

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Writing is one of language skills in English that is very important to be mastered. Eventhough, most people think that writing is a difficult activity, both in mother tongue and in a foreign language, because the reader can't see the writer.

Harmer (2004) defines that writing is significantly different from speaking. The final product of writing is not nearly so instant, and as a result the writer has a change to plan and modify what will finally appear as the finished product. Writing was not interested to some students and they felt that this activity wasted of time. One of the obstacles that writing teacher have to overcome is a reluctance of the part of their students to engage in writing activities with any enthusiasm.

Writing not only needs what to write the content of the writing but also needs the method or technique or procedure how to write what you want to write down. In other words, writing is a powerful instrument of thinking, because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and their affective change on the environment. Students are often unaware of the power of the written word.

Based on the writer's observation at shool in teaching practice program. She found that students were not able to formulate their ideas and their vocabulary in writing a text. It is proven that most of the students can not write a simple writing, as the result they always get low score in writing.

**Cooperative learning** is the instructional use of small groups so that students work together to maximize their own and each other's learning. The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts (Your success benefits me and my success benefits you), recognizing that all group members share a common fate (We all sink or swim together here), knowing that one's performance is mutually caused by oneself and one's colleagues (We can not do it without you), and feeling proud and jointly celebrating when a group member is recognized for achievement (We all congratulate you on your accomplishment!).

Deutsch (1962; Johnson & Johnson, 1989) says “In cooperative learning situations there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals” . A team member's success in creating a multi-media presentation on saving the environment, for example, depends on both individual effort and the efforts of other group members who contribute needed knowledge, skills, and resources. No one group member will possess all of the information, skills, or resources necessary for the highest possible quality presentation.

In cooperative learning there are some techniques (Kagan, Spencer. Cooperative Learning. San Clemente, CA: Kagan Publishing, 1994). But in this thesis only limit on partner techniques. Partner techniques are the way to make the teaching learning process easier. Sometimes many people say that partner is a simple technique, but in this thesis will explain how

the effect of applying partner technique on students' achievement in writing. Many students, when they are do in partner, they are usually ignore how to make a good writing. They are more focusing to the final result of their work without notice their writing. Partner is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

Partner technique is believe to be able to enable the students skill in writing because students can more active and productive in group and all the members can exchange their opinion and idea in order to make a good and detailed description. This research deals with investigating the effect of partner technique on the student's ability in writing skill as especially in narrative writing.

## **B. The Problem of the Study**

In relation to the background of the study, the problem of this study is formulated as the following: "Does partner technique significantly affect students' achievement in writing?"

## **C. The Scope of the Study**

Lunsford (2001; 105) divided four types of writing, namely: narration, description, exposition, and persuasion. In this case, this study will be focused on the effect of applying partner technique on students' achievement in narrative writing.

#### **D. The Objective of the Study**

The objective of this study is to find out the effect of applying partner technique on students' achievement in writing.

#### **E. The Significance of the Study**

It is expected that the findings on this study can provide some input for teacher's English in stimulating students to write by applying partners' technique in order to improve the students' ability to compose in English. The analysis of narrative paragraph as the product of writing can give more information about the difficulties of writing.

