

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents related literatures in conducting this research involving overview of teaching writing in junior high school, writing ability, descriptive text and alphabet soup game. It includes the characteristic of adolescence in Junior High School , teaching writing for adolescence in Junior High School; the nature of writing, process of writing, the problems of writing, forms of writing; the concept of descriptive, function of descriptive and kinds of descriptive; general concept of game, games for teaching writing, advantage of game and alphabet soup game.

A. TEACHING ENGLISH IN JUNIOR HIGH SCHOOL

Human is individual and social creatures that needs education. The need of education has been one of the human rights because it is a process of changing attitude by means of learning and training. In Indonesia, English is considered as a foreign language it is taught as a school subject. This is in line with the issuance of the decree of the Minister of Culture and Education No. 096/1967 has stipulated that English becomes the first foreign language and compulsory subject that should be taught formally to all Indonesian students starting from junior high school up to university level.

Teaching English in junior high school has a purpose that is by the end of their study, the students are expected to master two competence, there are actional competence which is divided into productive skills (speaking and writing) and receptive skills (listening and reading) and linguistic competence such as grammar, vocabulary, pronunciation and spelling (Diknas, 2004). The language skills and component should be taught integrated. In this study, the writer gives explanation about the characteristic of adolescence in junior high school and how the teacher's strategy in teaching writing for them.

1. The Characteristic of Adolescence in Junior High School

According to Piaget in (Suyanto, 2010: 6), there are four phase of children's growth they are:

- a. Sensory motor Stage, from born – 2 years
- b. Preoperational Stage, 2 years – 8 years
- c. Concrete Operational Stage, 8 years – 11 years
- d. Formal Stage, 11 years – 15 years and more

In the formal stage are students of Junior High School that we call them adolescent. This is transition period from childhood to be adulthood. In this case there are many changing of their attitude, aptitude even their life style.

But teachers have to know the characteristic of teenage students, why they seemed to be less lively and less motivation. There are a

number of reasons why students and teenage students in particular may be disruptive in class. Apart from the need for self esteem and the peer approval they may provoke from being disruptive, there are other factors too, such as the boredom they feel not to mention problems they bring into class from outside school. However, while it is true that adolescents can cause discipline problems, it is usually the case that they would be much happier if such problems did not exist. They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them.

However, we should not become too preoccupied with the issue of disruptive behavior. For while we will all remember unsatisfactory classes, we will also look back with pleasure on those groups and lessons which were successful. Harmer (2002: 39) said that the teenagers are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.

Scrivener (2005: 369) states as follows:

“In teenage classes, the learners are discovering a range of new possibilities for themselves. They are discovering what impact they can have on the world and can be very motivated. The learners can bring a strong enthusiasm for topics they are interested in and they can get very focused on specific things relevant to themselves. They often respond well to work that is clearly organized and takes their interest into account. But although teenage classes can be among the most interesting and exciting, they also have some reputation for being demanding on the teacher. Some of these are listed in the next section”.

2. Teaching Writing for Adolescence in Junior High School

Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes, and support and capitalize on these characteristics.

Using findings from the brain research, one strategy teachers can use to hold the attention of young adolescents is to design lessons that include a full range of sensory motor experiences, including music, smell, touch, and emotion. Engaging the senses and emotions will increase student attention span and heighten memory. Another strategy is to build lessons using inquiry or problem-based learning in which students are encouraged to ask questions that interest them after the lesson is framed in terms of essential questions or problems to resolve.

Using essential questions to frame the unit, incorporating the senses and emotions to focus the learning, and then facilitating students in finding multiple ways to solve problems can focus adolescent learning while building complex neuron connections within the brain. (Wilson and Horch, 2002, p. 59).

Another strategy to strengthen connections in the brain is to ask students to write reflectively every day. This gives time for students to consolidate learning and seek meaning between various activities. Students should also be encouraged to use peer collaboration and

cooperative learning at this age to take advantage of the great range of academic and social maturities while developing group problem solving skills. Allowing for student choice and making lessons relevant to the interests of young adolescents will engage students in learning while addressing their need to show independence. (Wilson and Horch, 2002, p. 59)

Appropriate lessons for early adolescents also need to provide opportunities for movement and physical exercise because there is a developmental reason young adolescent students fidget and are unable to sit still—various bones including the tailbone are hardening, making it uncomfortable for them to sit for long periods of time.

