

CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of the research, research problems, purpose of the research, research hypotheses, significance of the research, definition of key terms, and thesis organization.

A. Background of the Research

English is a global language that is used around the world. It has a special position since used as international language to communication by a lot of people in the world (Harmer 1992: 2). According to Crystal (2003: 3) a language achieves a genuinely global status when it has been admission in every country. This phenomenon has created positive interactions as well as tensions between global and local forces and has had serious linguistic, ideological, socio cultural, political and pedagogical implications. Sharifian (2009: 1) stated that English has the important role in many parts and used by people in the world as the international language to various purpose without forced. Thus, it means English becomes very important to communicate, spread to access knowledge and information.

In Indonesia, English as a foreign language is important to develop science, technology, culture and communication with other nations in the world. English is also one of important lessons that should be taught to the students. It needs to be introduced since childhood starting from elementary school until in the university as a specific major. Moreover, English is as a requirement to be graduated from the junior and senior high school. Besides in developing era with the development of internet and technology, English is widely used. Thus, mastering English is very important for learners.

Learning English includes learning the language skill, those are listening, speaking, reading and writing. Reading and listening are called as receptive skill, while writing and speaking are called productive skill (Harmer 1998: 44). Writing which belongs to productive skill means that writing is process when the writer produces something about writer's thoughts, feelings or ideas. Writing encourages thinking and learning to motivate communication and make thought available for reflection. When tough is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process and every writer uses the process in a different way, students experience less pressure to "get it right the first time" and they are more willing to experiment, explore, revise, and edit. Yet, novice writers

need to practice “writing” or exercise that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical agreement, etc.

In fact, writing is sometimes difficult for EFL students. It is one job of English teacher to motivate and influence the students to like writing and to improve their writing skill. Without a doubt, the most important invention in human history is writing because it provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. According to Carrol (1990) writing allows us to share our communication not only with our contemporaries, but also with future generation. It can be concluded that writing is important to be learnt and to be mastered because it can record the information or messages that the writer want to share to other people, not only for certain people but also for all people in the world.

Actually, there are many kinds of technique that could be used in teaching learning, specifically to achieve successful teaching writing ability. One of those technique is the use of games. A game is an activity with rules, a goal and an element of fun (Hadfield, 2003: 4). There are two kinds of games, such as; competitive and cooperative games. Competitive games is the game in which players or teams race to be the first towards the goal while cooperative games is the game in which players or teams work together towards a common goal.

In the language games also can be divided into two further categories: linguistic games and communicative games. In linguistic games, the goal of the game is linguistic accuracy while communicative games as complete a puzzle or picture have a goal or aim to solve the problem. Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill and as a chance to use language freely. They can also serve as a diagnostic tool for the teacher, who can't areas of difficulty and take appropriate remedial action.

There are many kinds of games that can be used to increase students' writing ability. Alphabet soup is one kind of game that purposes to create the most new words as an first idea before writing (Meldrum & Reimer, 2005: 106). It can be done individually or cooperatively. It is included in communicative games. In alphabet soup game, the teacher first prepares a picture of each alphabet on a box. Next, he or she gives the categories of four alphabets where the students have to guess the words that can be built from the four alphabets given. After finding the words, the teacher asks the students to make one short paragraph by using simple present tense in form of descriptive text. It is done to know how the students' ability in arranging sentences. It can be tried to the students' ability starting from simple writing before they can write a more complex writing.

In this research, the researcher choose the location of research at MTsN Bandung because of some consideration. This school have good prestige in the society because the achievement in some aspect; as winner in academic competition and non academic competition, many extracurricular program that followed by students, routine spiritual activity; praying Dhuha and Dzuhur every day, read holy book every morning, divided into 9 class ; A class until G class, classified base on student's ability. A class and B class as the global class and others as the regular class. Global class is the class which contain 60 students with best score from test before enter in this school. Other that, in the global class the students also get special treatment; pleasant room with AC, LCD projector, English tutor from Pare, addition lesson after main lesson and the chances learning English to Pare every semester. The important reason is that there have been many research done in this school.

Finally considering the importance of the writing ability, the strengths possibilities offered by alphabet soup games and the good quality of the school as mentioned above, the researcher conduct a research under the title: "THE EFFECTIVENESS OF USING ALPHABET SOUP GAME TOWARDS STUDENTS WRITING ABILITY AT MTsN BANDUNG".

