CHAPTER II
THEORETICAL REVIEW

A. THE NATURE OF WRITING

1. The 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 express in a text. According to Indonesian Ministry of National Educational (2009: 3), writing is transforming thoughts into written language. It means one need to think about the content of the writing first and then arrange the ideas using appropriate language. In the process writing, 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 Process of Writing

Jeremy Harmer (2004: 4-6) argue that writing as a process has four main elements:

Step One: Planning

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Step Two: Drafting

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Step Three: Editing

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Step Four: Final Version

a. Step One: Planning

Planning is a way to warm up brain before writing, just as warming up cars' engine before driving. When planning, writers have to think about three main issues. First, they have to think about the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they will use, and about the information that will they choose to include. Secondly, writers have to think of audience they are writing for, not only the shape of the writing but also the choice of language, for example; this writing is for formal or informal. Thirdly, writers have to consider the content structure of the piece - that is how best sequence the facts, ideas or arguments which they have decided to include.

b. Step two: Drafting

Making a simple draft of the ideas or arguments that generate from planning it will help in organizing thoughts as the plan of arranging paragraphs.

Using the draft as a guide and refer to it while composing the sentences.

Writing topic sentence, the topic of the paragraph is usually stated in the first sentence. This sentence is called the topic sentence. The other sentences add details to the topic and it is called supporting sentences. Some paragraph also have a concluding sentence, with summarizes the ideas of the paragraph.

c. Step three: Editing (reflecting and revising)

Once writers have produced a draft they usually read through what they have written to see where it works and where it does not work. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then

move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. Meanwhile, the writers have to look of the general meaning and overall structure before concentrating on details features such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Meanwhile, revising also need for check the relevance between topic sentence and some supporting sentences, students can see if there is a clear topic sentence. If not, students need to add one. Then, make sure all sentences relate to the topic stated in the topic sentence. If the students find a sentence that does not relate to the topic, delete it. Students also need to check the organization. After check the organization students have to check the grammar, punctuation, and spelling, also correct any mistakes found. It will help the writers to write correctly.

d. Step four: final version

When the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

Writing is a continuous process of writing and rewriting, so read the paragraph once more, and do not surprised if it will be change anymore. Read the paragraph until the paragraph which is made relevant and make the students satisfied with the final product.

3. The purpose of writing

Students often think their purpose for writing is to fulfill a class assignment, but the concept of purpose means more; it refers to what the writing seeks achieve. Purpose of writing:

1) The purpose of informative writing

Informative writing seeks to give informative and when necessary, to explain it. Informative writing focuses on the subject being discussed. It includes reports of observations, ideas, scientific data, facts and statistic. It can be found in textbook, encyclopedia, technical and business reports, and book of nonfiction, newspaper, and magazines.

2) The Purpose of Persuasive Writing

Persuasive writing seeks to convince the reader a matter of opinion. This writing is sometimes called argumentative because it argues a position. Persuasive writing focuses on the reader, whom the writer wants to influence. Persuasive writing seeks to change the reader's mind, to bring the reader's point of view closer to the writer's. Example of persuasive writing include editorials, letters to the editor, reviews, sermons, business or research proposal, opinion essays in magazines and book that argue a point of view. To be persuasive, we cannot merely state an opinion. We must offer convincing support for your point of view. To argue well, your reasoning must be logical and sensible and clearly arranged the subject being discussed. Persuasive writing can be found in editorials, letter to editor, review, sermons, business/research, proposals, opinion essays in magazine and books that argue a point of view.

4. The Text Types in Writing

In teaching English writing there are some types of text as follows:

a. Recount text

Recount text is a kind of text which retells past events or conveys someone past experience. It is also supported by Anderson (2003: 48) who says that recount text is a piece of text that retells past events, usually in the order in which something happened. The purpose of it is to give the audience a description of what occurred and when it occurred. Speaking or writing past events is called recount.

Based on the statement described previously, it can be concluded that recount text is a text which talks about past event.