In addition to remembering the characteristics of young adolescents, teachers should also consider best practices for teaching writing. These practices need to be linked to developmental characteristics in order to design the most effective instruction and optimize learning for young adolescents.

Teaching is the guidance of learning activities for the purpose of aiding the pupil to learn or activities to convey knowledge to the students. Writing is an activity that produces something from mind become meaningful a text or sentence. It has many purpose not only for media as pouring idea but also giving information. When we write, we use graphic symbols; that is, letters or combinations of letters which relate to the sound we make when we speak. The symbols have

to be arranged, according to certain convention to form word and words have to be arranged to form sentences. Everyday people do writing activity in their live by using mobile phone to sending message aim to give information.

According to Byrne (1979: 1) a good arrange in writing will make a good writing with redable text. Good writing is a product of careful thinking and incorporates the following characteristic: the appeal to a target audience, a coherent structure, a detailed development and an appropriate style. Good writing makes the reader hold the message from the writing without arise miss understanding. According to Hedge (2003: 302) writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

B. WRITING

There are four basic competencies that must be mastered by the students of high school. They are listening, speaking, reading and writing. In this study the writer focuses to one of them, that is writing. Writing began when the learner learned how to communicate his thought and

feelings by means of visible signs, understandable not only to himself but also to all other persons more or less initiated into the particular system.

1. The Nature of Writing

The terms of writing have several meanings. Many experts have proposed the definition and explanation of writing. According to Gelb (1963: 12), writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do. Still in a line, Brown (1993: 2) said that writing is important in our live and as a communicative act that transmit information and link people together. Moreover, White and Valerie (1998: 3) stated “writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period”. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

In writing, there are some purposes which gotten by our students.

Raimes (1983: 3) mentioned the purpose of writing as following:

“Writing helps our students to learn. How? First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Thirds, when

they write, they necessarily very involved with the new language”.

Furthermore, the purpose of writing must be distinguished based on the level of students. For the beginners, it is more essential just to get them to enjoy writing than to get them correcting their written product with some complicated rules. Students may find learning rules is a boring thing. But they will gradually aware about it if they find a pleasure in writing freely and with a purpose.

Generally, the activity for writing skill can be divided into four techniques: *copying*, *guided writing*, *substituting*, and *free writing*. The implementation of those needs to be appropriated with grade of class and students' development in mastering English. Other that, it should also be appropriated to the choice of words and grammar complexity that is appropriated with English difficulties level which is being learned by the students.

a. Copying

Copying is the writing activity that is usually done for lower classes, specifically the young learners. They basically can pronounce the words, but they have difficulties in writing because pronouncing and spelling words in English are different from Indonesian. Therefore, copying technique is very appropriate for the young learners. In the first step, the teacher can ask the students to copy the words or sentences that had been prepared directly.

In this activity, the teacher and students pronounce the words or phrases or short sentences together. After that, they copy them.

Example : *t-a-b-l-e = table*

c-h-a-i-r = chair

f-l-o-o-r = floor

That is her book

The book is on the floor

Copying activity can be in the form of copying a short text which there are punctuation and capitalization for the self name. In this case, the students are tried to copy carefully.

Example: *I like fruits*

I like mangoes, apples, and star fruit. I don't like pineapples. But my sister, Nia, likes pineapples very much.

Copying activity that try the students to write carefully will make the students more understand of using punctuation, like as point (.), comma (,), and capitalization for the self name. In addition, by copying sentence or text, the students can be tried to copy letters, posters, invitations, or other letters by following specific forms.

b. Guided writing

Guided writing technique can be text or short dialogues with some missing words. The students are asked to complete the

missing parts. This activity is also called as Fill-in exercises. Fill-in exercises can be used to stable vocabulary and grammar that was learned by students.

