CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

There are three previous researches that are used by the researcher, they are:

1. Research entitled *Using Realia to Improve Students Writing Organization of Descriptive Text* of seventh Graders of MTs Nahdlatusysyubban Ploso Karangtengah Demak in the Academic Year of 2008 / 2009 by Thoyyibah. This research describes how realia contribute to the students' improvement in organizing descriptive writing. The reason which why researcher choose this title because students of Junior high school often get difficult to learn writing descriptive text. Researcher uses realia to help students associate what they see with their real life experiences to describe something. The result of her research is on the pre test their average score is 2.13 and on the posttest, their average score becomes 4.28. Different with both tests is 2.15. As a result were their scores increases highly significant between them who are taught before and after using realia as a media of teaching. The similarities are that this research used classroom Action Research in its research approach and focused on writing descriptive text.[1]

2. A thesis entitled *The Use of Picture as Media in Writing a Descriptive Text* at SMP N 1 Taruh Tegal in the academic years of 2006/2007 by Tri Yuliani. It is explained that using picture as a media in teaching descriptive text is very helpful in producing the words or sentences because the students can see something through picture which give imagination for students to describe something or place, so they are able to choose the appropriate vocabularies according to the description based on the picture. The similarities between her

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[1]Toyyibah (03104306), "Using Realia to Improve Students' Writing Organization of Descriptive Text" *A Classroom Action Research with the 7th graders of MTS Nahdlatusysyubban Ploso Karangtengah Demak in the academic year of 2008/2009*, Unpublished Thesis, (Semarang: IAIN Walisongo, 2009).

research and writer are that this research focused on writing descriptive text and the approach used classroom action research.[2]

3. Thesis entitled *"The Realia for Teaching Descriptive Written Text*: A Case of The Seventh Grade Students of SMP N 7 Pekalongan in the Academic Year 2007/2008"* written by Akrimatussholikhah. It is explained that using realia (in this research, rabbit is used as a media) as a media in teaching descriptive text give contribute to students in producing the words or sentences because the students can see the thing directly, so they are able to choose the appropriate vocabularies according to the description of realia. The similarities are that this research used classroom Action Research in its research approach and focused on writing descriptive text. [3]

B. Theoretical Framework

1. General Concept of Writing

a. Definition of Writing

Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school and University. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar or structure. Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. Writing is very important as part of man's culture, and speech sounds. Because it can be used to maintain thoughts, ideas, and speech sounds. Someone can produce the sequences of speech sounds produced by original speaker. There are two main types of writing: first, writing in which each character is picture of an object or idea,

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[2]Tri Yuliani (2201403612), "The Use of Picture as Media in Writing a Descriptive Text", *in The case of Year VII Students of SMP N I Tarub, Tegal in The Academic Year of 2006/2007*, Bachelor Thesis, (Semarang: UNNES, 2007).

[3] Akrimatussholekhah (04420035), "The Realia for Teaching Written Text"*, a Case of The Seventh GradeStudents of SMP N 7 Pekalongan in the Academic Year of 2007/2008,* Unpublished Thesis, (Semarang: FPBS IKIP Semarang, 2008).

called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing. Most languages, including English and Indonesian, use alphabetic writing to represent their speech sounds, which is used by public in books, paper, magazines, and writing letters.[4]

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.[5]

Thus, it is be stated that writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds.

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.[6]

b. Characteristics of Written Text

There are some characteristics of writing, from the perspective of a reader. First is permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work is written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work. Second is production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for

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[4] Ramelan, *English,* p. 9.

[5] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: Mc Graw Hill, 2006), p. 98.

[6] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Limited, 2004), p. 3.

achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display. Third is distance. Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language with be interpreted. Fourth is complexity. Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.[7]

c. Types of Writing

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing: First is practical or Factual Writing: This type of writing deals with facts. Factual writing includes advertisements, internet web sites, current affairs shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell or persuade the audience. Second, creative of Imaginary Writing, this type of writing usually exists in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. The

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[7] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, p. 341-342.

examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc. [8]

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students. There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

d. Writing Purpose

Teacher needs to make sure for writing aim while he/she is teaching writing to students. There are three main categories of learning which it is worth considering. First is English as second language. This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, specific writing needs such as ability to fill in a range of from, or write particular kinds of letters. Second, English for specific purposes. Many students study English for a particular purpose. People who are going to work as nurses in USA, for example, will study medical English. The last is English as a foreign language. This is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitor in a target-language country.

e. The Importance of Writing

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally

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[8] Mary Finnochiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc., 1974), p. 85.

because of being exposed to it, whereas the ability to write has to be consciously learned.[9]

In the modern world, written language serves a range of function in every life, there are three functions of written language. In the firstly is primarily for action .In this part, written language has the function to give public sign as a direction for public people that they will do based on written have they read. For example writing on the road and station the function of written language as primarily for action is very useful for public people as a guidance for them. Primary for action also can be found in product and instruction, that is useful for people as a clues when they buy food tools, toys, maps, television and radio guides. The second is primarily for information, in this case, written language can be used to give contribution to many people as a field of information, someone may takes some information from magazine, news paper, and nonfiction book for his needs including sports, business, politics, vacancy, and medical. The last function is primarily for entertainment, most of people need to be enjoyable, some of them spend the part time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading news paper, magazine and some books, some people feel relaxed and entertained beside they get many knowledge.[10]

f. Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping lists, letter, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writes have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type

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[9] Harmer, *How to Teach Writing,* p. 3.

