CHAPTER II
THEORITICAL REVIEW

A. Writing

1. The Definition of Writing

Writing is one of the four language skills besides listening, speaking, and reading in language teaching. Writing can be defined as some printed words that express people or writer’s idea. Writing is one of languages skills that should be learned and mastered by students since writing is a productive skill that used to communicate besides speaking. As a productive skill, writing requires the students to be productive in producing words, phrases or sentence to create a composition or paragraph consisting messages or ideas.

Writing is a task which involves students in manipulating words in grammatical correct sentences, those sentences in the form of writing which successfully communicates the writer’s thoughts and ideas on certain topic (Heaton, 1975: 127).

Writing is a way to produce language which you do naturally when you speak. Writing is also an action of discovering and organizing ideas, putting then on paper and reshaping and revising those. Writing is considered as a process and or a result. Writing represents the activity which is performed by someone to produce an article. When people write, they do not only have to keep their purpose of writing, their mind, but they also have to think about the
fact, opinion, ideas that are relevant to his or her purposes and think about how to organize them in the composition (Mayers, 2005: 2).

Writing is the mental work of inventing ideas, thinking about how to express them, the organizing them into statements, and paragraphs that will be clear to a reader taken from Nunan (2003: 88).

Based on the explanation above it can be concluded that writing means of communication where the written form is used to express the writers’ purpose, feeling, and thought. And we can see the important of writing. The existence of writing in modern society plays an important role. Though writing people can express their ideas into printed words, and communication tool to one another over long distance thus.

2. The Importance of Writing

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

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 used 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 asked the students 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 taught.

d. Writing is frequently useful as preparation for some other activity.

e. Writing can be used as an integral part of a larger activity where the focus is on something else such a 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 answers activities.

   In teaching writing, the teachers often give questions to the students. Foreexample is 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 written.
From the explanation above the writer can conclude that writing skill is very important to be learned. Writing helps all to explore their ideas, feelings, and thoughts in a written form. Besides that writing helps us in solving and improving other skills in learning language.

3. The Steps of Teaching

In writing there are some important things that we have to notice when we will make writing. Harmer (2004: 4-5) declares that steps of writing has four main elements. Those are:

a. Planning

The writer has to think about three main issues:

1) The purpose of their writing. It is important to know the purpose of writing since it will influence many things related to a good writing result. By knowing the purpose, of course we can decide the most appropriate style of the language; therefore, the result will be affective to reach the purpose.

2) The audience here is the reader of our writing. They will influence our language style, diction, paragraph structure, etc.

3) The content structure of the writing that is, how best the sequence the facts, ideas, or arguments which they have decided to include.
b. Drafting

It is the first version of a piece of writing. In the writing process, drafting is necessary for helping the writer to write ideas and decided what should come first, second, third and so on, until the last.

c. Editing

It means that we read again what we have written as a draft. By doing this activity we can minimize the mistake and make our writing effective. In editing, we may change what we have to written when we find something bad to make the writing better than before. This activity is also possible to be done by other people, for example as a commentator and advisor. It is better since they can be more objective to measure the writing than the writers himself.

d. Final revision

It is the last steps of all. After we finished doing all process before, the writer have to make a final revision. It is possible that final revision has many different with plan and the draft because there are many changes in editing process. Any unimportant information stated in the draft can be related.

Finally, the writer concludes that there are four elements in procedure writing, those are planning, drafting, editing, and final revision. After all process have finished, the result of our writing is ready to be publicized to the reader.
4. The Components of Writing

The stock of vocabulary, grammar and comprehend 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. The aspect of scoring are organization, content, grammar, vocabulary, and mechanic (Nurgiyantoro, 2001: 48) to make it clear, the writer will explain each aspect.

a. Organization

It means that how the students organize their idea. Whether each paragraph is organize well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic, sequence, and cohesive.

b. Content

The content refers to the topic and its explanation, discussion, valuation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

c. Language

The students use effective complex sentence construction and make only few faults in the using of grammar.

d. Vocabulary

If the students could choose the correct words as it is function and master informing words.
e. Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

5. The problems in Writing

The writing ability means the ability to communicate ideas or thoughts using writing symbols. As the written communication tool, it is hoped that other person understands what the writer intends to, so that there is an interaction between the writer and the reader.

