CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the most important abilities for students in mastering English. It is an indirect communication act that involves the writer and reader interaction. Through writing, students can express their ideas, opinions, and feelings into symbols of written language. Triyastuti (2019) stated that writing is an effective tool for achieving goals and language ability when conveying knowledge and information. People can find out what the writer wants to say in writing. From those statements, we can conclude that students' comprehension of learning English can be known by their writing.

Furthermore, to create good writing, students need to be able to construct sentences in grammatically correct terms and the contents must be arranged logically from one sentence to the next, making the text easy to understand as it is coherent. It only happens when the students have high knowledge of grammatically correct terms, vocabulary, punctuation, conjunction, and have good paragraph development. As Jacobs cited in Imanisa (2017), writing is divided into five components, such as content, organization, vocabulary, language use, and mechanics. Despite these components, many students still face difficulties in acquiring and developing competence in writing. In this case, students must learn regularly to acquire their writing ability (Misba, 2017). This is due to writing is not a natural skill, it can only be acquired if the students learn consistently. Thus, teachers play a crucial role in teaching to encourage and motivate students to learn.

However, teaching writing is an activity that requires students how to transfer their ideas into written words. According to Dewi (2014), before teaching students how to write well, the teacher must build and hone students' competency first, such as in mechanics and process writing. Mechanics in writing involves spelling, vocabulary, grammar, and punctuation. The students need to understand the symbol-symbol connection and how to use it. On the other hand, in writing activities teachers require students to follow many processes, they are, pre-writing, drafting, revising, and editing (Suryani, 2020).

However, those many steps in writing make this activity complicated to teach. Besides that, in reality, some teachers basically still use conventional methods when teaching writing, they barely use other interesting approaches. As this happens continuously, students begin to lose their interest and motivation. Most of them think writing is an impossible ability to acquire because it involves difficult components. Therefore, teaching writing in the classroom needs to apply some fun methods or strategies.

Based on the researcher's observation at SMPN 2 Padang on November 24th in 2023, especially the second-grade students. The researcher discovered that many students still have difficulties in writing text due to low knowledge and motivation. Most of them said that writing is complicated, but when the teacher gave explanations in front of the class, they looked bored and were not interested in paying attention. As a result, some of them could not do the tasks well when the teacher asked them to write on their own without the dictionary. They often copied from students who are good at English subjects in the classroom, some of them even just rearranged jumbled sentences taken from the

textbooks. Thus, most of the students could not explain what they wrote, they could not give anything and looked nervous due to it was not their own work. Another problem that students face is they often struggle to develop the content and mechanics. They had blank minds when did the task. It happens cause lack of knowledge in vocabulary, grammatically correct terms, and punctuation. To solve those problems, the researcher needs a solution to improve students' writing ability, especially the second-grade students of SMPN 2 Padang. According to Triyastuti (2019), one thing that motivates students to learn is interest, especially in writing. Students lack motivation to write when they are not interested. Thus, the teacher needs to apply a method or strategy in order to attract students' interest first. There are many fun methods or strategies that can be used in teaching writing nowadays, such as web, applications, social media, games, and so on.

Therefore, in this research, the researcher wanted to improve student's writing ability by using a game. According to Pratami et, al. (2023), games are specifically designed to provide a fun environment, which makes this tool very popular among children. Regardless, the majority of people of all ages also like playing games. Commonly they play as it can bring joy and satisfaction. Besides that, games can also be used in teaching writing cause it makes students more enjoy and relax in the entire of learning process. There are many games that can be used, the researcher is motivated to use Jeopardy game as a method or strategy in order to improve students' writing ability and to attract students' interest to learn writing.