The generic structure of recount texts is:

1. Orientation: provides the setting and introduced participants. Setting consists of time for example; once, one day etc; participant is the person who is in the story or tells the story.

2. Events: tell what happened, in what sequence. Events usually consist of than one event.

3. Re-Orientation: optional closure of event. If consist of the conclusion on the experience.

b. Narrative text

Narrative text is a text type telling about activity or event in the past, which deal problematic experience and resolution with the function to amuse and to give moral value to the reader (Pardiyono, 2007:94). Narrative text is a kind of text which has purpose for amusing or entertaining the reader or listener with the story that deals with complications or problematic events which lead to a crisis and turn find a resolution.

From the explanation above, it can be conclude that narrative text is a text for entertaining which has problematic event and it can give moral lesson for the reader or listener.

The generic structure of narrative text is:

1. Orientation: sets the scene and introduces the participants. It consists of time and place. Time which is often used is once upon a time, long ago. Place states where the story takes place, e.g. in a jungle.

2. Evaluation: a stepping back to evaluate the plight.

3. Complication: a crisis arises.

   Complication contain problem faced by the participants. In a narrative text usually performs two or more complication.

4. Resolution: the crisis is resolved, for better or for worse. Even the problem finds its way out, it is called as resolution.

5. Re-orientation: optional.

   Re-orientation consists of moral values or advices to the readers.

c. Descriptive text

Pardiyono (2007: 34) said that description is a type of written text, which has the specific function to give description about an object (human or non-human). It can describe about parts, qualities or characteristics.

Based on the statement above, it can be conclude 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.

The generic structure of hortatory review is:

1. Identification; identifies phenomenon to be described. It states the name of the place, thing or person.

2. Description: describes parts, qualities, characteristics.

   a. The description on place; location, situation, weather, atmosphere.

   b. The description on thing: color, size, function, position.

    c. The description on person: height, skin, and hair color, face and etc.

d. Report text

Report text is a type of text which has purpose to give information about things in the world. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on. Pardiyono (2007: 274) also said that report text is a text which contain of information about natural or non-natural phenomenon or things in the world.

    The generic structure of report text is:

1. General classification: tells what the phenomenon under discussion

   In general classification, it introduces the topic of the report such as: the class or the subclass.

2. Description is like term of (1) parts, (2) guiltier, (3) habits or behaviors, if living, uses, if non-natural.

B. GAME

1. The Nature of Game

    Game is an activity given to the students to use language in less formal situation (Priyantini, 2000: 63). A physical or mental competition conducted according to rules with the participants in direct opposition to each other (Meriam-webster.com).

    From explanation above, it can be concluded that game is an activity given to the students that has rules in playing. There are some kinds of games.

a. Competitive Games, in which players or teams race to be the first to reach the goal.

b. Cooperative Games, in which players or teams work together towards a common goal.

Successful completion of the game will involve the carrying out of a task such as drawing in a route on a map, filling in a chart, or finding two matching word, Rather than the correct production of a structure. However in order to carry out this task it will be possible to specify in advance roughly what language will be required.

2. The Advantages of Game

Games are useful in many ways; they can help students practice on pronunciation, develop vocabulary, and try to produce humor in the target language. Priyantini (2000:64) stated that among the advantages of using games are;

a. Games add variety to the range of learning situation.

b. Games can be used to punctuate long formal teaching units and renew student energy before returning to more formal learning.

c. Games can give 'hidden' practice of specific language points without students being aware of this.

d. Games encourage student participation and can remove the inhabitation of those feel intimidated by formal classroom situations.

e. Games can increase students' communication, and so reduce the domination of the classroom by the teacher.

