

CHAPTER I

INTRODUCTION

A. Background of the Study

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Language is written and spoken words combined to create meaning used by a particular group of people.

There are many languages in the world. It causes that every social community has their native language, in example Arabic is used by people who live in Egypt; English is used by people who live in England, etc. As Allah says in the Holy Koran surah Ar-Ruum: 22



“And of His signs is the creation of the heavens and the earth, and the difference of your tongues and your colors. Lo! Herein indeed are portents for men of knowledge.”¹

English is an important language used by people in the world. People around the world speak English to communicate. By learning English we can communicate around the world because English is the number one

¹ Marmaduke Pickthall, *The Meaning of The Glorious Qur'an Text and Explanatory Translation*, (Karachi: Taj Art Press, 1952) p. 398

international language. Moreover, everyone believes that English is getting more and more important now.

Nowadays, English is taught by teacher as a subject from elementary school to university. English has been taught in this country as the first foreign language and introduced in the curriculum of Indonesian schools.

Learning English involves the mastery of four language skill. They are listening, speaking, reading and writing. The fourth basic skills are taught in a integrate way. Thus speaking and writing are productive skill or ability to product, listening and reading are receptive skill or ability to comprehend.

Additionally, Writing is a process to produce language. We can take more time to think and choose words in order to express our ideas thoughts and feelings, then we make a revision if it is not clear to express what we intend to write. It is also need attention because it needs its own principles and method it requires mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. Because of that, it needs practice to improve that skill.

Students write papers and answer questions on tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesman write messages from the field to the office, and we write notes and letters to keep in touch with relatives friends. There are practical reasons for writing.²

From the statement above, I assume that writing needs practice. Students' practice with their papers and answer question on tests, teachers' with their students' evaluations, salesman with messages from the field to the office letter, etc.

² Donald Hall, *Writing Well*, (USA: Little, Brown and company, 1982), 4th Ed., p. 1

Actually, the students of Junior High School get difficulties to make good writing. They must choose suitable words, pay attention when they use right punctuations, arrange a paragraph, and get the idea to write, etc.

Based on KTSP curriculum, the students of junior high school must master genre. The specialists believe that the concept of genre is suitable for students in teaching writing. ‘‘A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something.’’³ It associated with particular purposes, particular stages and particular linguistic features.

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, and how to apply those descriptive features in the text. Genre resembles more to the social function but a very boring part of any students. There are many alternative ways to teach genre. One of the best ways is game.

Games help and encourage many learners to sustain their interest and work. ‘‘Games also help the teacher create contexts in which the language is useful and meaningful.’’⁴ Almost all people like game, because game is able to break their boredom. It is possible to learn a language as well as enjoy oneself at the same time.

Describing something (place, person, etc.) through bits and pieces game will become one of the easier ways to teach student how to write a descriptive text because by looking many picture-strips and describing the

³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory of wordbook*, (Australia: Gerd Stabler AEE) p. 17

⁴ Andrew Wright, et. al. , *Games for Language Learning*, (Cambridge: Cambridge university press, 1993) New Ed., p. 1

picture through writing, it will help students brainstorming and clustering in making descriptive text. Moreover, they like picture better than text, so it is will be interesting writing class.

B. Reasons for Choosing the Topic

Writing as one of four skills, it is considered as a difficult skill because the students must make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

In this case, the researcher wants to use bits and pieces game to help and improve students writing skill on descriptive text. The researcher focuses on descriptive text, because it is one of primary text which is taught in junior high school. Through this game the students will be active and interest in learning English.

C. Research Questions

The impact of this problem may lead to the following major question:

- (1) How is the implementation of Bits and Pieces game to improve students' writing skill on descriptive texts?
- (2) Can Bits and Pieces game improve students' writing skill on descriptive texts?

D. Objectives

Based on the problems above, this study discusses the following matters:

- (1) To describe the implementation of Bits and Pieces game to improve students' writing skill on descriptive texts.
- (2) To identify the improvement of students' writing skill on descriptive texts after being taught using Bits and Pieces game.

E. Pedagogical Significance

The data gathered from this study will be useful to:

1. 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 using bits and pieces game, hopefully, the students will improve and develop their ability in writing which finally will help them to master English.

2. Teacher

Teacher may use this bits and pieces game as media in teaching and learning English to motivate the students. By using game, the writer hopes it can be an additional method in teaching English. So, the students will get better achievement.

3. Reader

By reading this research, the reader will develop their knowledge and get many experiences.

4. School

This research give contribution on the effort of improvement teaching learning process in writing to improve students' writing especially in descriptive text.

F. Definition of Key Term

The researcher classifies the term are used in this study as follows:

1. Writing Skills

The word *writing* comes from a verb. It means an activity or a process. Writing is a way to produce language, which you do naturally

when you speak.⁵ Meyers also says that writing is an action or a process of discovering and organizing ideas, putting them on paper, and shaping and revising them.⁶

2. Descriptive Text

Descriptive is saying what somebody/something is like.⁷ According to Longman, text is main body of printed words in a book.⁸ Descriptive text is kind of text that has social function to describe a particular person, place or thing.

3. Bits and Pieces Game

Bits and pieces game is kind of game with picture-strip story. It is suitable for narrating events and describing person, place or something, principally in the present tense. This game is appropriate to listening, speaking and writing skills. All students can play this game. To play this game we spend 15-40 minutes only, the material that we need are picture-strip stories, or texts.⁹

4. Students' Improvement

Improvement is to make better and to increase the value or good qualities of something.¹⁰ It can be said that improvement is doing in any way to make something better or increase.

⁵ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, (New York: Pearson Education, inc, 2005), p. 1

⁶ *Ibid.*, p. 2

⁷ Oxford, *Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), 3th Ed., P. 117

⁸ Longman, *Handy Learner's Dictionary of American English*, (England: Pearson Education Limited, 2003), p. 449

⁹ Andrew Wright, et. al. , *Games for Language Learning*, (Cambridge: Cambridge university press, 1993) New Ed., p. 107

¹⁰ <http://www.brainyquote.com/words/im/improve176858.html> accessed on 10/01/11

In this case improving students' writing skill is increasing the quality of students' knowledge to be better. It can be done by using techniques, media or methods when teaching and learning process.