

CHAPTER I

INTRODUCTION

This chapter explains some elements. It consists of background of the research, limitation of the problem, problem of the research, objective of the research, operational definitions, significance of the research, and scope of the research.

1.1. Background of the Research

The basic purpose of teaching language is to enable the student master the four skills. Besides, they should know about the teaching components in teaching process: teacher, student, the teaching technique, and media. Among those forth skills, writing might be the most challenging because of two reasons. First, it takes more effort to produce than to receive. Second, putting something in writing can be intimidating. It's there for everyone to see—mistakes and all. Collins (1998) in Zuniga and Weisman (2006:106) says that *writing* is a secondary form of discourse, *speech*, he suggests, is the primary source of communication and something we do naturally. Humans do not need instruction on how to learn to speak. We do, however, need instruction on how to learn to write. Instruction, in this case involves some language components, i.e. vocabulary, grammar, and content.

Teaching writing does not mean simply having students do grammar exercise in writing. It no longer means having students manipulate unfamiliar texts that have no special meaning for them. Instead, students are writing about what they really want to communicate with someone else and what they really want a reader to know.

Nowadays, many teachers still teach writing by giving a text, explaining form and rules, and asking students to write a same text. This results boring, because they only listen to the teacher's explanation. Because of this situation, the teachers have to find out the other ways to make the student's boredom disappear, to improve their learners' writing quality and to make them master easier.

Most of the X-IPA1 students of MA Miftahul Ulum Suren are confused to study English as a foreign language, exactly in learning writing. This condition is caused by the use of memorizing as the only method in the process of learning. Whereas, the students should think carefully about the topic before they decide to write. In other words, most students begin to write directly without thinking first. Therefore, their writing is *less order* and *unclear* in organization, because they do not pay attention about the structure, grammar, and vocabularies. It is in line with Zuniga and Weisman's opinion (2006:108) that giving support and instruction are important for all writers; however, models, patterns, structure, organization, scaffolds, and direct guidance become even more important for helping English learners develop good writing skills.

Based on the pre-observation, the data score of X-IPA1 students of MA Miftahul Ulum Suren is low. They have a problem in writing mastery, because they face difficulty on the grammatical structure. The expected score is 70, while the students who achieve the expected score are only 50% or for about 15 students who got score ≥ 70 in writing test held by English teacher.

The problem happens when they are learning writing material, especially about narrative text. The students sit and listen passively during the teaching and learning process. At last, they must do the given task from the teacher. The students also

seemed very confused when they have started to write. Moreover, they insufficiently understand the grammar (tenses). This is caused by some possible factors. The first factor is that they do not comprehend the formula of tenses, i.e. Past Tense. It seems that they are difficult to understand it. Therefore, they could not arrange the words into good sentences or change a verb into past participle (verb II). The second factor, they do not have any ideas to write probably because they are not really understand about the pattern of tenses.

There are many various techniques that can be used by the teachers to help the students in organizing the ideas and decrease their boredom in writing. The teaching learning process can be fun by using games. It is in line with Zhu's opinion (2012:1) that using games in the English class, which is often considered as one of the best way to get the students involved in the classroom activities. Games help and encourage many learners to sustain their interest and work. One of the games that can be used in teaching English writing is picture games, because the picture games involve the learner in relatively free use of all the language at their command (Zhu, 2012:3). The use of picture game in a classroom can guide the students' activities in an interesting way. Pictures are really useful ways to prompt students into writing stories (Harmer, 2004:69).

Wordless picture are excellent for providing writing scaffolds. First, much of the vocabulary is evident in the pictures. Second, the structure or story line is also provided. Students can first orally discuss the story, generating language and ideas. This oral language then leads to writing, such as creating simple sentences that describe the existing story (Zuniga and Weisman.2007:112).

Starting from the problems arising in teaching English writing and the students' achievements of writing which are less order and unclear in organization, the researcher wants to conduct a research entitled "The use of Picture game to improve students' writing ability". This teaching learning uses integrated teaching with focuses on teaching writing. The researcher wants to investigate whether the teaching method by using picture game can achieve the goal of teaching writing. The researcher in conducting the picture game, put the target on the X-IPA1 students in MA Miftahul Ulum Suren, attempts to make students' able to make a composition better than before with considering of *structure of text* and *vocabulary*, so that, they will easier to write a chronologically writing and can express what they are thinking in their mind into the text.

1.2. Problem of the Research

Based on the background above, the problem is organized as the following: how can the use of Picture game improve students' writing ability of the X-IPA1 of MA Miftahul Ulum Suren in 2016/2017 academic year?

1.3. Objective of the Research

Regarding the problem mentioned above, the objective of this research is to know how Picture game can improve students' writing ability at the X-IPA1 students in MA Miftahul Ulum Suren in 2016/2017 academic year.

1.4. Operational Definitions

To avoid misunderstanding, by giving clear definitions that would be explained as the following:

1) Writing Ability

Writing was ability in conveying ideas in written forms to the reader.

Writing ability was the ability to make good writing; purposeful, clear, well organized, and original in perspective. The students are required to write a short narrative paragraph consisting of at least 100 words. The measurement of students' paragraph writing includes organization, content, grammar, and vocabulary. The students are required to write a short narrative paragraph by using Past Tense. The allocated time for the writing test is 40 minutes.

2) Picture game

Picture game in this research refers to the teacher's technique in teaching writing by implementing a three cooperative steps, namely grouping, clustering ideas, composing the result of ideas into narrative paragraph. The game consists of random pictures that show some characters in a story.

1.5. Significance of the Research

The result of the study hopefully will give contribution to English teaching and learning, they are:

a) For the teacher

It will give contribution to English teacher that teaching narrative text through the use of Picture game is more interesting. The technique may improve the students' ability in writing narrative text.

b) For the students

It helps the students to write narrative text by using Picture game, because picture is interesting and has more topics to write.

c) For the writer

It will get new knowledge and experience in teaching narrative text using Picture game, beside fulfill of the requirement for the degree of Bachelor of Education.

1.6. Scope of the Research

This study is focused on the classroom action research of the teaching writing in narrative text using picture game. The subject of this study are the X-IPA1 students in MA Miftahul Ulum Suren in 2016/2017 academic year.