II. REVIEW OF RELATED LITERATURE

A. Writing

Writing as one of the important skills in learning English, has various definitions. Linderman (1983:11) states that writing is a process of communication which uses conventional graphic system to convey a message to a reader. Furthermore, Linder man also said that writing skills deals with the ability to arrange the graphic system such as letter, word, sentences of certain language being used in written communication in order that the reader can understand the message or information.

Raimes (1983:76) says that writing is a skill in which we express ideas, feeling, and thought which are arranged in words, sentences, and paragraph using eyes, brain, and hands. Writing also reinforces the use of structure, idiom, vocabulary which we have studied in the previous lesson. Thus, writing is the ability to express idea, feeling, and thoughts of the writer using knowledge of structure and vocabulary to express the writers' ideas in written form.

In addition, Tarigan (1987:7) says that writing is a language skill that is used for indirect communication. The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for

communication. From these statements, it can be inferred that writing refers to a process in which its activities is not produced immediately.

Axelrod and Cooper (1987:4) state that writing is a complex process and contains element, they are grammar, content, vocabulary and mechanic. Writing is naturally a language skill that anyone can learn to manage. Writing is process of discovery. The writer gathers facts and ideas, start writing and let the writing lead them to understand.

According to Jacobs et al (1981:90) there are five general component of writing follows:

1. Content refers to the substance of writing, the experience of the main idea (unity).
2. Organization refers to the logical organization of the contents or the ideas, it is coherence or not, it is unified or not.
3. Grammar refers to the use of the correct grammatical forms and syntactical pattern.
4. Vocabulary refers to the selection of words those are suitable with the content.
5. Mechanic refers to the use of graphic conventional of the language.

Macdonald (1996:7) states that good writing is necessary for success in college as well as many professions. Scientist cannot escape the need for good writing skill. Their brilliant experiments will prove ineffectual unless they can explain them to their colleagues in a written professional paper. Lawyers spend much of their time doing research and writing briefs or legal document based on that research. That is

why writing is an important skill that should be mastered by students since they were in junior high school. In fact, this objective is very hard to achieve. Alexander (1992:ix) states that there are very few students sufficiently conscientious or highly motivated to examine in detail their own corrected written work.

In this case, it can be concluded that writing is an important means of indirect communication that refers to the productive and expressive activity which involves the use of the aspect of language, such as grammatical structure, vocabularies, idioms and punctuation. So writing needs process, it is not produced immediately, the students are expected to be able to express their ideas, feeling and thought in written language.

B. Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words of sentences. Derewianka (1992:17) said that text is any meaningful stretch of language – oral – written. Not all texts are the same. One factor, which accounts for differences in texts is the purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. For example, the purpose of descriptive text is to describe a particular person, thing, or place. The structure of this kind of the text would typically move through the following stages:

- Identification: identifies phenomenon to be described
- Description: provides details of the topic such as parts, quantities or qualities, characteristics, etc.

We can refer to this as the schematic structure (generic structure) of the descriptive text. When we look at how the schematic structure of a text helps it to achieve its purpose, we are considering its genre (genre refers to particular text types). The genre of a text is partly determined by the culture in which the text is used, since different cultures achieve their purposes through language in different ways (Derewianka: 18). Besides that, texts differ not only in term of their purpose (genre) but they also differ according to particular situation in which they are being used.

C. Descriptive Text

When we describe someone or something, we give a picture in words to our reader. To make the word picture as real as possible, we must observe and record specific details that appeal to our readers' senses, such as sight, hearing, taste, smell, and touch. When one writes a descriptive writing, he expresses anything in his mind about certain object or event into word and sentences. According to Parera (1984:4) descriptive is one of writing that can be lived and related to the experience of once such as seeing, hearing, touching, smelling and feeling. Keraft (1982:93) also says that descriptive writing draws important part of thing in detail and clearly.

McKay (1985:4) states that when we want to describe something, we must be able to make the readers understand what we mean. Crimmon (1983: 163) adds that descriptive text is a strategy for presenting a verbal portrait of a person, a place, a

thing. It means that when we describe something, we need to capture both details so that the readers can understand what we mean.

Meanwhile, Macdonald and Macdonald (1996:167), say that description occurs in every type of writing. Novelists and short story writers describe characters, places, scene, and action. Many college freshman essays begin with description for their effectiveness. It means that many writers choose descriptive writing, because it is effective or it is easy for them to describe what they want to say.

