CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the definition of writing, writing process, writing in paragraph, the elements of paragraph writing, the purpose and types of writing, the definition of descriptive text, descriptive text, testing writing, the definition computer software, the definition of game, kinds of game, the reason of using game, big city adventure, and previous research.

A. The Definition of Writing

According to Wilson (2003: 212), writing is almost never done without a reason. The reason may come from experience, such as receiving an unfair parking ticket, or from a requirement in class. And when the students asked to write, the students often receive guidance in the form of an assignment: tell a story to prove a point, paint a picture with words, summarize an article, compare two subject, share what the students know about something, explain why the students agree with or disagree with a statement or an idea. Paige Wilson say that learning to write well is important, one of the most important things the students will do in their education. Confidence is the key. The writing sections will help the students build confidence. Like the sentence structure sections, the writing sections are best taken in order. However, each one discusses an aspect of writing

that the students can review on its own at any time.

According to Harmer (2004: 31), 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 a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for leaners. Writing is often not time-bound in the way conversation. When writing, students frequently have more time to think than they do in oral activities. They can go throught what they know in their minds, and even consult dictionaries, grammar books, or the other reference material to help them. 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. Here, students are not writing to become better writers but they are writing to help them learn better.

According to Maley (2005: 7), writing is much more than just practising handwriting and completing exercise, it is about:

❖ Thinking of what you wish to say and trying out the language to set down in words the thoughts in your head.

❖ Expressing opinions.

❖ Describing real and imaginary worlds, the ordinary and the

fantastic.

❖ Playing with sounds, experimenting with words, making up rhymes, and writing poetry.

Beside that, writing also helps children to make sense of the English they use in class when they play games, act out a role play, or listen to a story.

Based on definition above, Writing is an activity or process of the physical act in expressing ideas through forming letters of word in a good sentence.

B. Writing Process

According to Cox (1999: 307), there are 5 stages the process of writing. They are; prewriting, drafting, revising, editing, and publishing.

1. *Prewriting*

In this case the writing can draw on their own experiences, generating ideas, organizing thinking, and read or listen to stories read aloud. Brainstorming ideas is one of strategies is prewriting. According to Cox (1999: 308), there are three techniques in brainstorming ideas: make a list, cluster, and quick write.

2. *Drafting*

Drafting is considered as an important strategy in the process writing. The writers can put their ideas down on paper, focus on meaning, rather than

conventions, fell free to experiment in their writing.

3. *Revising*

In this stage, the writers reread during and after writing the draft and they rethinking what they have written. The writers can share with their friends or partners in the reader's cycle. They also can change, add, delete, or modify their draft, and clarify the meaning.

4. *Editing*

The main problems in writing usually in grammar, syntax, and mechanics. The students as writers can do proofread their revised piece in individually or pairs using editing conference. The teacher can help the writers to edit their writing.

5. *Publishing*

The students as writers can share their final writings with their friends. Here, the students are given the chance to share their writings by reading them aloud of the whole class or in small group.

Based on the clarification above, the simplicity, and the effectiveness of the process writing explained by Carole Cox, the researcher chooses this theory to be adapted in the process of teaching and learning of writing descriptive text in the class. Students are expected to be able to improve their writing skill through the combination of this writing process and the technique implemented by the researcher.

C. Writing in Paragraph

According to Oshima (2007: 3), a paragraph is a group of related statement that a writer develops about a subject. The first sentence states the specific point or idea of the topic. Paragraphs can include many different kinds of information and serve different purpose. Remember that a paragraph is a group of sentences about one topic. The topic of the paragraph is usually stated in the first sentence, this sentence is called the topic sentence. The other sentences add details to the topic, and they are supporting sentences.some paragraphs also have a concluding sentence, which summarizes the ideas of the paragraph (the last of sentence of the paragraph).

As we draft our paragraph, remember that we need to do several things:

1. State your point in a topic sentence.

   When we write a paragraph in English, the most important thing we need to do is to express your main point. For make a good topic sentence are states the topic (main idea) of the paragraph and identifies the focus (main emphasis) of the paragraph.

