

I. INTRODUCTION

A. Background of The Problems

Writing is one of language skills taught at Senior High School, and students are expected to be able to write in English well, especially in paragraph writing. The fact, this objective is very hard to be achieved. The students often get difficulties as they are going to write or express their ideas in words or sentences. Zamel (1985 : 165) states that learners' difficulty in writing is that the students know and have ideas of what they are going to write or to express, but they do not know how to do it. When their teacher asks them to make a composition, they will get confused about expressing themselves in written form or this may also caused by their lack of vocabulary ; both their vocabulary knowledge of structure are very poor for example they did not know when they should use two kinds of verbs related to the tenses that are needed in their writing. That is why the results of their writing are not satisfied.

Meanwhile, after the writer had observed students' work and interviewed teacher at SMA UTAMA 2 Bandar Lampung , it was found that the results of students' writing are still unsatisfactory. Their ability in writing is still low. This may due to by their lack of knowledge of writing or the technique that teacher applies in writing. Up to now, the technique that is used to teach is individual work. The teacher asks the students to write without any sufficient guidances, then the students work individually.

The other problem faced by students in learning English is that the students get bored in the class. The students are not interested to learn. So, the teacher must try to find the technique that can make the students more interested in learning activity. And the technique which is used by the teacher hopefully can increased students' writing ability. Means that the teaching learning process must be well – managed. This also the teacher should be able to create and choose an effective technique in order to yield a good result as well as to avoid monotonous in teaching and learning process.

In paragraph writing, the difficulty faced by the students is that they get difficulty in expressing their ideas in written form. In other words they do not have any idea of what to write or how to begin, although they master some vocabulary and grammatical structures. Here, the teacher should help the students to minimize their difficulty in writing, especially in expressing ideas in written form.

Study conducted by Hernawati (2007:2) shows that some students experienced difficulties in their writing tasks due to the lack of grammar and vocabulary aspects which the students need in order to be able to formulate their thoughts into English composition. It is then apparent that the students will find it difficult to start their writing because they are handicapped by inadequate understanding of how to organize their ideas and interests into a written form, especially if they are to write free composition task which takes longer time. This happens because the students need to select their ideas, provide the main idea, give supporting details to the main idea, and finally make the paragraph to be unified and cohesive by linking the main idea and the supporting details using transition signals. Free composition is also considered as the highest level of writing skills. Therefore, the students need to be given useful strategy to write their

composition, e.g. using small group work technique, so that they can compose unified and coherent paragraph writing well.

Referring to the reason mention previously, this study tries to propose a technique which is called the small group work technique as an alternative to help the students in the process of learning paragraph writing, and the writer focuses it on decriptive text in order to make this research more spesific. And the material that will be given is based on the 2006 curriculum of SMA in which the objective of the teaching learning process is that the students can describe a particular person, place or thing.

It is believed that small group work technique can increase the opportunities for pupil – pupil interaction. They work together in group to do their assignment through dicussion. They can share the ideas and information, help each other, cooperate with others so that each student can become a contributor. So, in the learning process the students become active. Davies (1981:248) says that people learn better when they are active rather than passive. When the students are active in the class they can avoid boredom.

From the explanation above we can see that teaching English through small group work technique motivates the students to learn actively. It leads the students to be involved in a discussion activity and each student in group has enough chance to speak and listen what the group has discussed in solving the problems. In this research, therefore, the researcher would like to observe the teaching process through small group work technique, especially for learning paragraph writing and try to find the problems of writing paragraph that may arise in the teaching process of paragraph writting through small group work technique. The researcher will conduct the research at the first year students of SMA Utama 2 Bandar Lampung.

B. Research Problem.

Concerning with the background of the problems, the problem of the research can be formulated as follows:

In general:

- "Is there any increase on the students' writing achievement in producing descriptive text through small group work technique?"

Specifically, the problem relates to:

- "Is there any increase on the quality of teaching learning process in producing descriptive text through small group work technique in the writing class in terms of coherence and unity?"

C. Objectives of the Research

The objective of this research is to know whether there is any increase on students' writing achievement learning through small group work technique for the first year students of SMA Utama 2 Bandar Lampung.

D. Uses of The Research

This research is expected to have some benefit as follows:

1. Practically.

In this part hopefully will give benefit on:

a. Teacher

1) To solve the problem of teaching writing at the first year students of SMA Utama 2 Bandar Lampung.

2) As an alternative to increase students' ability in writing.

b. Students

Teaching of teaching writing through small group work technique can increase students' ability in writing.

c. School

Hopefully, the result of the research can be used as the consideration policy related to the development of teaching writing.

2. Theoritically

The result of this classroom action research can be beneficial as information for other researcher who is interested in conducting research in this field.

E. Scope of the Research

To give the limitation in this research, the researcher made the scope of the research as follows:

1. This research was conducted at SMA Utama 2 Bandar Lampung and the subjects were the the first year students class X.1 of SMA Utama 2 Bandar Lampung. Beside that Descriptive Text based on Curriculum 2006 is taught at the first year students.
2. This research was focused on the students' learning achievement of paragraph writing through small group work technique.
3. This research was focused on descriptive text in order to make it more specific and the material was taken based on 2006 curriculum of SMA.

4. This research was conducted for one month and it consists of five meetings, and each session for English subject consists of two hours, and one teaching hour is 45 minutes.

F. Definition of Terms

In order to make the same perception, some terms used in this research are defined as follows:

- **Writing** is a process of communication that uses conventional graphic system to convey a message to readers. Writing skill includes : 1. Content, 2. Language use, 3. Vocabulary, 4. Organization, 5. Mechanic.
- **Teaching Writing** is the teaching process to help the students to express and develop students' idea into a paragraph or text and write the main idea then develop it with good coherence.
- **Descriptive Text** is a composition that consists of sentences that develop the main idea that makes the readers see or feel a verbal picture. It also conveys the physical or abstract image of persons, event, ideas, and objects.
- **Small Group** is a unit composed of three or more students who come into contact and work together. sharing ideas for one purpose and concluding their perception under their teacher's guidance.

Work is a piece of task done by a group students consisting of three to five members who come together for doing or making something.