

CHAPTER I

INTRODUCTION

In this chapter, the researcher present the background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

The corona pandemic has an effect in the field of education. Nadiem Makarim as a minister of education and culture decided that during the pandemic of corona, learning process is done online. The students study at home through mobile phone or commonly called the online system (Daring). Then, after a long time the students were able to study at school, even in short time. The students are both excited and scared, because the firts ones they just saw, reading, and doing assignments. Depending on the decision along with minister of education and culture, minister of religion, minister of health, and minister of interior about learning guide in the pandemic of corona by adjusting SKB 4 ministers. From January 2021 until now, if the government gives the permission and the education unit have fill up the qualified, it is allowed to do face-to-face learning or commonly called PTM, but not oblige. So, now the students are face-to-face with the teacher in school. Especially seventh graders who have just entered the new world from elementary school to junior high school. As a teacher, it has to be a challenge. How can children

get used to class, follow the lesson well, and understand the material that given.

In Indonesia, the foreign language that is studied from primary to secondary school is English. It is important for students to study English at this situation. Although this is true, it does not mean that students in Indonesia have mastered the English language well, since a lack of vocabulary proficiency is one of the main reason of this. Despite the fact that students are aware of the significance of vocabulary, they still passive to learn vocabulary due to several factors, such as the fact that most English teachers still teach English in the old way (Ahmad, 2011). For example, in order to help their students acquire vocabulary, many English teacher rely on memorization technique based on the usage of dictionaries. A boring scenario is created when this technique is used and most students would lose interest and enthusiasm in studying English because of this.

Furthermore, students' vocabulary mastery influences the students' understanding to achieve learning proposes in their various subjects. They are expected to complete the tasks using new vocabulary especially in writing activities. Moreover, in the context of writing activities, students often struggle to generate writing ideas and do not know how to begin writing because they have difficulty in build the vocabularies into written text. Katilie (2003) carried out "a study of why students achieved unpleasant result in writing English composition was because the practices of inappropriate teaching strategy in the class". This is supported by Alwasilah (2007) who

asserted that “writing is complicated for students. Furthermore, he added that in the classroom activities, writing is considered as the hardest skill”.

Gibbons stated “Writing skill in English as a foreign language is apparently not easy, but it does not mean it is impossible to be taught”. Teachers have to find other strategy in teaching writing that provide a fun and enjoyable situation. It is agreed that if students are learning in a fun and enjoyable situation, it will be easier for them to understand the material, for young learners. For the reason above, variation in teaching writing is needed. The teacher should find a strategy or effective media to encourage students’ interest and build their self confidence in writing, especially in writing descriptive text.

Descriptive text is a text that describe about something. By learning descriptive text, it is expected the students be able to understand about descriptive text and be able to write descriptive text. To increase the students ability in writing descriptive text, they should understand about element of descriptive text first. There are social function, generic structure, and language features. And then, the teachers have to implement the effectrive method. The effective method means that the method that the teacher use can solve the students’ problem in writing, can enhance the students’ writing, and make the process of writing become easier. In this case, the teacher should also be able to make learning more fun and interesting for students. This statement is supported by Feez and Joyce (2000) who stated “writing is the ability of creating written texts and that everyone can be taught this technique if they are

supported with the correct tools”. The use of game in foreign language classroom has potential to both encourage students and provide a more enjoyable learning environment. Students are sometimes unaware that they are practicing language, since they are busy and having fun to pay attention.

It is possible to teach writing using a variety of game. However, the researcher how carried out this research utilized a game called *wholesome scattering game* since the game is pleasurable and it is easy to be prepared (Hess, 1991). *Wholesome scattering game* is a game which teacher give keywords to the learner. Then, the teacher ask the students to make a sentence to create a good text from those keyword. It helps students to reflect the idea to builds their sentences and write a descriptove text. The students were able to write quickly and easily, because they were writing descriptive text based on the keywords.

The researcher believed that *wholesome scattering game* as one of the games which is effective to teach writing, especially in descriptive text. Therefore, this game was used by the researcher in this research. Researcher’s belief was based on the result of some previous studies. The first previous study by Amelia Putri Maharani (2018) from IAIN Bengkulu entitled “*The Use of Wholesome Scattering Game to Improve Students’ Ability in Writing Descriptive Text*”. The result is the implementation of *wholesome scattering game* as a learning aid to improve students’ ability in writing descriptive text was very effective. The second study was conducted by Wildan Iskandar Lubis and friends (2020) from Liner Journal, Education Institute of Tapanuli