2. Support your point.

   After we have stated our point in the topic sentence, we need to support it with reasons, facts, and examples.

As a writer, it is our job to provide enough support to prove the point we made in our topic sentence.

3. Develop a single focus.

   When every sentence contributes to the main idea, the paragraph has a single focus (main emphasis). If a sentence does not relate to the main idea, you should eliminate it.

4. Organize sentence logically and add transitions.

   A good paragraph must be easy to understand. To help readers understand your ideas, you should do two things: (1) Arrange the sentences so that the order of ideas makes sense, (2) Use transitions to help the reader understand how the ideas in your paragraph are connected.

D. The Elements of Paragraph Writing

The are some other requirements the writer should considere in writing a good paragraph. They are development, unity, and coherence. Savage (2007: 5) states that a good paragraph should have the element of development, unity, and coherence. The following parts will review the elements of a good paragraph, namely development, unity, and coherence.

1. *Development*

   The first element of good paragraph is development. It is stated by

Savage (2007: 6) that to have the sense of development of a paragraph, the writer should include the specific details and all the information the reader needs. A paragraph adequate development when it fully covers limited topic to achieve the writers' purpose, support the thesis, and meet the readers' needs. In this case, development has to do with specific details and examples.

2. *Unity*

A paragraph must have unity. Savage (2007: 12) says that a paragraph has unity when it has one topic and does not shift from that topic even though the example may differ. In short, a paragraph has unity when all sentences in it work together to make and support the main idea.

According to the Oshima (2006: 18), unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea.

3. *Coherence*

A paragraph must also have coherence. Savage (1007: 16) says that coherence occurs when each sentence follows logically and clearly from one sentence to the following sentences. Writers often use time, space, or order of importance to presents the supporting information in

a paragraph. In other words coherence means that the supporting details are organized so that information that goes together appears together.

According to the Oshima (2006: 21), the Latin verb *cohere* means "hold together". For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. There are four ways to achieve coherence: (1) Repeat key nouns, (2) Use consistent pronouns, (3) Use transition signals to link ideas, (4) Arrange your ideas in logical order.

E. The Purpose and Types of Writing

According to O'Malley (1996: 137), the students write to accomplish a variety of purposes and use a number of different genres to do so. Purpose in writing determines the nature of the writing. The students need clear specification of the purpose in order to plan and compose a piece that responds to the task. The genre defines the style the writer will use and suggests choices about the language and structure of the composition.

Based on 2006 English curriculum, the target of learning English in Senior High School is that students are able to understand various types

of text, i.e. descriptive, procedure, recount, narrative, report, discussion, and explanation, etc. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing. The Table 2.1 will review the kinds of text.

Table 2.1 Kind of Text

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	LANGUAGE FEATURE
Descriptive	To describe something, someone, or a place.	• Identification: identifies a particular thing to be described. • Description: describes the parts and characteristics.	Using noun, adjectives, noun phrases, and verb (V1).
Procedures	To tell someone how to do or to make something.	• Title/goal: states the goal to be achived. • List of materials: lists the materials needed. • Steps/methods/procedures: describes steps in a logical order to achieve the goal.	• Using commands/ imperative sentences. • Using action verbs. • Using precise vocabulary. • Using temporal conjunction. • Using adverb.
Recount	Retells an experience in which the writer was personally involved to inform, entertain, the readers/listeners.	• Title (optional). • Orientation: provides the background information. • Series of events: presents events chronologically. • Reorientation: presents the concluding comments.	• Using past tenses. • Using connectors. • Using verbs and action verbs. • Using pronoun.
Narrative	To entertain the readers/ listeners by the stories.	• Orientation: tells about the setting in time and place, and characters. • Complication: tells about problem(s) to be solved by the characters. • Resolution: describes the solution to the complications. • Reorientation: optional, gives the end of the story.	• Using specific participants or characters. • Using past tense and past continuous. • Using a lot of action verbs. • Using some relational verbs.

