CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication which is used by human being to communicate one another. Since English is an international language, it is demanded not only in life of students, but also in various occupations. It means that English is not only a kind of subject that should be known and mastered by students when they are in a classroom, but it is used after they get a job.

English is given as the first foreign language to be taught in Indonesia, whether it is at junior high schools, senior high schools, or universities. Because of the good development of education in Indonesia, it is also taught in some elementary schools beginning in the fourth year. In order to keep up with the development of the subjects in their field, students should have enough competencies in mastering the skills of listening, speaking, reading, and writing. Writing, however, seems to be a difficult subject since most of students, particularly the first year students of English course, is not interested in doing writing and always gets bad marks. Because, one of the reason why they join into English course is they did not know English exactly.

Writing is a complex task which asks us to think, to form an opinion, to make a response, to generate thought about a topic, to turn those thoughts into written words, and to shape those into an ordered form which respond to the requirements which is expected.

We realize that writing is a skill and not a gift we are born with. Writing can be divided into a set of steps that can be learned. Mastering each step needs much practice. Without practice writing will be difficult. We have been practicing our speaking skill for many years and are able to speak well. But this is not followed by our writing skills. One who wants to be better for competence in writing, we must needs practice, but practice with "know how" (Joanne Samson and Alex Radloff, 1992:3)

Students write best when they are having much knowledge about the topic. Thus, their familiarity with the topic and their knowledge about how to express their ideas within a discipline, contribute to the effectiveness of their writing. Writing with understanding leads to increased learning. However, students usually need assistance to develop the writing skill appropriate to their readiness and ages.

In line with the students lack to readiness in their competençe of building sentences, they will make many mistakes in their writing grammatically. Most of the mistakes they have been making are often found in some activities such as building sentences from words and arranging sentences to develop a simple paragraph. But, a teacher should not directly blame our students. Have our treatments fixed enough with the fact that they are still children is a question to be

considered, since the native language the students have mastered and language as the target that expected has many differences in writing system and its sentence structures.

At all goes to approve that there must be a relationship between learning and adjustment to the environment should be done appropriately.

1.2   Statement of the Problem

Based on the background of the study, selecting a research problem is one important consideration for any researcher should take. In order to get the expected results, the researcher formulates the problems to be analyzed in the form of the following questions:

1. What improvement can be achieved from optimal English teaching-learning process in BBC Banyumanik?

2. What improvement can be achieved through game (jigsaw-word) in the students' ability to build sentences?

1.3   Scope of the Study

This classroom action research is stressed on the instructional approach in building sentences with correct structure through jigsaw-words.

1.4 Objective of the Study

The aims of this classroom action research are of the two kinds; general aim and specific aim.

1. General Aim : to be able to improve the English teaching-learning process optimally.

2. Specific Aim : to find out the improvement that can be achieved through games. (Jigsaw-words) in the students' ability to build sentences.

1.5 Significance of the Study

The result of the implementation of this classroom action research, the self-reflecting, will give significant advantages for students, teachers, as well as institution.

1. For the Teacher

By doing this research, I hope, teachers can gradually, know the various kinds of teaching strategies. It can improve his or her teaching-learning system in the classroom, so the problems which the students and the teacher meet in the teaching-learning process can be minimized. In addition, by doing this research, teachers get used to doing a research and it is, of course, very useful to improve his or her teaching in the classroom.

2. For the Students

The result of this research is very useful for the students who have a problem in building sentences especially in arranging words to become a sentence for further writing tasks.

3. For the Researcher

The result of this research hopefully, will be useful to improve the knowledge about the sentences correctly.

1.6 Organization of the Thesis

In order to present it systematically is accordance with academic writing principles and to make it easy for the readers to understand the content, this research is presented in five chapters with the following organization.

Chapter one is Introduction, which discusses the general background of the study, statement of the problem, scope of the study, objective of the study, significance of the study, and organization of the thesis.

Chapter two presents Review of Related Literature. In this chapter the writer explain about theories which are used to analyze the data. The theories are about action research, action research for teachers, aim of conducting classroom action research, the benefit of conducting classroom action research, instructional approach of teaching English, view of writing, sentence, error and mistake, games, and the action of hypothesis.

Chapter three contains Research Method, which involves research design, unit of analysis, source of data, technique of data collection, technique of data analysis, research instrument, action plan, and indicator of success.

Chapter four presents analysis of minimizing the students' errors in building sentences through games.

Chapter five consists of conclusion and suggestion of the study after conducting the analysis.