

**USING *THE ACTOR GAME* TO TEACH WRITING DESCRIPTIVE
TEXT TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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Strata One (S1) Degree*



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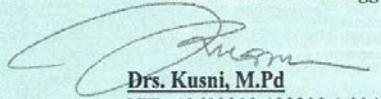
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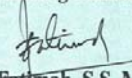
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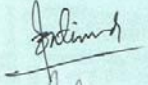
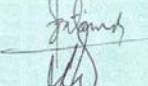
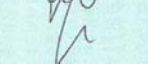
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ABSTRAK

Khairatul ‘Arifah: Using the Actor Game to Teach Writing Descriptive Text to Junior High School Students

Makalah ini menggunakan metode kajian perpustakaan yang khususnya dalam bidang atau skil menulis. Namun, metode ini lebih dititik beratkan pada permainan. Hal ini penulis bahas dikarenakan kendala dalam pengajaran dalam bidang menulis sedikit mengalami kendala yang cukup berpengaruh terhadap pemahaman siswa. Kendalanya adalah cara pengajaran yang monoton. Pengajaran lebih memfokuskan pada teori / buku dari awal hingga akhir pelajaran. Kondisi ini membuat siswa tidak fokus lagi untuk belajar karena tidak ada *ice breaking*nya sedikit pun. Maka, penulis memilih permainan untuk dapat membuat siswa menjadi semakin senang belajar bahasa Inggris khususnya dalam skil menulis.

Salah satu cara pengajaran yang penulis pilih yaitu melalui sebuah permainan yang dinamakan *the Actor Game*. Kegiatan yang dilakukan dalam permainan ini adalah guru akan membagi siswa menjadi beberapa kelompok. Setelah itu, guru memilih salah satu siswa yang akan memerankan sebagai the Actor di depan kelas. Guru akan memperlihatkan kepada the Actor gambar atau foto dari berbagai artis yang tentunya akrab oleh anak zaman sekarang. Kemudian, the Actor akan memperagakan seolah-olah dia adalah artis tersebut. Jika artis seorang penyanyi, maka the Actor akan menyanyikan sedikit lirik lagunya. Bagi peserta atau kelompok yang berhasil menjawab dengan benar mendapatkan nilai 10. Setelah berhasil menjawab, kelompok tadi akan mendapatkan gambar tersebut dan diinstruksikan untuk membuat sebuah paragraf yang mendeskripsikan tentang artis tersebut atau membuat teks deskriptif. Bagi yang berhasil menebak dan menjawab dengan benar apa yang the Actor maksud, serta pendeskripsian yang benar akan menjadi pemenang. Penerapan *the Actor Game* yang menyenangkan dan lebih kepada *student-centred*, khususnya pada siswa kelas VII, diharapkan bisa meningkatkan kemampuan dan motivasi belajar siswa, terutama dalam bidang menulis.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English as a foreign language is, of course, absolutely different and more difficult than teaching English as the first language. People rarely use English for communication, for example in Indonesia. So that the development and progress of English is quite slow in Indonesia. Therefore, it makes English become difficult and complicated to learn by the students. It is realized that learning English as a foreign language in Indonesia is not an easy way. It is almost impossible for the learner to get chances and opportunities to practice the language optimally.

Learning to communicate in English, both in oral form and written form, is difficult for students, especially in English as a Foreign Language (EFL) context, where the exposure to English is very limited. Furthermore, there are a lot of problems the teacher and the students faced in teaching learning process; such as, lack of media, lack of vocabularies and also motivation from the students itself.

Almost all of the students, especially in junior high school lack of motivation to learn of English. The teachers have responsibility about it. Motivation and improvement of the lesson during the learning process are less. They follow many kinds of workshop to make teaching preparation and to change their own method of teaching. But, the most important thing they less in giving

motivation to the students. This condition makes students get bored easily. Few teachers give a writing assignment to the students with the unfamiliar or imaginative object. Thus, the students do not feel interested to write and it is hard for a junior high school student to find the idea in writing, such as descriptive text.

The Indonesian government itself has been trying to overcome these problems by allocating more national budget for educational sector than before for the provision of materials and medias, and the improvement of teacher's quality. Nevertheless, the problem of motivation and improvement of writing skill seems never end. The writer also has experienced about it when doing the teacher training practice at SMPN 3 Pariaman from January – June 2010. Many reasons appear along with this lack motivation that was faced by the students. First, they thought linguistically English was different and more complicated than their native language. Second, there is no exposure. They just learn the theory but do not have time to use or practice it. Third, *teacher-centered* is found dominantly in most classrooms which lead the students become passive.

Therefore, the teachers are supposed to develop the technique by using some kinds of teaching media in order to make the students enthusiastic in teaching learning activities in the classroom. The example is in the classroom activities, the teacher might firstly introduce the students with various social functions of the text and generic structures of the text explicitly.

However, although there have been a lot of teaching techniques used in teaching writing, there are still a lot of factors that can make the students become discouraged in writing. The topic that is given or selected by the teacher may

sometimes not be considered interesting by the students. Another factor is the classroom atmosphere is not encouraging (Jianing: 2007; 19). The classroom activities might be lack variation of dialogues about daily life and routine; this may discourage the students in writing the text. Thus, to avoid such factors, the teacher should use the effective or appropriate technique in order to make the students enjoy and enthusiastic in teaching learning process; so the students can express their ideas freely or communicatively during the classroom activities.

Although there have been a lot of teaching techniques developed and used in teaching writing, some problems still arise from teachers and students. Some of the teachers said that sometimes it is difficult to choose the appropriate topic and media related to the kinds of genre or topic of the text that is going to be discussed. Most of the students, however, said that it is difficult to find idea to write about. So that they cannot compose ideas into a good writing. Also, they said that the teacher's topic and teaching technique is not interesting for them.

Based on the explanation above, the writer offers a fun and easy technique that can be used by the teachers to motivate the students in writing English. The technique is called as *the Actor Game*. In this activity the students will be focused in learning descriptive text.

B. Limitation of the problem

As discussed above, the problems of writing faced by the students are finding ideas, lack of vocabularies, composing ideas into a good writing, the classroom atmosphere is not encouraging, and the teacher's topic and teaching technique is not interesting. There are many ways that the teacher can use in

teaching writing at junior high school, for examples, using real object and pictures. The teacher should be able to improve student's writing ability in every kind of text. The writer will limit the paper on discussing how the teachers use *the Actor Game* motivate of junior high school students to write, such as descriptive text, especially in VII grade in the second semester.

C. Formulation of the Problem

Based on the limitation of the problem stated above, the formulation of the problem is as the following, "How does English teacher use the *Actor game* in teaching writing descriptive text to junior high school students?"

D. Purpose of the of paper

The purpose of this paper is to explain the implementation or the use of the Actor Game technique to motivate students to write in junior high school. Through this paper, it is expected to give the advantage thing to the teacher in teaching students to write. In addition, by using *the Actor Game* technique, it is hoped that it can be an alternative way to increase the ability of students of junior high school in writing.