

CHAPTER I

INTRODUCTION

In this chapter discusses about: (1) background, (2) focus and sub focus of the research, (3) formulation of the problem, (4) objectives of the research, (5) significances of the research.

1.1 Background

English is a global language that must people because is very important. According to (Rao P. , 2019), English is used extensively in trade and commerce, education, technology, science, business, engineering, tourism, and culture. We could say that as English is important in practically every field in today's globalized world, it is necessary for us to study the language thoroughly. (Ratmaningsih, 2019), states that objectives of English instruction in Indonesia are as follows: language learners should be able to converse with native speakers of the language and understand that English is spoken as a second language in some sectors of the nation where it serves as a bridge to other languages, such as trade and education.

To communicate successfully in English students, need to acquire four language skills during their English language studies. One of the four basic language abilities is writing, and it is essential for both teaching and learning English. Toria taken by (Ni Komang Dea Astuti, 2023) writing is a means of giving students more time to consider, work with, and modify concepts as well as to reflect on their past knowledge, convictions, and misunderstanding in writing.

There exist four positively correlated language skills. If someone can listen well in English, they can speak well, and if someone can read well, they can write

well. The main language skills of speaking and listening serve as the basis for the secondary language skills of writing and reading. Conversely, when one talent is performed poorly, it frequently affects the other skills as well. Writing skills, according to Parera in (Aljatila, 2015), include the ability to express ideas clearly, concisely, rationally, and consistently while also using spelling, punctuation, word structure, sentence selection. Using words conversely, writing abilities are the capacity to convey ideas or concepts in a selective and make effective use of words and sentences to ensure that the reader can accept and understand them. While teaching religion skills can be used at any point during the learning process, teaching writing skills takes a specific period of time.

Writing skills are the aptitudes required to express ideas intelligibly through a variety of written formats. The ability to express thoughts intelligibly through writing in a variety of formats is known as writing skills. Writing is an essential tool for communication, according to Pincas (taken by Asrifan, 2015) and it cannot be separated from human existence. As to (Brown, 2007) assertion, writing is considered an innate talent that cannot be truly developed. Writing abilities are what you need to write clearly and concisely. A competent writer is one who can make their argument to the reader in a clear and understandable manner without resorting to excessive filler.

According to (Sakkir, 2018) offers an additional definition of writing skills, stating that writing is the production or reproduction of spoken words into written language. It comprises arranging, constructing, and refining concepts on paper to

let understand the writer's point of view. Writing abilities also require precise and accurate terminology, capitalization, punctuation, grammar, and spelling. Pupils are proficient in crafting well written concepts that are backed up by pertinent supporting sentences. Students who possess this ability can use proper noun phrases, articles, adjectives, and tenses to improve their grammar. Writing competence is defined as the ability to apply knowledge to write, as summarised in the definition above. Writing makes good use of these abilities.

As was previously mentioned, the writer may draw the conclusion that mastering the art of writing is crucial. Through writing, students can communicate with one another and learn how to convey their thoughts, emotions, and experiences in a way that readers were understand. Writing is crucial for scholarly purposes. For instance, without developing their writing skills, students were not be able to complete the assignment. Thus, writing proficiency is essential since it is crucial.

Writing descriptive text is one of the writing exercises that is frequently completed. In daily life, descriptive writing is always employed. While, According to Mahsun taken by (Juwita Agustina P, 2023), descriptive text is text that has a social purpose to describe an object or thing individually based on physical characteristic. For instance, when explaining a location, a person, an object, and so forth to someone who is unfamiliar with them. It is obvious that learning how to describe anything is a necessary skill for all students. Many kids actually lack the ability to describe. The people grow confused and apathetic towards writing as a result. Writing is the expression of a concept in the form of a word, clause, sentence, or even a text. It follows certain standards that all people must grasp, such as the