According to Depdiknas (2005), descriptive text is a text that is used to describe a particular thing, person, or place. It talks about one specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. The subject being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their mind clearly as the author sees in his/hers. For example, a student wants to describe her pet to her friends. In her mind, she has a very clear picture of her pet, including the sharp nails and the cute soft and long tail of the pet. Her friends however has no past imagine of her pet. She must rely on her words. Her goal, then, is to use enough carefully chosen, specific details in her description so that her friends could pick her pet out of a group of animal.

Thus, the research notices that in writing a descriptive text the students must be able to bring the readers' mind to the situation where they can imagine the things described although they have never met and been there.

D. Generic Structure of Descriptive Text

Social function or communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. To achieve its purpose, the descriptive text will move through a different set of stages:

- Identification: identifies phenomenon to be described.
- Description: provides details of the topic such as parts, qualities, characteristics, etc.

The stages above are the generic structure/text organization of the descriptive genre.

Besides generic structure, descriptive text also has language features (lexicogrammatical features). The following are the language features of descriptive text:

1. Focus on specific participants: a particular class or thing, person, or place (e.g. Queen Elizabeth, Radar Lampung, Train) rather than generalized participants (e.g. the royal family, newspaper, public transportation).

2. Use of attributive and identifying process: additional adverbs of the subject mentioned (E.g. adjective clause, adjective phrase, and linking verbs such as *taste*, *smell*, *appear*, *Look, is, am, are*, act.).

3. Use of simple present tense.

4. Frequent use of classifier in nominal group (e.g. one of…, many of…, etc.).

The following is the example of descriptive text taken from School-Based Curriculum (2006:149):

Identification

> Natural bridge national park is a luscious tropical rainforest.

Descriptions

> It is located 110 kilometers south of Brisbane and is reached by following the pacific highway to Nerang and then by traveling through the Numinbah valley. The scenic roadway lies in the shadow of the Lamington National park.
>
> The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometers walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pool. Night-time visitors to the cave will discover the unique feature of the glow worms.
>
> Picnic areas offer toilets, barbecues, shelter shed, water and fireplaces; however, overnight camping is not permitted.

From the example of the descriptive text above, it can be seen that the organization of the text consists of two park, they are identification and descriptions. Identification identifies phenomenon to be described (Natural Bridge National Park). In other hand, descriptions tell the Natural Bridge National Park more clearly.

E. Teaching Descriptive Text Writing

According to Brown (1980:7), teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily. In relation in teaching writing, Raimes and Reid (1993:27) said that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to built students' language skill.

Therefore, teacher should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

While in relation to the teaching foreign language, Lado (1959:125) sates that simply the goal of teaching foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement. Arropof (1989:129) also states that learning to write is not only learning how to use orthographic symbol, but primarily how to select and organize experience according to certain purpose. It follows that teaching to write is different in every important way from teaching to speak to teaching to use grammar. A purposeful selection and organization or experience requires active thought.

Yuwono (1994:16) states that in order to be successful in writing., an English teacher should guide his students in writing, in which the material presented are relevant to their interests, needs, capacities and age until they are able to make a composition with few or even no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for the teacher to provide the materials which are relevant to the students' interests and needs. Besides, the students' capacities and age are crucial aspects to be taken into account in guiding the students it make a composition.

Since both writing and speaking are productive and active skills (Widdowson, 1984:3). However, teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind

orally and the results can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form. There are some elements of writing skills that are needed in teaching writing such as grammar, sentence organization, vocabulary, and mechanic. These elements can not be separated each other. Teacher needs it take account into them while teaching writing. In other words, teaching writing guides the students not only to write sentences in paragraph but also to organize ideas in written form.

Below are three steps of writing stated by Edelstein and Pival (1988):

1. Prewriting. The writer selects the general subject, restrict the subject.
2. Writing. The writer sets on paper the ideas in his minds into words, sentence, paragraph and so on.
3. Rewriting. The writer evaluates his writing. They are;
   a. Correcting the content and the form.
   b. Correcting vocabularies, punctuation, and grammar, and
   c. Correcting writing errors, punctuations, and omission.

In relation to teaching descriptive text writing, teacher should help students express anything in their mind about certain object or event into words and sentences. They should describe an object clearly in order to make the readers able to see the object in their mind as clearly as possible.