There are some problems which are faced by students in learning writing (Nurgiantoro, 2001: 298-299). Those are:

a. Organizing Idea

The first problem that usually faced by students in writing text is about how to organize their ideas into sentences. Students usually get difficulties how to organize and develop their ideas into good sentences in writing text, so students write the content which is not suitable with the theme.

Students can write text well if students know the role in writing paragraphs. Before the students write the text, students should start by choosing the theme, and then make an outline which can help students in arranging the sentences or paragraph. By those ways, the students can avoid same mistakes in writing text and of course the content of the text will suitable with the theme.
b. Lack of Vocabulary

Vocabulary also becomes an important part in writing text. If the students are not mastering the vocabularies well, of course the students will get difficulty in writing text.

Most of the students face this problem because they are not mastering the vocabularies so the students often write sentences which are not communicative. The students choose the incorrect words to make sentences in writing text. As the result, the teachers are confused they read their students’ writing text.

c. Grammar Accuracy

Most of beginner students do not master English grammar well. It happened because they just learn English in general not too specific in grammar. It becomes a problem because the students are often confused when they try to make sentences in writing. They are not sure whether their sentences are grammatically correct are not.

As the result, the beginner students get difficulties when they make sentences in writing texts. One of the texts is a descriptive text.

From the problems above, the writer concluded that the students can learn writing easier if they can organize their idea, mastery of vocabulary to produce unified paragraphs, and mastery of grammar. Most of students are not mastery vocabulary so that they often write sentences that are not communicative. They usually choose incorrect words when they write.
To solve those problems, the writer used *Wholesome Listing game* to create their ideas in writing descriptive text. Indeed, Piaget’s (1896- 1980) cited in Satriani, et al., (2012: 15) point out that students construct knowledge for them by actively making sense of their environment. Therefore, *Wholesome Listing game* can help the students to solve the problem in writing.

6. The Types of Writing

Writing is divided into four genres. The writing is supposed to have on its audience. They are narrative, descriptive, exposition and argumentative. While troika (1987: 3), divides writing into four genres based on the form namely:

a. Exposition

Exposition writing aims at informing and making the reader understand. It is often called informative writing, because it seeks to give information and to explain it if it is necessary. Information writing focused on the reader when the writer wants to influence. Exposition or informative writing includes reports of observation, ideas, scientific data, fact, and statistic. It can be found in text book encyclopedias, technical and business report book or nonfictions, newspaper and magazine.

b. Argumentation

Argumentation is often called persuasive writing, because it aims at persuading and convincing the reader of writers’ point of view a particular issue. Therefore persuasive writing or argumentation is focus on the subject
being discussed. Persuasive writing can be found in editorials, letter to editor, reviews, sermons, business or research proposal, opinion essay in magazine and books that argue a point of view.

c. Descriptive

In concentrates primary on things (noun) such as a person, a place and object, rather than concerning itself with the action (verb) in which the things (noun) participate descriptive writing permits people to share their sensual impression of a person, a place or an object. It appeals to the readers since of sight, sound, smell, taste, and touch.

d. Narrative

In contrast with description, narration is more than description. Where description focuses its attention just on nouns, narration focuses both on nouns and verb (the action). Therefore narrative writing tells about what is happening or what happened.

7. The Paragraph Writing

There are some definitions about writing based on the some experts. Tarigan (2008: 4) states that paragraph is a unit of language forms which is as the result of sentences merging. Darma and Kaka (2007: 205) defines that paragraph is a series of sentences which are connected each other as a unity and form. It also defined by (Syamsuri, 2009:61), paragraph is a unity of mind, a unity which is more extensive than the sentence.
From the explanation above it can be concluded that paragraph is a written form which is contain several sentences.