[10] David Nunan, *Language Teaching Methodology,* (London: Phoenix ELT, 1995), p.84.

of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include. [11]

Pre-writing is any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Pre-writing become a way of warming up writers brain before they write.[12]

The second is drafting (writing). At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. [13]

Third stage is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise. When students revise, they review their texts of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely

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[11] Harmer, *How to Teach Writing,* p. 4.

[12] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, (Cambridge : University Press), p. 316.

[13] Richard and Renandya, *Methodology,* p. 316.

checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.[14]

The last stage is editing. At this stage, students re engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ides during the drafting and revising stages.[15]

Correcting students` errors and find and correct their own error presents a real dilemma for teacher. On one hand, the teacher does not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

g. Understanding Paragraph

Most English writing is organized into paragraphs. A paragraph is a group of sentences that develop one main idea. It usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain the main idea. These sentences add details and give support. These sentences are called supporting sentences. Paragraphs also have a concluding sentence. It is the last sentence of paragraph.

In writing a good paragraph, there are two important elements. First is unity, it means that students discuss only main idea in a paragraph. The main idea is stated in the topic sentence, and then every supporting sentence develops that idea. Second, is coherence, it means that the paragraph is easy to read and understand. That is be caused the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate

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[14] Richard and Renandya, *Methodology,* p. 317.

[15] Richard and Renandya, *Methodology,* p. 319.

transition signal. Coherence describes the logical relations between ideas and information embodied in discourse. In coherence text it is clear how sentences relate to sentences, and paragraphs to paragraphs. The relationship between the ideas is clearly shown by using appropriate transition word such as however, although, finally, and nevertheless.[16]

2. Descriptive Text as a Kind of Genre

a. Kinds of Genres (Text Types)

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. There are many kinds of genres (text type). They are:[17]

1) Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

2) Recount

It is a kind of genre that social function to retell event for the purpose of informing people entertaining.

3) Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

4) Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

5) Narrative

[16] Alice Oshima and Ann Hogue, *Writing Academic English*, (Longman: Pearson, 2006), 4th Ed., p.17.

[17] L. Gerrot and P. Wignell, *Making Sense of Functional Grammar,* (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

6) Description

It is a kind of genre that social function to describe a particular person, place, or thing.

7) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

8) Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

9) Reviews

It is a kind of genre that social function to critique an art work orang event for a public audience.

10) Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue

11) Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps

12) News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

b. Descriptive Text

1. Definition of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a

message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.[18]

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.[19]

2. The Criteria for Good Description

The key to writing a good description is to use details that help the reader imagine the person the students are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing good description. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in

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[18] Jenny Hammond, *et.al., English for Social Purposes,* (Sydney: Macquarie University, 1992), p. 2.

[19] Bachtiar Bima M and Cicik Kurniawan, *Let`s Talk*, (Bandung: Pakar Raya, 2005), p. 15.

the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again. The second key to writing good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing. [20]

Here are some examples of specific details:[21]

Vague	Specific
A lot of money	$ 500,000.00
A large house	a six-bedroom, four-bathroom house
A nice car	a Lexus

Specific details have two functions. First of all, details excite the reader`s interest. They make writing pleasure to read, for we all enjoy learning particulars about other people. Second, details support and explain the writer`s point: they give the evidence needed for us to see and understand a general idea.[22]

3. The Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure

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[20] Karen Blanchard and Christina Root, *Ready to Write,* (Longman: Pearson Education, 2003), p.70.

[21] Ann Hogue, *First Step in Academic Writing,* (New York: Addision-Wesley Publishing Company, 1996), p. 74.

[22] John Langan, *English Skills,* (New York: McGraw Hill Company, 2006), p.58.

The generic structure of descriptive text is shown in the following table:[23]

Generic Structure	Function
Identification	➢ It is a statement or a short paragraph that identifies the object that is going to be described. ➢ It is usually interesting and able to provoke the readers to b be eager to red the text.
Description	➢ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. ➢ The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

4. Significant Lexicogrammatical Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text the including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple present tense.[24]

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[23] Pardiyono, *the Art,* p. 44.
[24] Otong Setyawan Jauhari, *Genre,* (Bandung: CV. Yrama Widya, 2007), p. 24-25.