To sum up, when we teach the descriptive text writing, we focus on three important things. The first is how to express and develop students' ideas into the text. Students should know how to choose and write the main idea and then

develop it with the generic structure of the text. The second is the three steps of writing process. They are prewriting, writing, and rewriting. And the last, the teacher should think of interesting activities that can help students to express their ideas. Interesting activities can motivate the students and make them enjoy the learning process.

F. Game

The word "game" comes from an old Anglo-Saxon word "gamon" meaning "play" or" sport". A game is an activity that engaged in for fun. (Encyclopedia, volume G7). While another expert, Kian Ann (1981:9) states "games help make the task of learning less boring and tedious. Used appropriately language game can stimulate the interest of pupils and help them acquire or internalize certain essential language skill on the purpose of game can be used for motivation".

It is emphasis that game can be used for motivation in learning language skills and knowledge through fun and personal challenge. Thus, by using games in teaching English, the students will be motivated to eagerly study the language. So the students' ability will be better too.

In the language teaching, game is a kind of teaching aids that can be applied in a class. It is an activity that will give fun to the students. Games can be used as a teaching technique in order to make the students more interested and to encourage their motivation in learning English.

However, game is not just diversion, a break from routine activities. It must also contribute to the language proficiency in some ways by getting the learners to use language in the course of the game.

Dorry (1966:3) states that games can be introduced in three different stages during the lesson. They can be played at the beginning as the revision of material taught previously or as a kind of warm-up activity preparing for learning new material. Games can also be introduced during the main phase of the lesson. Then they are used to practice material being covered. Another option is to introduce games at the end as an element of the summary and verification of material that students remember from the lesson.

Concerning the ideas above, it is clear that game can be used as a teaching technique in order to make the lesson more interesting and to encourage the students' motivation in learning English actively. Game makes the students take part in English learning process. This technique serves to increase the learners' attention to the lesson material, and thus this technique produces better learning.

Besides the time of using the game, the teacher should consider things in choosing the game. Ersoz (2000:1) states that 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 games are invaluable as they give students a break and at the same time allow students to practice language skills it needs some considerations before choosing the game.

It is supported by Tyson in Mei and Jang (2000:4) who state that there are some factors that should be considered before choosing the games.

- A game must be more than just fun.

- A game should involve "friendly" competition.

- A game should keep all of the students involve and interested.

- A game should encourage students to focus on the use of language rather than on the language itself.

- A game should give students a chance to learn, practice, or review specific language material.

Those factors are very important in selecting the game since there are so many kinds of game that are sometime overlap.

Related to the language teaching, Longman handbook (1987) state that games can be performed into two main ways:

1. They can be used to improve the learners' command of a particular item or items of language sound, vocabulary, spelling, grammatical items or function. Game of this kinds concern with accuracy and their purpose is to reinforce and possibly extend what has already been taught.

2. It can be used to provide the learners with the opportunities to use language rather than simply practice it, that is, it is concern with fluency rather than accuracy. This game normally involves a task of some kinds, in order to complete the task the learners have to use language often as best as they can in the circumstance.

According to Michael carrier (1978:10), there are some types of game. The rationale of each section is explained below:

1. Language point

   This section provides the teacher with at least one game for most major English structures. Games is this type give extensive practice in that structure as well as providing welcome relief for the students from more rigorous methods of learning. Although this type of game is in fact hidden types of drill, they need not be perceived as such by the learners as long as the teacher stresses the game aspect in his introduction to the activity. It may be important that the students are not told that they are going to practice structure X in a game, as this might destroy their motivation. For other students, however, it might actually provide a necessary incentive to participating.

2. Production games

   The games in this section practice a wider range of language point. Giving students an opportunity to produce more imaginative language less carefully predicted and controlled by the nature of the game. They are thus most appropriate for the production or post-practice phase of a lesson or teaching unit, where students are anxious to get away from teacher-guided language and express themselves more creatively.

3. Word games

   The games in this section are divided into three categories; word games, letter and spelling games and crossword. Most of the games in this section are concerned primarily with developing reading and writing skills, but some of them are more actively oral and hence will be more suited to situations where

the teacher wisher to provide light relief. The quieter reading and writing games can be effectively used to break up a long lesson without causing the problems of noise or reorganization that oral games can involve.

4. Pronunciation games

This kind of games practice both pronunciation and sound discrimination in a simple and light-hearted way. The advantage of them is that they can be adapted by the teacher to practice the sounds that students need most revision in using.

