

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In learning English, there are four important skills to be mastered by students; those are reading, speaking, writing, and listening. From those skills, writing is one of the most important skills to be learnt. There are many works in the world that are a part of writing activity. For example, when a student wants to be a secretary, he must have a good writing skill. It indicates that writing supports the students to get their goal.

As we knew that by writing, we can explore whatever we have in our mind. We can share our experiences and our feeling with others. Writing is a complex process that allows a writer to explore thoughts and ideas and make it clear and visible.

Concerning the explanation above, to make a good writing, teaching writing needs some supporting aspects from the teacher. Teaching writing is not only about the way how to give tasks but also about how to conduct the teaching and learning process with a good teaching technique.

In dealing with giving task, Harmer (2004: 4-5) states there are many teachers' tasks in guiding the students writing process. They are planning, drafting, revising, and editing. Then, to make writing activity runs well, the most appropriate teaching technique is badly needed. As we know teaching

technique is closely related to the teachers' role. A teacher is one of the factors which affect the teaching and learning activity as stated by Ramelan (1992: 16)

In junior high school, there are several ways that we can use to develop English teaching, especially in developing the quality in teaching writing. One of them is modifying the technique of teaching in order to improve students' ability in learning writing.

On the syllabus of Junior high school especially in the seventh grade, the standard competence of teaching writing is the students are able to express the meaning of simple short essay and functional written text in form of descriptive to interact with the environments. Based on the syllabus and semester program of Junior high school at seventh grade, descriptive text is one of the text types which is firstly taught. So, it puts descriptive text as one of text types that must be mastered by the students.

Taken from Wikipedia.com (2010: 1),” Descriptive text is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place, most important person in your life, and describe the animal's habitat in your report”. According to Gerot and Wignell, (1995: 208), descriptive text means a text which describes a particular place, person, or thing. Descriptive text is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to

describe a place so that the reader can create vivid pictures of characters, places, objects etc.

In fact, based on the pre- observation, there were three main problems that faced by the students on SMP N 1 Baturraden in writing class. The problems were low grammar mastery, lack of vocabulary, and limited ideas to write. The students' problem became worse because the teacher still used conventional method in their teaching and learning process. This condition made the students felt bored in joining the teaching and learning process, and made the students unable to develop their writing skill. It could be seen from the students' average of writing achievement in SMP N 1 Baturraden which was under the minimum score of writing passing grade point. The writing passing grade point was 7, but more than a half of the students' score were under the minimum score of writing passing grade point.

Actually, there are many ways that we can use to solve the mentioned problems above. One of the many ways is teacher can use media in their teaching process. Many kinds of media are available today. Media are anything that can be used to deliver information by the sender to the receiver; therefore, it can stimulate the receiver's thought, feeling, and attention to build a learning process (Sadiman, et.al, 2006: 7). There are many kinds of media. One of the most effective media that we can use in our teaching practice is games. Since games are something close with our students, it can

attract the student's attention in learning. In this occasion, the writer used "Guess-Who Game" as the media in teaching descriptive text.

Klippel (2011) states that the basic rule of "Guess-Who Game" are eminently simple; one person knows something that another one wants to find out. "Guess-Who Game" is a simple game that helps the students to fishing out their ideas. "Guess-Who Game" stimulate students to describe about a place, someone, or thing. We can use "Guess-Who Game" in our teaching and learning process because it can motivate and attract the students' attention. It can help to develop and organize the students' ideas, so they can make a good descriptive paragraph.

Based from the fact above, the writer is inspired to use it as the subject of the study. This study is entitled "The Effectiveness of "Guess-Who Game" in Teaching Writing of Descriptive Text". This study is aimed at knowing the effectiveness "Guess-Who Game" for teaching descriptive text.

## **B. Reason of Choosing Topic**

The reasons for choosing the topic are as follows:

1. Students have less ability and motivation in learning English, especially in writing descriptive text.
2. The used of media can help the students to explore and develop their ideas creativity.

3. “Guess-Who Game” as media that can give good contribution to the teacher in teaching writing.

### **C. Problem of the Study**

Since there are many supporting references stated above, the writer, therefore, can take the following problem as the object of the research. The problem will be in the form of question as this “Is Guess-Who Game effective for teaching descriptive text?”.

### **D. Classification of the Term**

#### 1. Effectiveness

Oser, Dick and Patry (1992: 6) define that “effectiveness” is the ability of being able to bring about an effect. In this research, the effectiveness means something that has a better effect than before.

#### 2. Guess-Who Game

According to Wikipedia The Free Encyclopedia (2010: 1), “Guess-Who Game” is kind of game which is playing by two-player. Guessing game was created by Ora and Theo Coster, also known as Theora Design, and was first manufactured by Milton Bradley in 1979 in Great Britain. It was brought to the United States in 1982.

### 3. Writing

Lyons (1987: 1) states writing is a form of problem solving in which the writer faces two main tasks; those are generating ideas in language and composing these ideas into a written structure adapted to the needs of the reader and the goals of the writer.

### 4. Descriptive Text

Gerot and Wignell (1995: 208) state that descriptive text means a text which describes a particular place, person, or thing.

### **E. Aim of the Study**

This study has the aim to prove if “Guess-Who Game” is effective to teach writing descriptive text.

### **F. Contribution**

The thesis is hopefully can give some contributions for:

#### a. Teacher

The result of the study will be useful for English teacher to enrich teacher’s teaching technique. They can use “Guess-Who Game” to improve their teaching especially in teaching descriptive text. It also can help the students to learn English. This research can give teachers an alternative method in teaching English, especially in teaching descriptive text.

b. Students

The writer also hopes that the result of the research will be useful for students in order that the students can learn how to make a good paragraph in writing lesson.

