

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Theoretical Review

1. Writing in Language Learning

a. Definition of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. As Hornby states in *Oxford Advance Learner's Dictionary*, Writing is the activity to make letters or number on a surface, especially using pen or pencil.¹

According to Harmer, writing is away to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.²

Another definition is given by Linse, she said that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.³

In line with Linse, Marianne Celce-Murcia and Elite Olshtain define writing as the production of written word that result in a text, but the text must be read and comprehend.⁴

From the definitions above the researcher can conclude that writing is a way to produce language that comes from the thought. By using

¹Hornby, *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Press, 2007) 6th Ed. P 528

²Jeremy Harmer, *How to Teach Writing*. (Longman: Pearson Education Limited, 2004), p.31.

³Caroline Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p.98

⁴Marianne Celce-Murcia &Elite Olshtain, *Discourse and Context in Language Teaching*. (United Kingdom: Cambridge university press, 2000), p. 142

writing, people can share their ideas, feeling or anything that exist in their mind. It is also a creative process and good writer must learn to communicate their ideas clearly to an unseen audience. Writing will be read whenever the author is absent.

b. The Importance of Writing

Ramelan states that the more cultivated and more technologically man is the more use he will make of the written language.⁵ This means that writing plays very important role in a modern society. It can even be said it is indispensable for the advancement of human civilization.

Writing, as one of the language skills, has given an important contribution to human work. It is not only records spoken language, but it also be used to preserve ideas of great thinkers in the past. There are so many records of recent activities that people can read today, which can also be read in the future. Writing can also be used to convey messages over long distance.

According to Ramelan, writing is another means of communicating ideas, which is more prevailing and more often used in daily life. Written texts are more exposed as found in newspapers, magazines or letters.⁶ So that the researcher can conclude that writing is very important as one medium of communication. The importance of writing can be seen in daily life and also in social life, like in education and business aspect.

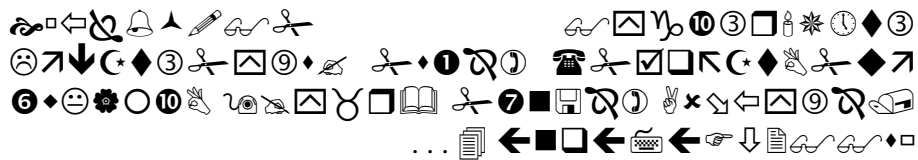
Academicians and business people view writing skill is crucial. For academicians writing skill can be the ticket to better college grades and greater academic achievement. While, According to Prabhakar Pillai, writing skill is essential for achieving career and business goals. It is an important medium of communication.⁷ In business communication, it is not possible to conduct all transactions by speech alone. But people have

⁵ Ramelan, *Introduction to Linguistic Analysis*. (Semarang: IKIP Semarang Press, 1992), p.13.

⁶*Ibid.*

⁷Prabhakar Pillai, <http://www.buzzle.com/articles/why-are-writing-skills-important.html>. asses on 26/6/2010.

to write the transaction. Allah decrees in A holy Qur'an:



“O ye, who believe, when you take a loan, one from another for a term, reduce the transaction to writing . . .” (QS. Al-Baqarah: 282)⁸

The verse above is the obligation to write the contract of loan which to be witnessed by the trustworthy person with the stressing point of the need of writing down the contract on loan although the amount is not much, along with the exact amount and re-payment date.

From the statements above, the researcher can conclude that writing is very important as one media of communication that can help people to have a good socialization, can express idea, feeling, and opinion so that they can have a good interaction with their society, for example when they write letter, application letter or business transaction.

c. Writing Process

Generally the writing process is seen as consisting of five stages: Prewriting, drafting / writing, revising, editing, and publishing. The five stages of the writing process are a framework for writing well and easily.

1) Prewriting

Prewriting is the time to get the brain focused. Prewriting is the thinking, talking, reading and writing about topic before write a first draft. Prewriting is a way of warming up before write. There are several ways to warm up before writing⁹:

a) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how to use them. They can include words,

⁸ Mahmud Y. Zayid, *The Quran*, (Beirut: Dar Al-Choura, 1980), 1st Ed. p.457.

⁹ Karen Blanchad & Chrisyhne Root, *Ready to Write*.(USA: Longman,2003) P.42

phrases, sentences, or even question.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circle and line. In other words, clustering is an activity of drawing of ideas.

2) Drafting / Writing

This is actually writing the first draft of the piece. After thinking about topic and doing necessary prewriting, the next step in the writing process is writing paragraph. When write the first draft of the paragraph, the ideas generated from prewriting used as a guide

3) Revising

It is almost impossible to write a perfect paragraph on the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising.

Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate sentences, paragraphs or even pages in order to make a piece clearer or to add sentences, paragraphs or even pages. The draft is just an attempt, but revision is the effort to make sense of the writing.¹⁰

4) Editing

The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after a writer made revisions on a big scale: or else a writer could agonize over a perfect sentence, only to end up cutting that whole paragraph from your piece.

