A. Writing

1. Definition of Writing

Writing is one of the four language skills besides listening, speaking and reading in language teaching. Writing can be defined as a process of transforming thought into written language (Tiwari, 2005:120). In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Gaith (2002) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.

From the explanation above, it can be concluded that writing is complex process of transforming thought and ideas, thinking how to...
express them and organizing them into statement and paragraph to make them visible and concrete on the piece of paper.

2. The Importance of Writing

Writing is a complex process, it means that in writing the students have to consider many things to build a good writing. Harmer (2004: 31-33) states that there are many importance of learning writing:

a. Writing is not often time-bound in the way conversation.

In writing activities, the students have more time to think than they do in speaking activities. They can express what they know in their mind, and even the students use dictionaries, grammar books or other reference material to help them.

b. Writing encourages students to focus on accurate language use.

It is a good way for the students to develop their language when they write down what they think or express their ideas with the accurate language.

c. Writing is often used as a means of reinforcing language that has been thought.

In teaching writing, the teacher often ask the student to write sentence or paragraph using recently learnt grammar. The students should make a note about what they have learnt while learning process happens. It makes the students able to understand about the language that has been thought.
d. Writing is frequently useful as preparation for some others activity.

e. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.

When the students write a short dialogue, the students can also practice and act out their dialogue in oral activities.

f. Writing is also use in question and answer activities.

In teaching writing, the teacher often gives questions to the students. For example about their knowledge or about the previous material. The students prepare first to find the answer and they also write down the answer then report the answer in front of the class. In the examination also the students are asked their answer in the form of written.

From the explanation above the writer can conclude that writing skill is very important to be learnt. Writing helps someone to explore their ideas, feelings and thoughts in a written form. Besides that writing helps someone in solving and improving other skill in learning language.

3. The Steps of Writing

Harmer (2004: 4-5) states that there are four steps in writing process. They are:
a. Planning

Planning is an important step in the writing process. In planning process, the writer has to think about three main issues. First, the writers have to consider about:

1. The purpose of writing. It is important to know the purpose of writing since this will influence to a good writing result. By knowing the purpose of writing, someone can decide the most appropriate style of the language, therefore, the result will be effective to reach the purpose.

2. The audiences they are writing for. The audience here is the readers of writing. The audience will influence language style, diction, paragraph structure, etc.

3. The content structure of the writing, how best the sequence facts, ideas, or arguments which they have decide to include.

b. Drafting

Drafting means getting ideas on the paper in sentences and paragraph. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

c. Editing

In editing process, the writer read again what they have written as a draft. Another reader’s comment will help the author to make appropriate revision. Here, the writer may change what the writer have
written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, etc. The writers are able to change or correct it if they find those conditions.

d. Final Versions

Final versions is the last step of writing. This may look different from the first draft that has been made before due to there are many changes in editing processes. However, the writer is ready to send the written text to the readers.

From the explanation above, it can be concluded that there are four steps in writing. They are: planning, drafting, editing and final versions.

4. Components of Writing

To make a good writing the student needs a lot of vocabulary, correct grammar and good comprehension. Adapted from Nurgiantoro (2001: 306-308), there are some components of writing:

a. Content

Content is refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the details idea to describe the main topic.
b. Organization

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

c. Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

d. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it make writing more meaningful.

e. Mechanic

Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

All of the aspects above for instance organization, content, vocabulary and mechanic are the components of writing.
5. Purpose of Writing

Tarigan (1994: 24) summarize the purpose of writing as follows:

a. Assignment Purpose
   The writer writes since he is asked by someone. The idea to write does not come from the writer himself.

b. Altruistic Purpose
   The writer writes to entertain the readers, to reduce the reader’s sadness and make their lives much easier by using his writing.

c. Persuasive Purpose
   It has purpose to ensure the readers about the truth of the idea given by teacher.

d. Informational Purpose
   The purpose of this writing is to give information to the readers.

e. Self-expressive Purpose
   The purpose is to introduce the writer to the reader.

f. Creative Purpose
   It tends to get the artistic values.

g. Problem Solving Purpose
   This writing is used to solve problem faced by the writer.
6. Criteria of Good Writing

Tarigan (1994: 6) explain some criteria of good writing:

a. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.

b. A good writing result shows the abilities of the writer to write clearly (unambiguous), to use the sentence structure well, language, and examples, therefore, it make the readers easy to understanding the explicit and implicit meaning.

c. A good writing result shows the ability of the writer to write surely: it can take the readers’s interest to the main idea of the writing; it can describe the main idea clearly and logically.

d. A good writing shows the ability of the writer to criticize his draft of writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the writer in revising his draft.

e. A good writing result shows the proud of the writer to his writing.

