

# CHAPTER I

## INTRODUCTION

In this chapter discusses about the (1) Background, (2) Problem of the study including limitation of problem and formulation of problem, (3) objectives of the study, (4) Significance of the study.

### **1.1 Background**

Writing was being a good medium in delivering, because before writing we could thought about what we want to saying, and correct if there are mistakes or shortcomings. Based to Wardani et al (2014:1), Writing that about process to involves several components likes content, syntax, function, vocabulary, also mechanics such as spelling, punctuation, and organizing to produce a finished output. Therefore learn writing English text is very important for student. Other issues include students' lack of desire and enthusiasm in writing in English. Students are frequently expected to create sentences and paragraphs with little or no guidance. They find it challenging to put their thoughts down on paper. Because grammar, form, content style, and mechanics are some of the characteristics or components of writing. These elements work together to achieve good writing results..

Based to Khamidah (2012:10), The reason you are writing is the objective of your writing. Before actually producing a document, a competent writer always considers why he or she is writing. Because they are unsure of their aim, writers can become wordy or confusing in their communication. Determining the main

objective of your work will assist a writer in more effectively expressing his or her thoughts. Bell and Burnaby in Nunan (2015:36), noted that writing is a very complex cognitive process which is the writer must display simultaneous control of several variables. Control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation are all examples in the level of level. Beyond the sentence, the writer must be able to organize also integrate material for paragraphs also compositions that are cohesive and coherent.

Writing was often thought to be a difficult talent for pupils to master since it requires knowledge of various writing components. It is also supported by Brow in Muzni (2011:27), To produce good writing, various requirements must be met, including content, organization, vocabulary use, grammatical use, and technical considerations like spelling, punctuation, also capitalization. The majority of students struggled with the mechanics of writing and language. The majority of them disregard punctuation and capitalization while using writing mechanics. They lacked the grammatical ability to compose sentences in the form of simple past tense.

Teachers and students have the same need to write when it comes to the writing activity. The most hardest talent to master was writing. It was different from speaking and reading. From the writer's practice in the practice of teaching (PPL II) at state Senior High School 12 of Palembang the writer found the students' difficulties in learning writing. The challenges of not just creating and organizing ideas, but also converting them into understandable text. Furthermore, numerous things can contribute to a student's difficulty in learning English, including interest, material, and media. Students' writing difficulties stem from a

lack of vocabulary, a lack of comprehension of English syntax, and a lack of experience. Writing also has various components, such as topic, vocabulary, grammatical structure, and so on. When kids practice writing in English, this all becomes an issue.

Writing is one of productive skills is a set of thinking, expressing the feeling, proposing idea and knowledge, creativity in words processing are included of writing development learning process. In the process of writing some text at school, students may be get a little problem, it can be from themselves or from the other factors out of them. The ability to write depends on the ability to think creatively and put it into written text.

Students sometime get difficulties when starting to write, they got stuck to develop their ideas in writing how to describe person, thing or place detailed, or writing something in particular structures such as orientation and description. Pair composition as a method to solve the difficulties writing the text. Pair Composition Method is important because this method is interesting studying to improve writing skills. for this method writing use two pairs groups, discuss about kinds of text, The writer chosen text descriptive to increasing skill writing students use Pair Composition Method the students when use this method can be works together, the students do not bored when learning writing in write likes essay.

The pair composition method is a learning model with cooperative learning principles that rely on student activeness. Learning is a continuous process, when children are driven to achieve anything, they may try something different and explore with fresh ideas, as well as debate their opinions with elders and educators. Active learning is a type of teaching that involves students in the

process of learning. (Tharayil et al, 2018:9) In summary, active learning demands students to engage in meaningful learning activities while also reflecting on what they are doing. Cooperative learning is an active learning strategy. Cooperative learning emphasizes in group study, but the goal for students to understand and apply the task independently.

Pair composition is one of the cooperative learning approaches that encourages students to be more engaged in creating compositions in pairs. Pair composition is when students work in pairs to complete individual writing tasks such as an article summary, research project, policy statement, or reflections paper, said Nurmayanti (2014:158).

From the explanation above, the writer was eager to try pair composition method to improve students writing skill. Thus, the researcher conducted a research entitled **“USING PAIR COMPOSITION METHOD TO IMPROVE THE STUDENTS’ DESCRIPTIVE WRITING SKILL.”**

## **1.2 Problem of the Study**

Many students struggled to express themselves in English, particularly when it came to descriptive writing skills. When reading some materials, the students had a limited vocabulary. The meaning of the reading text was lost on the students. And several variables contributed to students' difficulties in writing: a lack of vocabulary, a lack of grasp of English syntax, and a lack of experience.

### **1.2.1 Limitation of Problem**

The theme "Describing Personality" was the emphasis of this study's limitations. targeting students of State Senior High School 12 Palembang in the tenth grade on teaching writing utilizing the pair composition approach to increase the students' descriptive writing skill

### **1.2.2 Formulation of Problem**

From the problem above there is the limitation, the formulation of the problem of the study was formulate in the question like “Was there any significant difference between the students who taught writing using pair composition method to improve the students’ descriptive writing skill at the tenth grade students of state senior high school 12 of Palembang and those who were not?”.

### **1.3 Objectives of the Study**

This study has objective to find out whether or not there was any significant difference between the students who taught writing using pair composition method to improve the students’ descriptive writing skill at the tenth grade students of state senior high school 12 of Palembang and those who were not.

### **1.4 Significance of the Study**

The author hopes that this research will be useful to students, English teachers, the school, and the author herself. Students The author hopes that it will provide information on English, particularly in terms of writing skills using the pair composition approach. Furthermore, it may assist inactive pupils in becoming more active students and increasing writing learning motivation.

1. For the Teacher of English

It is hoped to aid the teachers of English to identify alternate ways in writing skills. So that they can use and develop this research as a teaching tool for writing. Because this teaching approach can be used to make pupils appreciate and be pleased while learning to write.

2. For the Writer Herself

Apart from the external parties, the author expects that this research will broaden her expertise in teaching writing skills, particularly in grasping English language skills.

3. For the other Researchers

The outcome of this study might be used by other researchers to find out some of information, knowledge about “using pair composition method to increase the students’ descriptive writing skill” in teaching writing.