# CHAPTER I INTRODUCTION

## A. Background of the Research

Learning to write is not same as learning to speak. Some students thought that writing is more difficult. In writing students should transfer their ideas and thought in a piece of paper. In the process of writing, students need to feel safe from attacks, emotionally and physically. According to Dorret, writing involves self-expansion and creativity, and since writing is a way for students to reveal their inner writing can be taken very personally. It means that every students has he own creativity in making his paper full of inks. This creativity can raise up if the writing class situation is supporting, and the way teachers ask and teach them also same, so it can make students easier to transfer their ideas in a piece of paper. According to Jeremy Harmer, writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.

One of the most difficult aspects of teaching a writing class is getting students motivated and excited about writing. One reason students maybe hesitant to write is that they don't have a valid reason to write. Students who really care about their grades will complete the

<sup>&</sup>lt;sup>1</sup> Arina Fardani, Fasilitating Students' Understanding on Descriptive Writing Using Music Video. Thesis (Education Faculty Walisongo State Institute for Islamic Studies, 2011), p.2

<sup>&</sup>lt;sup>2</sup> Jeremy Harmer, *How to Teach Writing*, England: Long Man.p.35.

writing assignment. For those students who are not motivated by assignments, there has to be another payoff. Students need an additional motivation to want to write. Teacher may use game to attract students interest. Game means an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others.<sup>3</sup>

Writing a description is like creating a picture using words. The key to writing a good description is using specific details that create exactly the picture you want.<sup>4</sup> Learning to write is a challenging, multi skilled process. Students must learn how to identify, analyze, and develop ideas. They must learn how to compose sentences build paragraphs, and express ideas within the standards of written English.<sup>5</sup>

Descriptive text is one of text included in genre. It is taught for students at junior high school. There are many students who get difficulties to understand descriptive text on how they describe person, place, or thing, what its purpose involve the generic structure and language features, how to apply those descriptive features in the text. Genre resembles more to the social function but a very boring part of

<sup>3</sup> Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning 3rd Ed*, (UK: Cambridge University Press, 2006), p.1

<sup>&</sup>lt;sup>4</sup> Karen Blanchard, *Christine Root. Ready To Write*. England: Long man.p.69

<sup>&</sup>lt;sup>5</sup> Gary Robert Muschla, *Teach Terrefic Writing*, (USA: The McGrow.Hill Companies, 2006)

any students. There are many alternative ways to teach genre. One of the best ways is game.

Teacher may use game to attrack students' interest. Game means an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others. Game is an appropriate way to teach teenagers, because one of the characteristics of teenagers is they are able to work with others and learn from others. According to Jill Hadfield, there are two kind of games: competitive games, in which players or team race to be the first to reach the goal and co-operative games, in which players or team works together towards a common goal.

Because of the reason, the writer try to apply a game for writing namely "Circle Chain Game" to teach how to write a descriptive text in junior high school. Hopefully it can be an effective way to teach Writing especially in descriptive text and the researcher intends to prove that circle chain game can be applied to teach descriptive text.

Writing is one of the skills in English language. Allah SWT also said in holy Koran in surah Al-'alaq verse 1-5:

<sup>&</sup>lt;sup>6</sup> Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning 3rd Ed*, (UK: Cambridge University Press, 2006), p.1

 $<sup>^{7}</sup>$  Jill Hadfield, Intermediate Communication Game, (England: Longman, 1996), p.v

# ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ﴿ خَلَقَ ٱلْإِنسَنَ مِنْ عَلَقٍ ۞ ٱقْرَأْ وَرَبُّكَ ٱلْإِنسَنَ مِنْ عَلَقٍ ۞ ٱلْأَكْرَمُ ۞ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۞ عَلَّمَ ٱلْإِنسَنَ مَا لَمْ يَعْلَمُ ۞

- 1. Read! In the Name of your Lord Who has created (All that exists).
- 2. He has created man from a clot (A piece of thick coagulated blood)
- 3. Read! And your Lord is the most Generous.
- 4. Who has taught (the writing) by a pen.
- 5. He has taught man that which he know not.8

Writing based on the Qur'an delivers from three morpheme, the word qalam (pen), ink (Midad) and writing (kataba). In Alqur'an, the word pen expllicity mentioned three times. First, in verse Al-Alaq. second ,the word pen in verse named al- qalam opened by nun. Third, the word pen/qalam in verse al-Luqman:27.

Based on the background above, the researcher want to conduct experimental study entitled: The Effectiveness of Using Circle Chain Game with Picture to Improve Students' Descriptive Text Writing Skill. (A Classroom Action Research With VII A Students of SMP Negeri 1 Giritontro Wonogiri Academic Year of 2012/2013).

