

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher wants to present the sub-topic deal with the title of the thesis. It consists of six sub-chapters, those are , background of the study, research problem, objective of the study, the significance of the study , scope and limitation and the definition of the key terms.

#### **A. Background of the Study**

Writing is a complex socio-cognitive process involving the construction of recording message on paper or on some other material and more recently, like on computer screen. <sup>1</sup> Based on Lee and Vanpatten said:

“...writing will be used as a generic term to refer to all the various activities that involves transferring thought through paper. Writing that focuses primarily on the conventions of language form , i.e. grammatical or lexical structures, will be termed transcription. The term composition will refers to the skills involved in effectively developing and communicating an idea or making a point.”<sup>2</sup>

Another statement from Richard and Renandya say , “Writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in

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<sup>1</sup> John M. Swales And Cristine B. Peak, *Academic Writing For Graduate Students : A Course For Non-Native Speakers Of English*, (United States Of America: University Of Michigan 1994) P, 34

<sup>2</sup> Lee, J.F & Vanpatten, B. . *Making Communicative Language Teaching Happen*. ( USA: McGraw Hill.1995)p 214

translating these ideas into readable text".<sup>3</sup> In addition , Hammer states that " Writing is a process that what we write is often heavily influenced by the constraint of genres, and then these elements have to be present in learning activities ."<sup>4</sup> We also must pay attention in content , format, sentences structure, vocabulary, punctuation, spelling, etc.

In teaching writing is regarded as the most difficult and complex language skill because it required extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing.<sup>5</sup> Harmer describes that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most important, writing as a skill in its own right.<sup>6</sup>

Descriptive text is one of the genres in writing. It is though by teacher in order to make students know how to decribe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach the students. Therefore , the students will be unmotivated , bored , and have difficulties in learning descriptive text. They also unable to recall and

<sup>3</sup> Jack C. Richard And Willy A Renandya, *Methodology In Language Teaching : And Anthology Of Current Peractice* , (Newyork, Cambridge University Press: 2002),P.303

<sup>4</sup> Jeremi harmer , *How To Teach Writing*, ( england : pearson educational ltd,2004)p 84

<sup>5</sup> Heaton J.B, *Writing English Language Test, New Edition* ( Newyork : Longman inc, 1988.132

<sup>6</sup> Harmer, J. *How to Teach English*. (Essex: Longman, 1998). p 79

describe the things in a systematic order. Moreover , they cannot describe the part, qualities, and characteristics of things complitely.<sup>7</sup>

There are several previous study that used by researcher. They are: a thesis "*improving students' ability in writing descriptive text using clustering technique in SMPN 3 Blitar*" in the academic 2013/2014 by Muhammad Danang Zulkarnain. This research describes how the clustering technique can improve students' ability in writing descriptive text. Based on his observation, he found students' problem in writing skill especially in writing descriptive text.

They were still confused about how make it and how to arrange the words properly. The result was that all of the students go score under 75, under the KKM. So to solve the problem the researcher used clustering technique in two cycles then finally their score increase highly significant before using clustering technique. The similarity is this research used classroom action research by the technique and focus on writing descriptive text. Then a thesis, "*improving students' writing skill of descriptive text through question guide in SMAN 1 Ciputat Tangerang Selatan*" in the academic 2011/2012 by Muhammad Bagus Nawawi. The researcher describe in learning descriptive students have difficulties in learning it. Students may be confused what they want to write. Although they know the topic which has been given by the teacher. Therefore, in this

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<sup>7</sup> .Hami,Widodo,*Improving Students' Ability In Writing Descriptive Text Through Wholesome Scattering Game* (A Clasroom Action Research With The 8th Grade Students Of Mts Sunan Ampel Patean Kendal In The Academic Year Of 2010/2011. Thesis Does Not Publish, Semarang : IAIN WALISONGO, 2011



study researcher will try to apply the guide question technique and this model is expected to overcome the problem that occurs in the field. Based on the researcher result, the application learning writing skill ( descriptive text) by using question guided has improve in the end of cycle 3 the result of the post test shows that almost 90 % students pass the KKM and almost 90% of students understand the material and through that question guided made them easily in making descriptive text. The similarity of this research is use classroom action research approach, used game and focus on writing descriptive text.