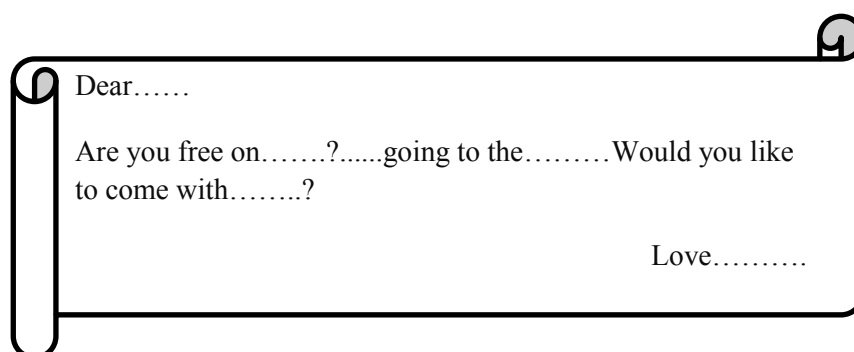
This activity can be done with commanding some sentences and the students are asked to complete with their own words (Scoot and Ytreberg, in Suyanto, 2010: 70).

Example: *I likeand.....*

I don't like.....

I hate.....but I love.....

Writing letter for classmate is an activity that is liked by EYL learners. This is an example a guided exercise in the form of letter:



Dear.....

Are you free on.....?.....going to the..... Would you like to come with.....?

Love.....

c. Substituting writing

The activity of writing skill can be in the form of rewriting sentence or text, but there are some parts changed with the similar case based on real situation. In this technique of writing, vocabulary mastery can be increased.

Example: Jatiluhur is a big dam

It is in West Java



(Jatiluhur changed with the name of dam in students' area, for example: Bili-Bili in south Sulawesi or Karangates in East Java).

I like ice cream. My sister doesn't.

(I changed with name of someone, for example : Jimmy)

Jimmy likes ice cream. His sister doesn't.

The material for substitution writing usually needs adjustment or substitution of word or specific grammar object. Writing exercises with doing adjustment specific word make the students have critical thinking.

d. Free writing

Free writing activity is an activity that needs sufficient mastering of vocabulary and grammar. Other than that, this activity gives chance for students to use English that has been learnt. Although this activity is free writing activity, the teacher still needs to give instruction and assist appropriated students' English development.

In this case, the teacher gives a writing model or outline about an interesting topic for students. The teacher may give the first sentence and it can be continued by students.

Example: *Going to the market*

*Yesterday, my mother and I went to the market. We
bought.....and.....etc.*

In addition, the teacher can identify the key words that is appropriate to the topic or title of the text written by students. This activity can be done by both the teacher and students.

2. The Process of Writing.

Writing is a form of problem solving which involves such processes as generating ideas, discovering a ‘voice’ with which to write, planning, goal setting, monitoring, and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

According to White and Valerie (1998), writing has six main processes. They are *Generating, Focusing, Structuring, Drafting, Evaluating, and Reviewing.*

a. *Generating ideas* is clearly a crucial part of the writing process. It involves drawing upon long – term memory which consist of three main kinds of memory stores :

- 1) **Episodic memory**, which is devoted to events, experiences, visual and auditory images.
- 2) **Semantic memory**, which is devoted to information, ideas, attitudes and values.

3) Unconscious memory, which includes emotions and feeling.

- b. *Focusing* is the process where the writers have to communicate their messages effectively, likewise, ‘frame’ a portion of all the possibilities for expression available to them by focusing upon central idea, or upon a view point which will unify and inform the text they produce.
- c. *Structuring* is entails various organizational processes of grouping ideas together and deciding upon how to sequence them.
- d. *Drafting* is the actual writing of the paragraph or essay. Once you have gathered material and made a rough plan, you are ready to write.
- e. *Evaluating* is what writing is all about. It is ultimately not the teacher but the students who must decide whether their text fulfils its intended goal.
- f. *Reviewing* is a process that requires a sense of judgement, awareness that all is not quit right with the text. The actual amending process requires to work with adequate linguistic tools.

