CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of writing

Writing is an act of human communication. It is the way to deliver the information or ideas to the others in the form of writing. According to Linse (2006:98), writing is the process to explore the idea and put them into the paper as the product that is presented to the readers. It means that writing is the method of putting the words on the paper or other area which is used to describe the concepts of writer to the readers.

Besides, Nunan (2003:88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing represents the writer’s concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

Based on the description above, writing is a method to give idea and opinion by composing them into the written form. In others words, writing is the way to communicate with others in a written form used to convey the thoughts.
2. Aspects of Writing

There are some aspects in writing that have to be considered by the writers. These aspects also can be standard to reflect the quality of writing. Here are the aspects of writing:

a. Content

Content is a vital thing to the writing. It refers to a set of information that supports a specific topic talked about. At this point, the writers can develop the relevant and detail ideas to describe the main topic.

b. Organization

Organization relates to the coherent arrangement of information. In the text, the composition of thought should be clearly ordered. Every paragraph also can be connected with the transition words in order to become the cohesive paragraph in a certain text.

c. Vocabulary

Vocabulary is the collection of words owned by someone. It is an important thing to be used in interpreting what we think into a particular language. Furthermore, the suitable words can be used to explain the concept of writer.

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. It can be a foundation to make writing more meaningful.
d. Mechanic

Mechanic refers to the standard in using the right spelling, capitalization and punctuation. This thing should be understood by the writer. For example, we have to use the capital letter for the name of countries like Indonesia and Singapore.

Nurgiyantroro (2001:48) as cited in Kurniawan (2013:12)

In summary, each aspect of writing has the different features. The students have to concern for those aspects in order to make a good writing. The aspects also become the criteria for the teacher to evaluate the writing of student.

3. Tasks of teacher in writing

Teaching writing emphasizes on how to teach the students in making a good writing. It is also the process to help learners in developing their ideas on a piece of paper. In addition, teacher has several tasks in teaching writing in the classroom. Harmer (2004: 41-42) in Dwijayanthi (2010: 17-18) says there are many teachers’ tasks in writing process, namely:

a. Demonstrating

It refers to how a teacher draws the students to write a certain text. As we know that each text has different characteristics such as function, language feature, and generic structure. Keeping up with the situation, teacher has to be able make the students understand with the texts, so they can produce their own text. For example, she or he can model the way to create the identification paragraph in descriptive text.
b. Motivating and Provoking

Not only transferring knowledge for the students, the teachers also can motivate the student in the writing process. An interesting technique in teaching writing can create a good reaction from the learners. In other words, teacher helps them to be more spirited in writing.

c. Supporting

Teachers are willingness to help the students while teaching learning process. She or he can respond the questions for learners and ask the problems faced by students in writing. Then, they try to overcome the problem with the certain ways. It can be done to facilitate the learners in writing. In addition, the ways are appropriate for the students’ need.

d. Responding

In writing process, the teachers also can give feedback for the students’ writing. The feedbacks are useful for the student to achieve the improvement in writing. Unlike in evaluating that teacher can get score from students’ writing, here teacher can guide them in order to make a good writing.

e. Evaluating

Evaluation has the function to know how far students’ understanding in the material. In this activity, teacher can get the mark of the student by giving them question related to the material which will be measured.

Finally, in writing process, teachers have an important role in guiding the student in order to master in writing skill. They have to apply those tasks
in teaching writing. Every task undertaken by teacher helps the pupils in learning writing.

4. The Stages of Writing Process

Writing process is a series of way to monitor the writers’ step that actively involves them in finding the idea until the final production. The steps of writing can be utilized by the students to write efficiently. According to Tomkins (2004) in Cavkaytar and Yasar (2010:2), there are five stages of the writing process. Here are as follow:

a. Pre-writing

Pre-writing is a stage for the writer to design their writing. The writers attempt to invent the idea before start writing. In addition, teacher and students also can select a topic together in this stage. Then, the learners try to establish what they should say according to the topic. Here, teacher can assist them to generate idea by giving some ways such as free writing, brainstorming, and listing the outline. These strategies can help the pupils to collect the information.

b. Drafting

After the writers have found the idea in the previous stage, they can start writing. They organize the idea logically to make the content of writing on a paper. The content consists of the information in detail to support the topic.
c. Revising