 $<sup>^8</sup>$  Muhammad Taqiuddin Alhilali and muhammad Muhsin Khan, Translation of the Meanings of the Noble Qur'an in the English Language, (Madina:King Fahd Complex ), p.842.

<sup>&</sup>lt;sup>9</sup> Ade Suyitno, http://edukasi.kompasiana.com/2012/12/12/urgensimenulis-dalam-prespektif-islam-510253.html

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

The writer chooses this research topic for at least the following reasons:

- 1. Writing is important skill, but many students feel that writing is difficult and boring activity. In teaching writing, teacher can use some media to support teaching and learning process. Descriptive text is one of genre in writing. Students can persuade by presenting arguments to analyze or explain "how" or why". This, descriptive text hoped will be the beginning for students to like writing.
- 2. The use of circle chain game and picture as media is thought to be able to stimulate students' ability in learning writing, especially in writing descriptive text.

## C. Research Questions

This research is done in order to answer the following problem, how is the implementation of circle chain game using picture in improving students' ability in writing descriptive text.

# **D.** Objective of the Study

To find out the implementation of circle chain game using picture in improving students' ability in writing descriptive text.

# E. Pedagogical Significance

The benefits of the study can be stated as follows:

#### 1. For the students

To motivate students to be more interested in writing descriptive text.

## 2. For the teacher

To motivate teacher in finding a new or good media to teach writing and useful media to give contribution of developing English teaching.

#### 3. For the reader

To give reader a reference in conducting a research about media of teaching writing descriptive text. Develop their knowledge and get many experiences.

#### 4. For the researcher

Hopefully this research can give new experience or knowledge in choosing new ways to facilitate students in writing descriptive text.

The result of conducting this study is useful for teacher, students, school, readers, and writer.

#### 1. Teacher

The result of this study may show the teacher that video critic can be an interesting media in teaching writing analytical exposition text. It will become a good stimulant to improve students' ability in writing.

## 2. Students

The result of this study may motivate students to improve their interest in learning writing, especially in writing descriptive text.

## 3. School

The school will make a right decision to use some media for supporting teaching and learning process, especially to use circle chain game in writing class.

#### 4. Readers

The readers can get more information and knowledge from this research.

#### 5. Writer

The writer will get information about the implementation of using circle chain game in improving students' ability in writing descriptive text and the improvement of students' ability in writing descriptive text after being taught by using circle chain game.

# F. Definition of Key Term

# 1. Definition of writing

Writing is one skill that should be taught for every level. This skill must be improved by practicing a lot because writing has many contributions for our life, we can make a habit of writing to develop this skill. Jeremy Harmer mentions the reasons for teaching writing to students of English as foreign language include reinforcement. Most of students acquire language purely in oral

way, but most of us get benefit greatly from seeing the written one. The visual demonstration of language construction is invaluable for our understanding of how language fits together.<sup>10</sup>

According to Carrolin T. Linse "that writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may called as an arranging text".<sup>11</sup>

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step you polish your rough draft by editing it and making revisions.<sup>12</sup>

From the definition above the researcher can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist our mind. It is written on a paper or computer screen.

#### 2. Game with Picture.

A Game is structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. A game is an activity with rules, a goal and element of fun that make

<sup>&</sup>lt;sup>10</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 1998), p. 79.

<sup>&</sup>lt;sup>11</sup> Carolin T.Linse, *Practical English Language Teaching Young Learner*, (New York:McGrew-Hill Companies, 2005), p. 98.

<sup>&</sup>lt;sup>12</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Pearson Education, 2006), 4<sup>th</sup> Ed, p. 265.

students interest in learning process.<sup>13</sup> A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, stimulation, psychological role.<sup>14</sup>

Games facilitating language learning because they help language learning to be more meaningful, for example by showing how words relate to each other, 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 pattern, personalization, and more accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.<sup>15</sup>

This is some other advantages of using game they are, games are welcome break from the usual routine of the language class, they are motivating and challenging, learning a language requires a great deal of effort. Games help students to make and sustain the effort learning, game provides language practice in various skill-speaking, writing, listening and reading, they

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<sup>&</sup>lt;sup>13</sup> Jill Hadfield, Intermediete Communication Games, p.v.

