

CHAPTER I

INTRODUCTION

This chapter consist of background of the study, the statement of the problem, the objective of the study, the significance of the study, the scop and the limitation of the study, and the definition of the study.

1.1 Background of the Study

Writing is an activity of using the language to express ideas, feeling, or desire in the form of writing. Writing is skill that is very important to be owned by the students, writing is also an excelent communication tool to give information to the reader. Through writing, everyone can share their opinion, feelings, ideas and announcement to other. Sharpless (1999) states that through writing, people allow to say something about themselves, explain, explore and share their ideas.

As we know that writing is one of important skill to be taught besides listening, speaking and reading in the school. The students are expected to master writing skill in the curriculum. According to Gebhardt and Dawn Rodrigues (1989) writing is one of the most important things you do in college. Writing skill can determine your success in the school, whether write your task, proposal and report. It can be concluded that writing skill can help the students become success in studying English.

In general, the students feel that the most difficult are writing, especially written English so that they are not interested in the subject of English writing because they should exercise and practice writing regularly. This is supported by Richards (1990), who says that learning to write well is induces, anxiety and

frustration because writing is a difficult activity undertaken by many learners. This is due to the ability to write requires mastery of a variety of elements language such as word, phrase, sentence pattern and grammar. Writing also focuses on the idea of each paragraph in the text. Saban and Erkan (2011) stated that writing is an activity that needs a certain level of writing convention, grammar, vocabulary, linguistic knowledge.

Harmer in Jannah (2011) stated that some students are always unhappy to have writing in English. It is caused some problems how to start writing, how to get idea, how to arrange and how to organize them well. There are many students of Junior High School who unable to express their ideas and opinions in writing because they do not know how to write. They are shy to write because they are afraid if their writing is wrong. Based on explanation above we can conclude that writing is difficult task.

In this situation, the teacher should work up to teach writing for the students by interesting and easily writing material, thus the students will enjoy in learning process. In this case, teacher need to use technique or combination of some techniques in their teaching process to make the students success in achieving the goal of the lesson. To help the students in writing skill, the teacher should choose interesting and fun strategy or techniques to increase the students motivation in learning English. Syarif (2005) stated that the point of effective learning is feeling comfortable when studying.

Nowadays, games are often applied in language teaching to interest and help students understand in learning the materials. Many types of game are available as media in teaching learning process. They are guessing games, picture games,

sound games, wholesome scattering game and so on. The teacher can use games to motivate the students. Games also one of the techniques which can give the learners fun during the learning process (Ersoz,2000). By using game the students will be motivated to learn and the students will be active in the class.

Wholesome Scattering Game is a game which teacher gives keywords to the students from a text, then the teacher asks the students to make sentences to create a good text from those keywords. The text should be similar to the original text (Hess,1991).

Wholesome is one of strategy that is often use by the teacher in learning English. Based on questionnaires that researcher spread on seven school, there are 3 of 6 schools have used wholesome scattering game, especially teaching writing where the students should be able to develop a paragraph. This strategy can help the students to imagine the ideas and develop the sentence based on key word that have been given so, the students can easily develop their ideas become a good paragraph. In addition, this strategy will make the students enjoyable, creative, easy, and memorable about the material especially in writing skill.

Previous research of Wholesome scattering game has been conducted some authors. The first by Hami (2011) with the title “ Improving Students’ Ability in Writing Descriptive Text Through Wholesome Scattering Game “. In his study, he used a classroom action research to solve the research problem. The aim of his study was improving students’ ability in writing descriptive text through Wholesome scattering game. Improving students’ writing descriptive text that cover part, qualities, and characteristics of the object.

The second previous study is by Novi (2013) with the title “Improving Students’ Ability in Writing Descriptive Text by Using Wholesome Scattering Game of the Second Grade Students of MTs Miftahul Falah Talun Kayen Pati”. She uses Wholesome scattering game as a teaching technique in teaching English writing. The aim of her study also to improve students’ writing ability in descriptive text at the second grade students of MTs Miftahul Falah Talun Kayen Pati in academic year 2013/2014 in the first semester. In her study, she used a classroom action research. The number of students in this research is 22 students. The writer uses descriptive text as the material.