5) Publishing

Publishing goes beyond getting a piece in a magazine or newspaper. Publishing means getting a piece into the hands of any

¹⁰ <http://www.daillywritingtips.com/writingprocess-revision-hm>. accessed on 6/8/2010.

reader.¹¹ It means getting a friend or teacher or parent to read a piece is publishing. By knowing that others will read a piece a writer will work harder to make certain the piece reaches its highest possible potential.

d. Genre in Writing

In this case, genre is used to differ the kind of context and text. Writing is not only express idea, information, or message in grammatical correct sentences. Ideas, information or message need to order in a text which is conventionally agreed by the language user.

Pardiyono defines genre as a text type that has function as frame of reference so a written text can be write effectively; effective from the right purpose, choosing and writing the text element, and in using grammatical pattern.¹² It means that students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read and by whom.

Based on the communicative purpose, texts are divided into several types, they are:¹³

- 1) Narrative : To amuse/entertain the readers and to tell a story
- 2) Recount : To retell something that happened in the past and to tell a series of past event
- 3) Descriptive : To describe a particular person, place or thing in detail.
- 4) Report : To describe the way things are, with reference to a range of natural and social phenomena in the environment.
- 5) Explanation : To explain the processes involved in the

¹¹ *Ibid*

¹² Pardiyono, *Pasti Bisa!. Teaching Genre-Based Writing.* (Yogyakarta: Andi, 2007) P.2

¹³ <http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html>.

accessed on 6/01/2010.

formation or working of natural or socio-cultural phenomena.

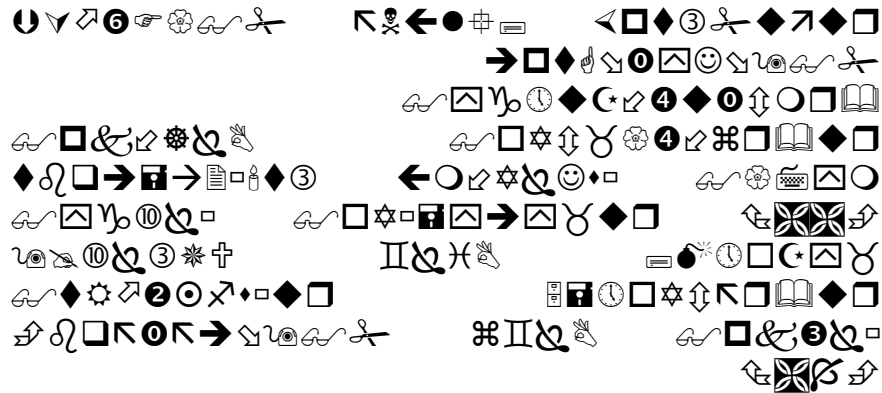
- 6) Analytical exposition : To reveal the readers that something is the important case.
- 7) Hortatory exposition : To persuade the readers that something should or should not be the case or be done
- 8) Procedure : To describe how something is accomplished through a sequence of actions or steps.
- 9) Discussion : To present information and opinions about issues in more one side of an issue.
- 10) Review : To critique or evaluate an art work or event for a public audience
- 11) Anecdote : To share with others an account of an unusual or amusing incident.
- 12) Spoof : To tell an event with a humorous twist and entertain the readers
- 13) News items : To inform readers about events of the day which are considered newsworthy or important.

In this case, the kind of text that was used in this research is descriptive text.

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. As Pardiyono state description is a type of written text which has specific function to give description about an object (human or non human).¹⁴ So, the researcher can conclude that description is used in forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, describe the most important person, or describe the animal.

¹⁴Pardiyono, *op.cit.*, p.34

In holy Qur'an there are several verses in form of descriptive. One of them is on surah Yasin verses 33-34:



“And a sign for them is the dead land. We gave it life, and we brought forth from it grains, so that they eat there of. And we have made there in gardens of date-palms and grapes, and we have caused springs of water to gush forth there in.”¹⁵

Descriptive text is also has a specific category, as follow:

- 1) The rhetorical structure of descriptive text
 - a) Identification : identifies phenomenon to be described
 - b) Description : describes parts, qualities, and characteristics.
- 2) The grammatical features of descriptive text
 - a) Using attributive and identifying process.
 - b) Using adjective and classifiers in nominal group.
 - c) Using simple present tense.¹⁶

In descriptive texts, language aims to show rather than tell the reader what something or someone is like, relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs. It is focused and only on the aspects that add something to the main purpose of the description.

2. Teaching Writing Ability

a. The Goal of Teaching Writing

One of the objectives of English language teaching is to improve

¹⁵ Zafrullah khan, *The Quran*, (Curzon press: London,1981). P.458

¹⁶Pardiyono, *opcit*.P.34

students' ability to communicate in oral and written language.¹⁷ Therefore, writing, as one of the four skills, has always formed as part of the syllabus in the teaching of English.