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive is one of the types of writing that is similar with us. We usually describe something to other, such as describe about the place, thing, and also people. The composition in their form should be written or described as really as possible to make the readers understand the thing described through reading our composition. There are three major things that can be described (Houghton, 1984: 446):

a. Describing an object like any text a descriptive text usually has a topic sentence, in which the writer introduces the objects. Usually the topic sentence gives a general impression of the object.

b. Describing a place

Place is something though of only in terms of sight, it may also offer details of smell taste, sound and touch.

c. Describing a person

When the writer wants to describe someone, his/ her purpose is to convey to the reader the person’s individual qualities.

Descriptive text is a style of writing which can be useful for variety of purpose to engage a reader’s attention, to create characters, to set a mood or create an atmosphere.
From the explanation above, we can conclude that descriptive text is description about something. It can be place, person, animal, and situation.

2. The Generic Structure of Descriptive Text

Generic structures are the special characteristic of language in the text. The generic structures of descriptive paragraph 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 object. Usually it contains object’s name, kind of the object, etc.

b. Description: it is part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described in detail, so the readers can get clear description of the object.
3. The Example of Descriptive Text

![Bongo the Orangutan]

There is an orangutan in Bandung Zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. It has brownish fur, and it walks with two feet. Bongo is almost as big as a human. She is mammal, that means she gives birth to her children and breast feeds them.

Source: English in Focus for grade VIII pg.20

4. The language Features of Descriptive Text

There are main language features of descriptive text, as follows:

a. Specific Participant

Descriptive text is about specific object, not in general, and unique.

b. The use of adjectives to clarify noun

When people want to describe a thing, they may use certain adjectives to clarify the appearance of the thing. They may add the look, perceptions, smell, colors to make the things described clearer.

For instance: beautiful girl, handsome boy, cute cat, nice place, etc.
c. The use of Simple Present tense

Pattern:

<table>
<thead>
<tr>
<th>Subject + verb 1 + .....</th>
<th>Subject + Vs/es + .....</th>
</tr>
</thead>
<tbody>
<tr>
<td>They/ We/ I/ You</td>
<td>He/ She/ It</td>
</tr>
</tbody>
</table>

d. The possession of certain functions.

1. To talk about things in general.

Examples: Students bring book to study at school.

People take a bath twice a day.

2. To say something happens all the time or repeatedly.

Example: They usually go to campus by motorcycle.

My mother goes to market every morning.

He always brings her coat to her office.

3. To explain general truth.

Example: Sun rises in the east and sets in the west.

e. The use of common adverbs

1. Every morning/ day/ week/ month/ year.

2. One, twice, three times, four times, etc.

3. Always, usually, sometimes, often, never, seldom.

f. The use of action verbs.

Action verbs are verbs which show the performance of an action, the activity can be seen. Examples: eat, sleep, walk, jump, etc.

g. The use of determiners.

There are determiners which are usually used, as follows:
1. Articles (the, a, an)

2. Demonstratives (this, that)

3. Numerals (two, three, four, etc)

4. Possessives (my, your, her, his, our, their)

5. Qualifiers (some, many, etc)

C. Game

1. The Definition of Game

Game is an activity which is practiced with some roles. It emphasizes on successful communication rather than on correctness of language (Khan (in Suyanto, 2007: 117)). Games are considered as an interesting activity in teaching learning processes, but not all kinds of games can be played in learning language. The teacher should know the appropriate games that can be used in learning language. In this research, the writer focuses on the use of language especially in teaching writing. Hopefully, this game can bring fun situation and interact students’ participation in teaching learning process.
2. **The advantages of Game**

Games are useful in many ways. Games can help the students practice on pronunciation, develop vocabulary, and try to produce humor in the target language. There are some advantages of using games, such as:

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 can increase student’s communication, and improve the student’s participation in the class.

Based on the explanation above the writer concludes that if the teacher uses games in teaching, the class will be more alive. It means that games are enjoyable activity both the teacher and the students.