(Adapted from English on Sky, Erlangga, 2007 as quoted by Suprayitno, 2010)

In this research, researcher focused on descriptive. Precisely describe the place, which is the definition of descriptive, the generic structure, and also language feature will be explained to the students in the classroom.

F. Descriptive Writing

1. The Definition of Descriptive Writing

For this research, the researcher only focuses on descriptive text. Descriptive text stated on curriculum is taught in the second semester of tenth grade Senior High School. According to Oshima (2007: 61), descriptive writing or description is a kind of function to describe particular person, place or thing. Descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person is his or her mind.

The descriptive text has generic structures which distinguish this text from the others. First, it involves *identification*. The second is *description*.

In identification, the writer identifies or introduces a thing or a person to describe just like a shape or color. In description, the writer

focuses on describing a phenomenon of a thing or a person in term of parts, characteristic, and qualification. So, the readers can imagine the phenomenon of the thing or the person in their mind.

2. The Purpose of Descriptive Writing

According to Wilson (2003: 222), descriptive writing paints word pictures with details that appeal to the reader's five sense__sight, sound, touch, taste, and smell. The writer of description often uses comparisons to help readers picture one thing by imagining something else.

According to Langan (2005: 170), when you describe someone or something, you give your readers a picture in words. You must observe and record specific details that appeal to your readers' sense (sight, hearing, taste, smell, and touch). More than any other type of eassy, a descriptive paper needs sharp, colorful details.

G. Testing Writing

In obtaining reliable scoring of writing, the process of scoring can be done either holistically or analitically. According to Hughes (2003: 94), *Holistic* scoring (sometimes referred to as 'impressionistic' scoring) involves the assignment of a single score to apiece of writing on the basis of an overall impression of it. And, method of scoring which require a separate

score for each of a number of aspect of a task are said to be *analytic* (Hughes: 2003: 100).

1. *Holistic Scoring*

The example of holistic scoring by Hughes (2003: 96) :

Table 2.2 Example of Holistic Scoring

LEVEL	EXPLANATION
6	In text, effectively addresses the writing task. The text is well organized and well developed. The text uses clearly appropriate details to support a thesis or illustrate ideas. The text displays consistent facility in the use of language. The text demonstrates syntactic variety and appropriate word choice.
5	In text, may address some parts of the task more effectively than others. The text is generally well organized and developed. The text uses details to support a thesis or illustrate an idea. The text displays facility in the use of language. The text demonstrates some syntactic variety and range of vocabulary.
4	In text, addresses the writing topic adequately but may slight parts of the task. The text is adequately organized and developed. The text uses some details to support a thesis or illustrate an idea. The text demonstrates adequate but possibly inconsistent facility with syntax and usage. The text may contain some errors that occasionally obscure meaning.
3	In text, inadequate organization or development. The text is inappropriate or insufficient details to support or illustrate generalizations. The text is a noticeably inappropriate choice of words or word forms. The text is an accumulation of errors in sentence structure and/or usage.
2	The text serious disorganization or under development. The text is little or no detail, or irrelevant specifics. The text is serious and frequent errors in sentence structure or usage. The text is serious problems with focus.
1	The text is may be incoherent. The text is may be undeveloped. The text is may contain severe and persistent writing errors.

2. *Analytic Scoring*

The example of analytic scoring by Jacobs et al's (1981: 104) as quoted by

Hughes (2003: 104) :

