CHAPTER I
INTRODUCTION

A. Background of the Study

The language has a very important in human life. Language is a tool used by humans to communicate with each other. With language, humans can express an idea or opinion so communication between individuals and groups. The use of language as one means of communicating makes language has an important. In this world consist of a variety of different languages and because human needs, is claimed to be able to communicate with each other between humans and between countries.

English is the international language used by millions of people in different parts of the world. In the era of globalization, English plays a very important role. This is understandable, since almost all countries in the world use English to communicate with people from other countries. In the era of globalization such as this now has become a must for anyone to learn English, so they will be able communicate globally.

English as an international language is deemed very important to learn because of the vast amount of knowledge from different fields are written in English. It seems that English has become the language of science and technology, as a result to soak up the science and technology, first they have to master the English language.

As we know that there are four types of skills in the English language. Namely listening, speaking, reading and writing. So if we want to learn English, we have to know these skills correctly, due to the four skills that cannot be separated from each other. One of the four basics above existing skills and be the focus of this paper is the role of game on writing, because writing is basic human capabilities are used of description person, place or think.

According to the author's experiences when he was in junior high school, writing is the most difficult for students as they learn English. The author found many students above still have difficulty in writing English. Although the students have been learning English for years, many may be caused by limitations, lack of opportunity to practice vocabulary and also methods that are not appropriate to the characteristic of the students.

In order to be able to write English well, students need to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not be afraid of making mistakes when writing English. But on the other hand, many students always feel uncomfortable, not confident, and afraid making mistakes when writing English. The fears and feelings of discomfort can be caused by inappropriate methods used to teach which are still using old methods also have an effect on the output, namely the disciples themselves who feel monotonous against lessons delivered by the teacher. In fact, there are many teachers use inappropriate methods in writing skills. They use teaching methods that make students unsafe, they fall under pressure, and fear of making a mistake. Therefore, English teachers should be able to encourage and motivate students to learn the target language using the exact methods to make their students feel comfortable, independent, and accountable.

Implementation of appropriate teaching methods can affect student achievement in language learning, especially in English writing skills. Anthony says that the method is the overall plan for the opposition, and they are based on, the selected approach. An axiomatic approach to nature, a purely procedural.[1]

The method of application of a procedural nature means that the methods in language learning is done through regular steps and gradually, starting from the preparation of planning teaching, presentation of teaching and learning, and assessment of the results of the study. Futher gives method is a way of working or

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[1] Antony M. *Approach, Method, and Technique. ELT Journal*, (Machigan Univercity, Volume XVII, Issue 2, 1 January 1963),p. 63-67

to start the implementation of a research activities in order to achieve the objectives that have been determined.

Many factors cause students difficulty to write. One is the method used to teach students teachers write inappropriate in process teaching writing skill, this is a very important factor that can affect the ability of the students in writing.

On the other hand, the difficulty of writing ability in students also formed the basis of the reasons Harmer to make the techniques of game; It gives an effect on students' learning strategies in spoken English. This will create a better class of activity by way of the teacher plays a role as a facilitator is at once an instructor in increasing the understanding of speech students. This is an effective way to improve your language skills for students.

In this research, to make students achieve an understanding on aspects of writing, researchers will apply the technique of "falling monkey banana tree games"[2] through consideration with the hope of helping students to improve English writing and encourage students active in the process of teaching and learning.

Falling monkey banana tree game can make students free to express their opinion or feeling because they write what in the picture. By using falling banana, students have chance to write freely in the class with their friend. They shy to write with their teacher, but if they write with their friend they will be free to express their opinion. It means that students can be active in the classroom, but they learn together with their friend.

If the students often practice their writing skill, they will have a good writing skill. A good writing provides a good spelling, an appropriate vocabulary, a correct grammar and appropriate content of writing. A good writing should contain a good grammar, spelling and sentence pattern as well.

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[2] Graham, R. (2013) *Banana Tree Game*. Diakses pada tanggal 10 februari 2013 dari : http:/genkienglish.net/Banana Tree.htm.

Banana Tree Game is basically a scoring game, and can be used in various different ways. Here's one variation using the Ball and Music Game.

In this research, to make the students reach understanding on writing aspect, the researcher will apply the technique of "Banana Tree" through consideration in hopes can help the students to improve the writing English skills and encourage students active in teaching and learning process.

Based on the reason above, the researcher is interested in research the study of "**THE EFFECTIVENESS OF BANANA TREE GAME IN TEACHING WRITING FOR DESCRIPTIVE TEXT. (An Experimental Research at The Eighth Grade Students of SMP Daar El- Qolam Academic years 2019/2020)"**

B. The Identification of Problem

1. Students of the Eighth grade of SMP Daar El-Qolam 3 Tangerang Banten have less motivation to learn English.

2. Students of the Eighth grade of SMP Daar El- Qolam 3 Tangerang Banten less confidence to write English.

3. Students of the Eighth grade of SMP Daar El- Qolam 3 Tangerang Banten Less mastery of English Vocabulary.

4. Students of the Eighth grade of SMP Daar El- Qolam 3 Tangerang Banten get the method of learning that is not appropriate.