The next stage is revising. It requires the students to check the content of writing. They can mutually give their feedback to refine the draft text in a writing group. In other words, a student in a group can identify the unclear content of his or her friend’s writing. It enables to have a small change to the organization idea, so they can add the new thoughts or delete the unimportant parts. Furthermore, students can rearrange their writing into a good one.

d. Editing

This phase of writing focuses on the correctness in grammar, mechanics, punctuation, and spelling. The learners can edit some errors on their writing when the revision to the content has been done. It can be completed by the list of important point that should be checked. It is a useful step for the students for reviewing their work before being published.

e. Publishing

In this step, the learners publish their final writing to their friend by reading the whole content in front of the class or submitting to their teacher to be read. Other ways are by sending the writers’ writing to the school’s bulletin and posting it on the internet. It contains the element of communication where the writers share their thoughts through a written form to people.
In conclusion, writing process is a cycle which the students learn to produce their writing starting from the beginning until ends. Here, teacher can encourage the learners to follow the steps of writing in the class. Since every steps of this process is important for the students to learn how to write.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a type of text in English containing the explanation about a specific subject. Priyana et al. (2008: 88) states that descriptive text is a text describing about the characteristics of a particular thing like animal, person, and thing. It usually describes the feature of a certain character factually. This text presents the information composed in detail.

2. Generic Structure

According to Irigiliati et al. (2009: 65), the generic structure of descriptive text is as follow:

a. Identification

It is the first part of the text that introduces the character (Wardiman, 2008:115). It becomes a main point to be explained. The form of this part can be the definition or classification of something that will be talked about.

b. Description

It is the second part of the text which describes parts, qualities, and characteristics of the person or something explained in detail (Angelista, 2014:17).
3. Language Features

Irigiliati et al. (2009: 65) states the language features of descriptive text, as follow:

a. Focusing on specific participants

The main character described is not general, but it is more specific, such as Elma’s cat, Pangandaran beach, and my favorite singer.

b. Using epithets and classifiers

Epithet is a nick name of something. Besides, it shows the characteristic of item varied (Okanlawon, 2007:35). For example, Suleiman the Magnificent, the New York Times “Gray Lady” and Africa continent “Dark Continent”. Meanwhile, Matthews
(2007:58) in Aziz (2009) defines classifier as form showing a noun and it is accompanied by a numeral like two cups of tea.

c. Using Simple Present Tense

The formula of simple present tense is below:

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>Nominal : S+to be (am/is/are)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verbal : S+V1 (es/s/ies)</td>
</tr>
<tr>
<td>Negative (-)</td>
<td>Nominal : S+to be (am/is/are)+not</td>
</tr>
<tr>
<td></td>
<td>Verbal : S+ auxiliary (do/does)+not+V1</td>
</tr>
</tbody>
</table>

d. Using adjectives and adverbs

Adjective is a word to explain a noun or pronoun like *clean, white,* and *pure.* Besides, adverb is a word to describe a verb, adjective, or phrase, such as *quickly* and *extremely.*

4. Social Function

The social function of descriptive text is to explain a specific something like thing, place, and animal in detail.

C. Game

1. Nature of Game in Language Teaching

Games are meaningful activity to encourage the students in practicing the language skills. Games give a way to assist the pupils to use the language in real situation rather than study it (Wright et al., 2006:2). Furthermore, in implementing game for teaching leaning process, it improves the students’ participation in using the target language. The use
of game in the classroom is a method to involve the students to the relevant material (Ritzko and Robinson, 2006:45).

Meanwhile, Hadfiled (2001:4) defines a game as an activity completed by the rules, an objective, and the elements of joy. There are two kinds of games namely competitive game in which players or teams race to be able to the first to reach the goal, and cooperative games in which players or teams work together toward a common goal (Hadfield, 2001:4). In addition, the important things of a successful game in the learning are having the clear rules, determining a specific goal, and creating a fun way.

To sum up the explanation above, game is an interesting activity to stimulate the students in applying the language skills completed by regulation and objective. Additionally, they have to compete cooperatively and competitively to be the winner in acquiring the goal.

