

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language which is used by people in almost around the world as a communicative language. It becomes a mother tongue in certain countries such as United Kingdom, United States, Australia, and Canada. While in some countries, it becomes a foreign language because it is not used as mother tongue or second language. For example, Javanese use Bahasa Jawa as their mother tongue, and they use Bahasa Indonesia as their second language. Although they have already known about both languages, they learn English as foreign language. So, it is English as foreign language.

English is foreign language which has been chosen as one of lessons in vocational high school in Indonesia. It is taught from elementary school level up to university level, and it is also part of national education. It has important roles in encouraging students' intellect, socialization, and emotion aspects. In learning English, the learners should learn four major skills; those are listening, speaking, reading, and writing. Listening and reading belong to receptive skills; speaking and writing are productive skills. Students should have good mastery for those skills because they can help students to communicate well with people in other country.

One of those skills which are important for students is writing. As defined by Brown (2001) writing is the written products of thinking, drafting,

and revising that require, specialized skills on how generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce final products. It cannot be mastered instantly because students have to have good ability of organizing ideas in written form as the expression what they think about.

Students have to consider some elements when they are writing such as vocabulary, grammar, and mechanic. If students do not have good knowledge of them, they will not have good writing. According to Harmer (2004:31) writing encourages students to focus on accurate language use because they think as they write, and it may well generate language development as they resolve problems which the writing puts on their minds. When students want to get good writing, they have to fulfill some processes on it. They have to put their ideas related to the topic being discussed. They also should write their ideas in a good sentences and correct form, so the reader can understand what the writer wants to share.

Writing is important because it is used by educated people to record, ensure report, and persuade, and those things can be reached by people who can organize well their thought and express it clearly. Writing can be used for long term purpose because it is used during people's life especially when they face job environment. Writing will be easier if students learn it enjoyly. Students need an interesting way to learn writing, so they will learn writing in

funny way. They will be able to enjoy and share their ideas in printed language.

As one of productive skill, writing is something uneasy for the students because they often find difficulty when they have to write. The main reason which causes students' difficulties in writing is the lack of vocabulary. If students do not master lots of vocabularies well, they will get difficulty in writing. Second, organizing idea. Students usually write the content which is not suitable with the theme. It happens because students find difficulties in developing their idea and sometimes they do not know what they will write. Third, grammatical accuracy. When students try to make composition, they usually feel confuse whether their sentences are grammatically correct or not. Generally most of students do not master grammar well.

Teaching writing needs an interesting way. There are so many ways to teach writing interestingly, and one of them is by applying Mystery Game. The writer believes Mystery Game is effective to be implemented to teach writing of descriptive text. Mystery Game is one of ways to teach writing of descriptive which leads students to be active in their class. Students not only can be active, but they can also be closer with their friends.

Mystery game is a game which consists of some clues to finish. In this game, students are divided into several groups consisting of five to six students. Each group is given some clues which are filled by some information. Each group should look for another clues placed around the class. After finding all the clues, each students of the group will write a descriptive

text based on the topic in those clues. Those clues will help students to write because they provide some information. It is called mystery because the next clue is still hidden in other place. Students will feel curious when looking for the clues.

B. Reason for Choosing the Topic

There are three reasons for choosing the topic:

1. Writing is a productive skill that should be mastered by students.
2. Teaching writing needs an interesting way to make it easier to learn.
3. Mystery Game has characteristic can help students improve their writing skill.

C. Problem of the Research

Referring to the problem stated in the background, the problem of the research is stated by this question: “is Mystery Game effective to be implemented in SMK N 3 Purwokerto?”

D. Aim of the Research

The aim of the research is to find out whether *Mystery Game* is effective to be implemented for teaching writing at the first grade students of SMK N 3 Purwokerto or not.

E. Clarification of Term

The writer takes a title “The Effectiveness of Mystery Game for Teaching Writing of Descriptive Text at the First Grade Students in SMK N 3 Purwokerto.” To make it clear, the writer gives some definitions as follows:

1. Effectiveness

As stated by Hornby, effectiveness is having an effect; able to bring about the result intended.

2. Game

According to Toth (1995) a game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal. The emphasize in the games is on successful communication rather than on correctness of language.

3. Mystery Game

Mystery game is a game which leads students to find out some clues hidden to finish the game.

4. Writing

According to Indonesian Ministry (2009) writing is transforming thoughts into language; it means that one needs to think about the content of his writing first and then arrange the ideas using appropriate language.

5. Descriptive Text

According to Wardiman (2008:46) descriptive text is a text that describes the features of someone, something, or a certain place.

F. Contribution of the Research

1. For the Teacher

The teacher can use the result of study as valuable experience and useful about using *Mystery Game* in teaching learning process. This study also expected to give more information for the teacher to be more creative in teaching learning process.

2. For the Students

The result of this study can help the students to have high motivation in order to get good score in writing through *Mystery Game* as the media. It is also one of interesting ways to teach writing for the students.