

CHAPTER I

INTRODUCTION

1.1 Background of Study

The importance of language in communicating cannot be overstated. Language allows humans to express their thoughts, meanings, and feelings to others. According to Brown (2000:5) “language is a set of arbitrary symbol”. The language is a system to communicate each other by using some medias or ways, such as symbols, sounds, or giving ideas and opinions (Daulay, 2020:1). As a result, language is a medium through which people communicate in this world.

From all the languages spoken in the world, English is one of the few that is spoken by people in practically every country. It is a necessary tool for communication, especially in the corporate world and for learning about a new country. Everyone can communicate with each other in English, even if they are from different countries. English is a vital language for communication, education, and business around the world. In our country, English has become a vital language. English is our country's second language. Indonesia has a law requiring students' to learn English, and it is a required subject at every level of education, including junior high school, senior high school, and university. The government states this requirement in the Curriculum 2006. Therefore, there is no doubt that every Indonesian students' should be proficient in English. Here the role of a teacher is important, so English teachers must be close to their students, know the subjects being taught, teaching methods, and broad knowledge (Daulay, Dalimunte, & Ningrum, 2021:344).

In studying English there are four skills that must be learnt by foreign language students, they are listening, speaking, reading and writing. Written is the most difficult of these talents to master since it is a process of combining ideas and opinions to communicate them in writing language. It can be tough for students' to write at times. Everyone may use writing to not only express their feelings and ideas, but also to communicate with others and recall information

. Students learning English must learn writing skills because it is one of the abilities that students must comprehend according to the curriculum when learning English. Understanding the importance of writing, the educational orientation for most Indonesian schools, Kurikulum Tingkat Satuan Pendidikan (KTSP- Education Level Unit Curriculum), requires students to be able to write a variety of genres. According to the KTSP, students' should be able to write at least five genres in the context of daily life: narrative, descriptive, recount, report, and procedure. Furthermore, in the Educational Unit Level Curriculum (KTSP) students' are expected to have a strong knowledge of many types of text, including descriptive text.

In this study, the researcher focus on the descriptive text. Descriptive text is one sort of text in Junior High School and Senior High School that is difficult for students to understand, despite the fact that students may write descriptive text using simple present and adjective clauses. Pardiyo (2007:34) states that descriptive paragraph is "a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly". It's possible that students are unsure about what to write. They are unsure how to express their thoughts on the subject. Students must also be familiar with the structure of English writing as well as the word choices utilized in it. The students' should be able to begin writing, generate multiple ideas, develop those ideas into paragraphs, revise their writing, and produce the best possible final product.

But in fact, based on the observations of researcher that the students' at SMAN 8 Padangsidempuan, their writing skills are still lacking. The students continue to struggle with generating and organizing ideas, as well as the ability to write proper paragraphs. Because the students' are less engaged in their study, they merely listen and record what the teacher says. They regard writing as a challenging endeavor since they are unable to express their ideas, emotions, and feelings in English. What's more, sometimes the students are given a long text

writing task, they can get bored. This is evidenced by the category of the students who received low grades. The students' inadequate writing ability is likely caused by several factors, including learning materials, a lack of vocabulary, facilities, and different teaching styles. The teacher must be able to assist the students' in putting their thoughts and feelings into writing during the teaching and learning process. As a result, the researcher concludes that it is critical to discuss the next content in order to generate ideas and to expand the students' vocabulary about what they will be writing. Before beginning to teach in the classroom, teachers must develop a solid plan. Arends (2004:97) asserts that "good planning in teaching involves allocating the use of time, selecting appropriate teaching methods, creating student interest, and building a productive learning environment"

Dealing with the problems, teachers must be more creative in order to motivate students' to write. As stated by Harmer (2001: 261), "One of our main roles (teachers) in writing assignments is to motivate students, create the right conditions for generating ideas, persuade them of the usefulness of activities, and encourage them to put forth as much effort as possible for maximum profit." It will also assist the students in putting their concepts into context and directing them to relevant tasks. The researcher recommends one of the acceptable strategies to use in teaching writing that enhances the students' ability to develop creative thinking and enrich their thoughts is the give one get one strategy. Give one get one is a kind of discussion in which students actively seek out and share information with one another. The students can use the give one-get one strategy to communicate their basic knowledge about something and help one other arrange descriptive writing. Give one get one strategy was a cooperative way of teaching learning that was able to solve the students' challenge of finding a writing topic.

According to Tolbert (1997:3) give one get one strategy provides the learners enables to gather any information from each other. It means by using give one get one will allow students to learn from one another by exchanging ideas cooperatively. Marzano, Pickering & Pollock (2001:5) stated that the use

of give one get one strategy be able to encourage the students to share their ideas and experiences. Using this strategy the students can respond and share with each other through as structured procedure. That way they can test, refine and strengthen their ideas as they share theirs and hear the ideas of others. Here the students will practice not only expressing their ideas in writing but practicing being a good listener.

Considering those perception, the researcher chose a give one get one strategy to encourage the students to collaborate and share information in the form of written texts and also motivate the students who have low motivation to learn to write by building a good and interesting teaching and learning atmosphere. Therefore, researchers are interested in conducting experimental research to determine the influence of the give one get one strategy in learning to write descriptive texts for the students in class X SMAN 8 Padangsidempuan entitled “The Influence of Using Give One Get One Strategy on the Students’ Ability in Writing Descriptive Text at SMAN 8 Padangsidempuan”.

1.2 Identification of the Study

Based on the background of study above, the problem in this research formulated as follows:

- 1.2.1 The students ability in writing is still low. They are confused and find it difficult to express their ideas in English, such as they lack of vocabulary, and it difficult sometimes to lay down the right grammar.
- 1.2.2 The students of SMAN 8 Padangsidempuan have difficulty to determining the interesting strategy to making their text creative with their own word..

1.3 Limitation of the Study

Based on the background of study, the researcher focused on applying the Give One Get One Strategy for teaching students to create descriptive writings for class X students at SMAN 8 Padangsidempuan for the 2022/2023 academic year. The researcher uses descriptive text in the Give One Get One method in this

study, because there is material that uses descriptive text based on the syllabus. Thus, the Give One-Get One strategy is the independent variable in this study, while the students' capacity to generate descriptive writing is the dependent variable.

1.4 Formulation of the Study

Based on the background of the study mentioned above, the question that will be examined in this study is: "Is there any significant effect of using the Give One-Get One Strategy on the students' ability in writing descriptive text?"

1.5 Objectives of the Study

Based on the problem of study, the objectives of study will aim :

To find out whether by using give one-get one strategy significantly effect the students' ability in writing descriptive text.

1.6 Significance of the Study

As it is described in the objective of study above, it is predicted that the findings of this research would be useful both theoretical significance and practical significance.

1.6.1 Theoretical Significance

The study will provide an academic review of using Give One Get One as a teaching strategy, especially in teaching writing.

1.6.2 Practical Significance

1. For the English Teacher, it can serve as a guide for improving students' ability of how to write descriptive text.
2. For the students, this study can help students become better writers and produce the best descriptive texts by enhancing their writing abilities.
3. For other researcher, this study can be used as a reference in conducting the some study for obtaining better result.