

CHAPTER I

INTRODUCTION

The chapter would explore sub chapters as introduction of the final project. To reach this goal, the chapter explores some matters includes background of the study, question of the research, objectives of the research and pedagogical significance.

A. Background of The Research

Writing is one of the four language skills, they are listening, speaking, reading and writing. These four language skills are integrated and related to each other. Listening and reading belong to receptive skills, the language users require the ability to receive spoken and written language. On the other side, speaking and writing belong to productive skills and it means that language users require the ability to produce language rather than receiving it.¹

The writing skills are complex, writers should mastery of grammatical, choice of appropriate words, sentences order and finding the ideas to write. Writing skills sometimes difficult to teach because requiring mastery of grammatical, rhetorical devices, conceptual and judgmental elements.²

¹ Mary Spratt, *et. al.*, *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

² J. B. Heaton, *Writing English Language Tests*, (England: Longman Group Uk Limited,1988), p.135

According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.³

According to Harmer that teaching young children, adolescents, and adults are different because of different ages have different needs, competences, and cognitive skills. Students of Junior High School as teenagers have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.⁴

In junior high schools for the writing skill, there are several kinds of text that the students should acquire, namely descriptive, narrative, and recount texts. Recount text is the form of text that aims at retelling past events for the purpose of informing or entertaining. For students in Junior High School writing a text is not easy. In a fact, students of eight A class in MTs Al-Islam Limpung have problem in writing especially in write the recount text. From the result of a discussion with Mrs. Agustin Dwi Lestari S. Pd as English teacher of MTs Al-Islam Limpung there were many weakness in teaching learning process especially in learning writing recount text at MTs Al-Islam

³ Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2.

⁴ Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman ELT, 2001), p. 37-39

Limpung grade VIII A in the academic years 2015/2016. Students make errors in both organization of ideas, in language use and sentence are not well organized, it is caused by the fact writing in English is different from Indonesia. Some students feel confused when they arrange sentences or paragraph. Because in writing, students have to manage the structure, the voice of words and the punctuation all at once. To be able to do those activities the students need a lot of practice. The problem is student feel unmotivated, discouraged easily, bored and difficult to understand the material, it could be caused of monotonous method that the teacher uses in the teaching learning process. This can cause boredom. The teacher explains the material with classical or conventional method like explain in front of class, asking and answering question. Thus, students are less attention and the worst result is stagnant skill without improvement.

For those reasons, as teachers of English we should provide materials that are appropriate with the curriculum and find suitable method or strategy in teaching learning process to enable the students to master those language skills. Furthermore, in order to make English teaching successful, we have to consider some factors such as the quality of teachers, students, strategy and etc.

Considering the above matter, the researcher conducted Action Research entitled **The Use Of Line-Ups Game To Improve Students Skill In Recount Writing (A Classroom Action Research at The Eight Grade Students of Mts Al Islam**

Limpung in The Academic Year of 2015/2016). The researcher applying Line-Ups game in teaching learning process and hopes it can lead the students to have new experience of writing activity and make them more understanding about recount text. In applying Line-Ups game, the researcher used classroom action research as the methodology of the research. By doing a classroom action research and applying Line-Ups game in eighth grade students of MTs Al-Islam Limpung in the academic years 2015/2016 the researcher hopes that this research make an improvement in students writing ability of recount text.

B. Question of The Research

This research is intended to answer the following question :

1. How is the implementation of Line-Ups game in writing recount text at the eighth grade of MTs Al-Islam Limpung?
2. To what extent do the Line-Ups game develop students skill in writing recount text at the eight grade of MTs Al-Islam Limpung?

C. Objectives of The Research

The objectives of the research are :

1. To describe the implementation of Line-Ups game in writing recount text at the eighth grade of MTs Al-Islam Limpung
2. To identify what extent do Line-Ups game can help students to develop student skill in writing recount text at the eighth grade of MTs Al-Islam Limpung.

D. Pedagogical Significance

The writer hopes that this study will be useful :

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 sources that they like. By applying Line-Ups game, hopefully, the students will improve and develop their skill in writing recount text which finally will help them to master English.

2. For Teachers

The result of this study may show teachers that Line-Ups game and many other literary works can be used as strategy of teaching writing. And hopefully this research 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 material that they deliver.

The result of the research can be used to measure the students' ability in writing. So the teachers will be more easily guide the students in writing class especially in writing recount text. By applying Line-Ups game as a strategy in writing recount text, the students get an easier way to write the text correctly.

3. For the readers

They will get more information and experience from this research.

4. For the writer

The writer got new knowledge and experience in teaching writing recount text by using Line-Ups game.