7. Problem of Learning Writing

Learning to write English in foreign language is not easy for the students of junior high school, especially at seventh grade students. There are some problems faced by the students in learning writing according to Nurgiantoro (2001: 298-299), those are organizing idea, lack of vocabulary, and grammar accuracy.
a. Organizing Ideas

Generally the student’s problem in writing process is how to organize the idea into sentences. Nation (2009: 119) states that some learners are able to say what they want to write but have difficulty in putting it into written form. It is because the students get difficulties in developing idea and sometimes they do not know what they will to write. When writing, the students usually write contents that are not suitable with the theme.

b. Lack of Vocabulary

Vocabulary also becomes an important part in writing composition. Lack of vocabulary makes the students write uncommunicative sentences. They will get difficulties in expressing their ideas, especially in writing if the students do not master the vocabularies well. They also usually choose incorrect words.

c. Grammar Accuracy

When the students are trying to writing, they are usually confused in whether their sentence or grammatical correct or not.

Based on the explanation above, it is important for the students and the teacher to know about problems in learning writing so they can find the best way to anticipate it and students can learn writing easier.
8. The Task of Teacher in Writing

Harmer (2004: 41-42) declares that there are some teacher tasks in writing process:

a. Demonstrating

The teacher has to be able to make the students aware of the language used or others to know writing function by using whatever the ways.

b. Motivating and Provoking

Teacher has to motivate and provoke their students to start writing and help them to find out their motivation. The students sometimes lost their idea, motivate and confidence. The teacher as the presenter of material has to help them to find their motivate back.

c. Supporting

The teacher has to support the students when they get problem and need teacher’s help to solve the problem.

d. Responding

The teacher has to give reaction or suggestion to the student’s writing draft.

e. Evaluating

The teacher has to evaluate the student’s task in order to know the student’s understanding.
9. Types of Text

Based on the School Based Curriculum that used in junior high school, here are types of text which is taught at seventh grade students in SMP N 2 Banyumas:

a. Descriptive Text

Wardiman (2008: 122) states that descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets or a person that is known well.

b. Procedure Text

Anderson (1997:50) says that procedure is a piece of text that gives us instruction for doing something. The purpose of procedure text is to explain how something can be done.

In this research, the writer only focus on descriptive text material.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets or a person that is known well (Wardiman, 2008: 122).

Meanwhile according to Purwanti (2013: 44) descriptive text is text that contains of description of a person, animal, place or object physically.
In short, descriptive text is text that give description about something. It can be person, animal, place or object physically.

2. Example of Descriptive Text

**My Brother**

Hello, everyone. My name is Riri. I would like to tell you about my brother. His name is Bambang Pamungkas.

My brother is thirty-five years old. He is an athlete. He is a football player. He joins with Indonesian football team.

My brother is handsome and tall. His height is about 180 centimeters. He has moustache and beard. He has slanted eyes and pointed nose. His hair is straight. He also has brown skin.

My brother likes playing football. He plays football with his friends three times a week, on Sunday, Thursday and Saturday. My brother is smart and kind. Everyone loves and respects him. I am proud of him.

That’s my brother. Thank you.

3. Social Function of Descriptive Text

The specific function of descriptive text is to give description about an object (human or non-human) (Pardiyono, 2007: 34).

4. The Generic Structure of Descriptive Text

Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object’s name, kind of the object, etc.
b. Description

It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

5. The Language Features of Descriptive Text

According to Wardiman (2008: 122) the language features of descriptive text are as follow:

a. Focus on one specific object

b. The Use of Simple Present Tense

   Pattern:
   (+) S + V₁ s/es
   Example: They write a letter
   (-) S + do/does + not + V₁
   Example: I do not bring money.
   (?) Do/does + S + V₁
   Example: Does she go to campus?

c. The Use of Adjectives

   Example: thick, long, funny, love

C. Monopoly Game

1. Definition of Monopoly Game

Monopoly Game is a board game played with a dice and board by two or four players in which they throw the dice in turns.
Before the students play the game, teacher distributes the equipments of the game such as monopoly board, a dice, token, 10 cards of chance, picture, and a blank of paper for one group.

Firstly, the student places the token in the start square, then they begin to roll the dice. From the dice, student can know the number they get. For example if the dice show four dots, it means the student has to step forward four squares. In the monopoly board, there are 24 squares. 1 square is contained “start” sign, 17 squares is contained questions about the material, 2 squares is picture “Jail”, 2 squares is “Just Visiting”, and 2 squares is “Chance”. There is possibility for the player to land on the question squares, “Jail”, “Just Visiting”, and “Chance” squares. If the student land on the question square, it means the student has to answer questions provided in the square on the monopoly board (for example: What is the color of her/his hair?). All of the questions in squares are related to the picture given by teacher. The students answer are based on the picture. Then the students write their answer on the blank of paper provided. If they land on the “Jail” square, they are blocked in the next turn. The student do not get opportunity to throw the dice in the next turn, but in the following turn after they are blocked they are able to throw the dice again. Then if the student land on the “Just Visiting” square, it means that they only visit in the square without getting question to answer. If they land on the “Chance” square, they can take one card of
chance and follow the instruction or the clue which is written on the card. The instruction in the card of chance for example: Throw the dice once again.

