

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four language skills that should be taught besides the other skills. Harmer (2007: 265) stated that we use language in terms of four skills reading, writing, speaking, and listening. Writing is the most difficult skill to learn and to master among those four skills, because writing is an active skill so that the students who are learning writing, ideas, and expressing them into writing.

According to Harmer (2007: 257-258) “writing can be defined as writing for writing and writing for learning. Writing for writing it is a tool to develop the students’ ability as writer, and writing for learning means writing as a tool to practice the language they have learned”. So, people have their own purpose to write, they can learn to write by trying to write something and to develop their writing ability. There are some kinds of written text or genre text, one of them is descriptive text. Descriptive text is to describe about thing, place, and people. Teaching writing to students can use many ways and kinds of method. For the example using learning methods, they are round robin and inside outside circle.

Round robin is one of cooperative learning which students is required to submitted an idea or answer to the problem given. Huda (2011: 141) mentioned that round robin are around groups. In the study group each member the opportunity to contribute and listening to the opinion and thoughts of other members.

The researchers used two cooperative learning strategies; round robin and inside outside circle. In addition, Lie (2008: 65) said that inside outside circle is one technique that is designed for students to work in groups to share information and to improve communication skills.

Based on the pre observations done at tenth grade of MAN 2 Semarang which had several steps. The first, the researcher gathered required data in the research. Next, the researcher conducted interview with the teacher of the tenth grade English and several students. In interview result, the researcher prepared several questions for the teacher and some students, including the use of learning method when teaching writing.

The teacher said that when teaching writing was often used conventional learning method and became daily activities. The students felt that they had low motivation in learning English. Among them were many who said that writing is also one of the difficulties in English, especially in vocabulary and grammar, they were also difficult to determine the ideas or topics. The students ability in writing descriptive text, lack of understanding and mastering.

Based on the background above, the researcher wants to describe the students' writing descriptive text. Round robin and inside outside circle is a learning model that gives students the opportunity to work independently and in collaboration with the others learning about kind of text.

1.2 Reason for Choosing the Topic

Based on the problem of the background above, the students had low motivation and were not interested in doing the activities. The problem which they had difficult when students were asked to make sentence about their experience, they were very difficult when they write one sentence to another sentence because their vocabulary and grammar were still low so that they were very difficult to write paragraph. Therefore, insolving the problem, the researcher used round robin and inside outside circle in this research to make the class enjoyable, fun such as give some clues or motivations before teaching writing activities, so the students can understand and be influenced in the writing descriptive text.

1.3 Statement of the Problem

The reseacher gives limitation of this study, as follows:

1. Is there any significant differences between round robin and inside outside circle on students' writing descriptive text?
2. In what way the descriptive text is different?

1.4 The Objective of the Study

1. To determine whether there is a significant different between round robin and inside outside circle on students' writing mastery in writing descriptive text at the tenth grade of MAN 2 Semarang.
2. To describe the different way based on genre analysis on students' descriptive text using round robin and inside outside circle.

1.5 Significance of Study

The significance of the study gives information on how beneficial the study is. The researcher expects that this study will be able to give beneficial as follows:

1) The Students

The students can be more active, motivating, and helping their writing skill especially for writing descriptive text.

2) The Teacher

The teacher can use round robin and inside outside circle as the alternative learning models for teaching descriptive text.

3) The Other Researcher

They hopefully can be concerned in writing descriptive text which are appropriate for the students' writing.

1.6 The Scope of Study

The researcher will only limit the research on the significant differences of students' writing descriptive text using round robin and inside outside circle finding the differences between them at the tenth grade students MAN 2 Semarang.

1.7 Outline of the Study

This research consists of five chapters in which contain of :

Chapter I is introduction, which contains background of study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, the scope of study, and outline of the study.

Chapter II is review of related literature underlying the concept of teaching writing which consist of definition of writing, teaching writing, descriptive text, round robin, inside outside circle.

Chapter III is research methodology consists of research design, object of the study, technique collecting data, data analysis, difficulty level, research procedure.

Chapter IV is research findings and discussion consist of research result, the result data analysis of test try out, the result of students' writing descriptive text using inside outside circle in the experimental class, the result of students' writing descriptive text using round robin in the control class.

Chapter V is conclusion and suggestion.

