

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses on the background of the study, the purpose of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

#### **1.1 Background of Study**

Writing is one of the English skills which has important role in learning language. In writing the students can express their idea, share information also tells their experience in form of written text on paper. In writing, students must make a text or essay with several skills such as; use vocabulary, grammar, punctuation and etc. however, most of the students cannot do it in the same time easily. It evokes them to feel difficult to write.

Those difficulties appear because of some problem in writing skill. Alfaki (2015) classified writing problem into two, the first, is from learner's writing problem the second is from cognitive problem. For the Lerner's writing problem divided into some categories, those are grammatical, sentence problem, and word choices. The first is grammatical problem, the students are difficult to change the past tense form specially regular and irregular form such as; go become went, second is about sentences problem and word choices, the students are difficult to choose the appropriate words to make the sentences coherently. The next classification is cognitive such as; punctuation, spelling, the students sometimes write wrong spelling word and the last is organizational problem.

There are many kinds of texts that can be used to help students develop their writing such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. One the texts taught for the tenth grade of senior high school is recount text.

Recount text is a text to tell event that happened in the past. Because it tells an event in the past so the sentences used simple past tense. According to Hyland (2004: 29) recount is a kind of genre that has social fuction to retell the event which the purpose is informing or entertaining. It is the same with Knapp (2005: 224) stated that the function of recount text is to entertain and make a report about the related event. So it will be interesting to ask students to make a written text about their own experience.

In fact, there are several common problems faced by the students in writing recount text. Those are spelling, organization, errors in grammar, and vocabulary. It is the same with Karani (2007) grammars errors in applying the past tense at regular and irregular verbs is the most serious problem faced by the students while writing recount text. Second was coherency. It came out in part of content and vocabulary. When the student are thinking about stating the main idea and making the supporting details sometimes they miss coherency and make the recount text confusing to the reader. And the last problem was spelling. It happened if the students do not focus on mechanism and punctuation.

To overcome the problem of writing, the researcher proposes the strategy. In this case, using appropriate strategy is very important in teaching writing in

order that the students can produce good writing. Based on Ramzjoo and Ardekani (2011) one of influencing factor in gaining the teaching goal is a strategy that used by the teacher. A strategy should be appropriate in the activity, roles of teachers and learners, the material and syllabus. Cole (2008) stated that providing and planning appropriate strategy is the teacher's role in order to communicating the general purposes using the target language. These imply the teaching writing recount text strategy

Moreover, using the appropriate strategies may help the students to decrease their anxiety in writing process. There are a lot of strategies that can be used in teaching writing, such as listing, ordering and sorting, comparing, problem solving, sharing experience and creative task strategy. It is similar with Solcova (2011) the students will interest of doing their task if they can explore their creativity and improve their writing by giving the creative task.

There are some activities that the students do in creative task strategy. Thuse are; brainstorming, and game. Brainstorming is an activity to warm up the class activity and try to gain the students background knowledge. Game is a fun and enjoyable learning technique which can create a good atmosphere and motivate the students From those kinds of activities the students can enhance their reasoning and analyzing ability (Wilis, 1996).

The researcher does this study of Khunyoding (2014) about "the use of creative task to enhance the learner's motivation and listening and speaking skills for communication". The aims of the study is known to how creative- task through game can be used to improve the students' motivation in learning English, especially in listening and speaking micro skills for communication. the

researcher's used four game to improve the students' speaking and listening skills also their motivation, those game are; jazz chants, ask someone who, dialogue poetry, and race game. The result of the study was creative task trough game increase the students motivation in completing the task, through this kinds of task can make the students become the autonomy learner's. But in the implementation showed that the some students are not interest with the classroom activities.

It is different with some other's study which state the benefit and the successful teaching English by using creative task through game such as, a study from Mublasat (2012) about "the effect of using educational games on students' achievement in English language for the primary stage". In this study Mublasat want to know the role of educational games on learning foreign language and compare the teaching language using game with the traditional teaching. The result showed that the first games have a good effect on improving the achievement for the primary stage and to create an interactive environment. Second using games in teaching English language are very useful to increase the students' motivation and attention during the class activities. The last through game the teacher can create good teaching's atmosphere and stimulate the students in teaching English as foreign language.

It is similar with other study which conduct by Chirandon et.al (2010) about "the effect of teaching English though games" the aim of the study was to investigate the effect of teaching English through games. The result showed that teaching English language through games is very beneficial to beginners especially those in primary school.

The next research came from Sigurdattir (2010) which stated that using games are beneficial in teaching four language of English, based on his study there are some kinds of game that can be used in teaching those are; searching for people, fruit basket, walking the line, puzzle, mail game, who am I?, falling in a chart, story game, question game, and a mini scavenger hunt.

Based on the previous study above, the researcher want to know the effect of creative task through game on students writing recount text by using hot chairs. Running dictation, and jumble picture. Whether has significant effect on all students' proficiency level or not?

## **1.2 Statement of Problem**

In this study, the researcher presents to answer the following research question:

“How is the significance effect of using Creative Task Strategy on students writing recount text?”

## **1.3 Purpose of the Study**

According to the problem statement above, the objective of the study can be stated as follow:

To investigate the significance effect of creative task based strategy for improving the students' writing recount text in tenth grade of senior high school.

#### **1.4 Hypothesis of the Study**

H0 : There is no significant difference of using creative task strategy on Student's Writing ability between Experimental and control group.

H1 : There is significant difference of using creative task strategy on Student's Writing ability between Experimental and control group.

#### **1.5 Significance of the Study**

##### **1.5.1 Theoretical Significance**

For the theoretical, the researcher wants that the process of teaching learning activities in writing recount text using creative task based strategy has a significant effect in tenth grade of SMA 45 Gresik.

##### **1.5.2 Practical Significance**

There are three practical significance contributions gained from this study:

- a. For the teachers, the result of this research will help teachers to get an alternative teaching writing strategy by using Creative task strategy in teaching writing recount text.
- b. For the students, this study will be made the students learn how to write well with an interesting and creative way by using creative task based strategy.
- c. For the researcher, will be used as the experience of how to do good research according with a good procedure.

## **1.6 Scopelimitation**

The researcher conducts the present study with the scoop and limitation. is recount text using creative task trough game (hot Chair, running dictation, and jumble picture puzzle)

## **1.7 Definition of Key Term**

The researcher provides some definition related with the key term of the study to avoid some misunderstanding which may appear in the reader's mine.

Those definitions are:

- a. Effect is a result of students' writing ability after being given a creative task based treatment as a strategy to improve their writing ability
- b. Writing recount text is a capability to compose a story based on their experienced into a paragraph which will be scored from content, organization, vocabulary and grammar
- c. Creative Task based Strategy is a strategy that involve the students do a task in pair or a group in creative way through game.