

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Theories of Writing**

##### **1. The Nature of Writing**

According to Lyons (1987: 1), writing is a form of problem solving in which the writer faces two main tasks; those are generating ideas in language and composing these ideas into a written structure adapted to the needs of the reader and the goals of the writer. Then, another expert state that writing is important to be learnt since it can be used to reinforce the language skills they have been learnt (Harmer, 2004: 32). Based on those descriptions, we can conclude that writing is an activity that needs students to be active in expressing their ideas into a form of a good sentence, text or paragraph with good structure to develop their language skills.

##### **2. The Importance of Writing**

Writing is clearly a complex process. It means that in writing students have to consider many things to make a good writing result.

Harmer (2004: 31-33) states that there are many advantages of learning writing. Here are some of them:

- a. Writing is often not time- bound in the way conversation.

It means that students have longer time to think than in speaking activities. They can consult the diction that will be used to express their thought. They can check their grammar patterns.

Writing encourages students to focus on accurate language use, and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

- b. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.
- c. Writing is frequently useful as preparation for some other activities.
- d. Writing can also, of course, be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.
- e. Writing is also used in questionnaire type of activities.

Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

Halliday in Nunan (2000: 84) says that writing plays its function in everyday life including primarily action like public signs, social contact; primarily for information like newspaper, magazine, etc; primarily for entertainment like comic strips, fiction book, and etc. From the description above, we can take conclusion that writing skill is important to be learnt. Writing helps us in solving and improving other skills in learning language. As students, writing is also important to show our characteristic as educated people. It makes learning writing become very important.

### 3. Process in Writing

Lyons (1987: 2) states that writing is commonly seen as a three-stage process. They are pre- writing, writing, and rewriting. All of these stages should be done well to get a good writing result.

In addition, Harmer (2004: 4-5) states that there are four main elements in writing process. They are planning, drafting, editing and final version. The same statement also comes from Bloomfield (2004). He states that there are at least four steps in writing. They are planning, drafting, revising, and editing.

#### a. Planning

In planning process, the writer has to think about three main issues. They must decide the purpose of 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 our writing, we can decide the most appropriate style of language; therefore, the result will be effective to reach the purpose. Then, we also have to think about the audience. The audience here is the readers of our writing. The audience will influence our language style, diction, paragraph structure, etc. Next, we must consider the content structure is correct. The structure contents are about how to arrange best sequence of the facts, ideas, or argument which they have decide to include in their writing

b. Drafting

Drafting is the first version of a piece of writing. Sometimes, there are a number of drafts in writing process before it reaches the final process. Some additions may come while writing process happens.

c. Editing

Editing means reflecting and revising. It means that we read again what we have written as a draft. By doing this, we can minimize the mistakes and make our writing effective. In editing, we may change what we have written since we find something bad. For examples, the information is not clear, the grammar is wrong, our sentences have ambiguous meaning, the diction is not appropriate, we write in bad sequence, etc. If we find these such conditions, we may change and correct our writing. Our writing will, therefore, become better. This activity is also possible to be done by other people. They will play as commentator and advisor. It is better since other people tend to be able to be more objective in commenting the writer's writing than the writer himself.

f. Final Version

The last process is final version. After all processes have been done, the writer makes final version. It is possible that the final version is much different from both the plan and the draft that have been made before. It happens since there are many changes in editing process. Any

unimportant information stated in draft can be deleted. Inappropriate diction is changed.

After running these processes, the result of our writing is ready to be sent out to the readers. It must be completely different if we write spontaneously. The result is much better if we follow those processes.

#### **4. The Students' Problems in Writing**

According to Nurgiyantoro (2001: 298-299), there are some problems faced by students in learning writing. Those are:

##### **a. Organizing Idea**

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing composition, students usually write the content which is not suitable with the theme. It happens because students get difficulties in developing their idea, and sometimes they do not know what they will write.

