CHAPTER I

INTODUCTION

A. Background of the Study

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking. Writing as one of four important skills in learning English, has to be mastered by students because writing can help them to think critically and deeply. By learning how to write, the students will get the chance to share their ideas and express their thoughts with everyone through writing. Harmer (2004: 31-33) states that writing has some importances, such as writing encourages students to focus on accurate language use because they think as they write, writing has always been used as a means to reinforcing language that has been taught, writing is also used to help students perform a different kind of activity (speaking and listening). In the curriculum, the English material in vocational school is also taught based on the text. One of the texts that has to be learned by the students of vocational high school is a descriptive text.

Based on the standard competence in the syllabus of the first year students of vocational high school called *2013 Curriculum,* students are expected to be able to write simple paragraphs of recount, narration, and description. It is said that students have to be able to write various types of genre texts, one of them is descriptive text. Descriptive text is usually focused on writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds.

According to Suryana (2008), descriptive text also used to create image of the people, place, even of units, times of the day, or seasons.

Writing is still considered difficult since its objectives are not easy to be achieved. Most of the students' skills are far away from their learning targets. That is because of many problems. In preliminary observation, researcher found many problems in English learning process at Yayasan Fajar Islam Sekolah Namira Medan. Based on the interview with the teacher that has conducted on Wednesday, 24 June 2020 at 10.30 a.m, he said that learners faced many problems in English learning, especially in writing. The problem found is often about difficulties in finding the interesting and creative media or ways to make the students interested and enjoy in writing. As a result, in teaching English, the teacher just focused on the student's worksheet and giving the students several tasks. In the meantime, teacher also presents pictures and powerpoint in teaching descriptive text. The researcher also found that online media is rarely used in teaching and learning process, especially using digital game in learning process. Whereas, the school is facilitated by internet connectivity and computer laboratory. These problem are likely to contribute the students' low motivation and how to write well and make them confused and bored in writing class.

Based on the journal "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text" (Yoandita: 2019), the researcher concluded that teaching of descriptive text that delivered by the teacher was good, but during learning activity, the teacher used lecturing method that can make the students felt bored. As the result, the teacher and students has no interactive communication. Furthermore, the text analysis is revealed that almost all the students showed their

good ability in writing descriptive based on the texts they wrote, such as present tense, linking verbs, and adjectives. On the other hand, the text also brings the facts about the problems faced by students in writing.

To consider the importance of descriptive text for the students to be mastered, it is very important for the teacher to creatively apply ways of teach a descriptive text in order to achieve the objectives that are stated in the curriculum. In traditional classrooms, teachers stand in front of learners and give lesson, explanation, and instruction through using blackboard or whiteboard. As explained by Prensky (2006: 27) states that today's students have spent their entire lives surrounded by and using computers, video games, DVD players, videocams, eBay, cell phones, iPods, and all the other toys and tools of the digital age, students have been familiarised themselves with English, because almost all instructions of the toys and tools of the digital age are in English. As a result, what teachers need to do is improvise their ways of teaching by incorporating students' interests in their method. The usage of a variety of teaching aids has effectively transformed most classrooms from traditional setup. For that, the use of various teaching media is necessary for motivating students to learn English.

By mastering a good teaching media, the teacher will be able to perform well in the teaching learning process and simultaneously to achieve the targets. Existing media can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations.

There are some kinds of media that can be used in the teaching and learning process. However, every medium has different effects depending on the

students' need. That is why, we should search and develop effective media in teaching in order to promote students' English skill. 1) In the modern era, the development of teaching media increases rapidly. 2) Teaching using technology in the classroom setting can assist students' learning. Technology can help the teacher achieve instructional objectives. 3) However, it can be challenging for the teachers to select the best technology tool while not losing the essence goals for students learning. 4) Teaching and learning by using online media is one way to get closer to ICT (information Communication and technology).

Students' digital world can be an effective way to make English learning more alive. Not only because technology has been a part of students' everyday lives, but also because it offers many ways to develop students' skills to compete in the 21st century. One of digital media to help students in writing descriptive text is game.

According to Sigurdardottir (2010: 7-9) there are other reasons why games are really suitable to be applied to promote fun learning in language, especially in learning writing. Firstly, they are fun. This condition will activate the passive students and indulge them on their own learning process. Second, games will help to build friendly and positive relationship which will keep the learning environment exciting. Third, by participating in games, students will be exposed to a variety of situations, which is one of the reasons why some people studying language.

Constantinescu (2012) also claims that learners can improve their understanding of written and spoken English via games. Games help learners learn words and structures in a context using correct pronunciation and spelling. Games play an important role in the language learning classrooms despite the fact that most of the teachers are not aware of it as a learning strategy. However; it has

lots of benefits to the learning process of the learners. Firstly; games prevent the lesson to be ordinary and boring. Conversely, they create a successful and positive classroom environment where students and their learning are central (Gozcu, 2016).

The researcher decides to develop *E-Scattergories* Game in writing descriptive text for students in vocational school because this is one of creative digital media which can be used by the teacher to stimulate the students to develop their idea in writing descriptive text. Originally, scattergories game is appropriate to use for upper-intermediate level students and effective for building groups of similar vocabulary. Players have a time limit and they have to think of words which are suitable for particular categories.

E-Scattergories game is a board game that originally uses paper, as well as other tools to be played together in a group. To make English learning more alive, not only because technology has been a part of students' everyday lives, but also because it offers many ways to develop students' skills to compete in the 21st century. Researchers develop Scattergories Game in digital version as an innovation to support the students in learning writing. Researchers hope with this digital game, the teacher is more practical to motivate students in the process of introducing descriptive text. This game not only providing the students to increasing the mood, solving or enriching the lack of vocabularies in writing, but also stimulating them to think fast and can get the ideas in writing descriptive text.

B. The Identification of the Problem

Based on the background of the study, there are several identifications of the problem:

1. The students often feel confused about what they are going to write descriptive text

2. The students are lack of vocabularies, grammars, and motivation writing in English

3. The teacher does not use games as a teaching media in writing descriptive text to get students' attention.

C. The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as the following:

1. How is E-Scattergories Game developed as teaching media to teach descriptive text for tenth grade at SMK Fajar Islam Sekolah Namira Medan?

D. The Objective of the Study

The objective of the the study are as the following:

1. To develop E-Scattergories Game as digital media for the tenth grade students in writing descriptive text at SMK Fajar Islam Namira Medan

E. The Scope of the Study

The researcher would like to limit the scope of the research to avoid some problems in the application of the research to know whether E-scattergories game as digital media can improve students' writing skill. The researcher chooses

descriptive text as the material that is taught in teaching process. The limitation of the research is only for tenth grade at first semester in TKJ 1 (Teknik Komputer dan Jaringan) of SMK Fajar Islam Namira Medan at the academic year of 2020/2021.

F. The Significance of the Study

The findings of the study were expected to be useful and give valuable contribution, theoritically and practically, as follows:

1. Theoritically, the findings are expected to be useful for

   a. The teacher as source of learning to teach student in writing descriptive text and other materials, and

   b. Other researchers as reference to support the research related to this study.

2. Practically, the findings are expected to be contributed

   a. To help English teacher to think creatively and innovatively by using digital game such as E-Scattegories game in order to apply HOTS learning to the students in 21st era,

   b. To the English teacher to use this as the digital media in creating an innovative teaching media based on games to teach writing descriptive text,

   c. To the researchers that wanted to develop their knowledge about game in teaching English, especially in writing skill, and

   d. To the students in order to increase their motivation in writing skill and able to increase their knowledge in writing descriptive text by using digital media.