5. Filers

The games in this section are divided into three group, quizzes, puzzles and riddles and filler games. The overall aims is to provide short, stimulating activities to break up or finish off long lessons or teaching sessions. Language skills are practiced and developed through these games but, on the whole, there is no specific language point associated with the games. The filler provide variety and a change of pace.

6. Communication games

The games in this section are intended to develop and practice students' skills in communication, rather than specific language skills. In each case there is a nonlinguistic task to be performed. Which entails the use of language as a means of communicating information about the task? For this reason, the language used cannot be easily predicted or controlled, as is the case with many traditional games.

The second taxonomy that Hadfield (1994:4) uses the clarify language games has many more categories. As with the classification of games as of linguistic games

or communicative games, some games will contain element or more than one type.

a. Sorting, ordering, or arranging games.

For example, students have a set of card with different product on them, and they sort the cards into product found at a grocery store and product found at a department store.

b. Information gap games.

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a spot-the different task, where each person has a slightly different picture, and the task is to identify the differences.

c. Guessing games.

It is a variation of information gap games. One of the best known examples of a guessing game in 20 questions, in which one person thinks of a famous person, place or things. The other participants can ask 20 Yes/No question to find clues in order to guess who or what the person is thinking of.

d. Search games.

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find someone, who is a well known. Example: students are given a grid. The task is to fill in all the cells in

the grid with the name of a classmate who fits those cells, e. g. someone who is a vegetarian. Students circulate, asking and answering question to complete their own grid and help classmates complete theirs.

e. Matching games.

As the name implies, participant need find a match for a word, picture, or card. For example, students place 30 word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christoper Louis Pelman, a British psychologist of the first half of the 20th century.

f. Labeling games.

These are form of matching, in that participant match labels and pictures.

g. Exchanging games.

In these games, students barter card, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category such as the children's card game.

h. Board games.

Scrabble is one of the most popular board games that specifically highlight language.

i. Role plays games.

The terms role play, drama, and stimulation are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in

real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performance, whereas in role plays and simulations, students come up with their own word, although preparation is often useful.

According to those kinds of games, the researcher applied the combination between Guessing games based on Hadfield taxonomy and Word games based on Michael Carrier's type of games. Named World Field Card Game.

G. World Field Card Game

World Field Card Game is a combination between guessing game and word games. It is a combination-used between games and pictures. In which the students guess the pictures or words states on the card related to the topic discussed. In this case, one of the students asked to be Mr. Who? While the teacher gives some cards to her/him that contain of pictures and word based on the topic discussed. (E.g. describing person), the rest of the students in the class guess the pictures or words in those cards by asking 20 yes/no questions to Mr. Who? In order to find the clues so that they can guess who or what the person is.

After finding all the clues based on those cards, the students are asked to write those clues into the complete sentences. And finally those sentences will be written into descriptive text.

H. The Use of World Field Card Game in Teaching Descriptive Text

Writing is one of productive and active skill. The techniques required in teaching writing skill are different from other skills. Since in writing, the students need a

process of expressing their ideas and thoughts by using their knowledge of the structure and vocabulary to combine the ideas as a means of communication. This is so for the students in producing descriptive text in which the students should develop their text by considering the generic structure and language features of the text. In some cases, the students of junior high school face some difficulties in arranging the words into a good complete sentence in the text. They found it difficult to starts even though they got idea on their mind and it seems that they could not elaborate their idea in written form (Crimmon, 1997:2).

While Word Field card game is belong to the kind of word game that is concerned primarily with developing reading and writing skill, and some of them are more actively oral and hence will be more suited to situations where the teacher wishes to provide light relief. The quieter reading and writing games can be effectively used to break up a long lesson without causing the problems of noise or reorganization that oral games can involve (Michael Carrier, 1978:10).

Teaching descriptive text trough word field card game can motivate the students produce descriptive text easily. Since, in this kind of technique the students are guided to write descriptive text in line to the game. In this game, the students produce descriptive text based on the clues that they made when playing the game. Those clues can help and ease them in organizing and elaborating the topic being discussed. So they can minimize the students' problems in relating the sentences into a good descriptive text.

To sum up, the use of word field card game in teaching descriptive text can be summarized as follows:

1. Word field card game can motivate and guides the students in writing descriptive text in interesting way by playing game.

