

CHAPTER I

INTRODUCTION

This chapter presents some aspects which underpin the topics of the research. It includes: background of the research, problem of the research, objective of the research, operational definition of the terms, significance of the research, and scope of the research.

1.1 Background of Research

In recent globalization era English is an important part of the world because we can communicate or express our ideas. In English is the first foreign language taught at school. In learning language, someone should have two skills there are receptive and productive. The receptive skill includes listening and reading, and productive skill includes speaking and writing. The four skills which has mentioned above are very important to learn, because through learn the four skills we will be easier in mastering the English language. From the four English skills, writing is one of four skills needs given attention, because writing is very difficult.

Based on preliminary study at MTs Akbar Kranjingan, most of the seventh grade students still had difficulties in writing. From 32 students, only 9 students who achieve the target score of 70 or more. Whereas, the success of learning if the average students score is 70. The information

was gained by interviewing the seventh grade English teacher. The problem of students in English lesson are (1) Students do not like a English lesson because it is difficult, (2) Students rarely open and read the English dictionary to develop and found new vocabulary, (3) Most of students do not have English dictionary, (4) Students are afraid to make a sentences or new paragraph by using their own word, (5) Students are afraid to read and perform in front of class. In observation, the researcher showed each student a picture of a word wall while asking the interview questions. When asked to identify the word wall, only 13 students used the term word wall games and approximately 19 students could not identify the word wall games. The results of observation was the most of the seventh grade students have difficulties experienced in writing such as developing and organizing the sentence, expressing their ideas into written form and lack in vocabulary. To solve the students' problem with writing English, the English teacher should arouse the students' motivation to improve their writing skill by using word wall games in teaching writing, because writing is one of important skill in English and also writing score in that school it is very low.

Writing can be divided into sub-skills like descriptive, narrative and expository writing skills (Wilcox, 2002). Based on the explanation above, students at MTs Akbar Kranjingan should makes a paragraph, especially in descriptive text, therefore researcher want to improve the student's writing skill in making descriptive paragraph by using word wall

games. Hywel (2003) bifurcated the sub-skills of writing such as descriptive skill (description of people, places and things), narrative skill (narrating stories, incidents, and events with proper sequence in chronological order) and expository skill (writing with the purpose to justify, explain, define, classify, compare and contrast). Sagala (2013:9) stated that teaching method is used by the teacher generally to manage the class and especially to convey the lesson. In addition, researchers want the students feel interested and enjoy in writing. This game not only helps students in making paragraph but also able to know the vocabulary such as nouns, adjectives and verbs. Therefore, in teaching writing we need good strategy to make our students know about manner of writing in English, understand and remember all the words.

Based on the explanation above, the researcher tries to apply the word wall games as a technique in order to improve descriptive text writing of the seventh grade students in MTs Akbar Kranjingan.

1.2 Problem of The Research

Based on the research background described above, the research statement is:

“How can Word Wall Games improve Descriptive Text Writing Skill and Active Participation of Students in the Seventh Grade Students of MTs Akbar Kranjingan in The 2015/1016 Academic year?”

1.3 Objective of the Research

Based on the research background above this study intends to improve descriptive text writing skill and active participation of students by using word wall games of the seventh grade students of MTs Akbar Kranjingan in the 2015/2016 academic year.

1.4 Operational Definitions

The researcher needs to give some definition about the terms in the present study to avoid misunderstanding.

1. Writing skill is the students are assigned to write descriptive text writing in order to students can master the aspects of writing such as grammar, vocabulary, mechanics and organization.
2. Word wall games is systematically organized collection of words displayed in large letters on a wall, bulletin board or other large display place in the classroom. The students are assigned to choose word, make sentences, arrange paragraph and stick on the wall.

1.5 Significance of the Research

This study is hoped to be useful in improving student's descriptive text writing and students' participation by using word wall games. The students are hoped will be active, motivated, excited and interested in writing. Word wall games will be a new technique for the students in order

to improve their descriptive text writing and students' participation. For teachers, this study is hoped to use as reference in planning a better teaching strategy and able to improve students' descriptive text writing and students' participation by using word wall games. Besides, for the school, this study is hoped as a way to improve and increase the quality of learning in teaching writing in classroom.

1.6 Scope of the Research

The research is focused on teaching and learning English to improve descriptive text writing skill and active participation of students. This is applied in seventh grade students of MTs Akbar Kranjingan in academic year 2015/2016.