

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is the main component of teaching learning process. Writing is an active activity or process to create the written text which has function as a tool to connect between readers and writers. It is also an equipment to make the distance between readers and writers nearer. As Celce-Murcia says that “writing is an act of communication that suggests an interactive process which takes place between the writer and the reader via text”¹. Writing also facilitates the writers to inform their theories to the readers in the future.

Writing is not only for communication, but also for learning something where the learners focus on. It is relevant with a recent study by Weigle that indicates “writing is seen not just as a standardized system of communication but also as an essential tool for learning”². In teaching learning process, writing takes place in the big position as medium of learning sources. Writing is the first element that should be mastered and understood by the students, because writing is a key to show up the written sources as guidelines of teaching learning process.

¹Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Thomson Learning Inc, 2001, p. 207

² Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2009), p. 5

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the School Based-Curriculum for Junior High School 2006, the goals of teaching as follows:³

1. Developing communicative competence in oral and written form to achieve functional literacy level.
2. Having awareness about sense and significance of English in order to increase national competence in global society.
3. Developing students' understanding about relationship between language and culture.

State Junior High School 1 Kampar is one of the schools in Kampar. As a formal school, it also provides English to the students, especially writing skill. Based on School Based Curriculum (KTSP) of Junior High School, the purpose of writing is to students be able to express the meaning of simple essay texts in the forms of descriptive and recount texts in daily life context⁴.

It means that each student should be able to write the correct and good sentences. It is important for them, especially for English students. In the curriculum of State Junior High School 1 Kampar, English is taught twice a week with time allocation 2 x 40 minutes per meeting. The KKM (the minimum criteria of passing grades) of this school is 70.⁵

Based on the writer's preliminary observation of eight grade students at State Junior High School 1 Kampar, the teachers had done many efforts to

³BSNP. *Standar Isi Untuk Satuan Pendidikan dasar dan Menengah Standar Kompetensi dan Kompetensi Dasar SMP/MTS*. Jakarta: BSNP. 2006. P. 129

⁴*Silabus Bahasa Inggris Kurikulum Satuan Tingkat Pendidikan (KTSP)*, (Jakarta: BSNP, 2006), p. 132

⁵Tim Penyusun. *Silabus SMPN 1 Kampar 2012/2013*. (Bangkinang: Unpublished, 2011), p.1-7

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

improve students' writing ability. But in fact, some of them still found some difficulties in writing. There were some various phenomena found which can be seen in the following symptoms:

1. Some of the students face difficulties to write drafting of descriptive paragraph.
2. Some of the students are not able to develop their idea in writing descriptive paragraph.
3. Some of the students are not able to apply the process of writing descriptive paragraph (prewriting, drafting and revising).
4. Some of the students are not able to produce the descriptive paragraph.
5. The teacher still used old strategy

To improve students' writing ability needs a suitable treatment.

Therefore, the writer applies an activity in teaching writing. It was memorise and draw game. It was effective to improve the writing ability of the students.

It was the view of Means and Lindner that memorise and draw game is a great activity for helping students to remember something and then communicate what they have remembered.⁶

Based on the explanation and the problems stated above, the writer was interested in conducting a research entitled: **“The Effect of Using Memorise and Draw Game on Students Writing Ability Descriptive Paragraph at State Junior High School 1 Kampar”**.

⁶ Andrew Wright, David Betteridge and Michael Bucky, Games for Language Learning, Third Edition, (New York University Press, 2006), P. 91

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Definition of the Term

The topic of this research is the effect of using memorise and draw game on students writing descriptive paragraph ability of eight grade students at State Junior High School 1 Kampar. Avoiding misunderstanding and misinterpretation in comprehending this research topic, it is necessary to define some terms used in this research as follows:

1. Effect

Effect is change that something or somebody causes in something or somebody else, or result.⁷ It means that effect can be defined as influence that is given by something else. In this research, effect refers to the result of teaching and learning process using Memorise and Draw game on students' ability in writing descriptive paragraph of Eihgt Grade State Junior high School 1 Kampar.

2. Memorise and Draw Game

Memorise and draw game is skimming a description of an image, scanning it for detail, then memorizing it in order to draw the most accurate replica possible you will need a picture or a map and a written description of it.⁸

⁷ Hornby. 2000. *Oxford Advance Learner's Dictionary*. Oxford: Oxford University Press .

⁸ Andrew Wright, David Betteridge and Michael Bucky, *Games for Language Learning*, Third Edition, (New York University Press, 2006), P. 91

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Descriptive Paragraph

Descriptive paragraph is giving a picture word or describing something.⁹ In this research, descriptive paragraph is a paragraph which lists the characteristics of something like description of people or animal.

4. Ability

Ability is the mental or physical capacity, power or skill required to do something. In this research, “ability means the skill of the students in writing descriptive paragraph.

C. Problem

Based on the writer’s preliminary study at State Junior High School 1 Kampar, it was clear that most of the students were still getting difficulties in written. To make the problem of this research clear, thus the problems will be identified as follows:

1. Identification of the Problem

Based on the background and the phenomena on the difficulties above, the problems of this research are identified in the following identification:

- a. Why do some of the students still face difficulties in writing draft of descriptive paragraphs?
- b. Why were some of the students not able to develop their ideas in writing descriptive paragraphs?

⁹ *Ibid*

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. Why were some of the students not able to apply the process of writing descriptive paragraphs (prewriting, drafting and revising)?
- d. Why were some of the students not able to produce the descriptive paragraphs?
- e. Why were the teacher used old strategy?

2. Limitation of the Problem

Based on the identification of the problem above, thus, the writer limits the problem on How to produce Descriptive Paragraph. Therefore, the writer is interested to carry out the Effect of Using Memorise and Draw game on Students' Writing Descriptive Paragraphs Ability at the Grade of junior High School 1 Kampar.

3. Formulation of the Problem

The formulation of the problems will be formulated in the following questions:

- a. How is the students' ability in writing descriptive paragraphs taught by using Memorise and draw game at the eight grade students of Junior high School 1 Kampar?
- b. How is the students' ability in writing descriptive paragraphs taught without using Memorise and Draw Game of the eight grade students Junior High School 1 Kampar?
- c. Is there any significant effect on the students' writing ability between the class who is taught by using Memorise and Draw game and the class who is taught without using Memorise and Draw game?

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

D. Objectives and Significance of the Research

1. Objective of the Research

- a. To find out the students' writing descriptive paragraph ability taught by using Memorise and Draw Game.
- b. To find out the students writing descriptive paragraph ability taught without using Memorise and Draw Game.
- c. To find out the significant effect of students' writing descriptive paragraph ability by using Memorise and Draw Game.

2. Significance of the Research

The research activity is significantly carried out based on the following needs. They are:

- a. To give some information to the teacher and school about the effect of using memorise and draw game on student's writing descriptive paragraph ability.
- b. To give some contribution to the students in order to improve students writing descriptive paragraph ability.
- c. To motivate students to improve their proficiency in writing descriptive paragraph ability, in order to give chance for the students to master of English.

E. The Reason for Choosing the Title

The reasons why the researcher is interested in conducting a research on the title above are based on several considerations:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. The title of this research is relevant with the status of the researcher as a student of the English education department.
2. The title of this research is not yet conducted by any other researcher as far as the researcher is concerned.
3. The researcher is able to conduct the research problems, especially in terms of time, energy, distance, and finance.