2. The Advantages of Using Game in Language Teaching

As a useful way in teaching learning process, game provides some advantages for the students and the teacher. First, learners will master the topic of learning easily through a fun way. It effects to their psychology, since they do not feel depressed to keep up with topic being learned. Second, teacher will easily create an effective condition in the class, so learning objective will be achieved. Kim (1995: 35) states that there are many advantages of using games in the classroom, as follow:
a. Games are a technique to change the regular activity of the language class

The activity of language class often seems like to be called monotone. By other words, the application of activity for leaning a language is frequently the same for a long time. In addition, many teachers just follow the activity based on the instruction on the book. Based on the situation, applying an appropriate game in the process of leaning is a good innovation.

b. Games make the students more enthusiastic in learning language

Game becomes a motivational way for young learners. This term concerns an interesting activity for the pupils in order to learn a target language by having fun. Meanwhile, game can be involved by the competition, team, goal, reward, and winner, so it engages learners to participate in this challenging activity.

c. Learning a language needs a good effort, games assist the pupils to create and support the effort of learning language

Apart from having fun in playing game, students can learn the material at the same time. It can be a useful way to help students in understanding the topic of learning.

d. Games can be used to practice all the skills of language like reading, listening, speaking, writing

Using a game as method or technique in teaching learning process, demands learners to practice some kinds of language skills. They can
enhance their language skills. However, a game can benefit learners to use the various skills, but the assessment is only for one skill of language. The teacher can select and adjust an educational game for measuring one competency.

e. Games support the students to interact with other friends

One of the elements of game is team work, so it creates a good communication among the players. They can interact in their team in order to finish the game. The social skill of the student can be developed.

f. Games make the use of language more meaningful

Game can be a useful technique in learning language. According to his statement, game produces a good situation for pupils to response the application of language.

In brief description above, game gives positive effect for the learner to understand the material through an excited way. Furthermore, teacher can make learners to be more enthuse in studying through this kind of activity. Consequently, if a game is applied in the classroom, the learning objectives will be achieved successfully.

D. Words to Sentences Game

1. Nature of Words to Sentences Game

Words to Sentences game is a game in which every player from both teams has to race in writing a sentence containing a specific word given by teacher in a short time. The sentence should be clear and correct.
The clear sentence means it has unambiguous and understandable meaning. It can be supported by the use of punctuation, spelling and capitalization appropriately. Adams (2013) states that Words to Sentences game can be used by teacher to make the students more concern to the application of punctuation, capitalization, and spelling in their writing. Meanwhile, a correct sentence can be seen from the right grammar.

Here, teacher provides the same two sets of words that can consist of noun, verb, adjective, and adverb. Then, she or he gives a set of words for each team, so that every player acquires one or two words. Moreover, Adams (2013) states that the purpose of this game is to write a sentence having a specific word in it. Thus, every team can create sentences containing the special words supplied by teacher. In addition, Words to Sentences game is adopted from Sentence Race game that also written by Adams (2013) with the same steps, but in the end of Sentence Race game, there is no team becoming the winner.

Adams (2013) explains the procedure of Words to Sentences game. Before playing this game, teacher prepares two identical sets of words that want to be reviewed. Then, there some steps of playing this game. First, teacher divides the students into two teams. Second, she or he gives each team a set of word slips, so that every student in a team gets one or two words. Third, teacher says a word. A student from the first and second teams with that word should come forward and race in writing a sentence containing the word. Fourth, teacher announces that the winner is the first
student to write a sentence which has clear meaning and grammatically correct. She or he acquired a point. *Fifth*, this game is played until all of the students get their turn to write a sentence on the board. Finally, the team with the highest number of points wins the game.

2. **Procedure of Using Words to Sentences Game to teach writing**

   **Descriptive Text**

   There are several steps of using this game as the way to teach descriptive text, as follow:

   a. The teacher prepares two sets of words. Here is the example of a set of word slips:

     - magazine
     - art
     - row
     - toilet
     - hall
     - fragrant
     - room
     - computer
     - big
     - neatly
     - avenue
     - chair
     - comfortably
     - browse
     - gather
     - guitar

   b. The teacher divides the class into two teams.

   c. The teacher gives each team a set of word slips. Here, each student in a team acquires a word. A student can get two words, if there are some words left.

   d. The teacher gives a certain topic. For instance, the topic is to describe the students’ school.

   e. The teacher gives two minutes for the students to design their sentences in their group.
f. After that, teacher says a word randomly, a student from each team with that word must run to the board, and race in writing a clear and correct sentence using that word based on the topic. For instance, the word is “guitar”.

g. Then, teacher and students check the sentences together. They review the clarity and correctness of the sentences. They edit the sentences if there are some errors. Here is the illustration:

![Image](image1.png)

Team A
The students play **guitar** and drum in the art room.

