

**THE USE OF “DRAW THE BANK ROBBERS” GAME IN TEACHING WRITING
DESCRIPTIVE TEXTS IN JUNIOR HIGH SCHOOL**

PAPER

*Submitted as Partial Fulfillment of the Requirement
to Obtain Strata One (S1) Degree*



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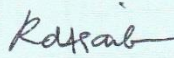
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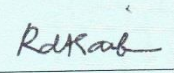
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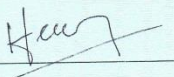
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ABSTRAK

Aini, Syarifah. 2016. "The Use of *Draw the Bank Robbers* Game in Teaching Writing Descriptive Texts in Junior High School". Paper. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini merupakan makalah tentang penggunaan teknik permainan *draw the bank robbers* dalam pengajaran menulis teks deskriptif. Makalah ini bertujuan untuk menjelaskan bahwa permainan *draw the bank robbers* dapat digunakan oleh guru bahasa inggris di SMP dalam mengajar menulis teks deskriptif. Sebelum mengaplikasikan permainan ini, guru harus menentukan topik yang menarik sehingga siswa bersemangat dalam melaksanakannya. Permainan ini dilakukan secara berpasangan, guru menyediakan sebuah deskripsi singkat tentang sebuah objek, objek tersebut bisa tentang orang, benda atau tempat. Kemudian guru meminta siswa untuk menggambarkan gambar dari deskripsi yang diberikan guru. Setelah itu, guru menyuruh siswa untuk membuat gambar baru dalam versinya sendiri tentang topik yang tadi diberikan guru dan kemudian membuat teks deskriptif dari gambar tersebut. Permainan ini dapat menarik dan memotivasi siswa dalam belajar menulis, selain itu siswa akan lebih mudah dalam menyampaikan idenya dalam menulis teks deskriptif.

Kata kunci: Permainan *Draw the Bank Robbers*, pengajaran menulis, teks deskriptif, Sekolah Menengah Pertama

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The writer realizes that this paper is still having some weaknesses. Therefore, the writer hopefully needs constructivism critics and suggestions that can make this paper become much better. Finally the words are not enough to be expresses except praise be to Allah SWT. May their good deeds be accepted by Allah Subhanahu Wata'ala. Amin

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Junior High School is the continuation of teaching English in Elementary School in which the students learn the basis of English but the form is more extensive than in Elementary School. The objectives of learning English in Junior High School is to enable the students to reach functional level that is the students are able to master both of written and spoken English for English context purposes.

There are four English skills that have to be mastered by Junior High School students such as speaking, reading, listening, and writing. In order to be able to communicate well in English, students have to master all of these skills. Based on the writer's experience of doing teaching practice in a Junior High School, the writer finds that among that four language skills, writing is regarded as the most difficult and complicated skills by the students. Most of students do not like writing and they are not enthusiastic in learning how to write in English. It is because the students do not have ideas; they do not know what they will write. This lack of idea has relation with students reading. The students do not make reading as a habit. So reading is one of the causes of the problem.

Based on Curriculum 2006 (KTSP), the syllabus of Junior High School curriculum requires the students to be able in writing some kinds of genre of writing. Those genres of text have to be taught to Junior High School students.

They are descriptive text, procedures text, recount text, narrative text, and report text. Every genre of text has their different functions and features. Based on this curriculum, the second grade students of Junior High School should be able to produce the language, not only in oral form but also written form.

Based on the explanation above, descriptive text is one genre that must be mastered by the students in learning English. Descriptive text is a text which describes about particular person, place and thing. Similar with other genres of text, the students also learn about social functions, generic structures and language features. Descriptive text may seem to be a simple text at a glance, but the facts show that many students still have problems in producing it. It is difficult for the students when they are asked to write this text. There are some reasons why the writer chooses this topic.

The first reason is, based on writer's observation when practicing teaching training in a Junior High School; the writer finds that the students have low motivation in learning English especially in writing skill. They are not interested in learning writing in English because they think that it is difficult. This opinion comes because when writing the students should consider many aspects such as content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. The students have to remember a large number of rules which are quite different from their own language.

