

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of four skills that should be mastered by language learners in learning English. As a student who learns English as a foreign language, students are not only communicate in oral language but also in written language. Writing is not a new term in educational world, which has been known for some years ago. Pertaining to this statement, Harmer (2004, p.3) state that long ago writing really started; it has remained for most of its history a minoroty occupation. This is in part because although almost all human beings grow up speaking their first language as a matter of course, writing has to be taught.

Writing is a skill to show ideas in written form, because writing is a productive skill; students need to express their ideas. In express their ideas, students need to know how to make a good sentences. Such as, each sentences in a text should have relationship. In accordance with this statement, Orr (1999, p.27) suggested that writing is developing steps that generally parallel to skill of oral language in English. For many students that learn English as a foreign language, writing is not easy subject. Students should know some components such as content, grammar, vocabulary, tenses, and etc. Regarding with this statement Oshima and Hogue (1998, p.3) point out that writing is not easy, writing is a process not a product, and writing is never complete. There are some stages in

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writing, they are prewriting, planning, writing and revising draft. In line with Oshima and Hogue, Harmer (p.257) stated that writing is a process of pre-writing phases, editing, redrafting, and publishing.

SMPN 1 Kampar Timur is one of Junior High Schools in Kampar. As a formal school, this junior high school is also offering the English subject to the students, especially in term of writing ability. Based on the School Based Curriculum, the goals of teaching and learning process of English (especially in term of writing) is to develop the skills of communication and the basic competence of writing English that refer to capability of students in expressing the meaning in monologue text or short essay which use various written language accurately, fluently, and contextually in the forms of text such as descriptive, narrative and recount.

Refers to the School Based Curriculum (SBC), it is clear that writing consists of many aspects that should be mastered by the students. It means that, if students cannot mastery the aspects that required in writing, the learning process in writing will not be effective.

Based on researchers' preliminary study, it was known that the teacher of the eighth grade at SMPN 1 Kampar Timur taught writing by using three phase techniques. Generally, the teacher reviewed the characteristic of the paragraph based on the types of the paragraph, the purpose of the paragraph, the organization of the paragraph and the grammatical feature. Then, the teacher asked students to write paragraphs



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individually based on the time given. After the students wrote the paragraphs, the teacher gave feedback on the students' writing.

Pertaining to explanation above, ideally the eighth grade students of SMPN 1 Kampar Timur were able to write text, because the writing was taught maximally. The teacher had explained the material clearly and used some example. In contrast, the teacher found that some of students are weak in writing ability. Their ability is still far from expectation of the curriculum. It has been documented based on the students' minimum criteria of passing grade. The students minimum criteria of passing grade is 70, but some of students difficult to getting it.

The following is the phenomena that the researcher found during the preliminary study at SMP N 1 Kampar Timur:

1. Some of students were not able to write English grammatically in their sentences on writing recount text.
2. Some of the students were not able to express their ideas in writing recount text.
3. Some of the students had lack of vocabularies in writing recount text.
4. Some of the students were not able to construct the relationship of ideas in writing recount text.

Therefore, researcher would like to offer a different technique to improve students' writing ability. This strategy is called Sentence Race

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Game. According to (J-B, 2005) Sentence Race Game is one of games that can improve students' vocabularies and sentence structure.

In the relation of the problems above, the researcher is interested in investigating the problems above into a research project entitled **“The Effect of Using Sentence Race Game on Students' Writing Recount Text Ability at Eighth Grade of SMPN 1 Kampar Timur.”**

B. The Problem

1. Identification of the Problems

Based on researchers' preliminary study at SMPN 1 Kampar Timur, it is clear that some of students are still getting difficulties, especially in term of writing recount text. To make the problems in this research clearer, thus, the problems of the researcher will be identified as follows:

- a. What were the causes that some of students were not able to write English grammatically in their sentences on writing recount text?
- b. What were the causes that some of students were not able to express their ideas in writing recount text?
- c. What were the causes that some of students had lack of vocabularies in writing recount text?
- d. What were the causes that some of students were not able to construct the relationship of ideas in writing recount text?

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2. Limitation of the Problems

Pertaining to the identification of the problems above and considering the weaknesses of the researcher has, thus, the researcher focuses on the effect of using Sentence Race game on students' writing ability on recount text of the eighth grade at SMPN 1 Kampar Timur.

3. Formulation of the Problems

Based on limitation of the problems above, thus, these research questions are formulated into the following questions:

- a. How is the students' writing ability on recount text, taught by using Sentence Race game at eighth grade of SMP N 1 Kampar Timur?
- b. How is the students' writing ability on recount text, taught without using Sentence Race game at eighth grade of SMP N 1 Kampar Timur?
- c. Is there any significant effect of using sentence race game on students writing recount text ability at eighth grade of SMP N 1 Kampar Timur?

C. Objective and Significant of the Research**1. Objective of the Research**

- a. To find out the students' writing ability on recount text taught by using Sentence Race game at eighth grade of SMP N 1 Kampar Timur.

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- b. To find out the students' writing ability on recount text taught without using Sentence Race game at eighth grade of SMP N 1 Kampar Timur.
- c. To find out whether there is significant effect of using Sentence Race game on students' writing ability on recount text at eighth grade of SMPN 1 Kampar Timur or not.

2. Significance of the Research

- a. Hopefully, this research may contribute some benefits to the researcher, as a novice researcher in learning how to conduct a research.
- b. These research findings are also expected useful and valuable for both teachers and students of English of the eighth grade at SMPN 1 Kampar Timur.
- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching English as a foreign or second language.
- d. Finally, these research findings are expected to be practical and theoretical information to the development of the theories on language teaching in general.

D. Reason for Choosing the Topic

- a. The title of the research relevant with the researcher states as the students of English Education Department.

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- b. The title of this research is not investigated by other previous research.
- c. The location of this research facilitates the researcher in conducting the research.

E. Definition of the Terms

There are so many terms involved in this research to avoid misunderstanding to the terms used in this research; the following terms are necessarily defined as follows:

1. Effect

According to Richard (2010: p.190), effect is a measure of the strength of one variables' effect on another or the relationship between two or more variables. In this research, the researcher wants to know the effect of using sentence race game on students' ability in writing recount text.

2. Sentence Race Game

According to J-B (2005) Sentence Race Game is one of games that can improve students' vocabularies and sentence structure. It will help students to arrange the short paragraph. The purpose of this game is to write a sentence containing a particular word. In this research, sentence race game refers to strategy used by the researcher on the students at eighth grade of SMPN 1 Kampar Timur in teaching writing in group that will race to make a sentence based on the words that given related to recount text, then write recount text as the result of the race.

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3. Writing Ability

According to (SIL International, 2011. p. 1) writing ability is a specific ability which helps writers put their ideas into words in meaningful form and interacts with the message. In this research, it refers to students' writing ability on recount text of the eighth grade at SMPN 1 Kampar Timur.

4. Recount Text

According to Paterson (2015, p.9) recount text is to retell something that happened in the past and to tell a series of even for the purpose of informing or entertaining. In this research, recount text is a text that is used to know the students' recount text ability by using Sentence Race game at the eighth grade of SMP N 1 Kampar Timur.