

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Language is one of the basic abilities that should be possessed by human being. Through language, human can express their ideas, feelings, opinions, etc. to others. Language is a tool that has primary function to communicate information.<sup>1</sup> Language plays an important role in various aspects of life such as politic, trade, education, travel, science, etc.

Nowadays, people try to master English because of it's function as an International language in globalization era. Some terms used to characterize the status of English such as the world's major second language and the commonest language. British, American, Australian or other mother-tongue varieties of English are not necessarily considered appropriate targets either for learning or for communication in countries where English is used for crosscultural or cross-linguistic communication<sup>2</sup> It is easier for them to use English because they have been familiar with English from an early age. They will not feel any significant

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<sup>1</sup> Glyn S. Hughes, *A Handbook of Classroom English*, (Oxford: Oxford University Press, 1989), p. 6.

<sup>2</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4<sup>th</sup> Ed.*, (United Kingdom: Pearson Education Limited, 2010) p. 197.

difficulties to acquire English. However for countries such as Indonesia that does not use English as a formal language, then people have to learn it in school.

In Indonesia, English has become the first foreign language and a compulsory subject. Students have learnt English since they were in Elementary School. Even in Junior High School and Senior High School the English language become one of the subjects tested in the National Examination.

Students are demanded to master the four skills of English language; reading, speaking, listening, and writing. Writing is one of the capabilities that should be mastered by the students. Islam also has mentioned the importance of writing. Our beloved prophet Muhammad saw got the revelation from Allah SWT through Gabriel that reflect an instruction to read (Iqra') and write ('Allama bi Al Qalam). In al-Qur'an surah al-Alaq verse 1-5 Allah said:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ أَقْرَأً ۝ وَرَبُّكَ  
الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Proclaim! (or Read!) In the name of thy Lord and Cherisher, Who created – Created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is Most Bountiful – He Who taught (the use of) the pen – Taught man that which he knew not<sup>3</sup>

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<sup>3</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2004), p. 1672-1673.

However, writing is a skill that is difficult to master. It is said to be difficult because writing is not like speaking that most of people do in daily activities. In writing, students should able to find ideas, use grammar, and arrange sentences to form a paragraph coherently. Because of the difficulty of making good writing that makes many students became less interested in learning writing. Sometimes they become lazy, bored, and do not pay attention to teacher in writing class. In other hand, intereseting technique is still seldom to be used. The material is conveyed without involving students directly. This condition made the teaching learning process became not conducive so that the results achieved are also not optimal.

The condition was also happened in SMK Bina Utama Kendal. As the consequence, students felt bored and did not interest in writing class. They assumed that learning English is very difficult. Most of them felt difficult to arrange text well, specially recount text. Their essays are not coherent between one sentence with others.

To write recount text well, students should memorized their activities, experiences, or events that they had in the past, then arranged them in sentences with correct spelling and grammar, and finally arranged the sentences coherently.

From explanation above, a technique to overcome these problems is offered. To overcome these problems, teachers

should use varieties of media in teaching writing. A game can be used as technique in order to make the class become more interesting and also attract students' attention, because people love game either child up to adult. Times of day is a game that can be applied in teaching writing, especially recount text. In this game, students are demanded to memorize their activity in the past, make it in written form, and share it with others. By using the game students will be directly involved in the learning process. Interaction and group participation engage students and make information more memorable and relevant.<sup>4</sup> They are also asked to think consciously about what is correct and what is incorrect. Thus students are expected to be more interested in following the learning process so that they will get better achievements.

Therefore, researcher conducted an experimental research entitled "the Effectiveness of Times of Day Game in the Teaching Writing of Recount Text (An Experimental Research at Eleventh Grade Students of SMK Bina Utama Kendal in the Academic Year of 2015/2016)".

## **B. Question of the Research**

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<sup>4</sup> Suzanne W. Woodward, *Fun with Grammar*, (New Jersey: Prentice Hall Regents, 1997), p. vi.

This research was aimed to answer the following question:  
How effective is the use of times of day game in the teaching writing of recount text at the eleventh grade students of SMK Bina Utama Kendal in the academic year of 2015/2016?

### **C. Objective and Benefits of the Research**

Objective of the research was to find out the effectiveness of times of day game in the teaching writing of recount text at the eleventh grade students of SMK Bina Utama Kendal in the academic year of 2015/2016.

The result of the research would be useful for:

1. English teacher

To give teacher inspiration and information about an alternative technique in teaching learning process. Teachers can develop their technique in teaching writing of recount text.

2. Students

To increase students' motivation and interest in learning recount text which can improve their writing skill, so that they will get better achievements.

3. School

To provide a contribution for increasing the quality of teaching learning process through variety of technique,

especially in teaching writing of recount text by times of day  
game.

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