Table 2.3 Example of Analytic Scoring

Student:	Date:	Topic:
SCORE	LEVEL	CRITERIA
Content	4	EXCELLENT TO VERY GOOD: ● knowledgeable ●substantive ●through development of thesis ●relevant to assigned topic.
	3	GOOD TO AVERAGE: ●some knowledge of subject ●adequate range ●limited development of thesis ●mostly relevant to topic, but lacks detail.
	2	FAIR TO POOR: ●limited knowledge of subject ●little substance ●inadequate development of topic.
	1	VERY POOR: ●does not show knowledge of subject ●non-substantive ●not pertinent or not enough to evaluate.
Organization	4	EXCELLENT TO VERY GOOD: ●fluent expression ●ideas clearly stated/supported ●well organized ●logical sequencing ●cohesive
	3	GOOD TO AVERAGE: ●somewhat choppy ●loosely organized but main ideas stand out ●limited support ●logical but incomplete sequencing
	2	FAIR TO POOR: ●non-fluent ●ideas confused or disconnected ●lacks logical sequencing and development
	1	VERY POOR: ●does not communicate ●no organization or not enough to evaluate
Vocabulary	4	EXCELLENT TO VERY GOOD: ●sophisticated range ●effective word/idiom choice and usage ●word form mastery ●appropriate register
	3	GOOD TO AVERAGE: ●adequate range ●occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	FAIR TO POOR: ●limited range ●frequent errors of word/idiom form, choice, usage ●meaning confused or obscured
	1	VERY POOR: ●little knowledge of English vocabulary, idioms, word form ●not enough to evaluate
Language Use	4	EXCELLENT TO VERY GOOD: ● effective complex constructions ●few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	3	GOOD TO AVERAGE: ●effective but simple constructions ●minor problems in complex constructions ●several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	2	FAIR TO POOR: ●major problems in simple/complex constructions ●frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons deletions ●meaning

I. **Game**

1. **The Definition of Game**

A game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal (Heinich et al., 1990: 330). According to Hadfield in Cahyono & Mukminatien (2011: 40) a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game has the functions to interest the learning process. Language games are not activities mainly aimed to break the ice between students or kill time. The game is to be used as practice exercises to help students get used to and remember grammatical rules and pattern. Therefore, game can be described as fun activity, individually or in team, which has rules, goals, and involves forms of skill.

Game involves many factors such as rules, competition, relaxation, and learning in particular. All of these have their certain important focus when the game is applied in the classroom. The rules should be explained clearly by the teacher and they should be well understood by the students. To help the students understand the rules, the rules can be followed by demonstration. Besides that, competition as a part of the game is very important in the classroom, because it can

stimulate students to be more active and encourage them to participate in the activity since naturally the want to beat the other teams. Students can learn and play at the same time; they can learn in a fun and relax way. On the other hand,game provides an opportunity for real communication for the students.

From the statement above, it can be concluded that game should not be considered only as amusing activity in the process of language learning. But on the other hand, it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice.

2. Kinds of Game

According Tyler (1984) as quoted by Marisa (2009), game has classification, the games or game like activities students engage themselves to help the main developing different abilities each, with obvious overlaps in some cases as follows:

a. Conceptual Games

These are games which develop one or more cognitive abilities in the child. These include the ability to categorize, identify similarities or differences of use, property, weight (singly or in combination), understand and express the notion of time.

b. Visual Perceptual Tasks

These games which help the child develop abilities similar to the

above (perceiving similarities or differences) but mainly through the visual channel. They also help the child understand space, size, relative location and color. Pictures and jigsaw puzzles are typical examples in this category.

c. Auditory Perceptual Tasks

These are games or game like activities which concentrate on developing abilities similar to the above. But, mainly through acoustic channel and help the child develop auditory perception skills.

d. Fine Motor Tasks

These are any type of activity which involves children in developing motor skills, coordinating movement, such as tracing a route through a maze, or chasing around a design, filling it in with color are typical examples.

e. Artistic Activities

An activity which aims to develop the child's awareness of the world of arts. Drawing, painting, making collages are good examples.

f. Material Play

Any play which involves children in manipulating materials, such as clay, sand, water, plastic, in which the children mood or change the

shape of it. Making plasticine animals or making sand castles on the beach or in the sand belong to this category.

g. Physical Play

This activity includes running, wrestling, rolling around the floor, playing hide-and-seek and helps children become aware of their body, its potential and its limitation.

h. Representational Object Play

This type of play involves the use of small objects symbolizing the real world, such as toy cars, zoo animals, dolls. Through these, the child can interact and learn more about the world and the working.

i. Fantasy Play

Any kind of play in which the child steps out of this world and enters the world of make believe, e.g. playing house or playing teacher. These games help the child consolidate knowledge and awareness of patterns of behavior of the adult world, and the interactive skills that go with them, rehearsing as it were for a time when s/he will have to perform similar roles as an adult.