2. Word field card game ease the students in organizing and elaborating the topic discussed.

3. Word field card game can minimize the difficulties faced by the students in relating the sentences into a good text.

4. Word field card game can less the students boredom in learning material.

5. Word field card game motivates the students to be more active in participating the class-activity.

I. Procedure of Teaching Descriptive Text through World Field Card Game

In teaching descriptive text trough word field card game, the researcher follows the following procedure:

1. Pre-writing activity

   a. The teacher explains what descriptive text is and also explains parts that the students must write in a text.

   b. The teacher gives the students some questions related to the topic. The number of questions depends on the topic that the students are going the write.

   c. The teacher gives one example of descriptive text to the students and discusses it by asking some questions related to the text.

2. Writing Activity

   a. The teacher explains to the students that they are going to play a game.

   b. The teacher explains the rules of the game:

1. The teacher asks one of the students to be Mr. Who?

2. The teacher gives some cards to Mr. Who? Which contain of some pictures and words related to the topic discussed.

3. The teacher asks the rest of the students to guess the clues based on those cards by giving 20 yes/no questions to the Mr. Who? (E.g. does she/he have brown eyes? Long hair?).

4. The teacher asks the students to write the right clues that they had been guessed on their book.

3. Rewriting activity

    a. The teacher asks the students to write the clues based on those cards into a complete sentence. E.g. the clue is brown eyes. This become: She has brown eyes.

    b. The teacher asks the students to arrange those complete sentences into a good descriptive text by considering the generic structure and lexicogrammatical of the text.

    c. The teacher asks the students to submit their writing.

J. Advantages and Disadvantages of Using Games in Teaching Descriptive Text Writing

Games and activity are invaluable to the teacher of a foreign language because they provide an opportunity for students to use their language skills in a less a formal situation. The use of games must, of course, also be matched to the students' reactions and response. Some individuals or some classes may not enjoy games and they should not be forced to participate in them. On the other hand,

with proper presentation most games can be made attractive and even quite staid adult students will be happy to participate in game-playing.

According to Michael Carrier (1978:6) the advantages of using games can be summarized as follows:

1. Games add variety to the range of learning situation.

2. Games can be used to change the pace of a lesson and to maintain motivation.

3. Games can be used to punctuate long formal teaching units and renew students' energy before returning to more formal learning.

4. Games can give "hidden" practice of specific language points without students being aware of this.

5. Games encourage students' participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.

6. Games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating and this can be useful in reducing teacher-students distance or conflict.

7. Games can increase students-students communication, and so reduce the domination of the classroom by the teacher.

8. Games can act a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work.

While, the disadvantages of using games can be summarized as follows.

1. Playing games in a class sometimes can cause a lot of noise in the classroom. Students who are the too noisy may interrupt other learners and

teachers as well. The noisy behaviors can be minimized with a simple rule which says that it makes them lose points.

2. Some individuals or some classes may not enjoy games. So, they are not willing to participate in playing the games. On other hand, with proper presentation most games can be made attractive and even quite staid adult students will be happy to participate in games-playing.

3. Such kind of games sometimes time-consuming. Whereas, time allocated in each meeting in the class is limited. There are such kind of games need long time presentation. In this case, the teacher should arrange the game-play activity so that it is suitable to the time-allocated.

K. Notion of Classroom Action Research

Classroom Action Research is a continual process of search of a formal organization for devising solution for the everyday difficulties of classroom life (Mc. Niff, 1995).

Furthermore according to Angelo (1993), Classroom Action Research is a way for instructor to discover what work best in their own classroom situation, thus allowing informed decision about teaching. It means that action research is used to solve the problems in daily classroom activities in order to make teaching-learning process effective.

Kemmis and Mc.Taggart (1982:3) state that action research is deliberate, solution-oriented investigation that is group as personally owned and conducted. It is characterized by spiralling cycles of the problem identification, systematic data collection, reflection analysis, data-driven, action taken and finally, problem

definition. The linking term of "action" and "research" highlights the essentials features of this method; trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching and learning.

In addition, Kemmis' model follows the cycle of: Plan, Act, Observe, and Reflect. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage, the practitioner tries out the strategy. The" Observation" stage including recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, concluded that a new cycle can begin (Kemmis, 1982:5)

Kurt Lewin in Mc.Niff (1995:22), a social psychologist, was keen to study issues himself, and also to provide people with an instrument to study their own relationships. As the basis of his ideas he stressed the importance of democratic collaboration and participation. Engage other observer in the research.

Applied to classroom, Action Research is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in his own enquiry, and collaborative, in that it involves other people as part of a shared enquiry.

To be concrete, the applicability of the nation of Classroom Action Research will be clarified in more details in chapter III.