

## CHAPTER II

### THEORETICAL REVIEW

#### A. Writing

##### 1. Definition of Writing

Writing is a process of expressing ideas or thought in words on a piece of paper. Writing actually is transferring information, messages, or ideas in grammatically sentences. The information, messages, or ideas is necessary to be expressed in a text.

Writing is a process and what we write is often heavily influence by constrains of genre, and then those elements have to be present in learning activities (Hammer, 2004: 86). Furthermore Nunan (2003: 88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to the reader.

From the explanation above it can be concluded that writing is a means of communication where written form is used to express the writer's purpose based on his or her experiments. A writer expresses his or her ideas, experiences, thought, and feelings through writing for a specific purpose.

##### 2. The Purpose of Writing

There is an argument about the purpose of writing. Hammer (2004: 39) states there are two purposes of writing that are generally taken

to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.

a. Real Purpose

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

b. Invented Purpose

Here, students are unlikely to be directly relevant to their future needs. A popular activity in many classrooms is to have students write letters or passages in media such as magazines, advertisements, or newspaper. The statement above means that this 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. For example, when the students learn about a descriptive text, it is hoped that, someday, the students can describe what they see and send it to mass media such as magazines, newspaper and other written media.

### 3. Writing Competence

Laksmi (2006: 144) states writing does not merely mean applying grammatical rules; it is more about the students' learning to communicate

their ideas in written forms. This means if the students are able to present their ideas into a written form well; their writing competence will improve too. For the students, they may have some mistakes in writing because they are still learning basic grammar. However, the point in writing here is students attempt to construct ideas in mind into a proper writing arrangement.

Moreover, Krashen and Lee (2004: 10) mention writing can make people smarter. When people write something down on a page, they make a representation of their thoughts, of their “cognitive structures”. It can be concluded that writing shows students’ competence in mastering English skill. Here, students exploit their cognitive skills in representing thoughts in a written form.

#### **4. Teaching Writing**

Adapted from Tompkins in Laksmi (2006: 146-147), writing process consists of prewriting, drafting, revising, editing, and publishing:

##### **a. Prewriting**

- 1) Students choose a topic.
- 2) Students gather and organize idea.
- 3) Students define a topic sentence.

##### **b. Drafting**

- 1) Students write a rough draft.
- 2) Students emphasize on the content rather than mechanics.

c. Revising

- 1) Students share their writing with teacher or in writing groups.
- 2) Students participate constructively in discussions about classmates' writing.
- 3) Students make changes in their writings to reflect the reactions and comments of both teacher and classmates. Between the first and final drafts, students make substantive rather than only minor changes.

d. Editing

- 1) Students proofread their own and or classmates writings.
- 2) Students increasingly identify and correct their own mechanical errors.

e. Publishing

- 1) Students publish their writing in appropriate form.
- 2) Students share their finished writing with teacher.

As the thinks that should be considered when a teacher wants to teach writing in order to get them know the process of writing, Hammer (2004: 11) mentions a number of strategies which a teacher needs to consider.

a. The way a teacher gets the students to plan.

Before getting the students to write, a teacher can encourage them to think about what they are going to write, by planning the content and the sequence of what they are will put down on paper. There are various ways to do this; one of the examples is brainstorming, when the students can be in pairs or

groups discussing the ideas they have. A teacher can give the students guided task as well, which consists of some activities which lead students to plan the further task.

- b. The way a teacher encourages the students to draft, reflect, and revise.

Students who unused to process writing lesson will need to be encouraged to reflect on what they have written and learned on how to treat first drafts as attempts, not as finished products.

- c. The way teacher responds to the students' writing.

In order for a process writing approach to work well, some teachers may need to rethink the way in which they react to their students' work. In place of making corrections to a finished version, they will need, at times, to respond to a work in progress.

## **B. Descriptive Text**

### **1. The Nature of Descriptive Text**

Descriptive text is one of the text-genres which should be taught in secondary school, they are junior and senior high school. Based on the syllabus and the semester program on junior high school at the seventh grade, descriptive text is one of the text types which are taught in the beginning of the semester. Descriptive text is one of the easier text types since it is usually used in daily activities.

DEPDIKNAS (2003:49) defined descriptive text as a text which is used to describe a particular person, place or things. Descriptive text is

different from report text because it describes a specific subject rather than a general class. A descriptive text is a text that describes the features of someone, something, or certain place (Wardiman, 2008: 46). Further, description is about sensory experience – how something look sounds tastes. Mostly is about visual experience, but description also deals with other kind of perception (Kane, 2000: 352)

## 2. Generic Structures of Descriptive Text

Descriptive is a text containing two component, identification and description by which a writer describes a person, an animal, or things.