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Mr. John, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristic: describing, numbering, and classifying, for example: three tall buildings, sharp white fang.

Relation process means using verbs that describe situation or condition of participant or signal preposition, for example: my car has four doors, my father is really handsome.

Figurative language means descriptive text often use figurative language such as smile or metaphor as a way to give illustration of comparison, for example, my throat is as a dessert; her skin is white as cloud and smooth as water.

Descriptive text usually uses simple present tense. For example, I have a toy. It is a doll.

5. The Example of descriptive text[25]

My Toy

I have a toy. It is a doll, and I call it Teddy.

Teddy Bear is an American Origin. My dad bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy Bear is a doll, I do not need to feed it. I wash it at the laundry al least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.

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[25] Jauhari, *Genre,* p.23.

Analyzing the text:

- Generic structure analysis

  Identification; identifying the phenomenon to be described in general; Teddy Bear.

  Description: describing the Teddy Bear in shape, condition, and its characteristics.

- Language Feature Analysis
  - Using adjective and classifies; small, fluffy, and cute.
  - Using simple present tense, I have a toy. It is a doll, and I call it Teddy, etc.

3. Teaching Writing
a. Reason of Teaching Writing

There are four reasons for teaching writing to students of English as foreign language. First is reinforcement: Some students acquire language in a purely oral or aural way, but most of students' benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied. Second is language development: Students improve their writing mainly through writing itself. When they are writing, they construct proper written text to be adventurous with the language.Third is learning style: Some students are able to find easier to pick up language just by looking and listening. By writing, they have much time to think things and to produce language in slower way. Writing is appropriate for learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. Fourth is writing as a skill: Writing is as important as speaking, listening, and reading. Students need to know how to write letters, how to put written report is together, how to replay to advertisements and increasingly, how to write

using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction etc).[26]

b. Teacher Role in Writing

Writing is an essential skill in students` everyday lives and that makes it a really important aspect of their teaching. Students need to know how to take notes as well as how to write essays and letters, which makes this basic skill as important as speaking or listening. Writing skills are important because they are a good way to reinforce what a student has learned as they will benefit from seeing new vocabularies or words can be a paragraph.

Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. When helping students to become better writers, teachers have a number of crucial tasks to perform. There are numbers of crucial tasks to perform. First is demonstrating, teachers need to be able to draw about writing convention and genre constraints in specific types of writing to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions. The second is motivating and provoking, students often find themselves lost for words, especially in creative writing task. This is where the teacher can help provoking the students into having ideas, enthusing students with the value of the task, and persuading them what fun it can be. The teacher goes into class with prepare suggestions, so the students can immediately get help rather than they think ideas by themselves. Third is supporting, students need to a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties. Fourth is responding, when responding, teachers react to the content and construction of a piece supportively and often make suggestion for its improvement. When teacher responds to a students` work at various draft stages, he/she tells the students how well it is going so far. The last is

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[26] Jeremy Harmer, *How to Teach English,* (Longman: Pearson Education, 1998), p. 74.

evaluating, there are many occasion, however, when the teachers do to evaluate students` work, telling both them and us how well they have done. All of teachers want to know the students achievement. When the teacher evaluates students` writing for test purposes, he/she can indicate where they wrote well and where they make mistakes. [27]

4. Game and Wholesome Scattering Game
    a. Game in Language Teaching

    Language learning is hard work. One must take an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. And games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their point of view or give information.[28]

    Teaching a foreign language is considered one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start.

    From the above description, it is obviously true that game can motivate students in learning English, also permits a teacher to control the students' environment that cannot be done in a real situation. Game can encourage students to interact and communicative. However, when we use game in language classroom, we should consider about the materials, students' level, learners' characteristics, and that the game is doable.

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[27] Harmer, *How to Teach Writing,* p. 41-42.

[28] Andrew, *Games,* p. 1.

b. Wholesome Scattering Game

wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. It was promoted by Natalie Hess on her book entitle Head starts. Students, on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. Teacher might find that the first step of arranging the words in weird and unusual ways is fun and takes quite a while. It is worth the effort. Students will not quickly forget these words. [29]

Before the teacher performs the main activities in playing wholesome scattering game, he prepares the instrument early. He chooses twelve to sixteen key words from the text that he is going to read with students in the class. The following is procedure of wholesome scattering game:

1. Ask three to five students to come to the board. Their task is to write down the words related to descriptive text that the teacher dictates. Each student writes each word so that each word is written as many times as there are students at the board. They scatter these words at random all over the board, and try to arrange the words in unusual ways. Some will be written horizontally, other vertically, others in shapes, others upside down. Do not comment on spelling at this stage. Some students will change their spelling as they observe how the student next to them has spelt a word or as they are corrected by others in the class.

