CHAPTER I
INTRODUCTION

A. Background of the Research

English is an international language which is used by people in almost around the world as a communicative language. In certain countries, English may become their mother tongue, because it is used by the whole people. While in some countries, English belongs to foreign language, for there are only a few people who use it as their communication. However, English plays a crucial part of life. Since English is important, English should be learnt through appropriate ways.

In Indonesia, English is taught from elementary level up to university and it is also a part of our national education. It has important roles in encouraging students’ intellect, socialization, and emotion aspects. The learners should learn the four major skills of English; those are speaking, writing, reading, and listening. Those skills should be learned, because those are basic skills in learning English.

One of those skills which are important is writing. This skill demands the students to organize their ideas and put it in the written form. This skill also demands the students to have enough stock of vocabulary and grammar mastery so the students can write well. Richards (2002:303) states that writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing idea, but
also in making these ideas readable. Besides that, generally, writing is one of ways to communicate with the other through written form. This skill is the ability to arrange letter, words, and sentences of language that is used in written communication so that the reader can understand the message or the information. In other words, writing is a way that is used to communicate with other person to express someone’s ideas, feeling, and thinking in the form of written to the readers while it is not easy to be done.

One of the texts that have to be learned by the students of junior high school is descriptive text. In learning descriptive text, the students have to be able to know, understand, and create a descriptive text based on the social function, generic structure, and language features of the text. The students have to know and understand those parts, so that the students can write a descriptive text well.

According to Depdiknas in Kartika (2013) descriptive text is a kind of text that is used to describe a particular person, place, or thing. The generic structure of descriptive text consists of two parts, namely identification and description. Identification gives information about the thing that will be discussed. It can be in the form of definition and classification about the thing that will be described. The description in writing is the process of creating visual images and sensory impression through words. It gives information more details to support identification, such as description of the parts, quality, and characteristics. The language
features of the descriptive text are the use of vocabulary and grammar within the text. The vocabulary commonly used in the descriptive text is related to the thing that is described. Depdiknas also tells about the language features of the descriptive text which are focus on specific participants, the use of adjectives as modifier in noun phrase and the use of simple present tense.

According to Kartika(2013), the students in the junior high school level still feel difficult to write, especially in writing descriptive text. It is caused by some reasons. The first reason is that the students don’t know what they are going to write. They often feel confused because they feel difficult to develop their idea to put it in the form of English written. Then, the second one is that the students are not interested in writing and have low motivation in writing and they often feel bored in writing. And the third one is that sometimes, the teacher uses conventional method and seldom uses educational media and appropriate technique in teaching or just focus on the worksheet (LKS).

To overcome those problems, the strategy should be able to create the interesting ways to make the students interested in writing. Actually, a lot of alternative ways can be used to teach English in the junior high school. One of the ways is by using a game in teaching and learning process. By using game, the students are able to write easily and enjoyable. It brings relaxed atmosphere in the classroom. In this research,
the writer tries to give a solution to the students in writing a descriptive text by using “CSW game”.

This game needs a chocolate as the token. According to Annisa (2013), CSW means Catch, Speak, and Write. Catch means the student has to catch a chocolate that is thrown by a member of a group in order to make the class relax and enjoyable. Then speak means the student has to speak after she/he caught the chocolate. The student has to speak or say by answering the question related to the picture that is shown by the teacher through power point. The last is write, that means the student who stands beside the student who has caught and spoke has to write what his/her friend has said or what his/her friend answer related to the question. This game will be led by some questions to make the students and the game match each other.

Therefore, the writer decided to do a research entitled “The Effectiveness of CSW (Catch, Speak, and Write) Game for Teaching Descriptive Writing at the Seventh Grade Students of SMP Negeri 1 Kutasari, Purbalingga in Academic Year 2013-2014.

B. Reason for Choosing the Topic

There were some reasons why the writer chooses “CSW (Catch, Speak, and Write) Game” for teaching descriptive writing:

1. The writer would like to make the students interested in learning English, especially interested in writing descriptive text.
2. Writing is a productive skill that has to be mastered. However the students have problems in writing process, which can be good starting point to the students’ writing product. So, the suitable game is needed to help the students in writing.

3. By using “CSW (Catch, Speak, and Write) Game”, it will be easier to lead the students to practice in writing especially in descriptive text, and they will get good in paragraph writing.

C. Problem of the Research

The problem of research “is CSW (Catch, Speak, and Write) Game effective for Teaching Descriptive Writing at the Seventh Grade Students of SMP Negeri 1 Kutasari, Purbalingga in Academic Year 2013-2014?”

D. The Scope of the Research

The scope in this research is teaching writing on descriptive text about people, animals, and place.

E. Aim of the Research

Based on the problem above, the aim of research was to know whether teaching Descriptive Writing using CSW (Catch, Speak, and Write) Game is effective or not.
F. Clarification of Term

To gain understanding between the writer and the readers, the writer stated the clarification of terms used in this research as follows:

1. The Effectiveness
   According to Fraser in Saputri (2013) the effectiveness is a measure of the match between stated goals and their achievement.

2. CSW (Catch, Speak, and Write) game
   According to Annisa (2013), CSW game means Catch, Speak, and Write. *Catch* means that the student has to catch a chocolate that is thrown by a member of group A to the other member of group B as the token. Then *speak* means that the student has to speak after she/he caught the chocolate by answering one of the questions related to the picture that is shown by the teacher through power point. And *write* means that the student who stands beside the student who has caught and spoke has to write his/her friend answered and said on the white board.

3. Teaching
   According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning.

4. Writing
   According to Gaith (2002), writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete on the piece of paper.
5. Descriptive text

According to Depdiknas in Kartika (2013), descriptive text is a kind of text that is used to describe a particular person, place, or thing.

G. Contribution of the Research

The result of the research would be beneficial for the following parties:

1. For Teacher

This research can give useful contribution for all English teachers because this study gives the information that in teaching English can be in the various ways, and one of them is using CSW (Catch, Speak, and Write) game.

2. For Student

The writer hopes that the students get a new experience in learning English. Moreover, the students will be motivated and interested in this subject especially learning writing on descriptive text.

3. For the Institution

This research can enrich the readers’ information about the English learning especially how to teach writing on descriptive text appropriately.