<sup>&</sup>lt;sup>14</sup>Jimm, (http://en.wikipedia.org/wiki/Game) Accessed on 17-10-2012

<sup>&</sup>lt;sup>15</sup> Siti Tarwiyah, *Games, Songs, And Practical Ideas to Teach Language*, (Semarang: Need's Press, 2012), p. 2

encourage students to interact and communicate, they create meaningful context for language use. 16

Here some disadvantages using games, the first disadvantage of applying games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them, the second disadvantage of applying some games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies. <sup>17</sup>

Language teachers can use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Picture is one of aids that can be helpful both for practical and for motivational reasons to the students. Picture is defined a scene, person or thing that has been represented on paper using a pencil, a pen or paint.<sup>18</sup>

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<sup>&</sup>lt;sup>16</sup> Siti Tarwiyah, Games, Songs, And Practical Ideas to Teach Language, p.

<sup>&</sup>lt;sup>17</sup> Nova Pravita Rusdiana, C9307062, The Advantages And Disadvantages Of Using Games In Teaching Vocabulary To The Third Graders Of Top School Elementary School, (Sebelas Maret University, Faculty of Letters and Fine Arts, 2010)

<sup>&</sup>lt;sup>18</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (England: Oxford University Press, 2000), p. 1138.

According to Jeremy Harmer, there are many kinds of pictures. Pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustrations, and projected slide. Flashcard is a small card which we can hold up for students to see. It is particularly useful for 'drilling' grammar items, for cueing different sentences, or practicing vocabulary. Large wall picture is big enough for everyone to see detail. Sometime teachers use wall picture, when pointing to detail of a picture to elicit a response. Then, there are cue card. It is small card which students use in pair or group work. Teachers put students in a pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests. <sup>19</sup>

Photograph or illustration is an image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photograph or illustration can be found in the book, newspaper, magazines, or internet. Next, there is projected slide. In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.<sup>20</sup>

Besides the advantages, games also have disadvantages such as games take a long time to prepare, it can present

 $^{\rm 19}$  Jeremy Harmer, The Practice of English Language Teaching, p. 134.

<sup>&</sup>lt;sup>20</sup> Lulu'Ekadini, "The Effectiveness of Using Picture Annotation With Memorization for Enhancing Students' Acquisition of English Verbs", Thesis (Education Faculty Walisongo State Institute for Islamic Studies, 2011), p.20.

disturbance if teacher cannot control and organize the class to be conducive, it provides few opportunities for input of new language and not all students like playing games.

The use of media can help the teacher in teaching English. By showing picture and playing game will increase students' interest in learning English. Especially in descriptive text.

## 3. Circle Chain Game in Descriptive Text.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.<sup>21</sup>

This text is included in genre. Genre much deals with kinds of texts. It has, communicative purpose or social function, generic structure or text organization, and linguistic features. The use of media or aids in learning process should be matched with curriculum used and student's level ability. Thus, a teacher must have knowledge about media in teaching learning process. Media which is used should be easy to understood and know by the students in order to help them mastering the material or competence which is taught.

According to Linda Gerot that the purpose of descriptive text is to describe a particular person or thing. The genric structure of descriptive text are identifying something that is described, and it is called identification. Then, description that describes about

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<sup>&</sup>lt;sup>21</sup> Chris Soames, What is Descriptive Text,http://descriptivetext83.blogspot.com/2009/08/what-is-descriptive-text-part-1.htm accessed on 3/11/10

the part, qualities, and characteristic.<sup>22</sup> The significan grammatical pattern of descriptive text are using simple present tense, use of descriptive adjective to explain more, then using of verb of being and having, and the last is focus on specific participant not general.<sup>23</sup>

Circle chain game is kinds of game where students make statement what they did, repeat what the previous player written, and then add their own sentences.<sup>24</sup> Circle chain game is one of technique which is effective to be used in foreign language learning especially in teaching descriptive text. It is important for the teacher to be creative and innovative.

The teaching procedure in English classroom by using circle chain game are teacher delivers the material, at this point is descriptive text, to the students, then teacher divide students into some group and ask students sit in a circle, after that give a picture in each group which contains of base, every member gets a picture and every group gets a paper and then the first player makes sentence what they did base on picture in paper, the next player will repeat what the previous player written and add their own sentences in written form, and every group stick the paper on the

<sup>&</sup>lt;sup>22</sup>Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler Antipodean Education Enterprise, 1995),p.208

<sup>&</sup>lt;sup>23</sup>Jenny Hammond & Friends, *English for Sosial Purposes*, (Sydney:Macquarie University, 1992),p.78

<sup>&</sup>lt;sup>24</sup> James Kealey and Donna Inness, *Shenanigames*, USA: Pro Lingua Associates, 2002, p. 139.

white board, teacher corrects the sentences, and the last the fastest group and write the sentence correctly is the winner.