A. Writing Skill

1. Definition of Writing

Writing is the process of expressing ideas, thinking, or feeling in words on the piece of paper. So, the information, message, or idea is expressed in a text. According to Indonesian Ministry of National Educational (2009: 3), writing is transforming thoughts into written language. It means that one need to think about the content of the writing first and then arrange the ideas using appropriate language. In the process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. Gaith (2002) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete on the piece of paper.

So, in a way, writing is the complex process of transforming thought and idea into the language in the piece of paper by thinking the content of writing to be visible and concrete.

2. The Importance of Writing

Writing is one of important skills which have to be mastered by the students because writing can help them critical thinking and it
stimulates them to think deeply to build a good writing. Writing is also necessary component of education, livelihood, and basic functional in our society. By learning writing, the students will get knowledge how to write effectively, how to express their ideas, and how to share their thoughts with anyone else through writing.

Harmer (2004: 31) states that writing encourages the students to focus on accurate language use, because what they think as they write will provoke the students’ language development as they resolve the problem. Besides that, writing is useful as the preparation for some other activities, for example in a discussion. The students have to prepare and discuss their arguments and put it in the written form. It means that writing is used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Moreover, writing is also used in questionnaire type activities. For example, in some examination, the students have to answer the question in form of written. By writing, people can make correct sentences to organize a paragraph and also have the purpose to communicate with the readers using written language.

From the description above, it can be concluded that writing skill is important to be learnt. It is used by the students to develop language activity.
3. Teaching Writing

Teaching writing is so important to make the students master English language, especially in writing. In writing process, the students usually use dictionary to help them translate the word to make sentences or paragraph, so the teacher should be patient to teach and help the students in writing class, because teaching writing can’t be done instantly.

Harmer (2004: 41-42) states that when helping students to become better writers, teachers have a number of crucial tasks to perform. Among the tasks which teachers have to perform before, during, and after students writing are following:

a. Demonstrating

The teacher must be able to make the students aware of the language used or others to perform certain writing function by using whatever the way.

b. Motivating and provoking

The teacher must be able to motivate and provoke the students to start writing and help them find out their motivation when they lost it. It has been known that the students often lost their ideas, spirit, and confidence and the teacher have to help them to find them back.
c. Supporting

The teacher has to support the students to help them solve their difficulties.

d. Responding

The teacher has to give the respond to the students’ writing draft. It is completely different from evaluating. The teacher does not judge the students’ writing to get the mark.

e. Evaluating

The teacher needs to evaluate the students’ task to find out the real condition of the students achievement.

4. 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, those are organizing idea, lack of vocabulary, and grammar accuracy.

a. Organizing Ideas

The problem usually faced by the students in writing composition is about 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 don’t know what they will write. In writing composition, the students usually write contents that are not suitable with the theme.

The students can write composition if they know the rules in writing paragraphs. Before the students write a composition, they have to start by choosing the theme, and then make an outline, which can help them in arrange the sentence or paragraph. With those steps, they can avoid some mistakes in writing composition. Of course the content of the composition will be suitable with the theme.

b. Lack of Vocabulary

Vocabulary also becomes an important part in writing composition. The teacher realizes if the students don’t master the vocabularies well, they will get difficulties in expressing their ideas, especially in writing. Most of the students face this problem, because they lack vocabulary. They often write sentences which are not communicative. They also usually choose incorrect words when they want to write a composition.

c. Grammar Accuracy

When the students are trying to make a composition, they are usually confused in whether their sentence or grammatical correct or not. Generally, the students don’t master English well. They just start to learn English so their competence is still weak,
especially in grammar. It becomes a problem when they have to make a composition, which consist of sentences. For example when the students are given a writing task by the teacher, they just write their task without see the grammar that they used to organize their task.

From the problem above, it can be concluded that the students can learn writing easier if they can organize their ideas, use good vocabulary and grammar. However, most of them can’t organize well their ideas, don’t master vocabularies and grammar so it makes them often write sentences which are not communicative. They usually choose incorrect words when they write.