We can write composition well if we know the rule in writing paragraphs. Before we write composition, we start by choosing the theme, and then, make an outline which can help us to arrange the sentence or paragraphs. By those ways, we 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. We realize if we do not master the vocabulary well, of course we will get difficult in making writing.

Most of students face this problem because they do not master the vocabularies. So, they often write sentence which is not communicative. They usually choose incorrect words, when they want to write something in their composition.

c. Grammar Accuracy

When students try to make composition, they feel hesitate whether their sentences are grammatically correct or not. Generally most of beginner students do not master English grammar well. They just start to learn English so their competence is still low especially in grammar. It becomes problem when they have to make composition which consists of sentences.

## **B. Descriptive Text**

### **1. Nature of Descriptive text**

Based on the syllabus and semester program of Junior high school at the seventh grade, descriptive text is one of the text types which are firstly taught. It is put descriptive as one of texts that must be mastered by

the students. Descriptive text is one of the easier text types than other such as procedure or narrative since it was used in all daily activities.

Taken from Wikipedia (The Free Encyclopedia).com (2010: 1),” descriptive text is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to: a) describe a special place and explains why it is special; b) describe the most important person in your life; and c) describe the animal's habitat in your report”. Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

Lexically, the word “descriptive” refers to “giving a picture in words: describing something, especially without expressing feelings or judging” (Hornby, 1995: 314). Descriptive text means a text which describes a particular place, person, or thing (Gerot and Wignell, 1995: 208)

Descriptive text is one of the genres that are used widely in all aspects. A cultural context expresses many kinds of genre, which have many types such as communicative purpose, text structure, and certain linguistic features. For modern people who are being acquainted with written culture, they express some texts named recipe, narrative, descriptive, etc.

For example, when people heard the word ‘short story’ (one of narrative forms); people have “hope” or certain expectation that its purpose is to entertain, in the form of fiction, with certain arrangement, and the use of language is also different with language of scientific journal. Genre also brings out linguistic implication which must be observed by student.

Text can be observed as a piece of communication product. Conversations also can be a text product when someone writes it. So, the terms of text include both of them. A group of words or sounds is called text if those groups of words or sounds have meaning; text is unit of meaning. It means that by looking or hearing text people can guess the subject, the topics, and the communication line of the text. So, text is a “record” of context thus called discourse. A discourse is not expressed in the vacuum situation; it expresses in the context. This is suitable to be used in language learning in order to make students expose to the real communication arranged by native speaker. So, we can conclude that descriptive text is original words of function to describe a particular person, place, or thing.

When we want to make descriptive text, we have to pay attention with the generic structure and significant lexical grammatical features, so that we can make a good descriptive text.

## 2. Generic Structure of Descriptive Text

The generic structures of descriptive text are:

- a. identification which identifies the person, place, or thing to described, or identifies phenomenon to be described, and
- b. description which describes parts, qualities, and characteristics.

## 3. Language Features of Descriptive Text

The language features of descriptive text are:

- a. the focus on specific participants,
- b. the use of attributive and identifying processes,
- c. the frequent use of epithets and classifiers in nominal groups,
- d. the use of simple present tense.

## 4. Social Function of Descriptive Text

Social function of descriptive text is to describe a particular person, place, or thing.

## 5. Sample and Characteristics of Descriptive Text

- a. Sample

### **DESERT**

Deserts are very dry and hot regions where only few plants and animals can live. Deserts in the world have several characteristics in common.

Firstly, they all have an annual rainfall of less than ten inches. Although there is no water on the surface of deserts, there is much underground. Secondly, there are great differences

between day and night temperatures. During the day, the temperature is very high, but at night it becomes very low. Finally, they are inhabited by plants and animals which have adapted to the lack of water and the changing temperatures.

b. Characteristics

From the example above, we know that:

- 1) Descriptive text is dominated by simple present tense. As we know that descriptive text describes in reality, so people will see that situation in the same point of view.
- 2) Descriptive text uses more relational and material verb.
- 3) The most important thing of descriptive text is to describe something or someone not someone who describes something.
- 4) In descriptive text, there are conjunctions such as firstly, secondly, and finally. It is only to arrange idea not show an order.
- 5) In descriptive text, adjective describes shape and characteristic.
- 6) Descriptive text usually reflects- the relations between part and whole.

