

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is a process of expressing ideas or thoughts in words in a piece of paper. Writing actually is transferring information, message or idea in grammatical sentences. The information, message or idea is necessary to be expressed in a text.

Writing is a combination of process and product (Sokolik, 2003 cited in Linse 2005). The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers (Olson, 2003 cited Linse 2005). Writing is a way of thinking and learning it gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his/her thought more communicatively to other.

Writing is personal and private cognitive activity in which original and individual thoughts and ideas are converted into original and individual work. In addition, such activity requires us to control certain variable at once. For instance, the students have to regulate accurate diction, spelling, grammar and content our writing.

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. Through writing the people can express their ideas.

2. The Problem in Writing

The writing ability to communicate ideas or thoughts using written 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 problem which are faced by students in learning writing. In Nurgiantoro (2001: 298-299) he said that there are some problem in writing. Those are:

- a. Organization Idea
- b. Lack of Vocabulary
- c. Grammar Accuracy

From the problem above, the writer can conclude 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 word when they write. To solve the problems, the writer used *Power Write* games to create their ideas.

3. The Process in Writing

To make a good paragraph here are some process in writing that can use when the reader or students' need when they write. In Hammer (2004: 4-5) declares that process of writing has four main elements : those are planning, drafting, editing, and final versions.

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try to decide what is they are going to write. When planning, writers have to think about three main issues.

First, the writers have to consider about :

- 1) The purpose of their writing since will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.
- 2) The audience they are writing for, since this will influence not only the shape of writing how it is laid out, how the paragraphs are structured, etc. In addition, the choice of language, for example it is formal and informal.

b. Drafting

We can refert to the first version of piece of writing as a draft. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and soon, until the last.

c. Editing

Once writers have produced a draft, and then they usually read they have written to see where it works and do not, while other readers (or editor) who comment and make suggestion often helps reflecting and revising. Another readers' reaction to a piece of writing will help the author to make appropriate revision.

d. Final Versions

Once writers have edited their draft, making the changes they consider necessary, they produce their final versions. This may look considerably different from the both original plan and first draft, because things have changed in editing process. However, the writer now ready to send the written text to its intended audience.

4. The Criteria of Good Writing

It is important to get the purpose of writing. If we cannot get the purpose, it means that we do something useless. In order to get the purpose of writing activity, we have to build up our writing well. Adelstein and Pival Tarigan (1996: 6) explain some characteristics of good writing:

- a. Shows the abilities of the writer in using the tones.
- b. The abilities of the writer in arranging the materials to be good structure.
- c. Write clearly (unambiguous), to use the sentence structure well, language, and examples, therefore, it makes the readers easy in understanding the explicit and implicit meaning.

- d. Write surely: it can take the readers' interest to the main idea of the writing, it can describe the main idea clearly and logically. In this case, the writer has to avoid the use and the repetition of useless phrases. The word used must support the main idea harmonically which want to be reached.
- e. Criticize his/her draft or writing and then revise it to get the better one. The key of succesfulness in writing is the willingness and the abilities of the writer in revising his/her first draft.
- f. The writer who his/her writing the willingness to use a good punctuation, to read the words meaning in correlation to the grammar use before sending it to the readers. A good writer knows well that those things are important since they may give a bad effect to the results.

5. The Task of Teacher in Writing

Teacher has an important role of technique to help their student to improve their all skill especially in writing skill. There are some teacher tasks in writing process (Harmer, 2004: 41-42)

- a. Demonstrating

Teacher has to be able to make the students aware of the language used or others to perform certain writing function by using whatever the ways.

b. Motivating and Provoking

Teacher has to motivate and provoke their students to start writing and help them to find out their motivation when they lost it. As we know some students often lost their idea, spirit and confidence when they lost it, the teacher has to help them to find their spirit back.

c. Supporting

Teacher has to be supportive whenever their students need them to help the students in solving the problem. It means that they have to be ready to answer their student's question.

d. Responding

It is giving reaction or suggestion to the students' writing draft. It is really different from evaluating, because here the teacher does not judge the students' writing to get the mark.

e. Evaluating

Teachers need to evaluate the students' task to find out the real condition of their students' achievement. The result of the test will show how well the learning process has been run.