selatan entitled “*The Effect of Wholesome Scattering Game on Students’ Writing Descriptive Text Ability*”. The result is there is significant effect of *wholesome scattering game* on students writing descriptive text ability. The third was conducted by Dian Novrieta and Sopi Nurisa (2021) from EEDJ (English Education Journal) entitled “*Improving Students’ Writing Skill by Using Wholesome Scattering Game*”. The result is *wholesome scattering game* was effective in improving students’ writing skill. The fourth was conducted by Risma Bakkalang (2018) from Makassar Muhammadiyah University entitled “*Improving Students’ Ability on Describing Things Through Wholesome Scattering Game*”. The result is *wholesome scattering game* can significantly improve the students’ speaking ability in term of pronunciation and vocabulary. Yet, it is hardly found a study which proves wheter *wholesome scattering game* is also effective to teach descriptive text, especially for the first grade students in junior high school. Accordingly, it is significant to conduct a reserach on the effectiveness of *wholesome scattering game* toward students’ skills in writing descriptive text at the first grade of junior high school.

Based on reviewing of previous research, the focus of this research is determine how this game can help the first grade students improve their writing skill in descriptive text. The researchers in previous study same as using eight grade and tenth grade students. This research is conducted in SMPN 1 Trowulan Mojokerto. The researcher was chosen SMPN 1 Trowulan Mojokerto, because *wholesome scattering game* strategy is not applied yet in

this school. Thus, the researcher did research at the school to see significant differences in the writing of the students especially in descriptive text by using *Wholesome Scattering game* strategy and without using *Wholesome Scattering Game* strategy in teaching writing.

1.2 Formulation of Research Question

The researcher formulated the following problem:

“Is there any significant different score on the first grade students’ writingskill in descriptive text at SMPN 1 Trowulan that will be taught by *Wholesome Scattering Game* and those that will not be taught by using *Wholesome Scattering Game*?”

1.3 Purpose of the Study

Based on the research question above, the purpose of this study is to investigate a significant different score on the first grade students’ writing skill in descriptive text at SPMN 1 Trowulan.

1.4 Formulation of Hypothesis

The hypothesis of this research is formulated as follows :

1. Alternative Hypothesis H_1

There is significant different score on the first grade students’ writing skill in descriptive text at SMPN 1 Trowulan that will be taught by *Wholesome Scattering Game* and those that will not be taught by using *Wholesome Scattering Game*.

2. Null Hypothesis H_0

There is no significant different score on the first grade students' writing skill in descriptive text at SMPN 1 Trowulan that will be taught by *Wholesome Scattering Game* and those that will not be taught by using Wholesome Scattering Game

1.5 Significance of the Study

According to the expectations of the researcher, the findings of this research will be useful in the following categories:

a. The English Teacher

The researcher gives some information about others resources that can be used in teaching English. It means that *Wholesome Scattering game* can be applied by the English teacher as the alternative method to improve students' writing skill and to make students interest in learning English.

b. The Students

The researcher hopefully, *Wholesome Scattering game* can help the students overcome their difficulties in Writing. It can motivate them to learn English. And hopefully, it will be able to improve their writing skill.

c. The Further Researcher

It is expected that this research can give new useful information. The researcher also hopes that this research might serve as a resource that can be developed for further studies.

d. The writer

It is a good concept to implement the *Wholesome Scattering game strategy* in learning, because it can easily taught in class and can be used to determine how the strategy improving students' interesting in learning.

1.6 Scope and Limitation of the Study

There are some limitations to avoid misunderstanding about what the researcher has said and in order to make it more detail and focus:

1. The research was done on first grade students at SMPN 1 Trowulan Mojokerto.
2. The effectiveness of *wholesome scattering game* on students' writing skill in descriptive text is the focus of this research.

1.7 Definition of Key Terms

In order to avoid the misunderstanding of readers when reading this study which is entitled "The Effectiveness of Using *Wholesome Scattering Game* on the Students' Writing Skill in Descriptive Text at the First Grade of SMPN 1 Trowulan Mojokerto", so the researcher must define the following key terms:

a. Effectiveness

The effectiveness here is if experiment group and control group have a statistically significant difference in scores. It is said that there is a significant difference score between the experiment group and control group, If the result of SPSS *sig.* $\geq 0,05$, it means that H1 is rejected.

b. Wholesome Scattering Game

Wholesome scattering game is a game that used some keyword from a text. The keyword is dictated from the teacher. And then, the teacher tells the students to use the keyword to make a sentence.

c. Writing Descriptive Text

Writing descriptive text is one of the genres in writing text. It is taught by the teacher in order to make students know how to describe themselves and their surrounding although it is still in simple way. So, it is describe what a person or a things looks like in written form.