3. The Problems of Writing

Writing is not simply a skill to transfer a spoken language into a readable text, but it also requires some particular aspects to convey a message into piece of paper clearly. It must be difficult without practicing regularly. Some students simple do not like to do writing.

They will abandon the writing process in the class when they assume that they cannot write. Gebhard (1996: 237) said, “Such negative attitudes are problematic in EFL/ESL writing classroom. When students believe they cannot write or have a defeatist attitude toward writing, they disengage themselves from the writing process”.

Many students think that the blank page is the big problem to start write or to get an idea. It will be solved by looking for a good opening sentence. Bazerman (1985: 11) stated that:

“Many people think writing in just that way, their life will be miserable until they get the paper written, but they don’t know what to write. A problem can be seen not as something wrong but as something to do. The first type of problem points to a breakdown in the current situation which needs to be repaired, whereas the second is creative, bringing something new into the word”.

Beside the problems mention above, there are some problems classified into kinds of writing problems by Byrne (1979), those are:

- a. Psychological problem, writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, in it self makes the act writing difficult.
- b. Linguistic problem, in writing we have a compensate for the absence of these features: we have to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we procedure can be interpreted on its own.

- c. Cognitive problem, writing is learnt through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who does not know to us.

4. Forms of Writing

Based on Wilshon and Julia (1980: 378) there are four kinds of writing forms. They are narration, description, exposition and argumentation.

- a. *Narration* is the form of writing used to relate the story of act or events. Types of narration include short stories, novels and news stories.
- b. *Description* reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear.
- c. *Exposition* is used in giving information, making explanations, and interpreting meanings. It includes editorials, essay, informative and instructional material.

d. *Argumentation* is used in persuading and convincing. It is used to make a case or to prove or disprove a statement or proposition.

C. DESCRIPTIVE WRITING

Descriptive writing is one of Genres/forms of texts that is taught in junior high school. As a general strategy, describing is used in many forms of writing. Readers employ their imagination as they reading, and descriptive details help make the subject matter become real for them. Visual forms of expression – photography, painting, and film, to name of view – have the advantage of fully engaging one of our sense – sight but they are still limited.

1. The Concept of Descriptive Writing

A description is a verbal picture of a person, place or object. Thus, a descriptive essay is the one that describes a person, place or object. When we describe someone or something, do it as vivid and real as possible. We can do it by observing and recording specific details of the person, place or object that attract to our readers' senses.

Scholes and Nancy (1985: 11) explain that in description we take a scene or and object and capture it in language. That is, we organize the details of the object or scene we wish to describe in the way that will most effectively convey the sensual image. To be effective, written description should have an efficient, sensible, carefully

thought – out plan. Description can also be oriented from the general to the specific or from the specific to the general.

According to Anderson and Kathy (1998: 26) descriptive or description describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Ploeger (1999: 21) defines, “Description is a development method used to depict physical items or objects that have concrete, touchable features”. It means description is used to add details about something physical such as: a person, place, or thing. This method uses sensory language that is words that appeal to the five senses. If you are writing about a physical, real, concrete object that you can touch, describe it with sensory language, especially if the reader might not be familiar with the object. Remember, the reader cannot read your mind, only your words.

According to Anderson and Kathy (1993: 181) there are three golden rules for descriptive writing. They are:

- a. *Be selective*; do not try to include too many features, for the reader will become confused, overwhelmed or ‘glasses eyed’.
- b. *Be specific*; just remember that there are over half a million words in English language and, although many of them are forgotten. It does mean that every object has a variety of names connected with it.

c. *Be symbolic*; that involves thinking of an image which all act as symbol that can be associated with the ideas to be conveyed, without having to explain or depict with too many words.

Besides rules, descriptive writing has also the generic structure. According to Kristono (2007), descriptive writing has two generic structures; identification to identifies phenomenon to be described and description to describes parts, qualities, characteristic, etc.

Other that, the describe essay comes in two basic forms. There are *objective* and *subjective*. *Objective description* is used in the science, in business, and in technology, writers using this approach attempt to describe their subject without including their personal responses while *Subjective description*, allows the writer to show a personal connection to his or her subject. Such a difference in response to a subject is normal and to be expected. After all, a subjective description requires a *personal* bias. In this context, “feelings” aren’t really physical responses. However, our emotional reaction to a subject will help determine the physical details.