### a. Identification

Identification introduces and identifies anything or phenomenon which described. It has function to bring reader to introduce what will be discussed. Like orientation of other genres, identification is usually put in first paragraph. It is as introduction to reader to read next paragraph. Identification usually answers the questions; what is the topic of the text, and what is the text above.

### b. Description

Description is part of generic structure that consists of particular phenomenon or thing. It is main of issue that has a characteristic which distinguish with other genres. The description has function to describe parts, qualities, and characteristic of the parts of the object. It is put after identification or next paragraph of identification until final paragraph. In

example, if you describe the classroom, you will mention characteristic of the classroom as big (size), green (color), or clean (quality).

The generic structures of descriptive text are identification and description. The identification of a descriptive text identifies phenomenon which will be described. While, the description describes parts, qualities and characteristics (Wardiman, 2008: 46)

### 3. The Language Features of Descriptive Text

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 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, etc. to make the things described clearer.

Examples: **beautiful** beach, **handsome** man, **famous** place, etc.

c. The Use of Simple Present Tense

Pattern:

<u>Subject + Verb 1 + ....</u> For subject: They/We I/You	<u>Subject + Verb s/es + ....</u> For subject: She/he It
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d. The Possession of Certain Functions

- 1) To talk about things in general.

Examples:

Students **bring** books to study at school.

People **take a bath** twice a day.

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

Examples:

I usually **go** to school by bicycle.

Mother **goes** to market every morning.

- 3) To explain general truth.

Examples:

The moon **goes** around the earth.

Sun **rises** in the east and **sets** in the west.

e. The Use of Common Adverbs

- 1) Every morning/day/week/month/year
- 2) Once, twice, three times, four times, etc.
- 3) Always, usually, sometimes, often, never, seldom

Murphy (1994: 4)

f. The Use of Action Verbs

Action verbs are verbs which show the performance of an action, the activity can be seen.

Examples: run, sleep, cut, walk, etc.

g. The Use of Determiners

There are determiners which are usually used: articles (**the, a, an**), demonstratives (**this, that**), numerals (**two, three**, etc.), possessives (**my, their, her**, etc.), qualifiers (**some, many**, etc.) (Rozi, 2012: 1)

#### 4. Evaluate Writing Descriptive Text

The type of test to evaluate descriptive text writing is essay test. Form the question given; students make descriptive text by using its generic structure; identification and description. They also use the language feature of descriptive text such as simple present tense, action verbs, noun phrase, and adverbial phrase.

There are some aspects of writing that can be evaluated. According to Nurgiyantoro (2001: 307), the aspects that can be evaluated in writing are:

a. Content (The agreement with the Title Chosen)

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

more students can develop their ideas which also loads some good supporting ideas to be good content, the better their writing will be.

b. Organization (Paragraph Unity, Coherence, and Cohesion)

The way students organize their paragraph is important if a teacher wants to evaluate their writing. However, a good text consists of paragraphs which are arranged well with some connecting words which can make the paragraphs coherent.

c. Vocabulary (the Precision of Using Vocabulary)

Vocabulary is the most important thing that forms a phrase, sentence, and further paragraph. Rivers in Nunan (1992: 11) writes that 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. The diction chosen will determine the level of students' vocabulary mastery.

d. Language (Tenses and Structure)

However, tenses and structure mastery is really necessary to have paragraphs constructed. It is difficult for students to arrange a good paragraph if they lack of tenses and structure mastery.

e. Mechanics (Spelling and Punctuation)

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

In this research, the writer will evaluate the students' writing on their content, organization, language, vocabulary and mechanics. Fluency is also important to be considered. The flow of students' thoughts is important since it is basic thing that the students must have in writing any kinds of text especially descriptive text.

## **C. Picture-Guessing Game**

### **1. Definition of picture-Guessing Game**

There are many types of game. One of them is guessing game. According to Webster (2013), guessing game is a game in which the participants compete individually or in teams in the identification of something indicate obscurely (as in riddles or charades). Klippel as cited in Kurniawati (2013:22) states that the basic role of guessing game is very simple. One person knows something that the other one wants to find out. He further says "as the person guessing has a real urge to find out something, guessing games are true communication situations and as such are very important for foreign language learning. They are generally like by students of all ages because they combine language practice with fun and excitement".

From these, guessing game can be used in every level of age. In doing the game, people sometimes make variation of it. Klippel argues "variation is a vital ingredient of good games. You can try changing the

rules of familiar games or doing things in a different order, and you will find that one game idea can be the nucleus of many new games”.

Dealing with the statement above, picture-guessing game then is a variation of many kinds of guessing games. In this game, picture becomes the thing to be guess. This game requires students to logically guess what the picture is based on the clues given. The implementation of picture-guessing game is explain as the followings: (1) the teacher gives explanation about picture-guessing game; (2) the teacher gives a general clue before showing the first part of the picture.; (3) the teacher continues the next clues, while showing the parts of the picture, until the picture is guessed.; (4) to guess the picture, each team has to send a representative by raising his or her hand; and then (5) When the picture is guessed, it is the end of the game.