B. Research Problem

According to the Background of the research, the research problem is formulated as follows:

1. How is the writing ability of the first grade students at MTsN Bandung before being taught by using alphabet soup game?
2. How is the writing ability of the first grade students at MTsN Bandung after being taught by using alphabet soup game?
3. Is there any significant difference of the writing ability of the first grade students at MTsN Bandung before being taught by alphabet soup game and after being taught by alphabet soup game?

C. Purposes of the Research

Based on the formulation of research problems, the purposes of this research are:

1. To find out the writing ability of the first grade students at MTsN Bandung before taught by alphabet soup game.
2. To find out the writing ability of the first grade students at MTsN Bandung after taught by alphabet soup game.
3. To investigate whether there is any significant difference of the writing ability of the first grade students at MTsN Bandung before and after taught by using alphabet soup game.

D. Research Hypothesis

Hypothesis is statement about the relationship among two or more variables that are being studied. The hypothesis of the research can be divided in to two:

1. Ha (alternative Hypothesis)

There is significant effect of the treatment by using alphabet soup game towards students' writing ability of the students on the first grade at MTsN Bandung.

2. Ho (null hypothesis)

There is no significant effect of the treatment by using alphabet soup game towards students' writing ability of the students on the first grade at MTsN Bandung.

E. Significance of The Research

By conducting this research, the researcher has some expectations that give contribution for:

1. The Students

The result of this research is expected to produce a good result in teaching and learning process especially for writing ability when it is well applied by the teacher. Furthermore, it is expected that using games like as alphabet soup game will give a positive progress for students because it can attract the students to follow writing process without bored.

2. The Teachers

The research gives contribution in teaching learning process. By reviewing this thesis, teachers will add reference of the strategy that can be used in teaching writing. By taught using games, it is expected there will be some improvement on students' writing ability future.

3. The institution

Alphabet soup game can be applied in the other classes or even the other school. Moreover, this way of creative and simple teaching is can used in teaching writing anywhere. In addition, if the students achieve the good ability in writing, the institution will get the prestige among the education institutions.

4. The researcher

This research will give some knowledge and experiences to the researcher in teaching learning process, especially in teaching writing ability by using alphabet soup game.

F. Scope and Limitation of The Research

In this research, the researcher only focuses on the effects of treatment by using alphabet soup game. The researcher uses the feature of game board. It is conducted on the first grade students of MTsN Bandung. Thus, the result of this research only generalized or applied to the target population, specifically to the first grade students of MTsN Bandung.

G. Definition of Key Terms

From the research problems stated above, this research focuses on the use of alphabet soup game towards students' writing ability on the first grade at MTsN Bandung. In order to avoid misunderstanding, the key terms used in this research are defined as follow:

1. Writing ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In this study, focuses in writing descriptive text.

2. Descriptive text

Descriptive text is a kind of texts that describe a particular person, place or thing. In this study, main idea based on the one of the words which has found from game.

3. Alphabet soup game

Alphabet soup game is a game that is followed by students to create the most new words depends on the letters from the alphabet boxes (Meldrum & Reimer, 2005: 106). In this study, alphabet soup game used to find main idea before the students writing the text.

H. Thesis Organization

In writing a good thesis, it needs to be organized systematically. This thesis consists of five chapters. Every chapter has different significant content, but it is related one another.

1. Chapter I : Introduction

The introduction consists of background of the research, research problems, purposes of the research, research hypothesis, significance of the research, definition of key terms and thesis organization.

2. Chapter II : Review of Related Literature

This chapter presents related literatures in conducting this research involving overview of teaching writing in junior high school, writing ability, descriptive text and alphabet soup game. It includes the characteristic of adolescence in Junior High School, teaching writing for adolescence in Junior High School; the nature of writing, process of writing, the problems of writing, forms of writing; the concept of descriptive, function of descriptive and kinds of descriptive; general concept of game, games for teaching writing, advantage of game and alphabet soup game. It is also supported with review of previous study.

3. Chapter III : Research Method

This chapter discusses the methodology used in conducting the research. It presents research design; population, sampling and sample; research variables; research instrument;; reliability and validity testing;

normality and homogeneity testing; data and data source; data collection method and method of data analysis.

4. Chapter IV : Findings and Discussion

This chapter is focused to answer the research problems. The subchapters include the description of data, the result of the quantitative data, hypothesis testing and discussion.

5. Chapter V : Conclusions and Suggestions

The conclusion is tied up with the research finding on chapter IV as the answer of research problems while the suggestion is in accordance with significances of research.