However, Jeopardy game is an American television quiz show. As Asni (2018) mentioned in her research Jeopardy was founded by Merv Griffin. Jeopardy game is a board game that can be played anywhere as it has clear rules. Jeopardy is an activity that encourages the players to think in reverse. There is not an answer of a question, but what is the question of the answer (statement) displayed on the boards. The students need to think more about the information and what it might be. Jeopardy games will be played by the students in several groups. They can discuss the answers with other friends during playing this game and this can help to reduce their stress. In addition, this game can help students remember the main idea and the structure of the text by forcing them to come up with creative answers. Based on those reasons, the researcher is interested in using the Jeopardy game to improve students' writing ability at the second grade of SMPN 2 Padang.

B. Identification of the Problem

Based on the problem in the background, the researcher limits the problems of this research as follows: First, most of the students could not do the tasks well when the teacher asked them to write on their own without using the dictionary. They often copied from students who are good at English subjects in the classroom, some of them even just rearranged jumbled sentences taken from the textbooks. Second, students still struggle to develop the content and mechanics when they try to write the text. It can be concluded that the second grade students of SMPN 2 Padang still face difficulties in writing.

C. Limitation of the Problem

Based on the identification of the problem, the limitation of the problem is the use of Jeopardy games to improve students' writing ability in the second grade students of SMPN 2 Padang, in the academic year of 2024/2025. The researcher assumes that using the Jeopardy game can help students to improve their writing ability. In addition, they can be more excited in the classroom during learn it.

D. Formulation of the Problem

Based on the identification, the formulation of this research is about whether Jeopardy games can be utilized towards students' writing ability and whether there is any positively impact after using Jeopardy game towards students' writing ability at the second grade of SMPN 2 Padang.

E. Research Questions

According to the research problem, the research questions can be formulated as follows:

1. Does Jeopardy game improve students' writing ability at the second grade of SMPN 2 Padang?
2. Does Jeopardy game positively impact students' writing ability at the second grade of SMPN 2 Padang?

F. Purpose of the Research

Based on the research questions, the researcher states the purpose of the research as follows:

1. To discover the improvement of Jeopardy game on students' writing ability at second grade students of SMPN 2 Padang.

2. To discover the effectiveness of Jeopardy game on students' writing ability at second grade students of SMPN 2 Padang.

G. Significance of the Research

The researcher expects that this research can provide a meaningful impact to all parties, not just theoretically but also practically. The significance of the research both theoretically and practically can be seen as follows:

1. Theoretical Significant

    a. Teacher

    The researcher expects that the teacher obtains new information about teaching media for writing ability by using Jeopardy game.

    b. Students

    The researcher expects that this research can give a meaningful impact to the students' writing ability by using Jeopardy games with its features.

    c. Reader

    The researcher expects that this research can provide the readers with useful knowledge about teaching writing ability by implementing Jeopardy games and hopefully, it can be beneficial for those in need.

    d. Researcher

    The researcher expects that this research can be one of the resources for any researchers who want to conduct research about Jeopardy games on students' writing ability.

2. Practically Significant

    a. Teacher

The researcher expects that the result of this research can provide information to all teachers about the use of Jeopardy games on students' writing ability so that they know that Jeopardy games can be utilized for learning writing.

    b. Students

The researcher expects that this research can provide students with a better learning experience to be more interested, confident, active, and better in writing. The researcher also expects by providing this research, the students have the opportunity to learn and practice writing through fun strategies.

    c. Reader

The researcher expects that readers can get a piece of new information and knowledge about using Jeopardy games in learning English, especially in writing activities.

    d. Researcher

The researcher expects that the result of this research can provide information to other researchers how the process of teaching writing using Jeopardy games can improve students' writing ability or not. The researcher hopes this research can be a further research reference for those researchers in need.

H. Definition of Key Terms

To provide clear information about this research to the readers, the researcher thinks that is important to clarify the terms used in this research.

1. Improving

    Improving is getting better. It means getting an increase in the value and quality of something you do.

2. Writing Ability

    Writing ability is the skill to expressing ideas, opinions, and feelings into symbols of written language. It is an indirect communication act that involves the writer and reader interaction.

3. Jeopardy Games

    Jeopardy was originally a popular American television quiz that Friedman adopted into a fun language game for educational purposes. It is a kind of competitive game with unique rules and strategic elements.