5. Component Influencing Writing

The stock of vocabulary, grammar accuracy and mastery the steps of how to make a correct sentence must be considered to make a good writing. The students’ writing score will be evaluated by the scoring system. There are some aspects of scoring writing:

a. Organization

According to Brown (2004:245) the organization of the text is consist of fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.
b. **Content**

According to Brown (2004:245), the content of the text consist of the full of information or idea, substantive, and relevant with the problem.

c. **Grammar**

According to Hughes (1989:91), grammar means the sentences are written appropriately to the function. Therefore, the sentences can work properly.

d. **Vocabulary**

According to Brown (2004:245), in the vocabulary aspect consists of the students’ vocabulary usage, choose the correct words as its as function, and master in forming word.

e. **Mechanic**

According to Brown (2004:245), mechanic aspect consists of the students’ roles how to write such as the correct use of English writing conventions and make only few faults in the punctuation and spelling.

6. **Students’ Need in Writing**

The teacher have to know what the students need. It is so important because by knowing their needs will lead them to know how to fulfil what they want and the teacher’s goals in teaching and
learning process can be reached more effectively. Harmer (2004: 62-63) has ordered what students’ need:

a. Information and Task Information

The students need to have the necessary information to complete the task. It means that the students need to understand clearly what the teacher wants to do and what the students need about any of the topic detail that the teacher gives for them.

b. Language

If the students need specific language to complete a writing task the teacher needs to give it to the students or help them to find it. This may involve offering them phrases, part of sentence, or words.

c. Ideas

Teacher needs to be able to suggest idea to help students when they get stuck. For some this may be just a word or two. The teacher may need to dictate a half sentence or even something more substantial. One of the skills of a good writing teacher is to be able to throw out suggestions without crowding out the individual students with too much depressive detail. In order to do this the teacher has to be aware of which the students need more or less help and stimulation, especially where students are working on their own rather than collaboratively.
d. Patterns and Scheme

One way of helping students to write, even when they may think they do not have many ideas, is to give them a pattern or a scheme to follow.

B. Descriptive Text

1. Definition of 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.

2. Function of Descriptive Text

According to Pardiono (20: 34), the specific function of descriptive text is to give description about an object (human or non-human).

3. Generic Structure of Descriptive Text

To guide the students to write descriptive text, Wardiman (2008:122) gives the explanation about the generic structure of descriptive text, those are:

a. Identification : consisting of identification phenomenon to be described.

b. Description : consisting of the description parts/things (physical appearance), qualities (degree of beauty, excellence, or worth/value), characteristics (prominent aspects that are unique).
4. Language Features of Descriptive Text

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

a. The Use of Simple Present Tense

Pattern:

(+) S + to be (am, are, is) / V₁ s/es

Example: They write a letter.

(-) S + to be (am, are, is) / do, does + not + V₁

Example: They do not write letter.

(?) Auxiliary (to be / W-H) + S + V₁ ?

Example: Do they write a letter?

b. The Use of Adjectives

Example: beautiful, sharp, strong, small, big, and etc.

Example of descriptive text:

**Rabbit**

A rabbit is a small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to be small body, rabbit has large sized ears.

A rabbit is a weak and timid animal and is always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear even the fun of drop sound. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones.
C. CSW (Catch, Speak, and Write) Game

1. Definition of CSW (Catch, Speak, and Write) Game

CSW game is adapted from “Catching up on your ABC’s” game by Adam. In Catching up on your ABC’s game, the students have to write an alphabet on the board. Throw a board marker to someone and say a word beginning with the letter B and then throw it to another person. The third person will say a word beginning with the letter C and so on.

According to Annisa (2013), CSW game stands for Catch, Speak, and Write. This game uses a chocolate as a token because most of people like chocolate. Before the students start this game, the teacher divides the students into two groups, group A and group B. First stage is catch, it means the student has to catch a chocolate that is thrown by a member of group A to the other member of group B as the media in order to make the class relax and enjoyable. Then the second stage is speak, it means the student has to speak after she/he caught the chocolate. The student has to speak or say by answering one of the questions related to the picture that is shown by the teacher through power point. The last stage is write, it means that the student who stands beside the student who has caught and spoke that he/she...
has to run to the front and write what has been said by his/her friend in the white board. After all of the questions are answered, the teacher gives a new picture and asks the students to make a descriptive text related to the picture.