Team B
It has gamelan instrument, **guitar** and angklung.

The player of team A finishes her or his writing first, and the sentence is clear and correct. Therefore, she or he wins and gets a point for her or his team.

The player of team B writes a correct sentence, but it is not clear. The word “it” does not refer to the specific subject clearly. Then, the meaning of the sentence is “It has gamelan instrument which are guitar and angklung. It happens because there is no comma after the word “guitar”.

h. The teacher calls a word again. Then, the next students from both teams should write a sentence.

i. This game has to be done until all the words have been played.

j. Finally, every team has written the sentences based on the words. For example, these sentences belong to team A.

1) My school is on Diponegoro **Avenue** number 5.

2) There are many **chairs** in the classroom.

3) Teachers and students sometimes **gather** in the hall.
4) The toilets in this school are clean and **fragrant**.

5) My school has a large **hall** room.

6) My school has many **rooms**, such as 21 classrooms, library, toilet, hall, art room and computer room.

7) My school is **big** and nice.

8) The students play **guitar** and drum in the art room.

9) My school has a modern **art** room.

10) There are twenty-five **computers** in the computer room.

11) Every class has four **rows** of tables.

12) The librarians arrange the book **neatly**.

13) My school has twelve **toilets**.

14) The students study **comfortably** in the classroom.

15) The students always **browse** the internet in the computer room.

16) There are some collections of school’s **magazine** in this room.

k. A team with highest number total point wins the game.

l. Furthermore, teacher asks the students individually to arrange the sentences that have been created by their team into a descriptive text according to generic structure of the text. Here, the teacher monitors the students in combining the sentences. In addition, here is the example of descriptive text that have been made:
My Lovely School

My school is on Diponegoro Avenue number 5. My school is big and nice. It has many rooms, such as 21 classrooms, library, toilet, hall, art room and computer room.

There are many chairs in the classroom. Every class has four rows of tables. We study comfortably in the classroom. Moreover, there are some collections of school’s magazine in the library. Here, the librarians arrange the book neatly. Furthermore, my school has a large hall room. Teachers and students sometimes gather in the hall. Then, my school has twelve toilets. The toilets are clean and fragrant. In addition, my school has a modern art room. The students play guitar and drum in the art room. Further, there are twenty-five computers in the computer room. The students always browse the internet in the computer room.

3. The Advantages of Words to Sentences Game

Words to Sentences game provides the number of advantages used as a way to teach the students in the classroom, as follow:

a. Provide a friendly competition

A friendly competition refers to the way to achieve the goal of a game which is fair. This game serves a fair competition since it treats every group with the same way. It has been written in the rule of game where every player in a team has an equal chance to race in writing one or two sentences. Then, the winner is the team which has the highest point.
b. Develop creative thinking

In playing this game, every learner has to use her or his creative concept in making a sentence in which it contains a specific word given by teacher.

c. Engage student in active learning

The game encourages students to be more active as the participant in teaching learning process. They can use the knowledge obtained through a fun way. Moreover, the students with high, middle, or low intelligent can take a part in this game. In addition, it can relieve the depression in writing. In other words, this game can motive the pupils to take a part in the process of learning.

d. Promote teamwork

Words to Sentences game requires the learners to work in a team. Because of the goal is to write the sentences using the specific words, so that the players in their own group cooperate in giving the idea to write a clear and correct sentence. Here, every student can give her or his contribution in a team by writing one or two sentences.