(Wiranto, 2003: 27)

## 6. Organization Pattern of Descriptive Text

Descriptive text does not have tight text pattern like other texts. Descriptive text describes something. The order is not so important. The sentences flow continuously.

For example:



**DESERT**

Deserts are very dry and hot regions where only few plants and animals can live. Deserts in the world have several characteristics in common.

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So, a descriptive text is a text that describes the features of someone, something, or a certain place. It has some characteristics which can be evaluated. In this case, the generic structure of the text consists of identification and description. We can evaluate identification of a descriptive text by pointing the most important thing that shows the part of the paragraph that introduces the character of something. To evaluate the description of a descriptive text we can evaluate from the content of the text.

## 7. Evaluating Descriptive Text

Evaluating students' writing means we have to correct the students' writing, focuses on correcting the descriptive text that made by the students. We have to able give good correction in evaluating students' writing because our correction will be the students' guidance in repairing the writing. The

ways we correct to the students' work will depend not only on the kind of task the students get, but also on the goal that we want to achieve at any one point. Nurgiyantoro (1988: 305) states that evaluating students' work should be holistic and impressive. So, the evaluation can be our responsibility to the students.

According to Nurgiyantoro (1988: 307), there are some elements that can be used for evaluating students' descriptive writing. Those are:

a. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

b. Organization

Organization refers to how the students organized their writing. It means that they should make a good writing from the beginning till the end. Generally good organizations are:

- 1) the introduction is interesting and it explains what the paper is about;
- 2) the introduction contains a clear statement;
- 3) the body of the paper is organized in a logic sequences;
- 4) you do not write anything which is irrelevant to your topic;
- 5) you have explained all your ideas clearly.

c. Vocabulary

Vocabulary is one of the important elements in writing. Choosing correct words and arranging the words into a good sentence will be the final destination of writing process. All the words that we use are correct and convey our meaning clearly. We have to choose a correct word to express our ideas in writing. If we can not choose correct word and phrase, it can disturb the whole meaning of our writing, so the reader can not catch the point of our writing.

d. Grammar

Some of our students feel difficult in mastering the grammar. They feel difficult in constructing a sentence because of the grammar. A good writing is a group of sentences with a correct grammar in every sentence. We do not need a long sentence in writing, but what we need is an effective sentence whether complex or simple sentence with correct grammar. If the constructions of the sentences are fault, it can make the meaning of our writing bias and confused the reader.

e. Mechanic

Mechanic refers to the role how they write. We have to make sure that all paragraphs are well developed. They choose appropriate words and all the words are spelled correctly. They also use correct punctuations in their writing.

## C. Game

### 1. The Nature of Game

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Well chosen game is invaluable as they give students a break and at the same time allow students to practice language skills. Game is highly motivating since it is amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Game is highly motivating because it is amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Hadfield (1990: 70) says that a game is an activity with rules, a goal an element of fun. Whereas Donn Byrne says that games are a natural form of self expression both for young and old, and are an activity they all are familiar with. There are some kinds of games:

- a. Competitive game, in which players or teams race to be the first to reach the goal.
- b. Cooperative game, in which players or teams work together towards a common goal.

## 2. The Advantages and Disadvantages of Game

Game is useful in many ways; they can help students practice on pronunciation, develop their vocabulary, and try to produce humor in the target language.

- a. Game is a welcome break from the usual routine of language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Game help student to make and sustain the effort of learning.
- d. Game provides language practice in the various skills- speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

From the explanation above we can conclude that if we use game in teaching, the class will be more live.

Games do not only have advantages, but games also have bad side.

The disadvantages of games are:

- a. it needs a lot of preparation;
- b. it needs much time to do that;
- c. it makes the class can be so crowded if the teacher cannot handle the situation;
- d. it makes the main material unable to deliver.

