

CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, the formulation of research problem, research objective, research hypothesis, sugnificance of the research, scope and limitation of the research, definition of key terms.

A. Background of The Study

In Indonesiam English is taught as a foreign language that should be learned by Indonesian student, beginning from kindegarten school up to the University. In our education system, English is compulsory subject at junior high school and senior high school and as a foreign language too.¹

Writing is a fundamental skill that plays a crucial role in students' academic success and effective communication. Among the various forms of writing, descriptive writing is particularly important as it allows students to express their thoughts and feelings vividly, enabling readers to visualize the subject matter. However, many students struggle with composing descriptive paragraphs, often due to a lack of understanding of structure, vocabulary, and the ability to convey sensory details effectively.

To learn English well, we must understand about writing skill, because writing is very important part of language components. Writing is very powerful and for this reason, it can be exploited in engineering. The power comes from its potential as an effecient and effective means of communication;

¹ AGuideline, *Teaching English as a Foreign Language in Indonesia* (Jakarta, 2014).

the power is derived from order and clarity.

At MTs Darul Falah Sumbergempol, educators have observed that students face significant problems in the class such as:

1. The students had a low of interest in writing
2. The students were less on attention in teaching process especially writing skill
3. The teacher used conventional method and,
4. The most students were lazy in learning English especially writing.

This issue not only affects their performance in language subjects but also impacts their overall academic achievement. Traditional teaching methods often fail to engage students or provide them with the necessary tools to enhance their writing abilities.

To address these challenges, innovative teaching strategies are essential. One such approach is the use of games in the classroom, which can create a more dynamic and interactive learning environment. The Scrambled Sentences Game, in particular, has shown promise in enhancing students' writing skills by encouraging them to think critically about sentence structure and the logical flow of ideas. This game involves rearranging jumbled sentences to form a coherent paragraph, thereby helping students understand the importance of organization and coherence in writing.

The benefit of scrambled sentences game are that it makes the students think and increase their skill in writing, because this game played as a whole class activity and the students must be around the class asking other students

for the things that they need. And this game is just arranging sentences prepared by the teachers, and the students just compile it become a sentence.

To solve this problem, the researcher focused on teaching writing skill use the Scrambled Sentences Game in Composing descriptive paragraphs at MTs Darul Falah Sumbergempol. By employing a qualitative (CAR) design, the research will provide insights into students' experiences and perceptions of this teaching method, as well as its impact on their writing abilities. The findings of this study are expected to contribute to the development of more effective instructional strategies that can enhance students' writing skills and foster a greater appreciation for descriptive writing.

Based on the explanation above, the researcher is interested in conducting the study and seeks to bridge the gap between traditional teaching methods and innovative practices, ultimately aiming to improve students' writing proficiency and confidence in expressing themselves through descriptive paragraphs.

B. Formulation of Research

Based on the background of the study, the formulation of the research can be structured around the following key components:

1. Research Problem:
 - a. What are the challenges faced by students at MTs Darul Falah Sumbergempol in composing descriptive paragraphs?
 - b. How can the Scrambled Sentences Game be utilized to improve students' writing skills in this context?

2. Research Objective:

- a. To identify the specific difficulties student encounter when writing descriptive paragraphs.
- b. To explore students' perceptions and experiences regarding the use of the Scrambled Sentences Game in their writing practice.

By addressing these components, the research will comprehensively explore the impact of the Scrambled Sentences Game on students' writing skills, providing a clear framework for the study.

C. Significance of The Research

The contributions of this research are conveyed to:

1. First, for teacher, it offers an alternative solution to teach writing skills by using scrambled sentence game.
2. Second, for students, it helps them in solving problems related to writing texts and helps them improve their writing skills.
3. Third, for schools, it can be useful for improving the education quality.

D. Scope and Limitation of The Research

The scope of this study focuses on improving students writing skills in composing descriptive paragraph using scrambled sentences game. The researcher has choosen VIII-grade students from Mts Darul Falah Sumbergempol Tulungagung for the academic year 2024/2025 as the subjects of the research. The limitation of this study is only examine use scrambled sentences game in improving writing skills in composing descriptive paragraph of the students from MTs Darul Falah Sumbergempol Tulungagung. The scope

of the research is specifically limited to the eighth grade at Mts Darul Falah Sumbergempol Tulungagung.

E. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research. Those are:

1. Writing skills

The ability to express thoughts, ideas, and information effectively through written language. This includes various components such as grammar, vocabulary, organization, coherence, and the ability to convey meaning clearly.

2. Descriptive paragraph

A paragraph that provides detailed information about a person, place, object, or event, using sensory details to create a vivid picture in the reader's mind. It typically includes a topic sentence, supporting details, and a concluding sentence.

3. Scrambled sentences game

An educational activity in which students are given a set of jumbled sentences that they must rearrange to form a coherent paragraph. This game encourages critical thinking, enhances understanding of sentence structure, and promotes the organization of ideas in writing.

4. Improving

Improving means to revine, enhance, or bring closer to a standart, and apply to what can be improved regardless of its current quality.