

CHAPTER II

THEORITICAL REVIEW

A. Writing

1. Definition of Writing

Indonesian Ministry of National Education (2009: 3) states that writing is transforming thoughts printed into language; this means that one needs to think about the content of his writing first and then arrange the ideas using appropriate language. Writing is also about having a message and communication successfully to other people. To do this, it is needed to have enough ideas, organize them well and express them in an appropriate style.

Meanwhile Brown (2001: 335) says that writing is the written products of thinking, drafting, and revising that require, specialized skills on how generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into writing text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final produce (Brown, 2001: 335).

From some definitions above, it can be concluded that writing is an activity to express ideas or thoughts through written symbols and it has allowed the creativity of the students to explore what is in their mind.

2. The Importance of Writing

Writing is very important for students. Students can get many chances to explore what is in their mind from writing. It also helps them to describe, narrate, and show their ideas in the form of written text. Harmer (2004: 31) states that writing can encourage 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. Writing also develops students' willingness to create meaningful sentences is how teachers can stimulate students what they should write first.

Most of students who have formal education system will learn to write, at least at a basic level. Writing is useful for students because it helps students on their future task such as making report, thesis proposal, abstract, and creating novel. If one does not have good mastery in writing, she or he will not be able to create good report, thesis proposal, abstract, or etc. It is also important in job environment because most of the tasks and activities should be done by writing. Students will be able to express their idea and give information to other people. By writing, they can also suggest someone to do something; for example asking the reader not to smoke. That is why students should have good mastery in writing.

It can be concluded that writing should be mastered by students because it is used by students to develop their language mastery.

3. The Purpose of Writing

Harmer (2004: 39) states that there are two purposes of writing:

a. Real Purpose

Real purposes of writing tasks are precisely the one that teacher can predict what the students will probably need to perform at some stages. It means that in the real purpose of writing, students are taught to apply the English practical. For example, writing for such application letter that might be useful for students' need in the future.

b. Invented Purpose

There are several writing activities in classroom which can be done by students, those are: write letter or passages, write text or paragraph (descriptive, narrative, procedure, etc). It means that every kind of writing activity seems not really directly useful for their real lives, but these activities can be used as the development of genre that they have learned at school.

4. Types of Writing

Hartono (2005: 6-7) states that students are generally expected to be able to write text based on the genres of writing. There are some genres of writing ability:

a. Descriptive Text

Descriptive text is a text which describes a particular person, place, animal, or thing.

b. Recount Text

Recount text is a text which retells events for the purpose of informing entertaining.

c. News Item Text

News item text is a text which informs readers, listeners, or viewers about events of the day which are considered newsworthy or importance.

d. Procedure Text

Procedure text a text which describes how something is completed through a sequence process, action, step, or describe how to do something.

e. Narrative Text

Narrative text is a text which entertains the readers. It consists of legend, fable, or myth.

5. Assessment of Students' Writing

There are some elements that be used to assess or analyze students' writing. According to Huges (1982: 91-93), there are five elements to be assessed in students' writing are:

a. Grammar

Grammar knowledge means how sentences are written appropriately to the function. Therefore, the sentence can work properly.

b. Vocabulary

Vocabulary knowledge means the writer should be able to choose appropriate words and arrange the words into paragraph.

c. Mechanic

Mechanic is the knowledge about how all the words are developed in correct spelling. It is also about correct punctuation in writing.

d. Fluency

Fluency of writing deals with the students' ability in writing the content. A good fluency should be clear and relevant.

e. Form

Form means how paragraphs are arranged to be a good text and coherent.

6. Process of Writing

Before teaching writing to students, teacher should know the process of writing itself. Taken from Harmer (2004: 4), there are four major processes of writing, as follow:

a. Planning

Teacher encourages students to think about what they are going to write before starting writing by planning the content and the sequence of what they will put down on the paper. It means that students should know the purposes of their writing, for example, the language that they use and the information that they choose to include. They also have to know the content structure of their writing. They should consider several aspects of sequence in planning of their writing such as the facts, ideas, and or arguments.

b. Drafting

Drafting means students write on a piece of paper. In the writing process, drafting is necessary to help students to write ideas and decide what should come first, second, third, and soon.

c. Editing

Editing means students proofread their own or their classmate's writing. They identify and correct the mechanical errors.

d. Final Revision

In this last process, students give their writing revision to the teacher to proofread their writing. After students know the correct one, they produce the final revision. This may look considerably different from both original plan and the first draft, because the things have change in the editing processes. Finally, students can share their writing.

B. Mystery Game

1. The Concept of Mystery Game

Mystery game is one of games that can be used for teaching descriptive writing, and it is applied in and outside the classroom. Mystery game is one of medias to teach writing in which students take turns contributing answers within a group. Firstly, teacher explains material about descriptive text of people. The class is divided into several groups of five to six students. Secondly, teacher explains four clues which have been filled by information of some people. Teacher gives the first clue to each group and the rests are hidden in some places. The example of the first clue is *I am 29th years old. I'm good in singing and dancing. Look for the next clue on the sport wall magazine outside the classroom.* After that, each group is asked to find out some other clues which are hidden. After getting all the clues, students make descriptive text based on in the clues they get.

