CHAPTER I

INTRODUCTION

A. The Background of the Study

Sharples (1999:6) states that writing is necessarily, constrained. Without constraint, there can be no language or structure, just randomness. Constraint should be not seen as restrictions on writing, but as means of focusing the writer's attention and channeling mental resources. Writers need suitable language to structure these ideas in the form of a coherent discourse.

According to Celce (2001:205) states that the ability to express an idea in second or foreign language especially in writing skill is a major problem for many native speakers to write coherence of paragraph and accuracy in choosing sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

Ramelan (2003:4) states that if someone wants to learn English as a foreign language, he/she will obviously meet all kind of learning problems, especially in writing skill, the learners will meet some problems for example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word unto sentences

Furthermore, Swales and Feak (1994:34) says that writing is a complex socio-cognitive process involving the construction of recorder

messages on paper or some other material and more recently, on computer screen. Writing as a process that involves the students to deliver their ideas, opinion, and messages from what they know and listen then put all of it into the text.

In fact, based on the preliminary observation was done by researcher in SMP Negeri 1 Perbaungan on 8th grader, the researcher found that there are many students could not pass the Minimal Completeness Criterion *(Kriteria Ketuntasan Minimal)* that applied in the school, which is 77 especially in writing descriptive text.

The data can be seen as follows:

Table 1.1 Students score in writing descriptive text

Class	Score	Students
VIII - 2	< 77	19
	77	21
VIII - 3	< 77	31
	77	13

Based on data of these 2 classes, it can be seen that 50 of 84 or 59,52% students have score under the minimal completeness criterion. It can be concluded that the students' achievement in writing descriptive text is still low.

In addition, the researcher found that there are many factors that make students have problems in learning writing skill. The students are lack of conveying the idea and vocabulary. The teaching method that teacher applied in writing was not effective. The teaching method that teacher

frequently used was conventional teaching like teacher directed learning. Therefore, the teacher only explained what the generic structure and the method how to write the descriptive text. The teacher does not use any method and new ways to teach the students. Moreover, the students will be unmotivated, bored, and hard to understand in learning descriptive text. They also cannot describe the things, qualities and characteristic in a systematic order.

Wright (1983:1) states that games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.

Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. It was promoted by Hess (1991:39) on her book entitle Head Stars. Students on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. Teacher might find that the first step of arranging the words in weird and unusual ways are fun and takes quite a while. It is worth the effort because students will not quickly forget these words.

Based on the explanation, wholesome scattering game is a simple game and easy to be prepared by the teacher. Moreover, this strategy can help the students to imagine the ideas before they know the actual text and develop the sentences. The researcher thinks that it would be important to

apply this kind of game to help the students to solve the problem especially in writing descriptive text. In addition, this strategy will make the students enjoyable, creative, easy, and memorable about the material especially in writing skill. Therefore, this study was designed to identify the effect of applying wholesome scattering game on students' achievement in writing descriptive text.

B. The Problem of the Study

Related to the background of the study, the problem of this study is formulated in form of a question as follows:

"Is there any significant effect of wholesome scattering game on students' achievement in writing descriptive text?"

C. The Objective of the Study

The objective of this study is to find out whether using Wholesome Scattering Game affect significantly on the achievement of eight grade students in SMP Negeri 1 Perbaungan in writing descriptive text.

D. The Scope of the Study

Descriptive text is basically a text describes someone or something. This study was focused on the application of Wholesome Scattering Game on students' achievement in writing descriptive text in eighth grade of Junior High School. They are expected to be able to write the descriptive text by following the Wholesome Scattering Game that shown.

E. The Significant of the Study

Findings of the research are expected useful for these people:

1. Theoretical Benefits

Theoretically, the result of the study is expected to be useful to enlarge the theory of education and teaching especially in English subject in school. So that can add the knowledge and give a reference for those who want to conduct a research in teaching writing.

2. Practical Benefits

a) For English teacher, this study is expected to give information and inspiration to be more creative in applying an effective strategy especially in teaching descriptive text.

b) For students, this study is expected to help the student to produce a good descriptive text that is stimulated by wholesome scattering game and also motivated the students to have a better achievement in writing descriptive text.

c) For next researcher, this study can be used as initial experience in conducting a similar research widely.

d) For institution, this study will give them some information, data, sources about Wholesome Scattering Game as a strategy of teaching for English subject.