3. The Reason of Using Game

According to Sugar (2012), there is ten of best reasons for using classroom games as well as a few ideals to get instructors started in

creating games and activities for the classroom activity. These are:

1. Games are fun with a purpose

   Games created a cognitive engagement between the learners and the topic in a flowing, smiling environment games celebrate your topic and reward individual and group achievement. Games bring fun and energy in learning process.

2. Games provide feedback to the learners

   Learners want and need feedback on their performance. Games give them immediate feedback on the quality of their input, their successes and their errors. With the appropriate corrective feedback, this can become an invaluable learning opportunity.

3. Games provide feedback to the teacher

   Games provide a practice field where learners interact with the topic, demonstrating their knowledge and ability to apply the information. By observing this real time demonstration, the teacher can adjust the subsequent level of lecture, reading and interview accordingly.

4. Games are experiential

   Learners need to do and to try things on their own. Games

provide an environment that transforms the passive learners into an active part of the learning process where they can connect their dots and experience their ideas.

5. Games motivate learners

    Games engage players and then motivate them to interact with the topic. This interaction drives players to demonstrate their understanding of the topic in a friendly contest where successes are memorable moment of shared triumph and celebration and where mistakes mean only that the learners being stretched to their own limit.

6. Games improve team work

    Games are real time activities that bring players into teams, demonstrate the rules and roles of working together as a team, and underscore that value of team collaboration. Games give your learners a chance to know their peers as they share the same real time experiences, allowing for strong networking and bonding.

7. Games provide a less threatening learning environment

    Because the games format is playful, the inherent challenge of the material, even new or difficult material, is less threatening. During game play, seemingly difficult questions and scenarios are just part of the game. And teacher can use the window following

response to build a bridge between the topic and the learners.

8. Games bring real world relevance

    Games allow you to present real word information in the form of questions, scenarios, role plays, and so forth. In this way, players learn not only the "what" but also the "why" of the topic from areas world perspective. Players also observe their own behavior and that of other during game play. Post-game debriefing give insights into those behaviors in thoughtful example observed during game play.

9. Games accelerate learning

    Games allow you to compress your topic and demonstrated learning into shorter periods of time, accelerating the speed of learning. The visual presentation, oral interactions, and active participation of game play appeal to all of the learning styles (visual, auditory, and kinesthetic), involve both the rational and experiential mind and help players remember what they have learned.

10. Games give you choices for your classroom

    Games allow you to add variety and flexibility to your teaching means. Games can allow you to do any or all of the following: (a) Increase the level of learners' involvement. (b) Vary of level the skill and knowledge. (c) Customize to any sizes of audiences, even one

on one. (d) Vary the type and level of activity. (e) Vary the level of classroom control. (f) Introduce or review topics or both. (g) Vary the mix of theoretical and practical information.

J. Big City Adventure

According to Bear (2009), Big City Adventure is a fantastic game. In that game, there is belonging to the Hidden Objects category, meaning that you have to find determined items in a certain amount of time. A random list is given at the beginning of each level and when you find an object written on it, you have to click on it. At the end of the level, you will have to find your next destination by playing mini games (puzzle, find the good pairing, match-3 or find the good object). You can find pieces of money as bonuses: adding time, hint or points.

So in the game, there are four categories of games that a player must pass in order to reach the destination, which four categories such as: (1) Hidden Object, (2) Two or More Object of the Same Type, (3) Jigzaw Puzzle, (4) Matching Pairs.

The researcher focus on jigsaw puzzle, which is the students must arrange pieces of the picture in order to become a complete picture. Then, the researcher as the teacher asks the students to make the descriptive text writing based on the picture.