2. Function of Descriptive Writing

According to Hartono (2005: 6) descriptive writing has a social function is to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Its function is almost same with the concept of

descriptive it self. Whereas, the purpose of description as stated by Fink, et.al (1983: 41) is to present the reader with a picture of a person, subject or setting. Therefore, as a reader of description, we should take a note of some elements of description as follows:

- a. *Concrete details*, is a specific description that supports, reflects, or expands a writer's attitude or purpose.
- b. *Images*, is a concentrate, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell)
- c. *Similes*, is a comparison, using *like* or *as*, between two objects. The comparison is between two things essentially different yet similar in one aspect.

In other hand, with good descriptive writing can stimulate the reader's imagination to form sensory responses from all five senses.

3. Kinds of Descriptive Writing

As we know that descriptive writing is to describe something, such as a person, place, or thing. Therefore, based on that statement, it can be seen that descriptive writing has three types as follows:

- a. Description of a Person

Saukah, et.al (2002: 39) states that if we are writing a description of a person, we gather informative details about that person and then ask ourself what these details add up to. In describing a person, there

are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. In describing a person, however, we are not obliged to give every single detail about the person's appearance. We can focus on one or two striking features that convey something about the person's character.

b. Description of a Thing or an Object

McKay (1983: 17) gives her mind about the description of a thing or an object that the best way to describe the physical characteristics of an object or thing. The best way to describe the physical characteristic of an object is, of course, to point to the actual object or to show a picture of it. At times, however, it is not necessary or possible to include an illustration of the object. Instead a description of the important characteristic of the object such as its size, shape, and color is adequate. The description might then proceed to describe other characteristic of the object such as its purpose or construction.

c. Description of a Place

When we start to write anything in a description, it should be clear. As stated by McKay (1983: 33), as with an object, the best way to describe a place is to show someone the actual place or to take a picture of it. When this is not possible or necessary, a description of the important characteristic of the place can be given. If the place is a home or a room, it is important to describe the size and arrangement of the space involved. If, in other hand, the place includes many

building such as a downtown area, the description will likely focus on the location of the various buildings. Finally, if the place is an entire country, the description will be much more general and provide information about such things as the land formation, climate, and major cities.

D. GAMES FOR TEACHING WRITING

Actually, there are many kinds of techniques that could be used in teaching learning, specifically to achieve successful teaching writing ability. One of those techniques is the use of games.

1. General Concept of Game

A game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal (Heinich, et.al, 2002: 29). According to Hadfield (2003: 4) a game is an activity with rules, a goal and an element of fun. There are two kinds of games: competitive games and cooperative games. Competitive games is the game in which players or teams race to be the first to reach the goal while cooperative games is the game in which players or teams work together towards a common goal.

There are a lot of types of games of language which have been developed. Language games can be divided into two further categories: linguistic games and communicative games. In linguistic games, the goal of the game is linguistic accuracy while

communicative games have a goal or aim to solve the problem. Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill and as a chance to use language freely, as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

2. Advantages of Game

There are many advantages of game according to Kim (1995: 35), they are:

- a. Games are welcome break from the usual routine of the large class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal effort. Games help students to make and sustain the effort of language.
- d. Game provides language practice in the various skills.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

According the advantages above, the researcher concludes that the use of game in teaching learning process is very useful and it gives good effects to activate understanding and memorable especially in learning foreign language classroom.

According to Tarwiyah (2008: 51), games facilitate language learning because they help language learning to be:

- a. More meaningful, for example by showing how words relate to each other.
- b. More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime, and movement, the use of color and patterns, personalization, etc.
- c. More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.