2. While the students at the board are doing this, those in their seats can produce their own arrangements of the words either on paper or in their notebook. They arrange the words with good descriptive text.

3. When the teacher has finished dictating the words, the students who were at the board return to their seats.

4. The teacher asks if anyone in the class thinks they have produce a particularly unusual arrangement of the words. If there are volunteers, teacher asks them to display their arrangements.

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[29] Natalie Hess, *Head Stars,* (England: Longman Group Ltd., 1991), p. 39.

5. The teacher goes over the words on the board, eliciting correct spelling and meaning.

6. Teacher asks the students (in pairs, group and individually) to write as many sentences as possible using the words on the board. They should try to put more than one of the words in each sentences. Tell them that they have only twenty five minutes to arrange descriptive text.

7. Teacher should stop them when the time is up and ask them to tell in front of class, how many sentences they have succeeded in writing.

8. At the end of the game, the player who has scored the most points is declared the winner. This score is based on the matrix assessment for students` writing in descriptive text and quickly time to write descriptive text.

While wholesome scattering game is a drill that can be used in teaching writing descriptive text. It helps students to imagine the ideas in writing descriptive text and develop their sentences. There are some advantages of wholesome scattering game in teaching writing descriptive text. The first is to stimulate students` ideas to write sentences. Students usually have the blank ideas when they are thought material. In this game, students will be given some key words to stimulate their brain. They hoped can get some ideas in writing descriptive text. Second, when teachers want to use a media in their activities, they have to decide whether it is difficult to prepare or not, wholesome scattering game is simple game, so it is easy to be prepared. The teacher prepares some key words appropriate for material. Third is students could develop their text based on key words have been given by the teacher. Finally, whole scattering game drills students to know the spelling, meaning, and pronunciation all key words.[30]

Although wholesome scattering game has many advantages, they still have some limitations or disadvantages as follows:

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[30] http://en.wikipedia.org/wiki/wholesome_Scattering. retrieved on 30 March 2011

a. The teacher needs more time to collect and prepare the key words appropriate for material before teaching and learning process.

b. Students are limited by the key words that have been given by the teacher, in organizing sentences.

5. Improving Students` Ability in Writing Descriptive Text

The writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devises but also of conceptual and judgment elements. There are four main areas of varied skills necessary for good writing. First is grammatical skills, it involves the ability to write correct sentences. Grammatical skills can be measured by an objective test of grammatical. It is possible to construct grammar items of this nature by drawing on the errors made by students in their free written work. Second is stylistic skills, it Means ability to manipulate sentences and use language effectively. Students arrange sentences to be paragraphs by their imagination and their language. Third mechanical skills, it means ability to use correctly those conventions peculiar to the written language such as punctuation and spelling. The mechanic of writing aims to practice sound-spelling correspondence via all four languages and also it helps the learner move from letters and words to meaningful sentences. Finally are judgment skills, means the ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organize and order relevant information.

6. Action Research

The research is classroom action research. The reason is this research offers new way and procedure to improve and increase teaching professionalism in teaching learning process in class by observing students' condition.

Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and appropriate of certain activities and procedure[31]

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[31] Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Cambridge University Press, 1998), p.17.

Action research is a form of research which is becoming increasingly significant in language education. In this case, action research is used to increase the significant teaching methodology in writing descriptive text. Kemmis and Mc Taggard argue that the three defining characteristic of action research, first that is carried out by practitioners (for our purpose, classroom research) rather than outside researcher; secondly, that it is collaborative; thirdly, that it is aimed at changing things.[32]

Cohen and Manion argued that action research is first and foremost situational, being concerned with the identification and solution of problem in a specific context. They also identified collaboration as an important feature of this type of research, and stated that the aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out.[33]

The research has some purposes; the first is the research is used to get a result with scientific method objectively, not subjectively. Second is to solve problems; verify the application of theories, and lead on to new insights. Third is to enlighten both researcher and any interested readers. The last is to prove/disprove new or existing ideas, to characterize phenomena, and to achieve personal and community welfare.[34]

There are some benefits of action research. The first is creates a system wide mindset for school improvement in solving problems. Second is enhances decision making for greater feelings of competence in solving problems and making instructional decision. In other word, action research provides for an intelligent way of making decision. Third is promoting reflection and self-assessment. Fourth is creates a more positive school climate in which teaching and learning are foremost concern. The last is empowers those who participate in the

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[32] David Nunan, *Research Methods in Language Learning,* (Cambridge: University Press,1992),p. 17.

[33] David, *Research,* p. 18.
[34] David, *Research,* p. 2.

process. Educational leaders who undertake action research may no longer, for instance, uncritically accept theories, innovations, and programs at face value. [35]

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[35] Jeffery Glanz and Kean University, *Action Research an Educational Leader's Guide to School Improvement,* (Norwood: Christopher-Gordon Publisher, 1998), p. 21.