CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are many reasons for getting students to write, both in and outside class. Writing gives them more 'thinking time' than they get when they try with spontaneous conversation.

This allows them more opportunity for language processing that is thinking about the language whether they are involved in study or activation. "Writing is basically a process of communicating something (content) on paper to an audience. If the writer has nothing to say, writing will not occur."(adewumi oluwadiya121).

A narrative is a story which is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence or fictional or non-fictional events. As a kind of expository writing, the narrative approach more than any other, offers writers a chance to think and write about themselves. All of us have experiences stick in our memories, which are good of sharing with readers, but sometimes they are so confused with other memories which spent in writing narrative is in the prewriting stage a lot of the time.

Recent years have seen a growing interest in the pedagogical benefits of computer games. James Paul Gee, for example, has identified 36 learning principles that he found to be present in many of the games he investigated. To

give just two examples of these, take the 'Active, Critical Learning Principle'. This stipulates that 'All aspects of the learning environment (including the ways in which the semiotic domain is designed and presented) are set up to encourage active and critical, not passive, learning.' (Gee,2003).

When the researcher taught English for junior high school in eighth grade, most of student always talk about computer game that they played. They always share their experience to their friends about how they can finish a computer game; it will be interesting if they tell their experience in finishing computer game in written form like they write narrative text. Especially computer game also offers a lot of potential to motivate students to write range of text type. The average students has spent many hours playing computer game there is many opportunity for teacher to link classroom learning with out of class activity.

According to Prensky (2001) games share, there are some reasons why the researcher chooses computer game, because game has some advantages. Computer game is popular in junior level student, computer games have rules, goals and objective, outcome feedback, conflict, competition, challenge and opposition, interaction, and computer games have the representation of a story.

The investigation of writing needs in SMPN 2 CERME has conducted, and the writer realizes that this school needs something new to make students more attracted in teaching learning. It wills very helpful if the writer develops teaching material using computer game in teaching narrative text, because they will be enthusiastic to retell their experience when they played it. The material will be designed suitably with the target needs and the learning needs.

1.2 Statement of Problem

Based on the illustration of the background of the study, the writer intended to start the problem with: to develop writing material of narrative text for student in 8th grade junior high school using computer game.

1.3 Purpose of the Study

The purpose of this research is to develop writing material of narrative text using computer game to be more interesting material according to curriculum syllabus, BSNP and student needs.

1.4 Significance of the Study

The result of this study is divided into two namely; theoretical and practical significance:

1.4.1 Theoretical Significance

In theoretical significance this study is expected to give contribution to:

1.4.1.1 Material Development

Material development is the dynamic process as one way alternative to develop material. Some of materials are not suitable with student condition. It can be too difficult or too easy, and sometimes the material is not proper with student because they do not link well with the material.

1.4.1.2 Teaching Writing

The final product in this research is material narrative text. The expectation of this research product is to help students learn better and motivate them to understand and write well narrative text as figure in computer game which written in the book. It will be completed with writing task to measure the level understanding of students.

1.4.2 Practical Significance

1.4.2.1 Teacher

As one of references in teaching writing narrative text in junior high school students, especially in eighth grade students.

1.4.2.2 Students

For the student, it can motivate them to learn English and help them study easier using this material. Because students can get clear explanation about orientation, complication, and resolution in narrative text which is also exist in computer game.

1.4.2.3 Readers

For the readers, the result of this research can be as inspiration to develop it into another method so it can give contribution more for others especially for those people who relate to the teaching writing process.

1.5 The Scope and Limitation of the study

        Remembering wide working through this research, the researcher gives scope and limitation to this research as below

1. This research is conducted in 8th grade SMPN2 CERME GRESIK.

2. The computer game only becomes a source to make a narrative text material.

3. The researcher only captured the pictures from the game and put it into the material which will be developed by the researcher.

4. The computer game are limited on CRUSADE of DESTINY, THE DRAGON and THE PRINCESS and HANUMAN ADVENTURE game, because actually there are so many kinds of computer game, the writer chooses those games because they are more popular in student area, and some students explain that those games are easier to play than another game. There is a clear clue in every step that must be passed by the hero, this game is free to play, and the user no needs to register or pay for playing this game. Among of many reason why the writer chooses this game is; this game has a representation of a story which is suitable with narrative text criteria (orientation, complication, and resolution).

5. The material is developed based on curriculum, syllabus, and BSNP.

6. The respondent on scoring this material are only 3 lectures,2 English teachers in SMPN2 CERME, and 10 students SMPN 2 CERME.

7. The tryout of the material only conducted in one meeting (2 X 40 minutes).

1.6 Definition of Key Term

1. Material development is the dynamic process to develop writing material of narrative text by integrating some aspects to be more enjoyable to increase the motivation of the students to learn English by using computer game as the main theme.

2. A computer game is an electronic game which involves human interaction with a user interface to produce visual feedback on a video device. The word video in video game traditionally referred to a raster display device, but following popularization of the term "video game", it now implies any type of display device. The electronic systems used to play video games are known as platforms; examples of these are personal computers and video amusing game. These platforms range from large mainframe computers to small handheld devices

3. Writing narrative relies on personal experiences, it is often in the form of story. The writer uses 3rd point of view because the main figure in this story is other person not the writer his self. Writing narrative must be include all the conventions of story: plot, character, setting, climax, and ending.

4. Narrative is fiction story that contains unrealistic elements and magical adventure. Six basic motifs are covered: magic, secondary worlds, good versus evil, heroism, special character types, and fantastic objects.