C. Limitation of the Problem

Based on the identification of problems that have been exposed by the author, the authors make restrictions on the problem only on the object of writing using method banana tree game with the object of research in class 8th SMP Daar El- Qolam 3 Tangerang Banten.

D. Statement of the Problem

Based on the background of the study above, the research problem is can be formulated as follows:

1. How is the students' skill in writing at the eighth grade of SMP Daar El-Qolam 3Tangerang Banten?

2. How is the effect of using Banana Tree Game in teaching writing descriptive text of eighth grade of SMP Daar El-Qolam 3 Tangerang Banten?

E. The Objectives of the Research

Based on the statement of problem above the objectives of the research are as follows:

1. To identify the students' skill in writing skills at the eighth grade of SMP Daar El- Qolam Tangerang Banten.

2. To identify the effectiveness of teaching writing by using banana tree game of the eighth grade of SMP Daar El-Qolam Tangerang Banten.

F. Hypothesis

1. Ha: there is significant effect of teaching writing by using banana tree game.

2. Ho: there is no significant effect of teaching writing by using banana tree game.

G. The Benefits of the Research

By doing the research the effect of Banana tree game in teaching writing skills the writer hopes the result of the study will give some advantageous impacts as follow:

1. For the Writer

The writer can improve her scientific quality and knowledge in applying banana tree game in teaching learning process in the classroom. And the writer hopes that the result of the research will improve the quality of the teaching learning process.

2. For the Teacher

Teacher can identify which part of the language programs is difficult for the students. Then the teacher will get feedback for the effectiveness of her/his teaching techniques. And it also improve the quality of the teaching learning process in the classroom in order to make the students understand the learning material and teaching learning process is interesting.

3. For the Students

This research can contribute in improving students writing and on all writing materials, motivate them to write, and improve student competence in learning English. And the student be able to collaborate with their friend.

H. Previous Study

The writer finds some previous studies of researchers about the influence of banana tree game in teaching English to the students as follows:

1. The first previous research is arranged by Harnadi, widianty. Her student number 0906466. She was studied at Universitas Pendidikan Indonesia until 2014. Her title about research is "the effectiveness of the use of the banana tree game in Japanese vocabulary futsuu meishi at the tent of SMAN 13 Bandung" according this thesis that the result is :

In a Japanese learning to be able to facilitate learners in remembering vocabulary, using creative learning method is very necessary. One of them can use the Banana Tree game method. Banana Tree is a basic grading game, and can be used in a variety of purposes to repeat lessons or practice new vocabulary. The purpose of this study was to determine the vocabulary abilities of futures meishi students before and after using the banana tree game. In addition to knowing the effectiveness of the use of the banana tree game in Japanese vocabulary futsuu meishi learning types and to find out students' responses to the use of the banana tree game. This study uses a pre-experimental method with one-group pretest-posttest design. The sample of this research is 20th grade students of SMAN 13 Bandung. The instruments used in this study were tests (pretest and post-test) and questionnaires. Based on the result of data analysis, it is known that the average pretest score of students before being given treatment is 5.62 and the average value of post-test students after being given treatment has increased to 8.13. the t-value of 6.46 was then compared with the value of t-table, namely 2.09 (5%) and 2.86 (1%). Thus, because t-count is greater than t-table is shows that t-table it shows that there is a difference between the result of the pretest (before treatment

is given) and the results of the post-test (after treatment is given) so that the working hypothesis (Hk) is accepted and the banana tree game is proven effective in improve students' Japanese vocabulary mastery. In addition, the results of the questionnaire analysis revealed that students gave positive responses to the use of the banana tree game.[3]

2. The second by Ismah. Registration number: 34153057. The Implementation of Banana Tree Game to Improve the Students' Pronunciation. English Education Program, Faculty of Tarbiyah and Teacher Training, state Islamic university of North Sumatera.

The aim of this research was to find out the improving students' pronunciation by using Banana Tree. The subject of this research was seventh grade of MTs Muhammadiyah 29 stabat 2018-2019 academic year. It was consisted of one class and 20 students as respondent. The technique of analyzing data was taken from the test. The qualitative data were taken from interview, observation, and documentation. Data were taken from the result which was carried out in two cycles and cycles conducted in four meetings. The test were given to the students in pre-test, post-test I and post-test II. The result of analyzing the data showed that there was improving on the student's pronunciation from each cycle. It showed with the mean of pre-test score was 50,05. Where, there were 1 student got successful score criteri or it was only 5% and 19 students' got unsuccessful criteria score or it was 95%. After doing cycle I by using Banana Tree game, there was improving of the result of the students' mean was 61,05. Where, 9 students got successful criteria score or it was 55%. Then doing repairing for second cycle after reflection on the first cycle, there was improving the students' mean was 81,15. Where, 16 students' got successful criteria score or it was 80% and 4 students' got unsuccessful criteria score or it was 20%. In other words, it

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[3] Harnadi Widianti, *Improving student' Speaking Ability Through Banana Tree Game At Tenth Grade Of SMAN 13 Bandung*, (Universitas Pendidikan Indonesia, 2014), p.50

could be concluded that the use of banana tree game improved th students' pronunciation and their interest pronunciation.

Based the previous studied above, there are some differences and similarities with this research and those previous studies. The differences from the first writer with this research are in the research method, research instrument, subject and skill.