

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is one of the important skills that are taught in Junior High School. Writing encourages students to focus on accurate language use and because students think as they write, it may well provoke language development as they resolve problems which the writing puts into their mind (Hammer, 2007: 31). The basic competence of writing ability is that the students must be able to express their ideas into a text by combining letters and using particular linguistics aspects which consist of words, spelling, sentence, structure, punctuations, etc.

Based on the junior high school syllabus, there are some typical texts that should be learned by the students especially in the seventh grade. Those are descriptive, narrative, and recount texts. The purposes of learning those texts are to make students able to express their ideas in a simple written form such as functional text and essay, and can use those texts in students' daily activities.

Descriptive text becomes the first text which is learned by the students. It is because this text has the closest relation with the students' lives. When the students want to describe something in a writing form, they have to write it in a descriptive text, even in the simplest way.

Based on the interview between the writer and the English teacher of class VII D SMP Alam Al-Aqwiya Cilongok, many students still had problems in writing, especially in writing descriptive text. When the teacher asked the students to write a descriptive text, they seemed still confused on what they should write and how they organized their writing. They likely had so many things to write, but they could not express their ideas in written form well. The problem mainly face by the students is they are confuse on what is first, next, and on to write a descriptive text. Moreover, they lacked vocabulary.

These happen because they are not used to writing, even in their own language. Hammer (2004: 61) says that the students' reluctance to write can also because they rarely write even in their own language, and so the activity feels like alien. Further, for many years, the teaching of writing has confused on the written product rather than on the writing process. In other word, the students' attention was directed to *what* rather the *how* of the text construction (Hammer, 2004: 11). This means, students are likely to be taught the form only without the process of forming itself.

Looking at those problems, the writer proposed a media that can help students in writing descriptive text, especially in developing their ideas in a written form. The writer proposed "Picture-Guessing Game" media as a solution. Writer use "Picture-Guessing Game" media in learning of writing descriptive text and using Picture-Guessing Games media as source of learning can make students more excited.

Through this media, it is hoped that students can write a descriptive text easily since “Picture-Guessing Game” media will help them to develop their ideas in writing descriptive. As the result, students will be able to write a descriptive text in a clear, detail, and fluent organization.

### **B. Reasons for Choosing the Topic**

Writing is one of the important skills in English that should be mastered by the students. Writing is a complex process that allows writer to explore ideas and thought. Students face many problems in writing; they are still confuse in organizing, using grammar and still need long time in writing descriptive text. Based on those problems, they need a solution to overcome their problems in writing especially writing descriptive text.

The writer will consider that using Picture Guessing Game as a media in teaching writing descriptive text has an impact toward students writing ability. By using the picture guessing game, students will get and look for information about the picture to help them in writing a descriptive text. This is the reason for choosing the topic in this research.

### **C. Research Problem**

In this research, the problem is whether Picture-Guessing Game as media can improve the students’ ability in writing descriptive text in the seventh grade of SMP Alam Al-Aqwiya Cilogok in academic year 2014/2015.

#### **D. Aim of the Study**

This research aim sat improving students' ability in writing descriptive text in the seventh grade of SMP Alam Al-Aqwiya Cilongok in academic year 2014/2015 using Picture-Guessing Game.

#### **E. Clarification of Terms**

##### **1. Improving**

Elmore (2008:1) states that the way students improve their learning is the increase of students' active learning level (engagement) of the content they are learning. Here, improving means an intended activity to make the students' ability in writing descriptive text better than before.

##### **2. Writing**

Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader. There are some aspect that can be evaluated, such as content, organization, vocabulary, language, and mechanics.

##### **3. Descriptive text**

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

#### **4. Picture-Guessing Game**

Webster (2013) states that guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades). Picture-guessing game is a variation of many kinds of guessing games. In this game, picture becomes the thing to be guess. This game requires students to logically guess what the picture is based on the clues given.

#### **F. Research Contributions**

##### **1. For teacher**

It is expected that the teacher can use Picture-Guessing Game media to guide the students in writing a descriptive text easily.

##### **2. For writer**

The writer will get new knowledge and experience in teaching descriptive text by using Picture-Guessing Game media.

##### **3. For reader**

Giving knowledge and be an input to the reader especially about the technique of teaching writing.