

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language used by many people around the world. Most information sources, such as books, science and technology use English as well. It is the reason that English has a very vital role in life. “English is an international and the most widespread medium of communication, both because of the number and geographical areas of its speaker and the large number of non-native speakers who use it for part of their international contact.” (Brumfit, 1981).

According to Algeo (2010, p. 2), a language is a system of conventional vocal signs by means of which human beings communicate. Language is also defined as communication which always happens in social context. Each country has different languages respectively. According to Crystal (2003, p. 1), English is the global language. As a global language, English is taught in schools from junior high school to senior high school. Matarrima and Hamdan (2011, p. 101) state that the teaching of English has become increasingly important as a first foreign language in Indonesia.

There are four skills in English; they are listening, reading, speaking, and writing. Listening and reading are receptive skills. Speaking and writing are productive skills. According to Swick (2009), writing in any language is a difficult skill to acquire. Moreover, Fauziati (2011:45), cited in Sunarni (2012) writing is the most difficult skill to master for foreign language learner.

Students have difficulty in writing their ideas from their native language (Indonesian) into the target language (English). Dirgayasa (2012) also states that most of people agree that writing well is really difficult to do, especially for the low level students' language proficiency.

Writing is very important in academic and everyday life. At school, students might write to answer a test question, take notes and even produce a research report. At home, many people send a letter or an e-mail, fill the application or order form and make shopping list. National commission on writing (2003:47) states that if students are to learn, they must write. Meanwhile, Gallagher (2009:170) observed a school that teaching children the curriculum without concurrently teaching them how to write well is a school that has failed. Therefore, every students must be able to state their ideas into written form.

Teaching writing is not such an easy way to do by English teacher in classroom. Nowadays, English teachers understood that there are some considerations that should be watched carefully in teaching writing. Teacher should invite students to write as much as possible. Teacher should provide a special time to make sure that students can write down a good sentence or text. It is useful to support and to give attention related to the students' works. Teacher should motivate the students to increase their ability in writing. Teacher should make the students believe that writing is easy to do if the students can enjoy the process of writing.

Based on the researcher's observation and practical teaching experience in SMPN 8 Percut Sei Tuan, it was found that one of English teachers used technique in teaching writing descriptive text. The teacher asked the students to fold a piece of paper and wrote the information that the students know about the topic.

LH: Today, I want you to make a group. Then provide a piece of paper.

ST: Yes, ma'am.

LH: i want you to describe a rabbit, but before that i want you to hold the
The piece of paper and fold it into two. Then write all the information
about rabbit that you know.



From the data above, Give One-Take One technique is helpful in making the students enthusiastic. It can be seen from the way of students response to the teacher. As stated by Harmer (2001: 261), “ one of our (teachers’) principal roles in writing task will motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit”. One of the techniques that can be used to motivate

students is cooperative learning. According to Zwiers, “give one-get one technique is a technique which a social way for a student to tap into build background knowledge for a text”. The students are not only silent in the class, but also they are sharing the ideas to get information.

B. The Problems of the Study

Based on the background of the study, the statements of the problem in this study can be formulated as below:

1. How is Give One-Take One technique used in teaching writing descriptive text?
2. Why is Give One-Take One technique used in teaching writing descriptive text?

C. The Objectives of the Study

In relation to the problem, the objectives of the study are:

1. To describe the use of Give One-Take One technique in teaching writing descriptive text.
2. To investigate the reasons of using Give One-Take One technique in teaching writing descriptive text.

D. The Scope of the Study

This study is only limited in the use of Give One-Take One technique in teaching writing descriptive text for the eighth grade students of SMPN 8 Percut Sei Tuan.

E. The Significance of the Study

The finding of this study is expected to be relevant and useful as follow:

1. Theoretical significance

The finding of this study is expected to give explanation about the use of give one-take one technique in teaching writing descriptive text.

2. Practical significance

For students, the findings of the study are expected to motivate them to adapt and be accustomed to the technique used by teacher.

For teachers, the findings of the research are supposed to be able to make teachers aware of the students' perception of give one-take one technique.

For researcher, this research can enrich literature or become a reference to conduct similar research in other places or different research in the same place.