

CHAPTER 1

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.

Writing is one of the four skills in language, which is the mental work of inventing ideas, thinking, about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003: 88). It is inseparable from almost every human activity. It is not only used for daily activities but also used in many important fields such as education, science,

technology, government, international relationship, art, and other published issues written in English.

Generally it is found that the students had low ability in mastering English language, especially in writing narrative text. The first, most of students faced difficulty in creating ideas that will be expressed in written form. They are students who have difficulties in their writing because their grammar and vocabulary mastery are still low. Besides that they do not have ideas to write so it makes them not able in producing sentences by using their own words. It was because they had not much experience in writing. The second there was not teaching aid in teaching learning process especially in teaching writing. The teacher did not use strategy to stimulate creativity of students in writing. The teacher only gives material about narrative writing and then gives assignment to the students to make a narrative paragraph.

From those reasons, teachers need a good strategy to teach writing skill. There are many kinds of teaching strategy in teaching writing. One of the strategies that can be applied by the teacher to get students' interest in writing is circle game. Joanna Budden (2004:1) states that circle games are games or activities that involve the whole class, sitting in circle. Students will be divided into several groups and sit in a circle. Every student in a group has to answer the question from the teacher. After this students can share their ideas each other. After some ideas are collected, they try to organize them into a paragraph. It will motivate students who do not have idea.

Therefore, the writer wants to implement the teaching writing using circle game in SMP N 1 Sokaraja. Based on the background above the writer would like to find out the effectiveness teaching writing using circle game. Therefore, the title of this research is “The Effectiveness Circle Game to Teach Writing at Third Year of SMP N 1 Sokaraja in Academic Year 2014/2015”.

B. Reason for Choosing The Topic

There are some reasons why the writer is interested in choosing the topic and doing a research. They are:

1. Writing is essential skill that must be mastered by the students, so it is very important in learning English as a foreign language in our country. Especially for the students of SMP N 1 Sokaraja.
2. Circle game can help students develop and organize ideas during play the game, students are given stimulus such as question that can encourage students to get ideas and they can share ideas each other in a group.

C. Problem of The Research

The problem of this research is stated by a question: “Is circle game effective to teach writing at the third year students of SMP N 1 Sokaraja in academic year 2014/2015?”

D. Aim of the Research

The aim of this research is to know whether circle game is effective or not in teaching writing at the third year of students of SMP N 1 Sokaraja in academic year 2014/2015.

E. Clarification of Terms

In order to understand the title, below are the clarifications of terms use in this study:

1. Effectiveness

Effectiveness is success effort in obtaining and employing a certain objective, therefore it deals with comparison between objective attainment and the previous plan. (Mulyasa, 2010:173)

2. Writing

Writing is not delivers the information, message, or ideas in the form of sentences grammatically, but also it gives information or ideas to be written in the form of text. (Pardiyono, 2007:4)

3. Circle Game

Budden (2004: 1) states that circle game are activities that involve the whole class to sit in a circle. As the game is played, students are given stimulus such as questions that can encourage them to get ideas, and they can share their ideas each other in a group.

F. Contribution of the Research

The contributions from this research are:

1. For the Teacher

This research is expected to give more information about alternative meaningful activity of teaching writing by using circle games, and it improves their professionalism, and teaching skill.

2. For the School

This research is expected to give an input for the school to improve, and develop the teaching learning writing. The school will get an input scientific data of the students' writing, and get formulation to make a new method based on the result.