use of capitalizations, punctuation, and points, (Moh. Hafidz, 2010) Writing is the process of expressing ideas, thoughts, or information using written language. Writing activities involve arranging words, sentence, and paragraphs sequentially to convey a particular message or concept to the reader. According to (Olson, Writing, 2024) writing is in theory the fact that spoken language has multiple levels of structure, including sentences, words, syllables, and phonemes (the smallest units of speech used to distinguish one word or morpheme from another), any one of which a writing system can “map onto” or represent. Additionally, spoken language does not directly represent thought. One of the four English language proficiency requirements for students is writing. It concentrates on a few components to get the end result. The process of writing comprises several components, including vocabulary, grammatical function, and content, and the formatting, spelling, and punctuation rules, (Mortini A. V., 2017)

In general, the term “Who am I Game” refers to a game in which participants try to guess or guess the identity of someone or something with the help of clues or yes/no questions. Although this term is more often associated with informal guessing games. However, the concept of such games reflects activities that build social interaction, improve analytical skills, and often involve elements of surprise and fun, (Muzaky, 2018).

Who am I is a technique where students form small groups to win a challenge. An interesting challenge that can be applied in the classroom is by guessing the object described by the opponent’s team is a clue to guessing what the object is. The writer provided a simple and enjoyable method of creating a descriptive text

by utilising the “Who am I Game,” which focuses solely on describing an interesting person or thing, such as an actor, animal, or other item that can interest the students. This indicates that the kids grasp the concepts and can articulate them in a descriptive manner thanks to this game. In addition, they were able to develop, practise, and learn how to write a descriptive text.

When the writer taught at the school, the writer realized that the students had difficulty in writing, whereas when the students were resting and playing, they were very active, therefore the writer saw an opportunity to increase students’ writing skills by playing games.

Based on social phenomena what happened at the research location were the following problems:

- a. Repeat the spelling of words, for example “klok”, which should be written as “clock”, “de” which should be “the”.
- b. Having difficulty understanding sentences.

The research gap can be obtained from research conducted by Bimantara (2012), Safitri, *et al* (2021), Mufidah (2022), and Lovecha, *et al* (2014), which found that there was a lack of writing for students when learning English

Based on the previous explanation, the writer decided to conduct research entitled **“Analysis of the Use “Who am I Game” in Learning Descriptive Text to Increase Students Writing Skills of Junior High School 30 Palembang”** with the aim to find out and help various problems faced by students when writing in English.

1.2 Focus and Sub Focus of the Research

1.2.1 Focus of the Research

The writer explored the game “Who am I” on students’ ability to understand descriptive text.

1.2.2 Sub Focus of the Research

The writer was analysed the extent to which the game “Who am I” has increased student involvement in descriptive text learning activities in Junior High School 30 Palembang, education years 2023/2024.

1.3 Formulation of the Problem

Based on the previous explanation, the writer decided the following research problem “How does the “Who am I Game” in teaching writing descriptive text to assist seventh grade of Junior High School 30 Palembang in English learning?”

1.4 Objectives of the Research

From the formulation of the problem above, the writer found the way to assist in teaching writing descriptive text using “Who am I Game” in seventh grade of Junior High School 30 Palembang.

1.5 Significances of the Research

The findings of the study were expected to benefit teachers, students, and future researcher not only theoretically but also practice.

1. For Students

This research was be useful in helping students to understand English learning, especially in descriptive text. This research allows students to access foreign language learning materials more easily and pleasantly so that they can be more active in learning foreign languages.

2. For Teachers

It is hoped that this research can help teachers as a teaching aid. This research allows teachers to present learning material in a more innovative way, thereby increasing the effectiveness of foreign language learning.

3. For Future Research

The research could provide some knowledge and contribute to the writing descriptive text. This research could be used to compare to other similar studies by future researcher. This research opens up space for research on the development and integration of new technology in foreign language learning, to increase effectiveness and efficiency in learning.

4. For the Writer

It is hoped that this research can gain experience in educational research and develop knowledge about students' strengths and weakness in writing descriptive text. So, writer could better plan when writer become actual teachers in the future.