D. **Wholesome Listing Game**

1. **The Definition of Wholesome Listing Game**

*Wholesome Listing game* is a game that students predict the content of passage and duplicates the sentences by using the benefit of words’list that students have got from the discussion (Hess. N, 1991 in Hami.W, 2011). In this case, the students do not only predict the content of the passage that has been created by students, but also almost duplicate sentences, which actually appear on it. Teachers might find that the first step of guessing and listing the
words that related with the topic that given by the teacher. From this step the students will not forget quickly those words.

Before the teacher performs the main activities in playing Wholesome Listing game, the teacher prepares the object of the topic that they discussed in the classroom early.

2. The Advantages of Wholesome Listing game

Wholesome Listing game can help students to practice in teaching learning process, especially in writing descriptive text. It helps students to describe the ideas in writing descriptive text and develop their sentences. There are some advantages of wholesome Listing game in teaching writing descriptive text (Hess. N, 1991 in Hami.W, 2011). Those are:

a. Wholesome Listing game can make the students more creative to think quickly.

b. Wholesome Listing game can increase the student’s motivation in learning English.

c. Wholesome Listing game can make the class more alive.

d. Wholesome Listing game can stimulate students’ ideas to write sentences. Students usually have the blank ideas when they are thought the material.

In this game, students will list some words to stimulate their brains. They are hoped to get some ideas in writing descriptive text.

e. Wholesome Listing game is simple game, so it is easy to be prepared. The teacher prepares the object of the topic that appropriate with the materials.
f. *Wholesome Listing game* can make the students to develop their text based on the list of words that they have got of the group’s discussion.

g. *Wholesome Listing game* can practice the students to know the spelling and meaning of words in the list.

### 3. Teaching Writing Descriptive Text Using Wholesome Listing Game

To teach writing by using *Wholesome Listing game*, the teacher and the students have to know the role and the way how to use this game. There is preparation that should be done by the teacher before playing this game. It is determined the object from the topic of descriptive text. Besides, there are procedures to play Wholesome Listing game. Those are as follows:

1. The teacher divides students into some groups of 3-5 students.
2. The teacher determines the object of the topic that will be discussed to the students.
3. The teacher asks every group to guess and write down as many words as possible related to the object that given by the teacher. And then, each group makes list of those words that they have got from the discussion. Teacher gives the students 10 minutes to do this activity.
4. The teacher asks the representative of groups which get the most words as possible to write the list of those words on the whiteboard.
5. And then the teacher gives chance to the other groups to add the words that have not been written yet by first group.
6. Teacher justifies the list of those words.
7. After that, the teacher asks each student to make sentences based on the list that they have made before from the discussion (individual work).

8. The students have 15 minutes to arrange the sentences to be good descriptive text.

9. The first students that have finished the task will be the winner of this game and get score 10 points.

E. Basic assumption

There four language skills that should be taught to the Junior High School students; those are listening, speaking, reading, and writing. Writing skill is one of the important competences that must be mastered by people because we know that language is not only in spoken form, but also it can be used in writing form. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph in the text contextually. To make students interested and more enthusiastic in learning writing descriptive text, teacher needs a technique which makes teaching writing more successful. The technique that can be applied in teaching learning process is game because game will give the new experience and bring relaxed atmosphere. One of game that can be used in teaching writing is using Wholesome Listing game.
*Wholesome Listing game* is one of games that can help the students in writing English. *Wholesome Listing game* can attract students’ attention and guide them in associating their ideas or thoughts into written form. The writer considers that *Wholesome Listing game* can help students in composing paragraph. So, the teacher can apply *Wholesome Listing game* to encourage students’ motivate in writing and also they will get meaningful interpretation easily. In this case, it is assumed that teaching writing using *Wholesome Listing game* is effective and then, this game will be implemented as a technique to teach writing Descriptive text.

F. **Hypothesis**

   Based on the basic assumption mentioned previously, the hypothesis of the research is: "*Wholesome Listing game* is effective to teach writing descriptive text to the second grade students of junior high school".