2. The Advantages of Using Mystery Game

There are some advantages of Mystery Game in teaching writing, as follow:

- a. This game will help students in exploring their mind.
- b. Students will enjoy in writing because they feel happy and fun.
- c. Students will be more active in the classroom.
- d. Students will not feel bored because this game encourages students' physical responses.

- e. This game can increase students' motivation.
- f. Students will get new experience in learning.
- g. This game teaches how to cooperate well in a group.
- h. This game encourages students to interact and communicate with other.

3. The Disadvantages of Using Mystery Game

- a. It takes much time.
- b. Sometimes, the class becomes noisy.

C. Descriptive Text

1. Definition of Descriptive Text

Wardiman (2008: 122) says that descriptive text is a kind of text which describes particular thing, animal, person, or others. For example, if one wants to introduce a person to other people, she or he will talk about the appearance or other else description.

2. Function of Descriptive Text

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

3. Generic Structure of Descriptive Text

There are two generic structures of descriptive text. Wardiman (2008: 122) gives explanation about generic structure of descriptive text, those are:

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

- b. Description : consisting of the description parts or things (physical appearance), qualities (degree of beauty, excellence, or worth/value), characteristics (prominent unique aspects).

4. Language Feature of Descriptive Text

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

- a. Specific Participant

Descriptive text describe about specific object, not in general.

- b. The use of Adjectives to Clarify Noun

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

For example: wonderful house, handsome boy, cute rabbit, etc.

- c. The Use of Simple Present Tense

Pattern:

For Subject	Pattern	Example
I, you, we, they	S + V1 +	I like orange very much.
She, he, it	S + Vs/es +	He goes to campus by motorcycle.

D. Teaching Writing of Descriptive Text by Using Mystery Game

To teach writing of descriptive using Mystery Game, teacher and students have to know the role and the way how to use the game. Before playing it, teacher has some preparation such as teacher makes some clues, and teacher hides the clues at some places. There are some procedures to play Mystery Game:

1. Grouping

There are five steps when making a group:

- a. Teacher prepares small roll papers consisting of several colors such as yellow, red, blue, green, purple, and orange.
- b. Teacher puts the small roll papers on her hands.
- c. Teacher moves around the classroom and brings the small roll papers.
- d. Each student is asked to take one roll paper.
- e. Each student will be gathered with other student who gets the same colors.

2. Game Rules

There are several steps below which show the game rules of mystery game:

- a. There are four clues for each group which consist of some information about description of people.
- b. The first clue is given to each group.
- c. The other three clues are placed around the classroom.
- d. Each group should find out those three clues.
- e. Teacher gives 15 minutes to look for the clues.
- f. Teacher gives a tone as a sign to start the game.
- g. After getting all the clues, each group answers a question which is put in the last clue.
- h. Teacher gives several minutes for each group to read all the clues got.
- i. Teacher takes the clues from each group.

- j. Students come back to their seats.
- k. Each student is asked to create descriptive text based on the clues.
- l. Each student may explore their mind in creating the text.
- m. Students submit their results to the teacher.
- n. Student who creates the best descriptive text will be the winner of the game.

3. Clues

These points below are the explanation of the clues:

- a. There are four clues.
- b. Each clue consists of information about some people.
- c. The clues is placed around the classroom.

Here are some examples of the clues which will be used in the game.

I am 29th years old. I'm good in singing and dancing. Look for the next clue on the sport wall magazine outside the classroom!

I am a talented girl. I have slim and tall body. I have long hair and beautiful voice. Look for the next clue around the flag!

I have pointed nose and small eyes. I can also play music instrumentsuch as guitar and piano. Look for the next clue under the table at the center of the classroom!

I have some booming songs such as Tak ada Logika, Matahariku, Cinta Mati, and some English songs. Who am I?

E. Basic Assumption

Writing has to be mastered by students. Someone who has good writing skill are be able to reinforce language, prepare other activities such as speaking and listening, and build rapport in co-work. Therefore, students have to have good mastery in writing. In order to have good writing, teacher can use mystery game as a media for teaching writing. Mystery game will lead students to have good mastery in writing. By applying this media, students will be more active in the classroom and it also encourages students to interact and communicate with other, so students will have good team-work. Mystery game also provides some vocabularies which can lead students to reinforce their language. By applying this media, students will get a lot of advantages which have been mentioned before. In this case, mystery game will be effective for students in writing class.

F. Hypothesis

Based on the explanation in the previous section, it is hypothesized that Mystery Game is effective for teaching descriptive writing at the tenth grade of SMK N 3 Purwokerto, Purwokerto in academic year 2014-2015.