Nisa’(2014) conducted research about Wholesome scattering game also. She was done her study entitled “ Wholesome Scattering Game As a Technique for Teaching Descriptive Text”. She chooses seventh grade of Junior High School as the object of the study. There are three points that can be seen in the result of this research. First is the implementation of wholesome scattering game as a technique to teach descriptive writing run well. Second, the learners’ writing task result showed that the learners’ writing ability was good enough. Third, the learners showed a positive response toward the implementation of wholesome scattering game.

The last previous study is by Meilani (2015) with the title “ The Effect of Wholesome Scattering Game on Students’ Achievement in Writing Descriptive Text”. This study was conducted by using experimental design. The population of the research was grade VIII of SMP Negeri 1 Perbaungan Medan. The result of the data were analyzed by using the t-test formula. In conclusion, it is acceptable

that Wholesome Scattering Game gave a significant effect on students' achievement in writing descriptive text.

Based on the description above, the researcher wants to conduct research on teaching writing using wholesome scattering game at Junior High School in Gresik. The researcher choose two schools that have succesfully used Wholesome scattering game as technique in teaching and learning process in Gresik; they are SMPN 4 Gresik and SMP 4 Muhammadiyah Giri. SMPN 4 Gresik and SMP 4 Muhammadiyah Giri are the best school that have succesfully used Wholesome scattering game in teaching writing. The teacher often used this strategy because first, the school has implemented wholesome scattering game as technique in studying English. Second, the school often used wholesome scattering game as technique in teaching and learning process. Third, Wholesome scattering game can motivate the students in studying English. Fourth, Wholesome scattering game can affect the students learning outcomes. The last, by using wholesome scattering game the students can participate actively in teaching learning process. Therefore, the researcher will research how applying Wholesome scattering game at the school for get an overview the use of wholesome scattering game in teaching writing descriptive text, and to know what the problem faced by the teacher in teaching writing using wholesome scattering game are, and how the students' responses to Wholesome Scattering Game in teaching writing at SMPN 4 Gresik and SMP 4 Muhammadiyah Giri are.

1.2 Statement of the Problem

Based on the background above, the researcher wants to find the answer of the following question:

1. How is the use of Wholesome Scattering Game in teaching writing descriptive text at SMPN 4 Gresik and SMP Muhammadiyah 4 Giri ?
2. What are the problems faced by the teacher in applying Wholesome scattering game is used in descriptive text?
3. How are the students' responses to Wholesome Scattering Game in teaching descriptive text at SMPN 4 Gresik and SMP Muhammadiyah 4 Giri ?

1.3 Objectives of The Study

Regarding to the statement of the problem, the purpose of this study are as follows:

1. To describe the use of Wholesome Scattering Game in teaching writing descriptive text at SMPN 4 Gresik and SMP Muhammadiyah 4 Giri.
2. To find out the problems which are faced by the teacher in applying Wholesome scattering game is used in descriptive text
3. To find out how the students' responses to Wholesome Scattering Game at SMPN 4 Gresik and SMP Muhammadiyah 4 Giri.

1.4 Scope and Limitation

The scope of the research is teaching learning process in English lesson especially in writing descriptive text used Wholesome Scattering Game. The researcher put several limitations on the implementation of Teaching Writing

Descriptive Text Using Wholesome Scattering Game at Junior High School in Gresik.

1.5 Significance of The Study

The reseacher hopes this study has some benefits for the readers, especially for teacher, students and other researcher. For teacher, they can develop the teaching strategy to be more creative and effective in teaching writing espicially writing descriptive text.

For students, they can improve their writing through Wholesome Scattering Game, so that they could produce a good writing and fun in studying English. Then, for other researcher, this study could be useful to develop and can be used as reference about teaching writing strategy.

1.6 Definition of Key Terms

To avoid misinterpretation, the reseacher defines some key terms related to this study as follows:

a. Teaching Writing

an activity to help the students to communicate through writing.

b. Descriptive text

one of the types of writing where the writer describes a person, place, or an object.

c. Wholesome scattrering game

a game which teacher gives keywords to the students from a text, then the teacher asks the students to make sentences to create a good text from those keywords.