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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that must be owned by students. By writing students can express or inform a wealth of knowledge, thoughts, feelings, experiences, and imagination to people others in written form. According to Byrne (1979: p. 1) states that writing involves the encoding of a message of some kind; that is translated writers thoughts into language. It means that in writing writer transfers their thoughts into a written form by following some certain rules according the type of text writer wants to create. Writing is one of productive skills to share and give the information to the reader in written language. Writing is different from other basic skills reading, speaking and listening- in English. In writing, writer does not face the reader directly.

Vocatioanal High School 6 Pekanbaru was one of educational institutions in Pekanbaru using 2013 curriculum (K13) in the learning English process. English is served as compulsory subject, and that is taught twice in a week, with 90 minutes for each meeting, which means 180 minutes in a week. At the school, the English teachers mainly use communicative learning strategy, which is integrated to the scientific approach as intructed in the K-13 curriculum. Especially in writing, the teacher instructs the students to write a passage related to the genre of text they have just learned to see their comprehension and ability toward the text genre.

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However, based on the research preliminary study at the school which was done by interviewing the English teachers and the students, observing the teaching and learning process in the classroom, an analyzing the students' English learning outcomes it shows that the students still have difficulties in learning English, especially in producing a writing in the form of recount text and reaching the students' passing grade in English subject, 76 points. The explanation of the rubric for Minimum Competence Criteria (KKM) can be seen as follows:

Table I.1
Minimum Competence Criteria (KKM)

No	The Score Level	Category	Competency
1	80-100	Very good	Students are able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution very correctly and grammatically
2	66-79	Good	Students are able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution correctly and grammatically
3	56-65	Enough	Students are able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution little correctly and grammatically
4	46-55	Less	Students write narrative text based on generic structures of narrative text; orientation, complication, and resolution uncorrectly and ungrammatically
5	0-45	Fail	Students are not able to write narrative text based on generic structures of narrative text; orientation, complication, and resolution

Based on 2013 Curriculum, the standard competence of writing English referred to the capability of students in differentiate social functions, text structure, and elements language of some recount texts oral and written by giving and request information related experience, in accordance with context

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of its use. In the syllabus, of many kinds of writing was an essay writing. Essay writing consists of several modes. One of which is a recount text.

In reality, activities in teaching and learning processes in Vocatioanal High School 6 Pekanbaru, some of English teachers used the old (traditional) strategies and methods, such as writing was usually done in long time, but students could not produce enough words and sentences in their writing. Some of the teachers also asked the students to write the text by using their own idea, but some of students cannot engage their idea and do not know how to write correctly. Based the problems above, the teacher should divide the students that have low creativity with the students that have a high creativiti into pair or group. So that, the students can work together and discuss what they are going to write.

Realizing on the phenomenon, the teacher should think more about the way to teach the students in writing recount text. One of the ways that can be used to improve the students' writing recount text is by using Board Game strategy. Board game strategy will be able to improve and increase the students' writing ability in recount text.

El Shamy (2001: p.54) stated that Board games are an excellent means of practicing and refining participant knowledge of concepts and principles. They also work very well for practicing the application of models that have been covered in the training. The game boards are artistic, clever, and involving and the card decks used in the games present case studies that require participants to solve problems and make decisions.

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Based on the explanation above, the writer is interested in conducting a research entitled: “**The Effect of Using Board Game on Students’ Writing Ability at Vocational High School 6 Pekanbaru**”.

B. The Problem

1. Identification of the Problem

Based on the background above, the researcher identifies some problems of this research as follows:

- a. Is there any significant effect of student’s writing ability taught by using board game in Vocatioanal High School 6 Pekanbaru?
- b. How is students’ ability in writing taught by using board game?
- c. How is students ability in writing taught without using traditional strategy?
- d. What factors make board game good or bad?
- e. What factors make traditional strategy good or bad?

2. Limitation of the Problem

There are some kinds of writing skills, such as, writing on narrative text, descriptive text, recount text, procedure text, etc. Thus, the writer will limit this study on students’ writing ability of recount text at Vocatioanal High School 6 Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problems above, thus the problems of this research can be formulated as follow:

- a. Is there any significant effect of student’s writing ability taught by

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using board game in Vocatioanal High School 6 Pekanbaru?

- b. How is students' ability in writing taught by using board game?
- c. How is students ability in writing taught without using traditional strategy?

C. Objectives and Significances of the Research

1. Objectives of the Research

The objectives of this research are:

- a. To find out the students' writing ability of recount text taught by using board game.
- b. To find out the students' writing ability of recount text taught by using traditional strategy.
- c. To find out the differences on students' writing ability between Those taught by using board game and Those taught without using board game strategy at the tenth grade students of Vocational High School 6 Pekanbaru.

2. Significant of the Research

- a. This research is hopefully contributing to the writer as a researcher in term of learning novice.
- b. To be additional references for other next researchers who having the same problem with the writer

D. Reason for Choosing the Title

The reasons why the researcher conducting this research based on several consideration, as follows:

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- a. The title of this research is to fulfill of requirements for the achieve Bachelor Degree in English Education. This research is relevant to researcher as the students of English Department of Education Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. As far as the writer concerned, this title of research are not yet investigated by any researcher.
- c. The location of the research facilitates is conducting the research.

E. Definition of the Terms

1. Effect

Effect is change that somebody or something causes in somebody or something else (Manse and Martin, 2000: p.138). The writer concludes that effect is changing one to another because there is something gives it the effect. In this research, the writer will establish the research about the effect of using Board Game strategy on students' writing ability.

2. Board Game

According to Hadfield (1990: 5) board games and card games are familiar game types, where both of them demand the players to be first rounding the board. In addition, Wikipedia also states that board games are also a type of games that includes battle of the players to reach the winning position. In addition, Wikipedia also states that board games are also a type of games that includes battle of the players to reach the winning position.

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3. Writing

According to Lannon (1989: p.9). writing is the act of transforming the ideas we get from research inspiration, accident, trial or error, etc. into a message with a definite meaning. Writing is also as an act of conveying messages obtained from any resources. The messages have to be meaningful in order that they can be understood by the reader. Establish the research about the effect of using Board Game strategy on students' writing ability. According to Lannon(1989: writing is the act of transforming the ideas we get from research inspiration, accident, trial or error, etc. into a message with a definite meaning. Writing is also as an act of conveying messages obtained from any resources. The messages have to be meaningful in order that they can be understood by the reader.