

# CHAPTER I

## INTRODUCTION

### A. Research Background

Language is one of the most important areas of human development. Language is purely important as a tool of communication. According to Crystal cited by Srijono language is the systematic, conventional use of sounds, sign, or written symbols in human society for communication and self expression.<sup>1</sup> As a tool of communication language is used among human beings in order to establish social relationship. By using language they can express their ideas, feelings, and thought to the society in both written and spoken.

There are many languages in the world. Every society has different language. Although English is not the language with the largest number of native or first language speaker, it has become a lingua franca.<sup>2</sup> English is an international language which has been received by countries all over the world. Moreover, as an international language, English is used to communicate in business meeting or other activities among government over the world, chiefly in science and technology.

In line with the more sophisticated world, people are demanded to be able to communicate not only by using mother tongue but also by using foreign languages. Nowadays English already be one of the most important languages. As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential. Thus, the government has settled English as one of the compulsory subject to study at school, from basic until the highest. In Indonesia, English is learnt and taught at elementary school, junior high school, senior high school, even

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<sup>1</sup>Djoko Srijono, *An Introductory Course of Linguistic*,(Surakarta: Muhammadiyah University Press,2001), p.2.

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education, 2001), 3<sup>rd</sup> Ed. p.1.

at university. It is hoped that the students will be able to communicate in English well.

Based on Competence Based Curriculum (KBK), the students of junior high school (SMP) and senior high school (SMA) should get some of the genres such as procedure, recount, descriptive, or narrative both spoken and written cycle.<sup>3</sup>

From this fact, students are not only expected to speak English fluently but also have to be able to fulfill four language skills; they are listening, speaking, reading and writing. Writing is a part of the language skills that must be taught maximally by teacher to students. Learning how to write in English is important for many language learners. Writing will help students mastering other skills of English completely.

Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that can be read today, which can also be read in the future. Recently, there are many new information which is transferred by using discourse or article from the newspaper, magazine, or internet. This means that writing plays very important role in a modern society. Writing is one of language skills that can be a measurement of literacy development in a country. Through writing, many people can communicate one another over long distances and periods of time. Allah decrees in the holy Qur'an:



“Nun [These letters (*Nun*, etc.) are one of the miracles of the Qur'an, and none but Allah (Alone) knows their meanings]. By the Pen and by that which the writers are writing” (Al-Qalam: 1)<sup>4</sup>

From the verse above, the researcher can conclude that writing has an important role in human life. People must know how to write by using pen.

<sup>3</sup>Badan Penelitian, *Kurikulum 2004 Standar Kompetensi Bahasa Inggris*, (Jakarta: Departemen Pendidikan Nasional, 2004), p.8

<sup>4</sup>Mahmud Y. Zayid, *The Quran*, (Beirut: Dar Al-Choura, 1980), 1<sup>st</sup> Ed., p.457.

Because writing is important, human being needs to learn how to write correctly. They can learn writing in school or other educational institution.

Although writing is very important, it is regarded a difficult subject especially for the student. The reason is because writing is a mixture of ideas, vocabulary and also grammar. Writing skill are more complex and difficult to teach, require, and master not only of grammatical and rhetorical devices but also conceptual and judgment elements.<sup>5</sup> A large number of research shows that all time teaching English writing only focuses on the theory of grammar or writing concept. The researcher thinks that it does not enough to support the students in writing especially genre.

Another reason is the teaching strategy used by teachers in schools. They still use traditional or conventional method. This method only emphasizes the students to keep silent in the class while listening to their teacher's explanation without discussion; as a result it is hard for them to master their skills in writing. Finally, the students cannot improve their creativity and imagination.

Furthermore, students will find some difficulties when they learn about genre and its writing. There is always danger that students may find writing imaginatively difficult, such as in writing descriptive texts. Having 'nothing to say' they may find creative writing a painful and de-motivating experience, associated in their mind with a sense of frustration and failure.<sup>6</sup>

One important reason for all the problem above is that the students have not been helped to become motivated, involved in their effort to learning a foreign language if they do not have a need or desire to learn it. Learning language is a hard task which can sometimes be frustrating. However, when students are dully motivated, they will become involved in learning foreign language autonomously.

One way to motivate students in language learning is by using games. There is a common perception that all learning should be serious and solemn

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<sup>5</sup>Heaton, *Writing English Language Test*.(Longman: Longman Group Limited, 1975), p.138.

<sup>6</sup>Jeremy Harmer, *op.cit*, p.260.

in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is misconception. It is possible to learn a language as well as enjoy oneself at the same time. Well, chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Due to this fact, the researcher interested to use game in her research. In this study, the researcher concerns on the use of games to teach writing descriptive texts. Game which is introduced to the students is twenty-question game.

