

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the writer presents some topics related to the research. It includes background of the research, research problem, objective of the research, hypothesis, significance of the research, scope and limitation and definition of key terms. Each of the items is discussed as follows.

#### **A. Background of the Research**

All of students of junior high schools in Indonesia are hoped to master skills (writing, speaking, listening and reading) for some kinds of text (recount text, descriptive text, narrative text, etc), one of those is descriptive text (Appendix Copy of PERMENDIKBUD Number 68 Year 2013 : 57 - 60). That hope actually seems easy but in fact, it becomes a problem of some students when they wrote a descriptive text. As Rianto (2017) stated that, “the major difficulty faced by the students of 7A class at SMP Brawijaya Smart School (BSS) Malang was vocabulary mastery when they wrote a descriptive text.” Additionally, Susilawati (2016) said that, “there were 79% first grade of SMPN 3 Ambarawa in academic year 2014/2015 who could not arranged sentences in simple present tense when they wrote a descriptive text.” Then, Islami (2017) as teacher in SMPN 1 Karangawen, Demak said that, “Average score of class VII A in academic year 2015/2016 for writing examination was 65, it was far from the standart score that was 72.” Furthermore, Khasanah

(2018) stated that, “The ability of first grade of SMPN 2 Banjarnegara in academic year 2017/2018 in writing descriptive text were still in low level. It was caused by they felt difficult in organizing ideas into a descriptive text and also they did not master grammar well.” These problems makes teachers who teach English especially writing descriptive text have to look for some teaching techniques so that their students are able to master writing skill especially, writing descriptive text enjoyably.

Nowdays, Cooperative Learning method becomes one of the alternatives in solving teaching problems. It is caused by cooperative learning method is suitable with government rules for education that wrote in law number 20 on 2003 article one (1) number one (1) about education national system that said:

“ Education are conscious and planning effort to create study’s atmosphere and learning process that makes students are able to develop their ability actively so that they have spiritual energy, self control, good personality, cleverness, lofty character also skill that is needed by themselves, society, nation and state.”

(Appendix Copy of PERMENDIKBUD Number 65 Year 2013 : 1)

Furthermore, from that statement above, we are able to know that the objective of cooperative learning is suitable with government rules for education that wrote in law number 20 on 2003. The objective are to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development (Arends, 2007:344). It means teachers have to look for some teaching techniques that are able to apply that rule in the class, if they want their students enjoy the learning process and can make good writing especially, descriptive text.

One of the techniques that we are able to try is Write Around technique. It is caused by this technique is one of the techniques of cooperative learning method that not only improve student ability in writing but also improve their collaboration skill. As Baliya (2013:299) stated that, “the purpose of a write around is to engage students to share their opinions or debate things”. Further, writer will tell about what is write around technique. As Mandal (2009:100) said that,

“Write around is a strategy for creative writing or summarizing. In teaching process, teacher could give a sentence starter (for e.g. I have a classmate. She is...). Then, all students in each group have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to that one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion or edit their favourite one to share with the class.”

From that statement above, we are able to know that write around technique is a technique that consolidated group writing and speed. In writer’s opinion also based on that statement above, this technique is suitable than other cooperative learning’s techniques for writing skill because it helps students to do fast thinking exercise and also gives students chance to collaborate with their friend. So, we are able to try this technique to improve students’ achievement in writing descriptive text enjoyably and effectively. So, that is why the writer interested to do this research. The writer want to know the effectiveness of write around technique on students’ achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019.

**B. Research Problem**

Is it effective to use write around technique on students' achievement in writing descriptive text at the first grade of SMPN 6 Kediri in academic year 2018/2019?

**C. Objective of the Research**

To know the effectiveness of write around technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019.

**D. Hypothesis**

The hypothesis of research as follows :

**a. Null Hypothesis (Ho)**

There is no effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019.

**b. Alternative Hypothesis (Ha)**

There is effectiveness of Write Around Technique on students' achievement in writing descriptive text at first grade of SMPN 6 Kediri in the academic year 2018/2019.

## **E. Significance of the Research**

It is expected that this research will be useful for :

### **1. The Teacher**

It can be used as consideration to develop their knowledge and experiences in teaching process especially in teaching writing descriptive text uses write around technique.

### **2. The Writer**

This research is useful for the writer to increase her knowledge about writing skill, the result of this research will be used to enrich writer's knowledge about using technique in teaching and learning language.

### **3. Next Researcher**

The result of this research can be used as additional reference for conducting the next research in teaching learning English at junior high school with different discussion.

## **F. Scope and Limitation**

The scope : In this research, writer measured students' achievement in writing descriptive text on first grade of SMPN 6 Kediri in academic year 2018/2019.

The limitation : In this research, writer limited the research only on the writing descriptive text especially, about person, animal and thing.

## **G. Definition of Key Terms**

There are some term that are explained below :

### **1. Writing Descriptive text**

Descriptive text is a text that describe someone or something. The description can be about a lot of themes such as about place, plant, animal, person, thing, etc. In this research, writer just observed about three themes those were person, animal and thing.

### **2. Write around technique**

Write around is one of the techniques that helps student to master writing skill especially, writing descriptive text enjoyably and also improve their collaboration skill. It is caused, this technique needs: speed, good collaboration, concentration and carefulness. This technique has four steps in general. Those are group dividing, topic giving, starts write around with continue sentence by sentence in a group and evaluation together.