three, it is mainly will be talking about the research design, how to collect the data, and also how to analyze the data as well.

The next chapter, it will be talking about the research finding in terms of the research question and also based on the source of the data. Here also the theoretical is being validated by some of the data findings. The last session will be the conclusion, it will be concluded the result of the research. It has to be representative of all aspects in the research in detail .