To know the implementation of twenty-question game in improving students' writing ability in descriptive texts, the researcher conducted an action research with under title "THE IMPLEMENTATION OF TWENTY-QUESTION GAME AS A TEACHING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS (A Classroom Action Research at the Eight Grade Students of MTs Subulul Ikhsan Kersana Brebes in the Academic year of 2010/2011)"

## **B. Reason for Choosing the Topic**

The researcher has chosen the topic of improving students' ability in writing descriptive texts using game, for the following reasons:

1. Writing is one of language skills that must to be learnt, including English.
2. For many students, writing is a difficult skill to be improved. So that teacher has to get right method and media in improving that skill.
3. Game is an interesting technique. It allows the students to play, considering that they are still children who naturally need learning without feeling worried. Furthermore, game employs meaningful and useful language in real context. It will give a positive influence on their results.

### C. Definition of Key Term

#### 1. Twenty-Question Game

Game is an activity or a sport with rules in which people or teams compete against each other.<sup>7</sup> Twenty-question game is a guessing game in which people try to identify a person or object in 20 questions or less. Good for rainy days, long car rides, and for learning English.<sup>8</sup>

In this study twenty-question game is a teaching technique that be used to improve students' ability in writing descriptive texts in order to make classroom situation more interesting.

#### 2. Teaching Technique

Teach is an activity to give knowledge or skill by studying, from experience, from being taught, etc. Teaching is the activities of educating that impart knowledge or skill.<sup>9</sup> Technique is a plan or systematic procedure that is intended to achieve a particular purpose.<sup>10</sup> Teaching technique is the systematic procedure or deliberate action that students take in order to facilitate the teaching and learning, recall of both linguistic and content area information.

In this study the researcher uses twenty-question game as a teaching technique to improve students' ability in writing descriptive texts

#### 3. Improving of students' ability

According to Oxford Dictionary, to improve is the way to become better than before or to make somebody or something better than before.<sup>11</sup> Students are person who is studying at a college or university, person studying at secondary school, any person interested in a particular subject. Ability is a level of skill or intelligence.

In this study, twenty-question game is used to improve students'

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<sup>7</sup> Hornby, *Oxford Advance Learner's Dictionary*.(Oxford: Oxford University Press, 2007), 6<sup>th</sup> Ed. P 528

<sup>8</sup><http://www.group-games.com/stationary-games/twenty-questions.html>. accessed on 29/10/2009

<sup>9</sup> Hornby, *Op cit.* p. 731

<sup>10</sup> *Ibid.* p. 1284

<sup>11</sup> *Ibid.* p. 216

Ability in writing

#### 4. Writing Descriptive text

Writing is the activity to make letters or number on a surface, especially using pen or pencil.<sup>12</sup> Descriptive text is a genre of writing which have purpose to describe a person, thing, or place.

In this study writing descriptive text is a skill that be improved by using twenty-question game.

#### **D. Scope of the Study**

This study is about twenty-question game to improve students' ability in writing descriptive texts at the eighth grade students of MTs Subulul Ikhsan in the academic year of 2010/2011. The researcher wants to focus her study on the implementation of teaching writing by using twenty-question and the improvement of students' writing especially in descriptive texts. The material of writing follows the curriculum at Junior High School.

#### **E. Research Questions**

The study is aimed at answering the following questions:

1. How is the implementation of twenty-question game in improving students' ability in writing descriptive texts?
2. How can twenty-question game improve students' ability in writing descriptive texts?

#### **F. Objectives of the Study**

Considering the problems above, the study is oriented toward the following aims:

1. To describe the implementation of twenty-question game in improving students' ability in writing descriptive texts.
2. To identify the improvement of students' ability in writing descriptive texts using twenty-question game.

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<sup>12</sup> *Ibid.* p.528

## **G. Significance of the Study**

The result of this study gives some positive contribution to the English learning context and may be beneficial for students, teacher, and the school:

1. For the researcher

By doing this research, the researcher gets some experiences and knowledge about her study and it is useful in the future.

2. For the students

This study may motivate students who have problems in writing, especially in writing descriptive texts. They also able to produce a good English whether oral or written communication.

3. For the teacher

The result of this study may help the teachers to improve their methods in teaching learning process in the classroom. So that problems that students and teachers face in the teaching learning process can be minimized. In addition, teachers can apply this new method in their classroom to make the teaching more interesting.

4. For the school

This study can be a starting point to develop the teaching method which applies in the school.