In Big City Adventure (San Francisco) software, there are some instructions in jigsaw puzzle, namely:

☐ How to Apply

- Click on the puzzle piece and release the mouse button immediately. Move the mouse to move the piece. Click once more to drop the piece.

☐ Goal

- Complete the jigsaw puzzle by moving the puzzle pieces into the correct position on the wooden puzzle board.

- The pieces are already facing the correct direction and do not need to be rotated.

☐ Moving Puzzle Pieces

Puzzle pieces can be moved in two ways:

1. Click on the puzzle piece and release the mouse button immediately. Move the mouse to move the piece. Click once more to drop the piece.

2. Click on the puzzle piece and keep the mouse button held down. Move the mouse to move the piece. Release the mouse button to drop the piece.

☐ Time Limit

- Don't forget to watch the clock. It will count down the time you

have left to complete the jigsaw puzzle.

- You can turn off the clock in the option screen if you want a more relaxed game.

❑ Hint

- Start by placing the corner pieces and edge pieces first.

- You can also move pieces around if they are hiding other pieces you want to use.

K. Previous Research

There are some previous studies which are similar or in line related to the teaching of Descriptive Text. Here, the researcher summarizes some previous studies that can be use as guidelines for the researcher in conducting the new one, and explaining the way this study is diffrent from the previous ones.

The first study was conducted by Jwalita (2008) under the title "Improving The Second Years Students' Writing Skill on Descriptive Text Using Still Picture at SMP Negeri 1 Durenan In The 2007/2008 Academic Year". This study used Classroom Action Research (CAR) design in which the researcher uses Still Picture to improve teaching and learning process, especially in Descriptive Writing Skill. The action research conducted on two cycles. Every cycle consisted of planning, observing, acting, and reflecting.

The result of the research showed that still picture can improve students' writing skill on descriptive text, it can be seen that the student's got score above SKBM (Standar Ketuntasan Belajar Minimum) in cycle 2.

The second study is "The Effectiveness of Teaching Writing in Short Descriptive Paragraph by Using Born to Shop Game (Pictures) at the Seventh Grade of MTs Negeri Bandung". The writer is Chasanah (2013), the student of English Education Program Departement of Islamic Education State Islamic College (STAIN) Tulungagung. This research used experimental research design in the form of one group pretest-posttest. There are three steps of this design; those are pretest, treatment, and posttest. The researcher use written test as the instrument to collect the data. The researcher tries to find out the difference of students' score before and after being taught by using picture as medium. The result of the research showed that there are significant difference in students after doing treatment, it can be said that the born to shop game (pictures) is really effective in writing short descriptive paragraph.

The third study is "Improving the Eight Grade Students Writing Descriptive Text Using Picture Series at SMP Negeri 2 Campurdarat in the Academic Year 2013/2014". The writer is Alwhisky (2014), the student of English Department of The Institute of Teacher Training and Education (STKIP) PGRI Tulungagung. This research used Classroom Action Research

design in which the researcher uses Picture Series to improve teaching and learning process, especially in Descriptive Writing Skill. The result of the research showed that the picture series can help the students improve their writing achievement.

The forth study is "Improving Descriptive Paragraph Writing Through Animation Pictures of The Eighth Grade Students in SMP N 3 Amlapura In Academic Year 2013/2014". The writer is Prastihana (2014), the student of English Education Study Program Faculty of Teacher Training and Education Mahasaraswati Denpasar University. This research used Classroom Action Research design in which the researcher uses Animation Pictures to improve teaching and learning process, especially in Descriptive Paragraph Writing. The result of the research showed that the animation pictures could improve the students' writing skill especially in writing descriptive paragraph.

Based on the previous studies above, the researcher will use the others technique in teaching Descriptive Writing that is by using Computer Game Software "Big City Adventure (San Francisco). This research use Classroom Action Research. The instrument is used to collect the data is written test, that is in the form of descriptive written test. Here, the researcher tries to find out Computer Game Software "Big City Adventure (San Francisco) is effective to improve students' skill in the classroom.