6. Text Type of Writing

Rojas (2010) noted that there are seven text types that are taught in school as follows :

a. Descriptive Text

Descriptive is used in all forms of writing to create a vivid impression of a person, place, object, or event (e.g. describes a special place and

explains why it is special, describe the most important person in your life, describe the animal's habitat). Description aims to show rather than tell the reader what something/someone is like.

b. Explanation Text

The purpose of this text to describe how something works, to give reasons for phenomenon. It has generic structure as follows :

- 1) Phenomenon identification, describe the phenomenon.
- 2) Series of events which offers more detailed information about temporal or casual sequence.

c. Procedure Text

The purpose of this text to tell how to do something, to provide a clear set of directions for completing a specific task. The reader must follow the instructions step by step in order to reach the result expected. It has generic structure as follows :

- 1) Heading/Title
- 2) End goal
- 3) List of materials/ingredients.
- 4) Steps in sequence.
- 5) Additional suggestion.
- 6) Visual aids.

d. Narrative Text

The purpose of this text to entertain, to tell an imaginary story or to teach. The generic structure of this text is.

- 1) Orientation, telling who, where, when.
- 2) Series of events, describing happenings preceding the complication.
- 3) Complication, introducing main problem/conflict.
- 4) Resolution, telling how problem get resolved.

e. Recount Text

The purpose of this text to tell what happened reconstruct a chronologically ordered sequence of past events. Recounts are written to retell events with the purpose of informing or entertaining (or both).

The generic structure of recount text is :

- 1) Orientation which tells who, where, when.
- 2) Series of the events.
- 3) Personal commentary/conclusion, states thoughts and feelings about the events, summarize account.

f. Report Text

The purpose of report is to describe and classify information. Reports have a logical sequence of facts that are stated without any personal involvement of the writer. Information reports are written about living things like plants and animals and non-living things like cars or oceans.

An information report is used when we talk and write about, e.g. bikes (description only tells about My Bike). The purpose of the text are to

give information and to report phenomena in a systematic manner.

The generic structured of report text is :

- 1) Classification general statement of topic or phenomenon.
- 2) Series of description paragraphs.

g. Argument Text

The purpose of this text to evaluate an issue and persuade another, to take a position and justify it. It has generic structure as follows :

- 1) Thesis/personal statement of position.
- 2) Supporting arguments and evidence.
- 3) Refising counter-arguments and evidence.
- 4) Reiteration of point of view/conclusion.

In this research, the writer choose descriptive text, because descriptive text is one of the genres that must be learned by students at every level of text english. The writer wants to know the influence of Power Write Game in teaching writing descriptive text.

B. Descriptive Text

1. Definition of Descriptive Text

A descriptive text is a text that described the features of someone, something, animal, or a certain place. Wardiman (2014: 16) stated that descriptive text a kind of text which describes particular thing, person, or other.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. Linda (2005: 4)

From the explanation above, it can be concluded descriptive text is a text which describes a person, place, animal, or thing.

2. Generic Structure of Descriptive Text

The generic structures of descriptive text according to pardiono (2007 : 34), as follows :

- 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 of value) characteristics (prominent aspects that are unique).

3. Language Features of Descriptive Text

Wardiman (2008 : 122) states that there are some main language features of descriptive text :

- a. Specific Participant

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

- b. The use of Adjectives

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

- c. The use of Simple Present Tense

4. The Evaluation of Descriptive Text

The type of test to evaluate writing descriptive text is subjective test. The subjective test which will be used is paragraph. From the topic given students choose one of the topics, students make descriptive text by using generic structure. They also use language features of descriptive text such as use simple present tense, adjectives, and etc.

There are some aspects of writing that can be evaluated (Nurgiantoro, 2001 : 307), those are :

a. Content (The agreement with the title choosen)

A good writing is when the title represent the content of it. The content of a text should be relevant or equivalent and describe the title in complete. As stated by Brown (2004 : 73) the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose response to one assigned topic in standard written English, and to generate.

b. Organization (Paragraph unity, coherence, and cohesion)

It means that how the students organize their idea. Whether each paragraph organize well or not. However, a good text consists of paragraphs which are arranged well with some connecting words which can make the paragraph coherence.

c. Vocabulary (The precision of using vocabulary)

Rivers as cited in Nunan (1992 : 11), vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write.

d. Grammar

The tenses and structure mastery are really necessary to have paragraphs constructed. It's not important to use a long sentence, but the grammar that is used is correct. It is difficult for students to arrange a good paragraph if they lack of tenses and structure mastery.

e. Mechanic (Spelling and Punctuation)

Paragraph is a combination of some sentences which needs good spelling and punctuation. Whether the students master the role how to write and make only few faults in the spelling.

All the aspect above, content, organization, vocabulary, grammar, and mechanic will be used to evaluate the writing result of the students in writing descriptive text.

C. Games

1. Definition of Games

Game is technique which helps and encourages many learners to sustain their interest and their work. Games also help the teacher to know which the language is useful and meaningful (Wright, 1984: 1).