The example:

Choose one of the questions!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Who is in the picture?</td>
</tr>
<tr>
<td>2.</td>
<td>What does he look like?</td>
</tr>
<tr>
<td>3.</td>
<td>What is his job?</td>
</tr>
<tr>
<td>4.</td>
<td>What is the shape of his eyes?</td>
</tr>
<tr>
<td>5.</td>
<td>What does his eyes look like?</td>
</tr>
<tr>
<td>6.</td>
<td>What does his nose look like?</td>
</tr>
<tr>
<td>7.</td>
<td>What is the colour of his hair?</td>
</tr>
<tr>
<td>8.</td>
<td>How about his body? Is he fat or thin?</td>
</tr>
<tr>
<td>9.</td>
<td>What is the colour of his tie?</td>
</tr>
<tr>
<td>10.</td>
<td>What does he wear in his head?</td>
</tr>
</tbody>
</table>

**SBY**

His name is Susilo Bambang Yudhoyono. He is often called SBY. We know him as the president of Indonesia. He looks so handsome. SBY has fat body, round face, round eyes, pointed nose, and black hair. As the ex-soldier, his body is strong and health. He wears red-brown tie and hat in his head.

Based on the explanation above, CSW (Catch, Speak, and Write) game is a kind of game that can be used to help the students’
writing skill in learning English. The appropriate pictures those are used by the teacher in teaching are very important because it will increase students’ interesting.

2. The Advantages of CSW (Catch, Speak, and Write) Game

According to Annisa (2013), there are some advantages of CSW (Catch, Speak, and Write) game in teaching writing on descriptive text:

a. The students will be more interested in writing because they feel fun and enjoy while studying.

b. The students get easy to explore their ideas because the teacher uses technique and media that is very helpful.

c. The students not only will write but also will get new words or vocabulary.

d. This game will help the students to explore and generate their idea.

e. The game is easy to be applied and very simple.

3. Teaching Descriptive Writing Using CSW (Catch, Speak, and Write) Game

To teach writing by using CSW (Catch, Speak, and Write) game, the teacher and the students have to know the role and the way how to use this game. There are some preparation that should be done by teacher before playing the game such as chocolate, pictures, LCD,
Laptop, and some power point that will display the pictures and power point clearly. Beside that there are the procedures to play CSW (Catch, Speak, and Write) game:

1. First, after the instruments are ready, the teacher divides the students into two groups, group A and group B.
2. Second, the teacher asks the students in group A and B to stand up face to face.
3. Third, the teacher explains to the students how to play CSW (Catch, Speak, and Write) game.
4. Fourth, the teacher gives a sign to start the game.
5. Next, the teacher shows the pictures and questions which will lead the students in describing the picture through power point slide.
6. The first stage of this game is Catch: a member of group A will throw the chocolate to a member of group B. then, a member of group B will catch the chocolate and choose one of the questions that are shown through power point slide.
7. The second stage of this game is Speak: the student who catches the chocolate will speak by answering one of the questions related to the picture on the power point slide.
8. The third stage of this game is Write: the student who stands beside the student who has caught and spoke has to run to the front and write what has been said his/her friend in the white
board. Those activities will be done till the questions finish to be answered.

9. After he/she back to his/her stand, the chocolate will be thrown again, and so on.

10. Next, the teacher corrects the students’ spelling written in the white board together and leads the students to make good sentences.

11. Finally, the teacher asks the students to sit down on their seat and gives a new picture and asks the students to make a descriptive text related to the picture. The teacher asks one of the students to write a descriptive text in the white board to check and discuss it together.

D. Basic Assumption

Writing is an important aspect of life because it gives many benefit in many aspects of life, one of them is in educational aspect. In writing, the students have to organise their ideas, have enough vocabulary, and mastery grammar so in teaching writing the teacher have to create the interesting ways that can be applied in teaching and learning process to make the students interested in writing. The way that can be applied in teaching and learning process is game because game will give the new experience and bring relaxed atmosphere. On of game that can be used is CSW (Catch, Speak, and Write) game.
CSW (Catch, Speak, and Write) game is one of games that can help the students in writing English. This game uses chocolate and picture as the token. This game has three main stages that should be done in group, those are catch, speak, and write. Before the students start this game, the teacher has to provide the picture and some questions to lead the students to make a descriptive text. By using the picture and some questions, the students will be easily to describe the picture in more details to support the identification and description, such as description of the parts, quality, and characteristics. After playing this game, the teacher will correct the students’ spelling written in the white board and leads the students to make good sentences. Next, the teacher gives a new picture and asks the students to develop their idea about the picture and organize it to be a descriptive paragraph. So, it could be assumed that CSW (Catch, Speak, and Write) game is effective for teaching descriptive writing.

E. Hypothesis

Based on the explanation in the previous section, it was hypothesized that CSW (Catch, Speak, and Write) game was effective for teaching descriptive writing at the Seventh Grade Students of SMP Negeri 1 Kutasari, Purbalingga in academic year 2013-2014.