

Chapter I: Introduction

This chapter covers the basic consideration, the aim of this research, the significant of this research, and the delimitation of this research.

Basic Consideration

Language means communication. The purpose of communication is to send a message for people. English as an international language has been used by people around the world. Considering the importance of English, Indonesia government has decided that English as a foreign language should be mastered by the students in Indonesia. Therefore the teaching of English is conclude in curriculum of various level of education starting from junior high school up to senior high school.

Learning English is not only learning vocabulary, structure or grammar but also how the language can be applied in communication. There are also some elements of language, vocabulary, spelling, pronunciation, grammar or structure which are closely related to each other. Based on competence level based curriculum (2003) learning English is dealing with four integrated skills: namely listening, speaking, writing, and reading. The four skills which have been mentioned above are very important to learn, because through learning the four skills it would be easier in learning and mastering the language.

Therefore in this section, the researcher focuses on writing skill. Writing is a complicated skill. It is said to be complicated as writing requires and needs

specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. Even though some people think that writing is a complicated skill but in fact both in 2013 curriculum and KTSP curriculum students are expected to have extensive knowledge if they want to write something.

The expectation does not only come from the curriculum but also from the expert. According to Cohen and Reil (1989), writing is a communicative act, a way of sharing observation, information, thought, or ideas with us and other. Writing usually directed to others for a specific purpose. In teaching and learning writing students are expected to express themselves through a written form and also students can develop their understanding of an issue by organizing their ideas on a piece of paper.

Based on the curriculum in senior high school, there is a competency standard that should be achieved by students, for instance, the students of class X as the subject of this study they should understand descriptive text/essay in interactional and monologue by using generic structure, with accuracy, fluency and acceptability into daily activities. Student also should be able to write a short functional text such describing something and personal letter.

But in fact most students experienced difficulties to expressing their ideas into written form. This made their writing often incoherent. Dealing with grammatical problem the students were often unable to make descriptive text by using appropriate grammar especially in mastering Simple Present Tense as the language feature in descriptive text.

Based on interview with Ms Rayna as the English teacher in SMAN 1 TELAGA on august 20th, it was known that most students in X grade have low ability in writing especially mastering simple present tense since they were in junior high school. Based on the information which have been given by the teacher, many students did not understand why some sentences used auxiliary verbs *am, is, are* instead of using auxiliary *do* and *does*. In fact grammar is one of elements in writing so it must be considered by students when they were exercising their writing.

From researcher's opinion the most significant reason is the way the teacher taught influenced the students' motivation in learning. Most of English teachers tended to teach writing by using conventional technique, always give a material from text book and make a reading tendency. This technique cannot increase students' motivation to learn. Therefore, the teacher as the facilitator should attempt to find the solution of those problems. According to Ministry of National Education (2003) cited in Rahmawati (2014) that the teacher should change and develop their teaching strategy in writing, because talking about writing is talking about creativity and art to produce the ideas into written form.

In order to overcome such problem in writing some researchers provided an instructional medium that might motivate the students to write the meaningful and grammatical correct sentences. One of the creative approaches in teaching English grammar is game. Estin Metin (2000) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively.

Estin further said Play and competition that are provided by games enhance the motivation of the students and reduce their stress. This will help them to acquire certain essential language skills. One game that can be applied in classroom is Climbing Grammar Mountain Game. According to Cindy Gunn and Ann McCallum in English Teaching Forum (2005:39), Climbing Grammar Mountain Game helps improve the students' understanding of grammatical usage and helps the students learn from others through peer review, team work, and group discussion.

Another research conducted by Dewi Nurhamida (2012) entitled *Improving Students' Vocabulary Mastery through Word Wall* (Classroom Action Research on the First Grade Students of SMP N 2 Tuntang in Academic Year 2012/2013) in her study she analyzed about word wall media. According to Dewi Nurhamida word wall media can improve student's vocabulary mastery. She tries to teach students by using word wall and the result of her research shows that using word wall media in teaching vocabulary can improve the motivation and students' vocabulary mastery.

Both researches above inspired the researcher to conduct an experimental research entitled *The Using of Senses* (Simple Present Tense) *Word Wall in Increasing Student's Ability in Writing Descriptive Text*. The focus of this study is the using of Sense Word Wall in teaching descriptive text. As we concern in Indonesia, there are so many researches about increasing or improving students' ability in writing descriptive text with instructional medium. But in this study the researcher

would like to introduce a new instructional medium called SENSE WORD WALL.

This medium is the researcher's originally works, to the base of the researcher's knowledge there is no other researchers who take this medium before.

SENSE WORD WALL is the researcher's modification from word wall.

Commonly word wall is only a collection of words (Vocabulary) which is displayed in large visible letter on wall, but with the innovation. This Sense Word Wall will consist of the rules and examples of Sense (Simple Present Tense), vocabularies such as verbs, nouns, and adjectives that related to descriptive text and also how to make descriptive text complete with the example.

This media is different from another word wall because every word is written with different color and symbol complete with picture and word meaning for focusing on the configuration of the word while students writing. This Sense word wall will not only put on a wall or students' desk but also students can access the explanation of descriptive text in sense word wall application as supported media in their phone. Therefore from the explanation above this study aims to increase students' ability to make descriptive text after applying SENSE WORD WALL.

Research Question

Does *Sense Word Wall* increase students' writing ability in descriptive text?

Aims of This Study

This research aims to find out whether or not the use *sense word wall media* can increase the students' ability in writing descriptive text.

Significant of the Study

The result of this study is expected to provide useful information for English teacher in teaching writing descriptive text by using Sense Word Wall in SMAN 1 Telaga. For the next researcher this study probably can become as a reference for who is interested in conducting similar studies later. The researcher also has a expectation that this study can contribute to all people who involved in developing quality of English education.

Delimitation of this Study

The researcher would like to limit the scope of this study. The researcher realizes that writing has so many types which students should know, but in this research, the researcher only focused on improving student's ability in writing descriptive text by using sense word wall media.