CHAPTER I
INTRODUCTION

A. Background of Study

English is the first foreign language taught at every school in Indonesia. English is considered a major subject for the students. In order to be good in mastering English, students must master the four language skills. They are speaking, listening, reading and writing. In practice, learning the lessons taught writing after speaking, listening and reading. But this does not state that learning writing is not important. In fact, writing is a very important skill as writing needs practice and wring is the very difficult subject for the students.\(^1\)

To enable the students master those language skills, English teachers should provide materials that are appropriate. Games have a great educational value. It contains of entertaining, engaging, challenging, and activity in which can be used in the classroom to make learners use the language in meaningful way. To play games are generally quite competitive. Games also encourage learners to keep interested in the work and teacher can use them to create contexts in which the

\(^1\)Fahad Hamad Aljumah, *Saudi Learner Perceptions and Attitudes towards the Use of Blogs in Teaching English Writing Course for EFL Majors at Qassim University*, (English Language and Translation Department College of Arabic and Social Studies, Qassim University: 2012), Published Journal.
language is useful.\(^2\) Here the writer wants to use game as a media to teach descriptive writing. He chooses draw the bank robber game. According to Andrew Wright, Draw the bank robber game is appropriate to teach descriptive writing. Through the game students can easier understand about what descriptive text is and how to write it. It is completed with a picture. Through picture students can easier to understand about descriptive writing.\(^3\) It’s related to Tara McCarthy that descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases and through devices such as metaphor and the sounds of words.\(^4\)

Writing is not a product but it is need a process. It allows students to express something about themselves, explore and explain ideas. It takes study and practice to develop this skill. Students can practice started from write something around themselves. When they start to write, they have to consider to make sentences, arrange words to make meaningful and structured sentences, and then they are asked to compose the sentences in good arrangement so text are meaningful and cohesive. Being good in making paragraph, they should be able


\(^3\) Andrew Wright, *Game for Language Learning*,...p. 60

\(^4\) Tara McCarthy, *Descriptive Writing*, (USA: Scholastic, 1998), p. 5
to apply knowledge of writing skills; they are called thinking, drafting and revising.\(^5\)

In writing class, the teachers should teach their students using proper technique to get students’ attention. One of text types or genres given to junior high school is descriptive text. Linda Gerot and Peter Wignell stated that descriptive text is the text that has social function to describe a particular person, place and thing.\(^6\) It means descriptive text is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer’s experience. There are two stages within a descriptive text; identification and description. Description is useful tool in many kind of writing. A clear and lively description depends on observation. We must pay attention to what we see and hear, and to specific word choices that will make those observation vivid for our language.

From the reasons above, it is very reasonable to the researcher to choose the title “The Use of *Draw The Bank Robber Game to Improve Student’s Writing Skills in Teaching Descriptive Text* (A Classroom Action Research at the Eight Grade of Mts Al-Khoiriyah Semarang in the Academic Year of 2015/2016)”. The researcher hopes by using the method will


be effective to teach writing descriptive text. The students also hoped can be more motivated and active in practicing writing, so that they can write correctly.

B. Research Question
This reason is intended to answer the following questions:
1. How is the students’ participation in using Draw The Bank Robber game in teaching descriptive text?
2. How is the improvement using Draw the Bank Robber game to improve student’s writing skills in descriptive text?

C. Objectives of The Research
The objectives of the research are:
1. To know the students’ participation in using draw The Bank Robber game in teaching descriptive text.
2. To find out the improvement of using the Bank Robber game to improve students writing skill in descriptive text.

D. Pedagogical Significance
1. For students
Students may improve their English since they will find out that English lesson is not as complicated as they thought. It is expected that students will realize that they can learn English through a lot of source that they like. By the Bank Robber game, hopefully, the students will improve writing skill not only in descriptive but also in other genre text and finally it can help the students to mastering English.
2. For teachers

The result of this study may show teachers that the Bank Robber game and many other games or techniques can be used as technique of teaching writing. And hopefully this will give teachers inspiration in improving their teaching method so that they will be able to attract students’ interest and will finally improve the students’ mastery of the materials that they deliver.

3. For school

The school can make a policy that can improve English skill of the students, based on the result of this research. For example, the school can encourage the teachers to use innovative technique in teaching learning process, and make students become more interested in learning, especially English, both written and oral form.