

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer explains the background of the research, the research questions, the objectives of the research, limitation of the research, the significances of the research, the definition of key terms and organization of the research.

### **A. Background of the Research**

Writing in English foreign language is a challenging task. It is a combination of process and product of discovering the idea, putting them on paper, and working with them until they are presented in a manner that is comprehensible for the reader (Linse in Masitoh & Suprijadi, 2015). The student in this case have to deliver the idea systematically. They have to know how to arrange the word in a good paragraph, by which each sentence have clear subject, predicate, and object. The student also have to use appropriate grammar and vocabulary. They have to know several conjunctions needed for their text, so that a good paragraph or text can be created (Sipayung, 2016, 2016; Fitri, Eripudin, & Rahayu, 2017).

Regarding teaching writing at junior high school, BNSP ( in Eramona & Hafizh, 2014) notes that it should raise the students' functional ability in which they can communicate both spoken and written. In written communication, the students' have to master various genres of writing. One of them is descriptive text. According to Siburian (2013), descriptive text is a short text that describes a person, animal, or things. The generic structure of descriptive text is divided into two parts:

identification and description. In addition, descriptive text usually uses specific participant, adjectives, simple present tense, and action verbs.

Related to descriptive text, many students in junior high school had a problem in writing this kind of text. They do not understand the generic structure of the text. It can be seen while the teacher asks them to point out the identification and description of the text. While the teacher asks them to describe the animal, they also cannot use a correct adjective or verb. It seems that they are still confuse about part of speech in English.

This research uses problem-based learning through two-stay two-stray technique to solve the above problem. Problem-based learning is teaching-learning activities that uses real problems to be solved by students. It uses the contextual problem as a stimulus for students to learn (Kemendikbud in Pratiwi, 2015). According to Tan in Othman & Shah (2013), the advantages of problem-based learning are: increasing students' teamwork, building students' independent learning, developing students' communication skills, increasing students' problem-solving skills, increasing students' interdisciplinary learning, increasing students' information-mining skills, and developing students' higher-order thinking skills.

Meanwhile, two-stay two-stray is one type of teaching technique which provides opportunities for students' to share results and the students' information with other groups (Sulisworo and Suryani in Saputra, 2016). Kagan adapted in Kurniawati (2018) states that two-stay two-stray technique consists of some steps as follow: the students have to form a group consisted of four members of each group. Then, they do the task given by the teacher. After doing the task, two of the

students move to another group. Two students who stay in the group have to share or discuss their results to the guess. After discussing, two students as the guess move back to their group to compare their results with the other groups result and write the conclusion.

Two-stay two-stray have advantages and disadvantages. Some advantages of two-stay two-stray technique are: allowing the student to decide their concept by solving the problem which is given to them, giving opportunity to the students to build their creativity and to communicate with their friends in a group, forming the habit of the students to open-minded with their friends, increasing the students' motivation in learning, and helping teachers to reach learning goals (Suyanto in Kurniawati, 2018). On the other hand, disadvantages of the two-stay two-stray technique are: spending time for discussion, offering or providing difficulties for students' who seldom work in group, making clever students' to be dominant in discussion.

The implementation problem-based learning approach with two-stay two-stray technique may be a solution for writing skill problem in a junior high school at Cikadu. Therefore, the title of this paper is "Teaching Writing Descriptive Text Using Problem-Based Learning Through Two-Stay Two-Stray Technique".

## **B. The Research Questions**

Based on the background, there are three research problems formulated in this research. They are:

1. How are the scenarios and implementation of teaching writing descriptive text using problem-based learning through two-stay two-stray technique?
2. What are the teacher's and students' responses in teaching writing descriptive text using problem-based learning through two-stay two-stray technique?
3. What are the students' difficulties in learning writing descriptive text using problem-based learning through two-stay two-stray technique?

### **C. The Objectives of the Research**

In accordance to the research problems, the aims of this research are:

1. To know the scenarios and implementation of teaching writing descriptive text using problem-based learning through two-stay two-stray technique.
2. To know the teacher's and students' responses in teaching writing descriptive text using problem-based learning through two- stay two-stray technique.
3. To know students' difficulties in learning writing descriptive text using problem-based learning through two-stay two-stray technique.

### **D. Limitation of the Research**

Based on the background, this research focuses on the use of two-stay two-stray as a technique in teaching writing descriptive text at the seventh grade student on the second semester in academic year of 2019-2020.

### **E. The Significances of the Research**

This research is expected to have some contributions for:

1. Teacher :

The results of the research can give an alternative technique in teaching writing.

It also gives description of how to use two-stay-two stray technique.

2. Students :

The technique used in this research is expected to raise students' motivation in writing.

3. For the Learning Process :

The result of this research is expected to give a new ambience for teaching and learning process, by which it will be more interesting.

### **F. The Definition of Key Term**

1. Writing

Writing is a communication tool that conveys the feelings, ideas, and announcements to others in written form.

2. Descriptive Text

Descriptive text is a short text that describes a person or animal or things. The characteristics of descriptive text are: using specific participant, using specific object, using adjectives, using simple present tense, using action verbs (some verbs indicate an activity).

### 3. Problem Based Learning

Problem-based learning is teaching-learning activities that uses real problems to be solved by students.

### 4. Two-Stay Two-Stray Technique

Two-stay two-stray is a technique that provides opportunities for students to share the discussion results and information with other groups.

## **G. Organization of the Research**

This paper consist of five chapter including:

**Chapter I: Introduction.** In this chapter, the writer explains the background of the research, the research questions, the objectives of the research, limitation of the research, the significances of the research, the definition of key terms and organization of the research

**Chapter II: Literature Review.** This chapter presents a review of the literature used in this study. There are the explanation of writing, descriptive text, problem-based learning, two-stay two-stray technique, and previous studies related to the present study.

**Chapter III: Research Methodology.** This chapter discusses the methodology used in conducting the paper, which consists of the research method, research design, respondent of the research, instrument of the research, and data analysis.

**Chapter IV: Result and Discussion.** This chapter discusses the result of the implementation, teacher's and students' responses, and students' difficulties related to teaching writing descriptive text using problem-based learning through the two-stay two-stray technique. The data presented are gained from the observation, questionnaire, interview, and test.

**Chapter V: Conclusions and suggestions.** This chapter contains the research conclusions and suggestions. The conclusions are explained from the research findings. Meanwhile, the suggestions are expected to give contributions to the further researcher, the students, and the English teachers.