From the explanation above we can conclude that we use games in teaching, the class will be more a life. And one of the most important reasons for using games in classroom activities is simply that games are immensely enjoyable for both the teacher and the students.
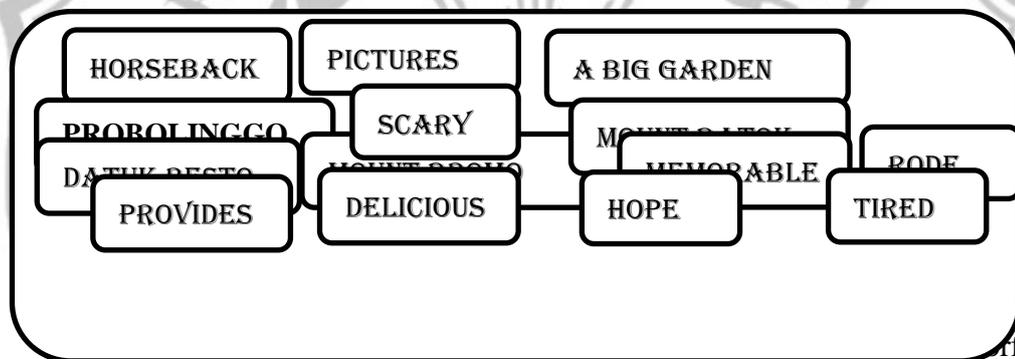
C. The Nature of Clue Words Game

1. Definition of Clue Words Game

Hornby (2008) in the oxford learners' pocket dictionary in stated that the "clue" means some information that helps you to discover the answer to problem. Meanwhile "word" stated from oxford learners' pocket dictionary means that a single unit of language which means something and can be spoken or written.

Redjeki Agoestyowati (2010: 5) defines that clue game is a game to give information for the students with provides many clue. It can attract the students to explain a thing (noun), action (verb), or description words (adjective).

From the definition above we can conclude that "Clue words Game" is a game which has many words as clue to give information and helps the students to explore their idea. It means that the teacher provides many words as a clue related to the topic given, than the students have try to make a sentences from that clue then the students must make a paragraph from that sentences.

This is an example of clue words game to teach writing skill, for example to teach recount text.

HORSEBACK	PICTURES	A BIG GARDEN	
PROBOLINGGO	SCARY	MOUNT BATOK	RODE
DATUK RESTO	MOUNT BROMO	MEMORABLE	
PROVIDES	DELICIOUS	HOPE	TIRED

...se ...ful flowers and a small pool.

In the morning, my friend and I saw **Mount Batok**. The scenery in Mount Batok was very beautiful. We **rode** on **horseback**. It was **scary**, but it was amazing and it was **memorable** experienced. Then, we went to get a closer look at the mountain. We took **pictures** of the beautiful scenery there.

In the afternoon, we had lunch in **Datuk Resto**. There were **provides** a variety traditional food, like ketoprak, rujak cingur, gado-gado, etc. I ordered ketoprak and rujak cingur. It was very **delicious**.

We were very **tired**. However, I think it was really fun to have a holiday like this. I **hope** my next holiday will be more interesting.

2. **The Advantages of Clue Words Game**

Teaching English using Clue Words Game has some advantages, they are:

a. Make the students teamwork better.

b. Make the students think quickly.

c. Make the students able to develop their creatively in making sentences.

d. Increase students' use of english in a flexible, meaningful and communicative way.

e. Make the students more interested in learning English.

3. **Clue Words Game in Teaching English Writing Skill**

In this paper writer wants to conduct teaching English especially teaching English writing skill by using clue words game in classroom action research.

Before the teaching learning process, the writer must make preparation as follows:

a. Select the topic which has correlation with the lesson.

b. Provides some clue words related to the topic.

The procedure of playing clue words game in teaching English writing skill, they are:

b. Students are divided into several group, consist of 4-5 students each groups.

c. Teacher tells to the students what they have to do.

d. Students got many words in of form clue words game.

e. Students shared with other member in their group then discuss the difficult words.

f. Students are asked to make a sentence from those words individually.

g. Students are asked to present their result in front of the class.

D. Basic Assumption

The use of clue words game in English language learning especially in teaching writing skill has special contribution in making the students active and the class more alive. This condition really supports the students to have more interest in learning English. When they are interested in certain material, it will be easier for them to understand. Using game in classroom will make the class fun and enjoyable.