Based on the previous study the researcher tries to solve the problems. It needs the creativity of teacher to use a suitable technique in teaching writing, there are technique and methods in teaching learning process that can motivate the students and the teacher to get the English teaching effectively,for example by using a game, main mapping, clustering technique, peer back etc.

Games may be used to motivate students and to creat a more relaxing foreign language classes .Often students are involved in playing the games and they don't realize that they are practicing language. Games facility help language learning to be more meaningful , for example by showing how words relate to each other and more memorable,involving as many approaches to how language is stored as possibble , such as mime and movement , the use of colors, patterns, and personalization. The teacher should give students new methode in order to make them

enjoyable , easy, and memorable about the material especially in writing skill. In this case the writer wants to explain the new method in learning writing descriptive text using “Wholesome Scattering Game.”

Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. It was promoted by Natalie Hess on her book entitle “*Head Stars*”, “ students on occasion not only predict the content of the passage they are about to read, but also duplicate sentences , which actually appear in it.”<sup>8</sup> Teacher might find that the first step of arranging the words in weird and unusual ways is fun and takes quite a while, it is worth the effort, students will not quickly forget these words.

Based on the explanation above , the writer is interesting in conducting a research entitle “ **Improving Students’ Ability In Writing Descriptive Text Through Wholesome Scattering Game at the First Grade of SMAN 1 Ngadiluwih.**

## **B. Research Problem**

Based on the statement in the background of the study described above, the research problem is “How can the implementation of wholesome scattering game improve the students’ ability in descriptive text at first grade of SMAN 1 Ngadiluwih.”

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<sup>8</sup>[http:// Natalie Hell , \*Head of Stars\* .com](http://NatalieHell.com) accesed at 12:00 pm,. 16 march 2015-03-16

### **C. Objective of Study**

Based on the reseach problem above, the objective of the study is "To describe and analyze how wholesome scattering game can improve the students' ability in descriptive text at the first grade of SMAN 1 Ngadiluwih."

### **D. Significance of The Study**

The writer hopes that this research is accepted to be useful for students, teacher, and future researchers.

#### **1. The teacher**

The result of this study is useful for English teachers at Senior High School level to provide the information of the students' writing ability in descriptive text and to encourage English teacher to seek of the students' difficulties in writing descriptive text.

#### **2. The students**

The result of this is useful. It will give an input to the Students' writing ability in descriptive text will be improve and to help students in order to be able to write descriptive text easily.

#### **3. For the writer or researcher .**

The result of this is useful for further researchers who are interesting in teaching descriptive writing at senior high school level. She will get new knowledge and experience in teaching writing text using wholesome scattering game.

### **E. Scope and Limitation**

Based on the background of the study above, the researcher limited the research on the implementation of wholesome scattering game to improve the students' ability in writing descriptive text. This research took the first grade students class X4 of SMAN 1 Ngadiluwih in the academic year of 2014/2015.

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

The key terms of this research are about: improving, writing, descriptive text, wholesome scattering game.

#### **1. Improving**

Improving is to make or becoming better; making good use something.<sup>9</sup> In other dictionary we can find the word improve which means to make better in quality or to make more productive to become better.

#### **2. Writing**

Writing is process gaining ideas and gets them down on paper. It is done by students. Writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). Consequently we must learn about organizational skills in writing.

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<sup>9</sup>A.S.Hornby, oxford Advance Learners' Dictionary of Current English ,(NY:Oxford University Press,2000)p.652

### 3. Descriptive text

Descriptive text is one of the genres in writing. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way.

### 4. Wholesome scattering game

Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher.