

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is also expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consist of: (1) Definition of writing (2) Kinds of writing (3) Teaching writing (4) Descriptive text (5) Game in language (6) Wholesome scattering game in teaching writing.

2.1 Writing

2.1.1 Definition of writing

Many definitions have been proposed by some authors about what writing is. Caulmas (2003) stated that writing is a process of using words to create a text which has a meaning that can be understood by the reader. Also, it included the activity of using written form to show our feeling and ideas (Mutiara, 2014).

Writing is how the writers give information and message to make the readers understand what the writers opinions in that writing (Brown, 2001). Moreover, Mayers (2005) suggest that writing is a process of organizing our ideas, write the ideas on paper. Furthermore, Nunan (2003) also stated that writing is the process to find ideas about how to make a good writing by thinking and express the idea, and then arrange into a sentence or paragraph.

From these definitions, it can be concluded that writing is a process of deliver the opinion, ideas and our feeling in the form of sentences that can be understood.

2.1.2 Types of Writing

There are many types of writing. As Morin (2011) states that there are four types of writing such as narrative, descriptive, expository, and persuasive. The explanation of each type is as follows:

1. Narrative

Narrative is the type of writing that tells a story. It usually used for the young learner in learning writing. For examples: novel and short stories.

Narrative also used by the people to present story in the past.

2. Descriptive

Descriptive is one of writing types which used to describe place, someone or thing. Descriptive commonly focuses on one subject. Descriptive also use specific detail to describe place, someone or thing. The specific detail include smell, taste, feel, or sound.

3. Expository

Exposition is one of writing types which used to explain, give information or clarify the problems based on fact.

4. Persuasive

Persuasive is one of writing types which used to express opinion or ideas.

The aims of persuasive is to encourage, influence and persuade the reader.

2.1.3 The important of writing

Writing is very important skill in teaching learning process. According to Graham and Perin (2007) “Writing well is not only for young people. Based on

statement, writing is very important to be taught in teaching learning English.

Writing can help the students to learn, the students will develop their own ideas.

Writing is not easy to be learned because writing activities encourage students to think and develop other skill so the teacher must help the students by motivating and guiding the students continuously. And then, the students can organize a good descriptive text.

2.2 Kinds of Writing

Writing has three kinds, they are writing sentences, writing a paragraph, and writing an essay:

1. Writing a Sentences

As we know, a sentence can be called sentence if it has subject and verb, it also has a meaning. Definition of sentence in general is a group of words that begin with capital letter and end by full stop, exclamation mark, have a meaning and can be understood.

2. Writing a paragraph

Oshima and Hogue (2007) said that paragraph is a group of related statements that a writer develops about a subject. There are three parts of paragraph:

a. Topic Sentence

Topic sentence states the main idea of the paragraph. Topic sentence is a sentence that contains the main ideas on a topic that is being discussed in a paragraph. The main sentence a reference to develop a paragraph.

b. Supporting sentences

Supporting sentences develop the topic sentence. Explain the topic sentence by giving reasons, examples, statistics, facts, and quotations.

c. Concluding sentence

Concluding sentences is sentences that repeat of information contained in in the topic sentence different ways. Concluding sentences is part the end of the paragraph

2.3 Teaching Writing

Writing is very important skill that must be taught in teaching learning process. Writing for students is very boring especially written English. Therefore, the teachers should be a facilitator to make the students motivated and interested in lesson especially in writing.

There are several rules in teaching writing that teacher should consider as stated by Bachyani (in Rachmayanti 2013). They are: considering the students' need, making a functional and communicative teaching writing, exposing the students how to write first then exposing them to different types of texts, exposing them to the process of writing by going through it including the sub skills of writing, motivating the students to express their ideas, teaching the students grammar and vocabulary inclusively in the writing task, and trying to accept students' ideas and composition. After considering those rules, teacher can be a better educator who prioritizes students' need and appreciates their work.

Based on Harmer (1998) there are 4 reasons for teaching writing to students of English as a foreign language. First is reinforcement, it means that students

often learn English through writing because they are easy to memorize new vocabulary after they learn it. Second, language development, it means that students can develop their language through written text. It also helps them to learn English continually until they are accustomed to it. Third is learning style, it means students can improve another skill and they want to learn to write without feeling difficulty in writing.

Based on Nunan (2005) the teacher also should know the principles of teaching writing as follow:

- a. The teacher must understand the desire of the students. For example: the topic must be appropriated with background of the students.
- b. The teacher must give many chances for the students to write.
- c. The teacher must give feedback to correct and revise so that the student is more understanding in next writing.
- d. The teacher must give an explanation about the elements of writing, so that the students will be careful in writing.

2.4 Descriptive Text

2.4.1 Definition of Descriptive text

Descriptive text is a text that used to describe something that we see. It can be person, animals, and things. Based on Mastugino (2013) website, descriptive text is a text that explains the looks of people or things. It means that descriptive text is a text that explains how person and thing looks like, and the description can about the shape, the color, the characteristic and so on.

It is supported by D'Angelo (1977), he stated that description is a way of feeling objects in space and time. It related to people, places and things. from this statement, it can simply that descriptive writing is the way to describe a person, place or thing, by using words details.

The purpose of descriptive text is make the reader understand what the person, things look like without see the picture. Also, descriptive text usually used to describe a place. Descriptive text gives the details of something or someone.

2.4.2 Features of Descriptive Text

The purpose of descriptive text is to describe person,place or things. In descriptive there are two main generic structure. They are identification and description. Identification identifies place, people, or object which is going to be described.

Description describes the characteristic of places, people, or objects for example, material, color, size, hobbies, etc. Then the language features of descriptive text are (1) using simple present tense (2) using adjective (3) verb of being and having (4) identifying process.

2.4.3 Examples

The following is an example of descriptive text

My Lovely House

Identification	My family and I live in a small but beautiful house.
Descriptions	My house has three bedrooms. One is for my parents and the others are for me and my brother. It also has a living room, a dining room, a bathroom and a kitchen. There is a small aquarium in the living room. There is a small garden in front of my house. It is full of

	flowers. That's why often call it the garden of flowers. In our backyard, mother plants many trees. My family sit on the bench under the tree and have a talk. When the fruits are tripe, we often enjoy them together.
--	---

2.5 Game in Language

Game is one thing that can make people feel fun. Plays game become one of interesting activities for children, teeneger, and adults. It can intertain people and make them more fun. Ersoz (2000) holds that games are highly motivating because they are interesting. The teachers can use games to help their students practice more their skills of communication. In summary, games are useful and effective tools that should be applied in classes. The use of games is a way to make the lesson more interesting, enjoyable and effective so the students can be active in the classroom.

Games also help the teacher. The teacher can make various contexts, where the students must use language communicate, exchange information, and express their own opinions (Andrew,1984).

Teaching should be always based on one or two strategies. The teacher can use various strategies to be creative so that the class will not be passive. The students will be stimulated to be more interested in learning and the expected results from the process of teaching and learning will be well transferred to the students. We can conclude that game is one of alternatives that can be used to teach English, everyone believes, teaching process through a game will give a fun.

2.6 Wholesome Scattering Game in Teaching Writing

Wholesome scattering game is a game that was promoted by Natalie Hess on her book entitled *Head Stars*. It is a game which students are given some key words from a text, they are asked to arrange those key words in an unusual shape . Hess (1991) stated that the unusual shape will help the students to remember the vocabulary longer. Then, the students should make sentences to create a good text from those key words. The sentences should be as close as possible with the text that the teacher has (Hami, 2011).

There is a preparation that the teacher should prepare before the teacher perform in the class. First, the teacher should prepare a text then choose twelve or sixteen key words from the text. in the class, the teacher should follow the procedure of the game. The procedures of Wholesome scattering game according to Hess (1991) are:

1. The teacher asks three to five students to come forward and write down the key words that the teacher dictates on the board. Each student writes those key words randomly and tries to arrange the words in unusual shape such as horizontally, vertically, cycle shape, square shape, or triangle shape. In this step, the teacher is not allowed to comment the spelling that the student writes.
2. While the students on the board are doing this, the students who sit on their seats can produce their own arrangement of the words either on a paper or on their notebook.
3. After that, the teacher asks the students, who write on the board, return to their seats.

4. The teacher asks if anyone in the class has produced a particular unusual arrangement of the words. If there are volunteers, the teacher ask them to write it down on the board.
5. The teacher starts correcting the spelling and tells the pronunciation and the meaning of the keywords.
6. The teacher asks the students to write sentences using the words on the board and make a good descriptive text individually, in a group or in pairs with the time limit twenty five minutes. A sentence should consist of more than one key word. The text that the students produce should be as close as possible with the teacher's text.
7. The teacher should stop the students if the time is up and ask them to present their work.
8. The end of the game, the player who has the highest score is declared as the winner
9. The score is based on the matrix assessment that the teacher makes

2.6.1 The Use of Wholesome Scattering Game in Teaching Writing

As stated by Hess (1991), wholesome scattering game can be used to teach writing English as foreign language or second language. She suggested to apply wholesome scattering game in teaching descriptive writing. Therefore, the researcher only focuses on writing descriptive text in this research.

The following part describes the procedures that the teacher does to teach descriptive text using wholesome scattering game. First, the teacher explains about descriptive text. The teacher explains the social function, generic structure,

and language feature to the students. The teacher also gives some vocabulary lists related to descriptive text.