The next student do the same thing as the first student do before. All the students in group use the same paper to write the answer, so in the end of game there are some informations that students get with their group. From the informations, the students are asked to make full text individually.

2. **The Rules of Monopoly Game**

The rules for playing Monopoly Game are:

a. This game is played by four players.
b. Student starts the game from “Start” square.
c. The first student take turns rolling the dice. Every time they roll the dice, they count the number of spaces in the game.
d. The second student then do the same thing as the first student do, he/she take turns rolling the dice.
e. If the student land on the question square, it means the student has to answer the question provided in the square on the monopoly board.
f. If they land on the “Jail” square, they are blocked in the next turn. The student do not get chance to throw the dice in the next turn, but in the following turn after they are blocked they are able to throw the dice again.
g. If the student land on the “Just Visiting” square, it means that they only visit in the square without getting question to answer.

h. If they land on the “Chance” square, they can take one card of chance and follow the instruction or the clue which is written on the card.

i. Teacher gives the time about 25 minutes in every group for one game.

j. Each group is allowed to have some turns.

k. As many the students get the turn, the group will get more information about the picture.

l. Each group is able to add the other information based on the picture that there is not in the square.

m. The game is played by group, but in the end of game the student write descriptive text individually.

3. **The Strength and the Weakness of Monopoly Game**

   The strength of monopoly game are:

   a. Monopoly game is a simple game and easy to play.

   b. Monopoly game has the advantage of helping players develop important social and interpersonal skill such as waiting, taking turns, and enjoying interaction with others.

   (http://www.scholastic.com/parents/resources/article/creativity-play/benefits-board-games)

   c. Game gives chance for students to do real communication between the classroom and the real world.
d. Learning process will be effective if teacher uses Monopoly Game, because the students will feel happy and enthusiastic during the lesson.

e. It can make the students easy to remember the material.

The weakness of Monopoly Game is the teacher need extra work because they have to manage the students when the students playing the game in order to do not make noisy.

4. Teaching Descriptive Writing Using Monopoly Game

Here is the procedure of how to teach writing descriptive text using Monopoly Game:

a. First, teacher makes sure that the students clearly understand about what they have to do and understand about what they learn about descriptive text material.

b. Second, teacher shows the example of Monopoly Game and tell the students how to play the game.

c. Third, teacher divides the classroom into group working; every group consists of 4 students. It helps the teacher to make correction for students’ production in writing.

d. Fourth, teacher starts to distribute a monopoly board, 1 dice, 10 cards of chance, token, picture of the person and a blank of paper. Every group gets different picture.
e. Fifth, teacher gives time-restriction for the students to play and write full descriptive text in the end of the lesson. The teacher can give the time to play around 25 minutes.

f. When all the groups play the game, teacher guides the students if there is problem in playing the game.

g. After 25 minutes, teacher asks to all groups to end the game.

h. Teacher gives the time 20 minutes for the students in group to make full descriptive text based on the information that the students get when they play the game in group.

i. Teacher asks to the students in group to deliver their writing in front of the class.

j. Teacher with the students make evaluation related to the student’s production in writing if there is mistake or not so that the students can know the correct one.

k. The last, all of the students have to write the correct one descriptive text based on the revision that the teacher and the students made before.

D. Basic Assumption

In teaching writing teacher should create a good atmosphere in order to make the student more interested in writing activity. Based on the literature review, game is one of entertaining ways to be applied in teaching learning process. Monopoly Game is suitable way for teaching writing descriptive
text. By using Monopoly Game, the students will enjoy in learning and mastering the material. It is because they play the game and also learn material unconsciously. This game will help the students to get clue to answer the question and motivate their competence to construct the good sentence when playing the game. The students will practice to write then they demanded to answer the question on Monopoly Game board. The students in experimental group which is taught using Monopoly Game will be motivated and enjoy in following the lesson to learn descriptive text. Using game in the teaching learning process can bring comfortable situation for students.

From the explanation in the previous section, the writer assumes that Monopoly Game is effective to teach writing descriptive text.

E. Hypothesis

Based on the assumption above, it is hypothesized that there is positive effect of using Monopoly Game for teaching writing descriptive text at the Seventh Grade Students of SMP Negeri 2 Banyumas in the Academic Year 2014/2015.