E. Relevant Previous Study

There are two relevant previous studies dealing with this research. These studies used as the references and comparison between the relevant previous studies and the present study conducted by the writer. The first study comes from Widodo Hami in Semarang on 2011 entitled “Improving Students’ Ability in Writing Descriptive Text through Wholesome Scattering Game (A
Classroom Action Research at 8th Grade Students of Mts Sunan Ampel Patean Kendal in the Academic Year of 2010/2011). The method used in this research was classroom action research. The objectives of this research were to know the students’ progress in writing descriptive text and to find out the contribution of Wholesome Scattering game to improve the students’ mastery in writing descriptive text. The subject of this study was the eighth grade students of Patean Kendal consisting of thirty-one students. Moreover, this study used observation and written test as the instrument. Furthermore, the mean score of pre-test was 31.7 or in poor level. In the first cycle, the mean score of the students was 50.7 or in average level and the second cycle was 67.6 or in a good level. It proved that Wholesome Scattering game improved the students’ skill in writing descriptive text.

Besides, in the implementation of Wholesome Scattering game for writing descriptive text, three students come forward. Here, teacher dictates them to write the single words on the board and the others who are on the seats do the same thing. After that, the three students return to their seat and teacher will correct the spelling if there were some errors. Then, teacher asks the students individually or in a group to write descriptive text using those words in twenty-five minutes. Furthermore, teacher checks the students’ writing. A group who gets the highest good score in writing and finish the writing first will become the winner.

The second was a paper written by Widya Putri Kartika and Saunir Saun in Padang on 2013 entitled “Using One-Word Two-Word Three-Word Game
in Teaching Writing Descriptive Text”. The paper only explains the procedure of using One-Word Two-Word Three-Word Game in teaching writing for Junior High School. Teacher asks each group to prepare a piece of paper. First, the students in a group are asked to look at the picture. They have to choose one of the words presented beside the picture in order to complete the sentence and write the word on a piece of paper. Second, teacher asks the student to keep looking at the picture and choose one of the words written beside the picture to complete the sentence by keeping the first word written on the paper. Third, the students still are required to look at the picture and complete the same sentence in the first and second step by choosing one of the words beside the picture. They keep the first and second word on a piece of paper. Finally, they can write a complete sentence. The teacher repeats the first until third step to create the next sentences. After that, the students get the sentences or a descriptive paragraph.

Additionally, the title of this present study done by the writer is the Effectiveness of Words to Sentences Game for Teaching Writing Descriptive Text (An Experimental Research at the Seventh Grade Students of SMP Negeri 1 Sokaraja in Academic Year of 2014/2015). There are similarities of previous studies and the present study. First, the previous studies and present study used a game categorized as a word game, but the game and procedures were different. Second, the previous and present study focused on writing descriptive text.
Meanwhile, the differences of this study and the previous studies can be seen from the method, the objectives, the instrument, and the sample. The method of this research was experimental research and the aim of this study was to find out the effectiveness of Words to Sentences game in teaching writing descriptive text. The sample of this study was the students of class VII B and VII E in SMP Negeri 1 Sokaraja. The instrument used in this research was written test. The game applied was in the present study was Words to Sentences game in which the procedure of this game is different with the previous studies.

F. Basic Assumption

In teaching writing, teacher should create a good atmosphere in order to make the students more interested in writing activity, and the learners can still have fun to involve the process of writing. Based on the literature review, game is one of entertaining ways to be applied in teaching learning process. Words to Sentences game is a suitable way to be used in teaching writing descriptive text due to its characteristics. First, this game provides the word slips. Teacher prepares the word slips, such as verb, noun, adjective, and adverb adjusted to the specific topic that will be described. Students will be directed to use adjective and adverb in writing the sentences. Those words can also stimulate the students to invent the ideas in creating sentences based on the topic given. Second, this game has the purpose to write the sentences containing particular words. The sentences should have clear meaning and grammatically correct. Here, they can be trained to make the sentences with
simple present tense correctly which is the language feature of descriptive text. They also can be accustomed to write the sentences using capitalization, punctuation, and spelling appropriately in order to get the clarity of sentences. *Third*, this activity actively engages the students in writing. Students can be motivated to make the sentences that will be arranged into descriptive text. According to the characteristics of Words to Sentences game, the problem of writing will be overcome. It can be assumed that Words to Sentences game can be effective to teach writing descriptive text.

**G. Hypothesis**

According to Kerlinger & Lee (2000) in Seniati et al. (2009: 46-47), hypothesis is the statement related to the assumption of relationship between two or more variables.

Based on the problem of study, the hypothesis is that: “*Words to Sentences* game is effective for teaching writing descriptive text at the seventh grade student of SMP Negeri 1 Sokaraja in academic year 2014/2015”