

CHAPTER 1

INTRODUCTION

This chapter discusses some issues related to the topic of the research. They are the background, the problem, the objective, the operational definitions of terms, the significance, and the scope of research.

1.1 Background of the Research

Writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of researches show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, proposition, or the principle how to write.

According to Tillema (2012), said that writing is one of the most important skills for educational success, but also one of the most complex skills to be mastered. It because good writing have to pay attention to the language components such as grammar, vocabulary, mechanics, and organization.

More detail, Sun (2009) stated that writing is a process including several stages, namely prewriting or invention activities drafting; seeking feedback from peers or the instructor; revising on the whole-text level followed by revising at the paragraph or sentence level, proofreading, and “publishing” the final text.

Writing descriptive paragraphs is one of the genres in writing skill of junior high school. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive paragraphs because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach the students. Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive paragraph. They also do not able to recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely.

In fact, based on the preliminary study done by the researcher at MtsN 2 Bondowoso on the 8th grades, the researcher found that there were many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) that applied in the school, which is 70 especially in writing descriptive paragraph.

Based on data of 2 classes, it can be seen that 50 of 84 or 59, 52% students had score under the minimal completeness criterion. It can be concluded that the students' achievement in writing descriptive paragraphs was still low. In addition, the researcher found that there weremany factors that made students have problems in learning writing skill. More of the students had lack of ability in conveying the idea and vocabulary. The students were unmotivated, bored, and hard to understand in learning descriptive paragraphs. They also could not describe the things, qualities and characteristic in a systematic order.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to be more meaningful.

Wright (1983:1) states that games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.

Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. It was promoted by Hess (1991:39) on her book entitle Head Stars. Students on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. Teacher might find that the first step of arranging the words in weird and unusual ways are fun and takes quite a while. It is worth the effort because students will not quickly forget these words.

Based on the explanation above, wholesome scattering game is a simple game and easy to be prepared by the teacher. Moreover, this strategy can help the students to imagine the ideas before they know the actual text and develop the sentences. The researcher thinks that it would be important to apply this kind of

game to help the students to solve the problem especially in writing descriptive text.

In addition, this strategy will make the class enjoyable, easy, and memorable, and the students will be creative in the teaching and learning process of writing. Therefore, this study is designed to know how wholesome scattering game can improve students' writing ability to write descriptive paragraphs.

1.2 Problem of the Research

Based on the background of the research, the problem can be formulated as: "How can the implementation of wholesome scattering game improve students writing descriptive paragraph of the eighth grade students' at MTsN 2 Bondowoso in 2017/2018 academic year?"

1.3 Objective of the Research

The objective of the research was to find out how the implementation of wholesome scattering game can improve students writing descriptive paragraph of the eighth grade students' at MTsN 2 Bondowoso in 2017/2018 academic year.

1.4 Operational Definition of the Term

To avoid misinterpretation, the researcher defines a key term related to the study as follow:

Wholesome scattering game

Wholesome scattering game is game which students predict the content of passage by using keywords that have been prepare before by the teacher. The students have to arrange those keywords become a good passage that similar with teacher's passage. In this research, the researcher applying this game to improve

students writing descriptive paragraph. Teacher might find that the first step of arranging the words in weird and unusual ways are fun and takes quite a while. It is worth the effort because students will not quickly forget these words.

1.5 Significance of the Research

1.5.1 For English teacher

Teachers could develop the teaching strategy to be more creative and effective in teaching writing especially in writing descriptive paragraph.

1.5.2 For Students

Students could improve their writing through Wholesome Scattering Game, so that they could produce a good writing and have fun in studying English.

1.5.3 For other Researchers

This research would be a source for those who want to raise the similar case. From this research, they could obtain some basic information about wholesome scattering game, and writing descriptive paragraph. They could also get brief description how the game was applied in the classroom. Therefore, it would be a guidance for them to describe and explain some procedures of the research part by part.

1.6 Scope of the Research

The independent variable was the implementation of wholesome scattering game in teaching writing descriptive paragraph and the dependent variable was improvement the students' writing descriptive paragraph. The population or

subject was eighth grade students. The location at MtsN 2 Bondowoso in the 2017/2018 Academic Year.

