

CHAPTER I

INTRODUCTION

This research was about the use of Round Robin Technique through Realia to improve students' writing skills in Descriptive Text (A Quasi experimental research at the Tenth grade of SMA N 1 KEMBANG in the academic year of 2020/2021)". This chapter was divided into four parts, they were background of the study, statement of the problem, objective of the study, and significance of the study.

1.1 Background Of the Study

Writing is important for English learners to convey information and ideas. According to (Siahaan, 2017), "Writing is a physiological activity of the language user to put information in the written text. In writing we need to think abroad about the ideas and also the choice words". It means that in writing information is needed to write a text. But, usually students find difficulties in their writing. Jill and Charles (2008: 116) states that "Writing is difficult skill for many learners, even in their mother tongue". It means that writing is important to learn by the learners because writing is difficult skill for learners.

Writing is one of English skill that has to be learned by language learner besides listening, speaking, and reading. It has been taught from the Elementary level to the University level. In Senior High School, the School-Based Curriculum (Kurikulum, 2013) requires the students to be able to create and write twelve text; they are procedure, descriptive, recount, narrative, report, news item, analytica

exposition, hortatory exposition, spoof, explanation, discussion and review. The students are expected to produce those texts in oral and in written form (Depdiknas, 2006).

Since writing became one of the important skills that have to be taught based on curriculum 2013 by Senior High School students besides listening, speaking, and reading, a descriptive text is one of the texts that should be taught between the eleven texts. "Descriptive text is describe particular person or thing in detail." It means that descriptive text is a text which describe about the features and characteristics of a certain thing in detail (a person or a thing) (Prabandani, 2016)." It means that descriptive text is a text which describe about the features and characteristics of a certain thing in detail (a person or a thing). The basic competence that should be reached by the students of Senior High School is to make them are able to write a descriptive text based on the lexicogrammatical features and the generic structures. There are two generic structures of this text, they are identification and description. Meanwhile, the lexicogrammatical features of a descriptive text are the use of simple present tense, adjective clause and etc.

Depdiknas (2004) states the grammatical or language features of Descriptive text are: it focuses on specific participant. It means that having one clear objet that is to be described, it uses attributive and identifying process. Attributive process is used to assign the quality of object. Attribute process clause such as "it has White fur". Identifying process is used in passive clause such as "the white fur is owned by the cat", it uses adjective to modify noun. For example big house, beautiful beach, beautiful girl and etc, it uses linking verbs, because it describes an object and it uses simple present tense, because everything that is

described should be true. However, there are still many students who are not able to write a descriptive text. The students could not describe things, places, and a person in detail because they do not have any ideas when they are asked to describe them. Students are not interested in learning writing. They are lazy and bored if the teachers ask them to write something even it just writes a descriptive text.

Keraf (2000) mentions in descriptive writing the writer transfers the images, the feeling that writer experienced to the convey the image, feeling and experience to readers in order to readers can imagine or as if, they are also engaged on it. However, students make clear description in order to make the reader can imagine the object that being described such as students describe about their class. However, there are still many students who are not able to write a descriptive text. The students could not describe things, places, and a person in detail because they do not have any ideas when they are asked to describe them. Students are not interested in learning writing. They are lazy and bored if the teachers ask them to write something even it just writes a descriptive text.

According to Molla (2016:10), In different way, teaching technique becomes one of the important parts of teaching learning activities, especially in teaching writing. Teaching technique refers to a detailed list of rules or a guideline for any teaching activity. English teachers are responsible to choose the appropriate technique in order to solve the problems faced by the students in writing. For these reasons, the teacher should be creative to provide an alternative technique in the teaching of writing.

One of the techniques which could be used to foster students' writing ability is Round Robin Technique. According to Mandal (2009:7), Round Robin Technique is a technique for generating and developing ideas in a group brainstorming setting. It requires students to form groups of four to six. Then, teacher poses a question with many possible answers and gives time for the students to think about the answer. After the think time, the students take turns responding to the question. The students also need to write their presented ideas on a piece of paper. The activity continues, moving from member to member in sequence, until all students have participated. Applying this technique is effective to help students gain more ideas because it requires students to share their own ideas. In addition, it discourages comments which interrupt the flow of ideas. Round Robin Technique provides equal participation because it requires all students participate, including those who typically remain silent. The students become respectful to accept different points of view from their teammates. As a result, it could create many ideas which could be used to develop a piece of paragraph on a given topic.

It based on the writer's observation at tenth grade of senior high school students of SMA N 1 KEMBANG JEPARA the writer found difficulties are faced by many students in Learning Writing. They often found difficulties to generate their ideas, consequently they just copied the materials from internet. Some of students were not interested in writing Descriptive Text and they did not pay attention to learn it. This situation might happen because the teaching method/technique/media were not interesting.

Related to the explanations above, the writer is interested in conducting research entitled “*The use of Round Robin Technique through Realia to improve students’ writing skills in Descriptive Text (A Quasi experimental research at the Tenth grade of SMA N 1 KEMBANG in the academic year of 2020/2021)*”.

1.2 Statement of the problem

Based on the background above, the writer formulates the research questions as follow :

1. How can Round Robin Technique through Realia improve the students’ writing skill in Descriptive Text at the Tenth grade of SMA N 1 KEMBANG in the Academic Year of 2020/2021?

1.3 Objective of the Study

Based on the statement of the problem above, the objectives of this study is :

1. To find out how Round Robin Technique through Realia can improve the students’ writing skill in Descriptive Text at the Tenth grade of SMA N 1 KEMBANG in the Academic Year of 2020/2021.

1.4 Significance of the Study

1. Theoretically

The result of this research is expected to be useful for the teachers and students to give alternative way to overcome their problems in teaching learning process especially in improving writing skill.

2. Practically

a. For the Students

The use of round robin can motivate the students in order to be more interested in learning process beside that the students will also get other ways to study English

b. For the Teacher

Round Robin and Realia can help the teacher in order to use the various technique and method in learning process.

c. For Other Researcher

The result of the study is expected that the data can be used as the literature for other researchers in conducting the research and it is hoped can open their mind in completing field research.