Game is one of entertaining ways to be applied in teaching learning process. Game is fun way for students to learn English especially in

improving writing skill. Games providescomprehensible input while learners interact in the group, allowing students to clarifymeans of words in such contexts. The games also provide a challenge, where they need their concentration to get the tasks done which strengthensstudents' mental work. Such activities are also new to students' experience, and theythink carefully to get the right answers. In conclusion, game is a very active way to teach English as they are fun and encourage participation.

2. Advantages of Games

Dave (2012: 8), states that there are some advantages of using games in the classroom:

- a. They are motivating and challenging.
- b. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- c. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skills- speaking, writing, listening and reading.
- e. They encouraged students to interact and communicate.
- f. They create a meaningful context for language use.

3. Choosing Appropriate Games

In choosing games, the teacher must be careful, the game should be appropriate for the students. Not all games are appropriate for the students. Games become difficult when the topic or the task is unsuitable or outside the students' experience. Furthermore, the structure of games that

practices or reinforce a grammatical aspect of language have related to students' abilities and prior knowledge.

Dave (2012: 8), states that there are many criteria to choose the games as follow:

- a. A game must be more than just fun.
- b. A game should involve “friendly” competition.
- c. A game should keep all of the students involved and interested.
- d. A game should encourage students to focus on the use of language rather than on the language itself.
- e. A game should give students a chance to learn, practice, or review specific language material.

D. Power Write Game

1. Definition of Power Write Game

Power Write Game is writing team game in which students in a team to find an idea in the picture which is given by the teacher to each groups, Andrew (2008: 186). The class divided into eight groups. One groups consists of four students. The teacher give the picture to each groups. If the teacher say “start”, the student of the groups open the picture and writing topic (or any word idea) and quickly associate. Then the student move the pencil to the next students. The student can write anything (word or sentence) related with the topic. Every member of the groups has one until

three minutes to write their idea. If all member have written their idea. They should make a text from their “power write”.

2. The Advantages and Disadvantages of Power Write Game

There are some advantages of power write game as follows :

- a. Power write game easily to be implemented in various levels of education.
- b. Provide time writing to develop their own ideas before grouping.
- c. Students become more active in discussion.
- d. Students understand more about the concept of the topic for discussion.
- e. Students can learn from other students.
- f. Each student in group has the opportunity to share his/her ideas.

There are also some disadvantages of Power Write Game as follow:

- a. It is difficult to be controlled by the teacher because in the classroom there are many groups.
- b. It makes the class noisy and possibly disturb other class.

To overcome the disadvantages of using Power Write Game in teaching Descriptive text, the teacher should give clear instruction and managing time effectively.

3. Steps of Teaching Writing Through Power Write Game

There are some steps in Power Write Game :

- a. The teacher divides the students into eight groups. Each group consists of four students.

- b. The teacher explains about what is “Power Write Game” and How to play the game.
- c. The teacher provides some envelopes which contain of picture and paper (Power Write) on table in front of class.
- d. The teacher asks one member of group to take one envelope and back to their group.
- e. The teacher will start to play the game. Every student have 3 minutes to write in the paper.
- f. The teacher says “start”, and one student of each group open the envelope then she/he see the picture and write the topic or sentence and anything their ideas in paper (Power Write).
- g. When the teacher says “next” the student move the pen and the paper (Power Write) to the student beside his/her. The student which received the pen and the paper (Power Write) will continue write their ideas (word or sentence) in the paper.
- h. Then, the teacher says “next” the student move the pen and the paper (Power Write) to the student beside his/her. The student which received the pen and the paper (Power Write) will continue write their ideas (word or sentence) in the paper.
- i. After that, the teacher says “next” the student move the pen and the paper (Power Write) to the student beside his/her. The student which received the pen and the paper (Power Write) will continue write their ideas (word or sentence) in the paper.

- j. The teacher says “stop”, and the last student have to stop writing.
- k. After the students finished play the game, they have to discuss their “Power Write”.
- l. The teacher asks to every group make descriptive text related with their “Power Write”. The teacher gives ten minutes to finish their work.
- m. All of group must submit their works to the teacher.

E. Basic Assumption

In teaching writing teacher should create a good atmosphere in order to make the students more interested in writing activity. Based on the theoretical review, game is one of entertaining ways to be applied in teaching learning process. Power Write Game is suitable way for teaching writing descriptive text. By using Power Write Game, the students will enjoy in learning and mastering the material. It is because they play the game and also learn material unconsciously. The students in experimental group which is taught using Power Write Game will be motivated and enjoy in following the lesson to learn descriptive text. Using game in the teaching learning process can bring comfortable situation for students.

From the explanation in the previous section, the writer assumes that Power Write Game is effective to teach writing descriptive text.