# CHAPTER I

# INTRODUCTION

This chapter covers discussion about the background of the study, research problems, objective of the study, scope and limitation, significances of the study and definition of key term.

* 1. **Background of The Study**

English is taught in education level as foreign language in Indonesia. It is line with globalization era on which English is mostly used in entire world as International language. Students accustomed to take English in order to convey their ideas including information or messages especially in writing. So, the teachers have responsibilities to teach how to write in a good and fitting ways to the students(Amilia, 2016).

According Hyland (2003) sited in Amilia(2016)said that writing is a result about what the student write such as a paper. Writing is an activity to express the ideas, thoughts, or even experience in the form of paragraph. writing is seen as a product constructed from the writer’s control of grammatical and lexical knowledge,and writing development is reflect on something to be the result of imitating and manipulating models provided by the teacher. The grammatical and lexical knowledge include to the language structure, as a basis for teaching writing.

There are so many technique in teaching writing Assefa(2005), one of them which is a teaching technique in which the student doing in small teams by using a variety of learning activities to enhance their understanding of a lesson. By doing such activities, each student is intended to be responsible not only for his or her understanding but also for helping teammates. There are many technique to use in writing skill for students, one of them is send of problem technique.

The results of send a problem technique is an effective for developing several thoughful solution for complex problem that do not have a single answer. In some situations, it may be effective for single answer problem that student just learned in writing assignment. In this way, it can replace traditional drill and practice exercises by adding in higher order thingking skill during the solution evaluating stage (Khanifah, 2012).

The researcher of send a problem technique is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject and with the design of this research, and a problem technique can be further evolved and also can be developed in the process of teaching collaboratively and can be improved student achievement (Shitarukmi, Projosasmito, & Roebertsen, 2017).

Based on those conditions, the problem for teaching writing which is send a problem technique*.* According to Wulandari (2013), Send a problem is a teaching which has essential that give some authentically problem. As addition, in send a problem technique teacher gives some problem so it is clear that the student are demanded to be active to be able to solve the problems. After get the problems they make solutions to solve the problem together with the other students. While this process they get some information each other so they know the solution.

In contrast, Lars (2015) states that send a problem technique is sometimes the student's difficulties in working on or solving problems given by the teacher, so the difficultyin choosing the vocabulary they want to use to develop the text.

On the other research from Khanifah(2012), states the game spent too much time in teaching classroom. The teacher set the time well to make the purpose be finished and do not take long time in some stage of the role. Tell the instruction of stage clearly. It will be better if the teacher pairs the students who are good with the students who are not, to save some times in teaching.

Based on the statements overhead, the researcher would like to do this research by the title” The Effectiveness of Send a Problem Technique on Teaching Writing an AnalyticalExposition Text” as the title on thesis that would be conducted.

* 1. **Research Problems**

Based on the background of the study above, the research of problem formulate as follow: Do student taught by send a problem techinque on teaching writing an analytical exposition text have better score without send a problem technique?

* 1. **Objective of the Study**

Related to the statement of the problem above, the objective of this research is to know the effectiveness of send a problem technique on the students writing ability at the eleventh year students’ of MAMambaul Ma’arif Montor Banyuates.

* 1. **Scope and Limitation**

The scopes of the study isSend a Problem Technique on Teching Writing Skill in Analytical Exposition Text.The limitations of the study is on eleventh grade students’ of MA Mambaul Ma’arif Montor Banyuates.

* 1. **Significances of the Study**

It is very important for us to know the significance of the research. The value of these benefits can include :

1. Practically : The result of this research can become an input to determine the strategy for teaching writing using send a problem and the students will be easier to write and enjoy in writing
2. Theoritically : The result of research can be used as the reference for the teacher about alternative teaching in teaching writing skill.

1.6 Hypothesis

Hypothesis is a prediction of the relationship between research variables based on theory or logical common sense (Latief 2016:54). Hypothesis in this research are divided into two parts there are: alternative hypothesis (Ha) and null hypothesis (H0).

* Alternative hypothesis (Ha) is the use of Send a problem Technique is success to influence the writing skill an analytical exposition text at Eleventh Grade Student of MA Mambaul Ma’arif Montor.
* Null hypothesis (Ho) is the use of Send a problem Technique is success to influence the writing skill an analytical exposition text at Eleventh Grade Student of MA Mambaul Ma’arif Montor.
  1. **Definition of Key Term**

The definition of key term in this research are explained as follows :

The students write ideas in brief descriptions of objects sending technical problems to students first, also find solutions to problems of Rahman & Ur. And than, Send problemstechnical in using us to think creatively and find solutions to solve Kagan's problems, (1989-1992).