### **3. Guess -Who Game**

#### **a. The Nature of “Guess-Who Game”**

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is amusement and laughter, then it is not really learning. This is misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through a game.

There are many kinds of games that we can bring into classroom as media, and one of them is “Guess-Who Game”. Taken from Wikipedia The Free Encyclopedia (2010: 1), “Guess-Who Game” is a kind of games played by two-player guessing game created by Ora and Theo Coster, also known as Theora Design, first manufactured by Milton Bradley in 1979 in Great Britain. It was brought to the United States in 1982.

According to Klippel (2007) ([www.showads.pubmatic.com](http://www.showads.pubmatic.com)), “The basic rule of guessing game is eminently simple; one person knows something that another one wants to find out.” Wright and Buck say, “Essentially, in guessing and speculating games, someone knows something and the others must find out what it is.” In addition, according to Merriem Webster, “Guessing games are game in which the participants compete individually or teams in identification of something indicate obscurely (as in riddles or charades).

Based on the definition above, we can conclude that guessing game is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it.

#### **b. The Procedure of “Guess-Who Game”**

Playing “Guess-Who Game” is very easy to be done. All what we need is just giving the clues to the students or audience until they can find what the place, person or thing that we mean is. We can start the game by saying ‘Guess Who’. We can describe the place, person, or thing that we mean from describing the shape, size, color, function, or etc. The students can give feedback to us by asking whatever that they think have correlation with the thing that we mean. All the students should pay attention to the teacher, and they should write all the clues in a piece of paper. After the place, persons, or things can be guessed by one of the students, the students should develop the clues that given by the teacher to be a descriptive text.

For example:

Teacher : Guess-Who!!  
People bring me everywhere and every time.

Student : Can we wear it?

Teacher : No! But you can use it.

Commonly it has small shape. There are many buttons in this thing.

Students : Computer..Mom!

Teacher : Almost correct!

The last clue is you can use it for communication.

Students : HP Mom!!

Teacher : yeah, that's good.

Now your job is please make a descriptive text about HP based from the game.

### c. Teaching Descriptive Text using “Guess-Who Game”

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for variety of purposes. Teaching writing is not an easy job to be done. Teacher needs a patience to teach writing in a class. It is because writing skill can not be learnt instantly and most of language learners have difficulties to write English.

In teaching writing, the teacher should be clear in explaining the materials. One of the media in teaching writing is by using “Guess-Who Game”. In teaching writing especially descriptive text by using “Guess-Who Game” the students can develop their ability. It is because “Guess-Who Game” helps the students to fish out their ideas and help the student to get the clear imagination about place, person or thing.

There are three steps in teaching descriptive text by using “Guess-Who Game”. The steps are:

### 1) Choosing a topic

Traditionally, students are given a topic to write by their teacher. However, the student may prefer to nominate the topic themselves. We can use “Guess-Who Game” to help students get the point of the topic. For example the thing that will give in “Guess-Who Game” is Borobudur, so the topic of the descriptive text is about describing place.

### 2) Note Making

While the students think about the answer of the “Guess-Who Game”, the students should write the clues that given by the teacher. The clues will be the outline of the descriptive text that they should make.

### 3) Writing

It is time for student to begin in writing the descriptive text. The teacher can correct their mistake if the students make the mistake in their descriptive text.

## **D. Basic Assumption**

Since writing is one of the skills that should be well mastered by students, they should study hard in mastering writing. One of the common texts that they use in their daily activity is descriptive text. But, in fact we can see that most of the students are still low in describing something. Sometimes they still confused how to describe something to someone else; they can not express their idea. “Guess-Who Game” is one of the media that we can use to help

students in mastering descriptive text. “Guess-Who Game” can help students to fish out their ideas.

The writer has an assumption that “Guess-Who Game” is effective to teach descriptive text because “Guess-Who Game” is interesting media for students, so it can improve students’ writing competence especially descriptive text.

#### **E. Hypothesis**

The hypothesis of this research is that “Guess-Who Game” effective in teaching writing descriptive text.