3. Games for Teaching Writing

Young teens will be most apt to make appropriate gains in their ability to write well when the focus of their writing is on those experiences and topics which immediately concern them. This is not to imply that they only write about personal feelings and from an introspective view point although for many this may be the best point of entry into their world (Department of Education, 1987:43). But a keen interest in almost any topic the life cycle of the honey bee, an essay on cross-cultural living, a poem about a good friend, a fictional story about a soccer player and any topic can lead to improvement in writing skills. Here are a list of games to teach English writing as well

as other interesting ESL writing activities that are game like in their nature (www.tesolzone.com):

- **Writing True/False Statements:** The first time this activity is carried out it is the teacher who needs to write. The second time the students can do the writing themselves. Write statements on the board - some true, some not. Some can be ridiculous, especially if you are teaching children. Some can be obvious, although with more advanced groups it's a good idea to include statements that require some thinking about, to increase interest in the activity. Some example sentences could be: "Polar bears live at the South Pole," "Hamlet was written by Dickens," "Dogs always cook cats." Anything you want that suits the age and level of the class. Students must comment orally first, then in writing, about the sentences. For example: "Dogs never cook cats. They chase them," etc. Once the students understand, they can write their own statements, and respond in writing to those of other students.
- **Dictation:** It can become a game-like activity when practiced in a variety of ways, and when interesting material is used. There are many types of dictation, and it's important to vary the way it's done. Here are two that students often enjoy. Running dictations are when pieces of

text are stuck to the classroom walls, and teams (divided into runners and readers, and writers, who must remain by the board to write what the others on their team tell them. It's a good to give different students the role of writer a few times. The teams must copy the writing on the wall accurately.

- CD dictation: It can also be fun. Draw the controls of a CD player on the board. Stop, Play and Go Back are enough. Explain to the students that they can control what you say by giving the above commands to you. Then read a short piece of text you have written or carefully chosen for the level of the students. Read at a natural speed. The students must tell you to stop and go back etc, so they have time to write what you say. They can ask you how to spell the word, but nothing else. When the students are used to the activity they can complete the final sentence for themselves.
- Consequences: It is an old game, and is best for intermediate students. All students have a piece of paper. They all must write a name. The first name must be male for all, or female for all students. A famous person is best. Students then fold back the paper, hiding the name, and pass their paper to the next student (who should not look).

Then the students write 'met' followed by a female name (if the first name was male), then they fold the paper again, and pass it on to the next student. Next they must write a location, what they said, and last, 'The consequence was...'. Then the papers are unfolded and read aloud. You may have, "Barack Obama met Hello Kitty in the pub. He said 'I love hamburgers.' She said 'What day is it?' The consequence was that they drove to Alaska." A little crazy, but this is generally part of the fun.

All of the games and activities have a fun twist, which helps make learning to write enjoyable.

4. Alphabet Soup Game

a. Definition of Alphabet Soup Game

Many types game of language. In this research, the researcher focus on alphabet soup game. The researcher gets information from internet that alphabet soup is noun, it have means as a type of soup that contains noodles in the shape of various alphabetical letters or an overabundance of acronyms and abbreviations. The origin of Alphabet Soup Game early 20th century, alluding to a kind of clear soup containing pasta in the shapes of letters.

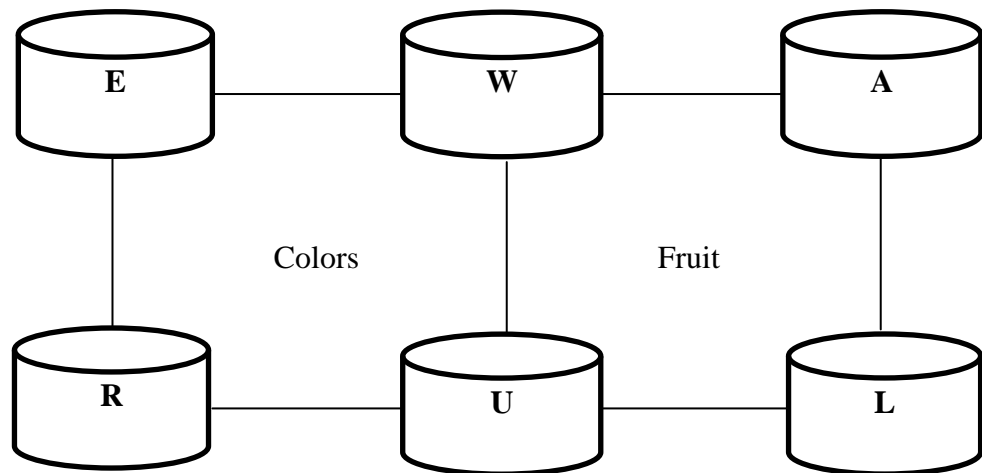
Alphabet soup is one kind of games that purposes to create the most new words (Meldrum & Reimer, 2005: 106). It can be done

