**CHAPTER I**

**INTRODUCTION**

This chapter covers discussion about the background of the study, research problems, objective of the study, scope and limitation, significances of the study and definition of key term.

1. **Background of the Study**

English is the most important thing in the world of education, especially in language. English is an international language that is obligatory for students everywhere. The main purpose of teaching English is to make students to be able to communicate orally, written forms, and understand English texts. To become a master of English, students should know and master four skills of English. They are speaking, listening, reading and writing. Among the four skills of English, writing is a difficult thing for students. It is because, the students should be able to know the steps and some rules to write an essay.

Writing is a skill that the students write their ideas or their opinion about something. The students express their opinion to explain what they write about. The students also master the vocabulary to support their paper in writing. Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people (Nunan, 2003, hal. 88). In make an essay, the students should be able to know the process of writing.

 In writing process, the students give all of their ideas to make a good essay. Furthermore, Sokolik (2005) explains that the process of writing is by collecting all the ideas or data, managing it then providing it into the good result which also known as product. In addition, the students can communicate with their ideas or opinion on written form such as letter, message or invitation. When they start to write, they consider to make sentences, arrange words to make meaningful and structured sentences, and then they are asked to compose the sentences in good arrangement so text are meaningful and cohesive. There are several types of writing in the educational curriculum such as narrative, descriptive, procedure, recount, etc.

Based on Curriculum K13, syllabus of Junior High School curriculum requires the students to be able in writing some kinds of genre of writing. Based on this curriculum, the second grade of Junior High School should be able to produce the language, oral form and written form. One of genre that the students learn in writing that is descriptive text. Descriptive text is a text that describe something like a place, someone or thing. Depdiknas (2004) states descriptive text is a kind of text that is used to describe a particular person, place, or thing. Descriptive text usually used to describe something specifically so the reader can imagine and exactly know about something that have been describe. Boardman, Cynthia, & Jia (2002) mention the goal of descriptive text is to give the readers about a clear mental picture of what is being described. The students write the object specifically to make the other students can imagine and exactly know the picture or something that has been describe in classroom. In teaching classroom, There are some ways to make enjoy learning or make an essay such as game.

Games are things that are good value in education. Games are entertaining, interesting, and an activity that can be used in teaching learning in the classroom. Wright, Batteridge, & Buckby (2005) states “game is an activity which is entertaining, engaging often challenging and an activity in which the learners play and usually interact with the others”. Using *Draw the Bank Robbers Game* in teaching writing descriptive text will make students interest in learning and improve their writing skills. Based on Rony Bayu’s research (2015) the use of Draw the Bank Robber Game is to improve students’ writing skills in descriptive text states that the students can explore their ideas and imagination that implemented into written without consuming more time. They are able to describe whole of parts, features, qualities, and characteristics of object that was given by the teacher based on the theme. Thus, the students can be fun, enjoy, and well motivation in learning English writing especially in descriptive text.

On the other research from S. Aini and Rusdi (2016) states the game spent much time in teaching classroom. The teacher set the time well to make the purpose be accomplished and do not take long time in some stage of game. Tell the instruction of stage clearly. It will be better if the teacher pairs the students who are good with the students who are not, to save some times in teaching.

From the researches above, can be reference to make research using *Draw the Bank Robbers Game*. So, the reseacher to do this reseachr by title “The Effect of *Draw the Bank Robbers Game* in Teaching Writing Descriptive Text at Junior High School”. The reseacher hopes by using this method will be effective and make the students more motivated and active in writing.

1. **Research Problems**

Based on the background of the study above, the research of problem formulate as follow: Is there any significant difference in students’ writing ability before and after the students have been taught using *Draw The Bank Robbers game*?

1. **Objective of the Study**

Related to the statement of the problem above, the objective of this research is to know the significant difference in students’ writing ability before and after the students have been taught using *Draw The Bank Robbers game* at the Eighth Grade of SMPN 1 Arosbaya.

1. **Scope and Limitation**

The scope in this research is the effect of *Draw the Bank Robbers game* in teaching writing descriptive text in Junior High School.

The limitation of this research is students at Eighth Grade Of SMPN 1 Arosbaya in academic year 2017 / 2018 who is applied *Draw the Bank Robbers game* in teaching writing descriptive text.

1. **Significances of the Study**

It is very important for us to know the significance of the research. The value of these benefits can include :

In practically, the result of this research can become a strategy for teaching writing using game and the students will be interested to write and enjoy in writing.

In theoritically , the result of research can be used as the effective media for the teacher in teaching writing skill.

1. **Definition of Key Term**
2. The students write their ideas or opinion in short description about object that the students draw first. The students draw the descriptive object as robbers. Defining a person’s appearance in writing using descriptive language.
3. The game in teaching writing that use our imagination to draw the objects to be describe, written description of physical appearance by drawing the described characters.