## **2. Teaching Writing Descriptive Text Using “Picture-Guessing Game” media**

There are some tasks that teacher can instruct to the students to perform the activities in the implementation of guessing game. Byrne in Amir (2010: 4) says as follows: name of object, spell the object, say something about the object and make up sentence using the object.

### **a. Pre-teaching Activities**

In the first activities, the teacher greets the students and checks the students' attendance. Then the teacher checks the students' readiness to

study and also review the previous lesson to remind the students about the last lesson. In this stage, the teacher builds the students' background knowledge related to the lesson that will be given. Besides that, the teacher tells the students about lesson which are going to be taught and the teacher tells the achievement indicators and the objectives of the lesson which are going to be taught.

b. Main-teaching Activities

Then in the main activities the teacher begins this stage by introducing the first lesson by use guessing game technique. Here are some of the procedures in apply guessing game technique in the classroom:

a) Class is divided into four groups; one chairperson is given a picture of the object, and then tells a group a clue about the object is household tool, clothes, vehicles, or any other stuff. The group should find the answer by asking yes or no question. A group which has answer correctly will be the winner. (Dwi, 2009: 24).

b) The teacher has a picture, which the students can't see. The teacher presents a brief explanation about the picture and then asks the students to ask questions and find out exactly what the picture looks like or draw the picture. Hiding the pictures gives students a genuine reason to ask questions because they want to find out information about the picture. They also have to listen carefully to answers, so that they draw the pictures.

c) Two students stand at the front of the class. One shows the picture to the class but not to the other student. This activity can also be organized with students working in small groups. The teacher gives a picture to one student in each group, and the others in the group try to guess it.

“Ten questions” is one kind of guessing games. This game is a useful teaching technique since it can create a true communicative situation and combine the language practice in fun and excitement ways.

Procedures: Students are divided in two teams. Each team thinks of an object and tells the other team that the object is animal, people, vegetable or a combination of two or three of these. If team A is in charge, so team B has to find out what the object is by asking only “yes/no” questions such as “Can you use it, in the kitchen?” , and team A can answer the question in a complete answer like “No, we can’t” or just in short answer like “No” or “Yes”.

After team B found out what he object, team B has to write the paragraph contained description of the object. If team B can find out what the object is in twenty questions or less, team B will get point.

#### c. Post-teaching Activities

In the last activities, the students are asked to be a volunteer to tell or conclude what are the lessons for today in front of the classroom. Then the teacher will give feedback by pronounce or write some words correct or well which the students wrote while guessing game activity.

### 3. The Advantages of “Picture-Guessing Game” media

“Picture guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their most important function is to give practice in communication.” (Richard -Amato, as cited in Dwiyanti, 2009: 16). It says that guessing games give students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English.

They also add that: Picture guessing games can be painless to develop or reinforce any number concepts. “Guessing what I am,” Guess who I am” for example, can be used teach about animals profession or people in different age groups (baby, child, teenager, young adult, elderly person). (Richard-Amato, as cited in Dwiyanti, 2009: 17). Silver says as cited in Dwiyanti (2009: 17) “Real picture guessing games provide the students with much needed practice in formulating questions, an essential skill that does not always receive sufficient attention.”

Another advantage of using picture guessing game in teaching writing is picture guessing game make students more pleasure from regular activities in class. It creates a relaxed atmosphere in the classroom. Then using guessing game can encourage the students to communicate in English because the games are combination between language and practice with fun and excitement.

#### **D. Basic Assumption**

Almost all the students in junior high school think that writing is the most difficult skill in learning English. It is caused by some factors, usually they are not able to organize idea when making composition; they are lack of vocabulary so their composition are unreadable; they do not master the grammatical so that the students' composition are difficult to understand; and they are still influenced by their native language.

To make teaching writing successful, teachers need to use media which will help students to understand in learning writing. Teaching writing using the picture guessing game is a good teaching media to solve students' problems in making the compositions, especially to help them in organizing ideas. Using picture guessing game media, especially in the writing process is a good teaching media to be applied in writing class. Teachers can give a model of writing first, and then involve students to participate in the writing process. By using the picture guessing game media, students will get and looking for information about the picture to help them in writing, either by listening to the clues provided by the teacher, make yes/no questions, or by drawing. Therefore, students will be able to decrease their problems in writing, because they will get the stimulus to build their knowledge in prewriting, and they will get reinforcement and feedback as they write they are writing their rough draft and doing revision. So that, for the next task the students will be able to write confidently.