individually or cooperatively. It is included in communicative games. In alphabet soup game, the teacher first prepares a picture of each alphabet on a box. Next, the students guess the words that can be built from the four alphabets given. After finding the words, the teacher asks the students to make short descriptive text. It can try the students' ability starting from simple writing before they write more complex.

b. Alphabet Soup Game to Teach Writing

There are many kinds of game that can be applied in teaching and learning English such as Bingo, Miming Game, Twenty Question Game, etc. In this case, researcher applies Alphabet Soup game to teach Writing. On the ground that, this game can make students better understand the use of a words as a main idea before they write a text. Alphabet Soup game makes students be able to create the most new words (Meldrum and Reimer, 2005: 106). It helps them apply in certain genre, such as descriptive text, report text, procedure text, etc.

The students play Alphabet Soup game in a group. The procedures are first, teacher prepares a picture of each alphabet on a box. Second, teacher divides student to be some groups, each group consist of four students. Third, each group chooses one of the category on the board in which they thinks they knows a lot of words. After that, the next group think, guess and write down as many words as they can related to the category printed in the space and write a descriptive paragraph based on the one of the words which has found.



The words which contain the letter from the alphabet boxes touching the category on the board. For example like this:

1. Colors : yellow = 2 point purple = 3 point
 brown = 2 point green = 1 point
 red = 2 point white = 2 point
 blue = 1 point silver = 2 point
2. Fruit : watermelon = 3 point pineappe = 2 point
 Grape = 1 point melon = 1 point
 Appe = 2 point strawberry = 2 point
 Mango = 1 point zalacca = 4 point

Note: One point for each word containing a target letter. The group which can accumulate many points, they are winner.

E. Previous Study

There are some researchers that did the research teaching writing by using game. One of them is done by Rondiyah (2007), Faculty of Language and Arts Education, IKIP PGRI Semarang. She studied a “Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI Degayu I Pekalongan in Academic year 2008/2009. She did the study because Language learning is hard task. She assumed games are highly motivating since they are amusing and at the sometimes challenging. Games also help the teacher to create context in which the language is useful and meaningful.

In her study, she compared the teaching by using conventional method and by using game. The result of her study, she got that vocabulary mastery of students taught using game increase 6.77%. And vocabulary mastery of students taught without using game increase 3, 53%. There was a significant difference of vocabulary mastery of the students who taught using game. The learning by using game is effective than without game.

Second researcher is Sukma Dian Rini (2007) Faculty of Language and Arts Education, IKIP PGRI Semarang. She wrote a “Teaching English Using A Miming Games to the sixth year students of SDN Kramat Kudus in Academic year 2007/ 2008. She identified the difficulties faced by students. She used observation and interview as an instrument to collect data.

The result of her study, the students has motivation to learn English using Miming game. Through this game the students became active in the class. Their knowledge about English is better than before.

Two researchers above discussed about game. According to the result of their research that games are useful thing for teacher and students. They had similarity with the writers' study. They involved game as a media in learning. But there is significant difference between previous researcher and the writer studied.

First research did not use certain game. Whereas not all of games are appropriate with students age and their capability. The researcher focused on the using of game as a media to improve student's vocabulary. She conducted interview and test to collect the data.

Then the second researcher focused on the effectiveness of miming game to teach English. In this case the researcher used Miming game to teach English whole. There is no specific lesson or material of it. She used interview, observation and test to collect the data.

In this case the researcher of this study uses a game as a media to observe the improvement of students' ability on descriptive writing. This research focuses on specific game and specific material, so the result of this research is more accurate than two researches above. The writer uses test and document to collect the data.