Their less motivation in learning writing can be seen from their behavior in classroom. Some students often lay their head down on the table; some others choose to do other activities like drawing picture on their books. When the teacher

asks them to write a descriptive text as an exercise, only some students want to do it; meanwhile other students prefer to cheat the result of their friend's exercise. Hence, motivation is very important because when students have high motivation, they will be more willing to learn English writing skill. Therefore, to keep the students' learning motivation high is the challenge for teachers in Junior High School.

Second reason, they have difficulty in finding and conveying the ideas in writing descriptive text. They can imagine the object to be described but they do not know what they will write or how to start writing it. Because of the lack of idea and do not know how to convey it, they choose to imitate or copy the example of text given by the teacher and only change some of the content.

Then, the problem does not only come from the students, but also from the technique that is used by the teacher. The teacher teaches English without vary the teaching technique. She explains the material from text books, gives the example then asks the students to do the exercise individually. The technique make the students had low of motivation in writing descriptive text. Students are easier in getting bored because the technique too monotonous. Moreover, the students are afraid in doing the exercise because the teacher asks to write it individually.

To overcome the problems above, the teacher needs to find and apply appropriate teaching technique. It is easier for the students in receiving the lesson and enjoyable for them. Brown (2001: 31) said that "technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives". In this case, technique can be used to attract students'

attention and motivate students in teaching and learning process so that the learning activities become more interesting and effective.

Games can be one of technique that can be used to overcome those problems because although they have been Junior High School students or can be categorized as young adolescent, they still like playing games. The teacher can use this interest to attract students in learning process. It is not surprising that the students, who tend to be lazy in learning English directly, will have high enthusiasm if the teacher uses game in teaching and learning process. According to Wright et al (2005:1) “game is an activity which is entertaining, engaging often challenging, and an activity in which the learners play and usually interact with others”. Thus, games help and encourage students to increase their interest and work. The teachers can use, adapt or create games of their own in teaching process.

This paper recommends *draw the bank robbers* game in teaching writing descriptive text. It is easier for the students to express their ideas and be creative by drawing the picture will be described if the teacher uses this game. The purpose of this game is to enable the students to write a descriptive text about describing something in pairs. This game can help the teacher in order to attract and help the students to understand in writing descriptive text. It also can be used to increase students’ motivation in learning process.

B. Identification of the Problem

Based on the background above, there are many problems that students face in writing. First, they have low motivation in learning English especially in

writing. Second, they have difficulty in finding and conveying the ideas, then, the technique that is used by the teacher in teaching writing descriptive text.

Many factors could be identified in order to solve student's writing problem such as teaching strategy, teaching technique, teaching material, classroom management, and media. However, this paper tried to solve students' problem by using a teaching technique that is by using game *draw the bank robbers*.

C. Limitation of the Problem

The problem of this paper is limited to the use of *draw the bank robbers* game in teaching writing descriptive texts in Junior High School.

D. Formulation of the Problem

Based on the background of the problem above, the problem is formulated as follows: "How is the implementation of *draw the bank robbers* game in teaching writing of descriptive texts in Junior High School?"

E. The Purpose of the Paper

The purpose of this paper is to explain how to use *draw the bank robbers* game in teaching writing descriptive texts in Junior High School.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion above, the teacher needs to use technique to solve those problems. One of the techniques that can be used is game that is *draw the bank robbers* game. This game is useful for teaching writing descriptive text in Junior High School. We know that students like playing games, and the teacher can use their interest in learning process by applying this game in the classroom. Besides, this game can make the students easy to express their ideas and be creative by imagining the characters will be described, drawing and describing it.

B. Suggestion

Through this paper, the writer suggests the teacher to use *draw the bank robbers* game in teaching writing descriptive text because it has many advantages that can help the teacher in teaching writing descriptive text. Moreover, in using it, the teacher has to consider some things:

1. The teacher should prepare fun and interesting topic to the students.

Besides choosing interesting topic, the topic also should be understandable and can enhance students' imagination so that they will be creative and interested in learning process.

2. The teacher has to set the time.

Time has to be set, in order to make the purpose be accomplished. The teacher should not take too long in one stage.

3. Tell the instruction in every stage clearly.

It is in order to make the students easy to do what the teacher asked.

4. It will be better if the teacher pairs the students who are good at drawing with the students who are not.

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