CHAPTER I

INTRODUCTION

1.1 Background of the problem

In learning English, there are four language skills that should be mastered by the students. There are listening, speaking, reading, and writing. When someone can mastered one of them it will help to increase his or her knowledge in learning English, especially in writing skill. Writing skill is one of important basic, because in any education level as foreign language Indonesia, English is mostly used in entire world as international language and students should be accustomed to take English in order to convey their ideas including information or massages especially in writing.

Writing is the most of difficult skill for the students to master. The difficulty lies not only in generating and organizing ideas, translating ideas into readable text but also in grammar, vocabulary, mechanic, content, and organization. In writing the students should know to deliver idea though and feeling in order the complicated production skill. Writing is automatic and simple process. It is the intense and active process that involve the way how write a text or essay. In writing students should know how to make a good sentence and express idea from their main.

In writing activity, the researcher can practice them language skills and develop creativity in communication. Writing is a compliment to speech or spoken language. English is a new language that often have trouble when they learn it. Writing text is certainly learned by the English students of the second years students at SMAN I INUMAN. As we know they have already studied writing paragraph in their subject.

Writing has complex component, for example: grammar, vocabulary, content, mechanic, etc. those component are important in writing paragraph. The students should

remember that component to avoid mistakes in writing. When the students miss some component, they will make incoherence in writing paragraph. So, they should pay attention in the components.

Based on the observation on 2-3 january 2017 at SMAN I INUMAN by interview with English teacher, it was found the problems that faced by students are :Firstly, most of students were low in writing ability especially identification of writing frame. Secondly, the students were able to write but it was not based on grammar. Thirdly, while learned English subject most of students feel bored, and last the students were lack of vocabulary. It made the students were difficult to write the text in the appropriate vocabulary. Furthermore, in the next day the researcher did interview with one of the students what is their problem while learn English subject, the problem are : Firstly, the students were lack of vocabulary. Secondly, the students cannot write a sentence paragraph based on the grammatically context. Thirdly, students felt bored while learning English subject because the teacher do not have approach strategy the teacher only read the book. Fourth, students considered English subject was not interested and the last teacher focused on read a book, so the students cannot understand about the material.

Actually many methods and technique that can use by the teachers in teaching writing, one of them is Send A-Problem technique. The researcher expected that by using send a problem technique, writing activity be an interesting and enjoyable. Especially to help the students to express their idea or opinion into written form, and help students able write a paragraph especially descriptive text. But sometimes they have a limited idea and their writing cannot run well. So by send a problem, it tend to help students to express their ideas easier.

Send-A Problem technique is a teaching technique which brings the students to work a group working in group , the students have opportunity to practice together and learn from

each other the thinking skills required for effective problem solving. Once each group is given the problem, they expressed their idea freely, explore their knowledge related to the problem, and share it to other members. Here, the students were trained to think critically and creatively to solve the problem. They achieved the objective of the teaching learning process through learning each other during the discussion.

Moreover, Kagan (1989) stated, one of techniques in cooperative language learning is to *Send a Problem*. He notes that " this structure is particularly effective for problem solving". It can also increase students' creativity and get multi answer from the topic. Here the rules of this technique. The students place in small group. There are several list of problem that attached in the envelope. Then the students brainstorm the effective solutions or give the responses about the problem. The envelope is passed to the next group and this process is repeated. Last, it gives back to the first group, they review all suggested and choose the best responses. Therefore, *Send a Problem*is a good technique to improve students' writing skill.

Based on the background as stated before So, the researcher interested to conduct a research. The title of this research is **THE EFFECT OF SEND A-PROBLEM TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY ON DESCRIPTIVE TEXT OF THE SECOND YEAR AT SMAN I INUMAN.**

1.2 Identification of the problem

Based on the background of problem, many factors may influence students problem in writing of the second year of SMAN I INUMAN. They problem in teaching process English subject. The problems that faced by students were : Firstly, most of students were low in writing ability especially identification of writing frame. Secondly, the students were able to write but it was not based on grammar. Thirdly, while learn English subject most of students feel bored, and last students lack of vocabulary.

1.3 Limitation of the problem

In this research, the researcher limited the research problem in order to focus on the effect of using send a problem technique towards students' writing ability of the second years at SMAN I INUMAN. The researcher used one kind of text. It was descriptive text. The researcher choosed descriptive text because many students still difficulties in writing descriptive text. So the researcher will help students in writing descriptive text. In this research, the grading system focus on grammar, and vocabulary.

1.4 Formulation of the problem

From the identification and limitation of the problem, the researcher formulated the problem as follows : is there any significant effect of send a problem technique in teaching English to towards students writing ability on descriptive text there are or not of the second years at SMAN 1 inuman. ?

1.5 Hypothesis

Based on the problem above, the researcher makes hypothesis as follows :

1. The null hypothesis (Ho)

    There is no significant effect of send a problem technique on descriptive text.

2. The alternative hypothesis (Ha)

    There is significant effect of send a problem technique on writing descriptive text.

1.6 Objective of the Problem

The objectives of this research of this study is to find outsend a problem technique positive effects towards students' writing ability on descriptive text at SMAN 1 inuman.

1.7 The Needs of Study

1. For the students send a problem can: To help students to solve their problem in writing especially students at SMAN 1 inuman.

2. For the teachers :

   a. Help in term of classroom management, enable us to very the pace of the lesson or to get all learners involve.

   b. Help the teacher recognize it new language is cause problem in terms of form grammar

3. For the researcher

   As on intended to fulfill one of requirements for the awards sarjana degree and as experience to be a teacher.

1.8 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation in reading this research it's necessary for the researcher to give the definition of term us below :

a. **Effect** is the way in which something acts upon of influence an object (American heritage dictionary,1991:430). In this study,effect means the positive impact of using send a problem technique towards students' writing ability the second year of SMA 1 INUMAN in writing ability.

b. **Send A-Problem Technique** is a kind of group discussion to solve a problem. It is one of cooperative learning techniques. This learning concept allows small groups of

students to work together to help themselves and their teammates to learn (barkley.et.Al.,2005:177).

c. **Writing** Hughesin Hermanto (2013) emphasizes that writing is taught for many purposes. Especially writing is one of the major vehicles used to communicate ideas.

d. **Descriptive Text** is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. (Gerot et al:2011)