

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is one of the most important kinds of communication, and it is used by countries all over the world. English is very important as international communication, which has many interrelations with various aspects of human life. There are four key skills in English. They read, write, listen and speak. For educational purposes, people must learn to write in English. One of the forms of media communication is writing. Its goal is to use written language to express thoughts, feelings, ideas, knowledge, or information.

In general, writing is complex and difficult for language skills. Writing skills are necessary for learners. Without having a good understanding of English. It is quite tough to communicate ideas to students. That is why of the most crucial skills for the students to learn in writing.

Writing, according to Coffin et al (2003), is the process of creating and editing ideas, as well as developing, transferring, reshaping, and reviewing them. Furthermore, writing involves various aspects of grammar, such as vocabulary and grammar.

Jackson & Bugman (2009) found that less experienced teachers achieve greater success when their teachers work at a higher level. Many factors influence how teachers perform in the classroom. Consider the following situation, in which the performance of a limited teacher is a factor of the teacher's teaching abilities

and the structure of the students' class. Because of the importance of writing, the teacher should assess his or her knowledge of teaching writing. They are in response incorporating the new 2013 curriculum into the teaching and learning processes in many Indonesian schools. The scientific approach is used to contain positive steps in the learning process, and it is best to work with the visual model of teaching in this research to be a successful activity.

In the Junior High School (SMP) grade eight (VIII) syllabus, the goal of teaching writing is to encourage learners to write simple descriptive text using precise vocabulary, appropriate grammar, and impact on the level of speech. As a result, the teachers taught students how to write the descriptive text so that they can simply describe themselves or their surroundings. A descriptive text concentrates on describing someone, somewhere or something. Students must be able to write a descriptive text. In addition, students can describe an object with an appropriate adjective, as well as a product written with appropriate punctuation and the general structure of a descriptive text.

Based on the researcher's observation at SMP Swasta Bina Bangsa Simpang Gambus on preliminary observation. The interview has been done with the English teacher of SMP Swasta Bina Bangsa Simpang Gambus. She is S.H who teaches in grade VIII. The researcher is curious about the teacher's perspective on her students' writing difficulties. They were still confused when a teacher asked them to compose a sentence, for example, because their vocabulary was limited. They have difficulty producing sentences and understanding the meaning of the words they write. Another problem students face is the meaning of words. The

students still used the Indonesian language when asking and answering teachers' questions. In carrying out all those, the teacher must be able to identify the most appropriate ways to develop learners' writing skills.

The teacher used the Wholesome Scattering Game in the process of studying the descriptive text to fix the problems mentioned above. The teacher who has used this method said that this method was successfully applied in SMP Swasta Bina Bangsa. Based on previous interviews with teachers, the researcher asked how to learn in this way so that this approach can overcome the writing problems students face. But the teacher so far did not know that this strategy was known as the Wholesome Scattering Game. The teacher could not explain the process in detail why this method could improve the ability of students to compose descriptive texts. The teacher only focuses on getting the final result/points. Although the process the researcher talks about is not just about these categories there are a few things that affect the study period and need to be explained in more detail. The teacher can only show the results obtained by the learners outside and in this way.

Some researchers who have used this method such as Juvrianto (2014) *"Increasing the Writing Ability Through Wholesome Scattering Game"*, Adha (2016) *"Improving students ability in writing procedure text through wholesome scattering game of tenth-grade student of SMA Muhammadiyah Kudus in Academic Year 2016/2017"*, and the last is Agustina (2018) *"Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game at The Tenth Grade Students of MAN Binjai in The Academic Year 2018/2019"* also do

not reveal the process that occurs in this method, the researchers also only focus on getting the final results.

Understanding how the procedure used in this strategy is supposed to improve students' writing skills and the teacher's reason for using this strategy is more important than evaluating the strategy's performance. As a conclusion, the researcher will discuss how the Wholesome Scattering Game works and whether it can help the student at SMP Swasta Bina Bangsa Simpang Gambus improve their ability to write a descriptive text.

B. The Problems of the Study

The problem of this study is formulated in the form of two questions, which are related to the study's background:

1. How does the English Teacher of the eighth-grade students in SMP Swasta Bina Bangsa Simpang Gambus apply a wholesome scattering game in writing descriptive?
2. Why is the Wholesome Scattering game used in writing descriptive text to the eighth-grade students?

C. The Objectives of the Study

The study's objectives are based on the above problem study:

1. To find out the way of wholesome scattering game used by the teacher in teaching writing the descriptive text of the eighth-grade students.

2. To find out the teacher's reasons for using a wholesome scattering game in teaching writing descriptive text to the eighth-grade students.

D. The Scope of the Study

A piece of writing that describes someone or something is known as "descriptive text". The purpose of this study is to look at how a teacher uses the Wholesome Scattering game to teach eighth-grade students at Junior High School and how to write a descriptive text. Following the Wholesome Scattering Game, they are supposed to be able to compose the descriptive text.

E. The Significances of the Study

Findings of the research are expected useful for these people:

1. Theoretical Benefits

The study's findings are expected to explain the use of a wholesome scattering game in teaching descriptive text writing.

2. Practical Benefits

- a. For English teachers, the teacher can use a wholesome scattering game as a tool to help students easier to understand the English language in the classroom.
- b. For students, this study is expected to help the student to produce a good descriptive text that is stimulated by a wholesome scattering game and also motivate the students to have better achievement in writing descriptive.

- c. For the next researcher, this study can be used as initial experience in conducting similar research widely.
- d. In institutions, this study will provide specific information, data sources about the Wholesome Scattering Game as an English teaching instruction course.

