

## **CHAPTER I INTRODUCTION**

### **A. The Background of the Study**

Writing is one of the important skills in language learning from the other language skills such as speaking, reading, and listening. Writing is activity of writing something thinking, opinions, or ideas from our mind by choose the best words, phrases, or sentences and put on the paper. It is aimed of training the students to think logically and in doing writing. The function of writing is giving ideas, feelings, thinking and purpose to other people about writing is very important in daily life.

Whereas, Stott (2001: 1) argues that writing is a craft and a difficult one. Writing of whatever kind is not just about having something to say (although you cannot begin with nothing to say), it is also about struggling with words on paper. Patience, strength of purpose, deliberation and skill are all essential qualities of a writer working to perfect his or her craft. It means writing is not only a process of giving the ideas shape and form in the symbol of written language. But it is also a process of discovering the meaning of the word as you put it down.

According to Brown (2001: 337) describes that writing is a way to end up thinking something, you could not have started out thinking. It can be concluded that in writing someone needs to bring out what she or he in mind. The process of how it is done is what makes writing ability unique from other language skill.

Writing is a process of communication that introduces graphic symbols such as word, phrase, sentence later formed become a paragraph that can convey

the message to the readers. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. In modern life, writing is very important because it is known that all knowledge is built on writing. In addition, Harmer (2004: 61) says that some students are always happy to have got at writing in English, others can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs.

Descriptive writing refers to the process of describing something with a skill in words so that the readers may find a clear impression on the objects. It can be stated that descriptive writing means a piece of writing, which refers to the description about an object in details. The purpose of descriptive writing is to describe about something. Descriptive is used in all forms of writing to create an impression of a person, place or event.

In this study, the writer chooses writing as her topic because when she was conducting teaching training program (PPL) in SMP N 2 Galang, she found that students got difficulties in writing description and they also felt bored while teaching learning process took place. Some problem such as their grammar is not good, they do not have enough vocabulary, and their diction in writing is not satisfied. The writer also has done an observation and interview at SMP N 38 Medan. Based on the writer's observation, interviewed with the students and the teacher in the school, the students' ability in writing description was still low, because most of the students get the score below Minimal Completeness Criteria

(KKM) of English lesson for Junior High School. The score of writing test from the students can be seen in table 1.1.

Table 1.1 The Second Grade (VIII) Students' Score of Writing Test

Semesters	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester 2012/2013	<68	10	27,03	67,40
	≥68	27	72,97	
2 <sup>nd</sup> Semester 2012/2013	<68	7	18,92	65,57
	≥68	30	81,08	

The Minimal Completeness Criteria (KKM) applied for the second grade (VIII) by school is 68. From the data above, it can be fulfilled that the students' ability in writing in that class is still low. It can be seen from the mean of the students' score where the mean is still under the Minimal Completeness Criteria.

She found the same problem with students in SMP N 2 Galang. The problems are students still feel strange and face some difficulties with English lesson, especially in developing description writing. The problems faced in the class are sometimes the students have difficulties to create and develop their ideas, choose the right dictions, and use grammar. Writing individually does not work optimally to improve the students' writing ability.

Thus, to solve those problems, Team Games Tournament technique will be used. According to Mahony (2006: 2), Teams-Games-Tournament is one of the team learning strategies designed by Robert Slavin for review and mastery learning of material. Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. Team Games Tournament technique is one learning

model in cooperative learning which the student will have opportunities to work collaboratively, learn faster and more positive about the learning experience. Besides, the students will work together on academic tasks in small groups to help themselves and their team to learn together.

In Team Games Tournament technique, learning activities with the game can make teaching learning process more interesting. Besides, this technique will raise students' responsibility, being cooperative, healthy emulation, and learning involvement.

Team Games Tournament uses the teacher presentations, team work, weekly tournaments, in which students play academic games with members with other teams to contribute points to their team scores. The use of games makes Team Games Tournament even more exciting and motivating to students.

Therefore, the writer hopes Team Games Tournament technique can help the students to improve their quality of descriptive writing.

## **B. The Problem of the Study**

In relation with the background of the study mentioned, the problem is formulated in the form of questions as follows: "Is there any significant effect of team games tournament technique on students' achievement in writing descriptive text?"

### **C. The Objective of the Study**

The objective of the study is to analyze the effect of team games tournament technique on the students' achievement in writing descriptive text.

### **D. The Scope of the Study**

The study is focused on the effect of team games tournament technique on the students' achievement in writing descriptive text.

### **E. The Significance of the Study**

Theoretically, the results of this study are expected to be useful for:

1. To enrich the literature of teaching writing through descriptive text by applying Team Games Tournament technique
2. To give a better understanding and alternative strategy in teaching writing English by applying Team Games Tournament technique
3. Give some valuable contribution to other researchers.

Practically, the findings are useful and relevant to:

1. This study is expected to give an input for teachers in teaching English to enrich their knowledge about Team Games Tournament technique in teaching writing.
2. The students can improve their knowledge in writing descriptive.
3. The readers, especially English teacher candidates will gain an input when someday they go to the field teaching English in the classroom.