Second, the teacher divides the students into a group of six to seven. The teacher divides them based on their seats or randomly. Then the teacher puts the descriptive text that the teacher prepared before and tells the students about the procedures and the rules. The procedures and the rules are:

1. Teacher asks 3 students to come forward and write what the teacher dictates.
2. The teacher will dictate about the key words she has chosen from the descriptive text.
3. The students should arrange those key words in an unusual shape, for example: circle, square, oval, etc.
4. The students who do not come forward should also write down those key words on their own note book.
5. The teacher corrects the spelling of the key words and tells the pronunciation and the meaning of those key words.
6. In group, the students have to make sentences. From those sentences they have to make a descriptive text.
7. A sentence has to consist of more than one key words.
8. The winner is the group which can make a descriptive text as close as possible with the teacher's descriptive text.
9. The time limit to create the text is twenty five minutes.

Third, the teacher starts the game and follows the procedures that the teacher told to the students. After the teacher tells the students that the time to make a text is over, the teacher asks the students to present their work to decide

the winner. After the teacher announces the winner, the teacher asks the students to make another descriptive text individually as the assignment.

From the procedure of wholesome scattering game, the first step until the fifth step represent pre-writing in the process of writing. While from the sixth step until the last step represent writing process. The post-writing process was also in the sixth step. After they write their descriptive text, they discussed their own writing product and revise it by themselves.

2.6.2 The advantages of using Wholesome Scattering Game

There some advantages of Wholesome Scattering Game in teaching writing descriptive text . First is stimulating students' ideas to write sentences. The students usually have the blank ideas when they are thought material. In this game, the students will be given some key words to stimulate their brain. So, the students can get develop their text.

Second is wholesome scattering game is a simple game that does not need a difficult media to be prepared. The teacher only needs to prepare a text and chooses some keywords. The media needed are white board or black board and marker or chalk. The media is already prepared in the classroom, a note book or paper and pencil that all students already have.

The third is wholesome scattering game makes students remember the vocabularies longer. The unusual and weird shape of the key words make the students' stimulates the brain to remember longer.

The last is this game drills students to know the spelling, meaning, and pronouncation of vocabularies based on key words. In the procedure of

wholesome scattering game, there is a step where the teacher corrects the students spelling of the keywords, then the teacher tells the pronunciation and the meaning.

2.6.3 The disadvantages of using Wholesome Scattering Game

Although Wholesome Scattering Game has many advantages, they still have some limitations or disadvantages as follows :

1. The teacher needs more time to collect and prepare the key word appropriate for material before teaching and learning process.
2. The students are limited by key words that have been given by the teacher, in arranging the sentences.

2.7 Previous Study

Previous studies have been conducted by some researchers related to the use of Wholesome scattering game. The first previous study is by Hami (2011) with the title “Improving Students’ Ability in Writing Descriptive Text Through Wholesome Scattering Game “. In his study, he used a classroom action research to solve the research problem. The aim of his study was improving students’ ability in writing descriptive text through Wholesome scattering game. Improving students’ writing descriptive text that cover part, qualities, and characteristics of the object.

The second previous study is by Novi (2013) with the title “Improving Students’ Ability in Writing Descriptive Text by Using Wholesome Scattering Game of the Second Grade Students of MTs Miftahul Falah Talun Kayen Pati”.

She uses Wholesome scattering game as a teaching technique in teaching English writing. The aim of her study also to improve students' writing ability in descriptive text at the second grade students of MTs Miftahul Falah Talun Kayen Pati in academic year 2013/2014 in the second semester. In her study, she used a classroom action research. The number of students in this research is 22 students. The writer uses descriptive text as the material.

The third previous study is by Nisa' (2014) with the title "Wholesome Scattering Game as a Technique for Teaching Descriptive Writing to the Seventh Grade of SMP Sunan Giri Menganti, Gresik". In her study, she analyzed the content, organization, vocabulary and language used in descriptive composition in teaching learning process.

The last previous study is by Meilani (2015) with the title "The Effect of Wholesome Scattering Game on Students' Achievement in Writing Descriptive Text". This study was conducted by using experimental design. The population of the research was grade VIII of SMP Negeri 1 Perbaungan Medan. The result of the data were analyzed by using the t-test formula. In conclusion, it is acceptable that Wholesome Scattering Game gave a significant effect on students' achievement in writing descriptive text.

The similarities between those three previous studies with the researcher it is on the success of Wholesome scattering game in teaching English at junior high school. In this case, it focus on teaching writing descriptive text. The purpose in those previous studies to improve student ability in English writing and Wholesome scattering game can make the students active in the classroom. The differences of this research with those fourth previous studies and the researcher

are on the research design and subject of the study. Three previous studies use CAR (Classroom Action Research) and experimental on the research design and subject of the study is second grade students while the researcher using descriptive qualitative design. The subjects are two the English teacher and the seventh grade students at SMPN 4 Gresik and SMP Muhammdiyah 4 Giri.