

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of the four language skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, proposition, or the principle how to write.

Marianne Celce stated that the ability to express an idea in second or foreign language especially in writing skill is a major problem for many native speakers to write coherence of paragraph and accuracy in choosing sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.¹

If someone wants to learn English as a foreign language he/she will obviously meet all kind of learning problems, especially in writing skill, the learners will meet some problems for example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word into sentences.²

Teaching is an art to convey knowledge information and skills to students. In order the message to be effective, teachers need to apply special technique.

¹ Marianne Celce, Murcia (Ed), *Teaching English as a Second or Foreign Language*, (United States of America: Heinle and Heinle Publisher, 2001), 3thEd., p. 205.

² Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 2003), p. 4.

Therefore, learning process can be interested, enjoyable, and comfortable and the lesson can be receipted and mastered by students easy.³

Writing is a complex socio-cognitive process involving the construction of recorder messages on paper or on some other material and more recently, on computer screen.⁴ Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing.

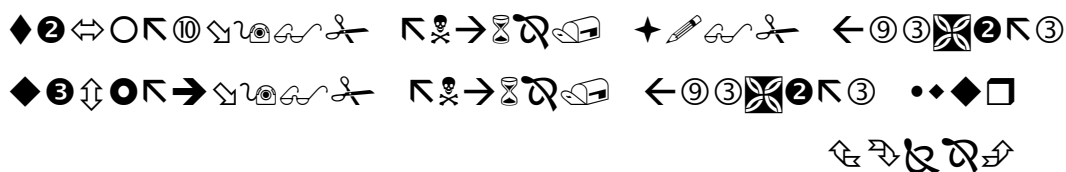
Writing descriptive text is one of the genres in writing texts. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains 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 do not able to recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely.

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start. Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

In The Quran, Allah stated in Al-Baqara verse 185:

³ Pardiyo, *the Art of Teaching*, (Yogyakarta: Andi Offset, 2010), p. 1.

⁴ John M. Swales and Christine 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.



“Allah desires your well-being, not your discomfort”.⁵

Based on verse above, Allah stated that He desires for His servant to be easy, not their discomfort, Islam gives motivation to Moslem in the world to make some ways or method for their work to get better in the future and make them to be easier in many things.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to be more meaningful, for example by showing how words relate to each other and more memorable, for example by involving as many approaches to how language is stored as possible, such as mime and movement, the use of color, and patterns, personalization.

Games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.⁶

The teacher should give students new methods in order to make them enjoyable, easy, and memorable about the material especially in writing skill. In this case, the writer wants to introduce the new method in learning writing descriptive text by using *wholesome scattering game*. The researcher will introduce the method to students of MTs Sunan Ampel Patean Kendal by conducting a research in title IMPROVING STUDENTS` ABILITY IN

⁵ Mahmud Y. Yazid, *The Quran: an English Translation of the Meaning of the Quran*, (Beirut: Dar al chopro, 1980), p. 20.

⁶ Andrew Wright, *et.all.*, *Games for Language Learning*, (New York: Cambridge University Press, 1983), p. 1.

WRITING DESCRIPTIVE TEXT THROUGH WHOLESOME SCATTERING GAME (A Classroom Action Research With the 8th Grade Students of MTs Sunan Ampel Patean Kendal in the Academic Year of 2010 / 2011)

B. Questions of The Research

Based on the problem that has been stated above, there are some problems that will be investigated through this study. The problems are:

1. How can the implementation of Wholesome Scattering Game improve students` ability in writing descriptive text at the eighth grade students of MTs Sunan Ampel Patean Kendal?
2. How can wholesome scattering game contribute to the students` improvement in writing descriptive text at the eighth grade students of MTs Sunan Ampel Patean Kendal ?

C. Objectives and Benefit of The Research

The objectives of the study are:

1. To know the improvement of students` ability in writing descriptive text.
2. To find out how the use of wholesome scattering game contributes to students` improvement in writing descriptive text.

The result of this study hopefully will be useful for:

1. Teacher
 - a. To provide the information of the students` writing ability in descriptive text.
 - b. To encourage English teacher to seek of the students` difficulties in writing descriptive text.
2. Students
 - a. Students` writing ability in descriptive text will be improved.
 - b. To help students in order to be able to write descriptive text easily.
3. School

Give contribution on the effort of improvement teaching learning process in writing to improve students` writing especially in descriptive text.

4. For the writer o researcher

He will get new knowledge and experience in teaching writing text using wholesome scattering game.