Teaching writing aims to help students to become better writers and to learn how to write in various genres using different register. Learning to write is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

According to Harmer, writing can be used for a variety of purposes, ranging from being merely a 'back up' for grammar teaching to a major syllabus strands in its own right, where mastering the ability to write effectively is seen as a key objective for learners.¹⁸

Writing encourages the students to focus on accurate the language use and because they think as they write, it may well provoke language developments they resolve problem when the writing is put in to their mind.

b. Writing Ability

The writing ability are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. According to Heaton, the following analysis attempts to group the many and varied skills necessary for writing good prose into four main areas:¹⁹

- 1) Grammatical skills : the ability to write correct sentences
- 2) Stylistic skills : the ability to manipulate sentences and use language effectively
- 3) Mechanical skills : the ability to use correctly those conventions particular to the written language, e.g. punctuation, spelling.

¹⁷Badan Peneliti, *Standar Kompetensi Bahasa Inggris SMP/MTs*, (Jakarta: Departemen Pendidikan Nasional, 2004) p.7

¹⁸Jeremy Harmer, *How to Teach Writing*, *op.cit.*, p.31.

¹⁹Heaton, *Writing English Language Test*.(Longman: Longman Group Limited, 1975), p.138.

- 4) Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to organize and order relevant information.

c. Improving Students' Ability in Writing

At present, the purpose of middle school English teaching is to improve students' skills of listening, speaking, reading and writing. Writing is the development of comprehensive ability. Students must comprehensively use the knowledge they have learned. So writing is the process of integrated study .

Like most skills, writing requires work and practice to improve. It is a skill that anyone can learn, but excelling at writing takes time and patience. Those who strive to improve have some tasks ahead, but any student can improve English writing skills. The main cause of it is writing well requires a great deal of cognitive energy. On the other hand, it requires a fanaticism for detail to master the mechanics of grammar, punctuation, word choice, and organization.

Because of the above reasons, some students can not write English compositions well, and even they are in dread of writing. Consequently, very few students can use English to express their own ideas skillfully. So the teachers should attach importance to the students writing in English teaching. It is very necessary to give guidance on the students' writing and it is quite important for the students to practice writing more.

There are some ways to improve students' ability in writing. One of them is by increasing students' interest in English study in class and out of it, then enrich their vocabulary, practice their basic skills, scheme perfect composition then end up with organizing materials, drafting and editing the whole article. To make it fun, teachers may incorporate a game in language classroom. According to Isaiah David, games can improve students' vocabulary mastery and help familiarize them with sentence

structure.²⁰ Many of these can be found in English language classroom. But even those who have grown up in English-speaking countries can improve writing skills through games.

Moreover, writing must be proceeded step by step and in an orderly way. Only if teachers do that persistently in the long run, they can improve the writing ability of the students indeed.

d. Techniques in Teaching Writing

Writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort. According to Charles and Jill Hardfield, writing is indeed difficult for several reason, firstly the writer has to decide what information reader needs and how to express this. Secondly, there is linguistics difficulty, because writing requires good grammar and word choice. Thirdly, there is cognitive difficulty, in that students have to organize thought on paper for unknown reader.²¹

For the reasons above, most of students find writing to be confusing and making them give up. Many students find writing to be the most difficult lesson since they have to write in English to produce an English text. They have to write down what they think of in their mind and state it on a paper by using a correct procedure.

To encourage the students in writing, an English teacher plays an important role. The teacher should be patient to support them. He or she has to give them a lot of trainings and practices how to express their ideas. He or she has to find ways of composing writing that is easy for them. By doing so, students will not consider that writing makes them stressed. Recently there some techniques are used in teaching writing, they are:

1) Using music

Music can be very effective way to stimulate a writing activity

²⁰Isaiah David, *How to Improve Student Writing*. http://www.ehow.com/how_5129967_improve-student-writing.html, accessed on 15/12/2010

²¹Charles and Jill Hardfield, *Writing Games*.(England: Longman,2005). P.1

since it often provokes strong feelings and ideas. There is universality about music which means that much of it is easy for everyone to understand.²²

2) Using picture

Just as music can provoke creativity in students especially those who are particularly responsive to auditory stimuli so too pictures work really well as spurs to written production. Pictures are often used to present situation for grammar and vocabulary work. As Raimes says that pictures are valuable, too, in that they provide for the use common vocabulary and common language forms.²³

3) Using game

Games can be use as a means for teaching writing. By using games, students will be more interested and more active in learning. They will find something new and different from what they usually get in their class. According to Charles and Jill Hardfield, games provide a clear short term achievable aim for students and by incorporating games into learning process it can help them to overcome one of the difficulties mentioned above.²⁴ The advocate of using game in teaching writing is also of the view that teaching is activity-based and sequential.

3. Game in Language Learning

a. Definition of Game

Game is an activity or sport with rules, a goal, and an element of fun in which people or teams compete against each other.²⁵

According to Richard Game (in language teaching) is an organized activity that usually has the following properties:

²²Jeremy Harmer, *How to Teach Writing. op.cit. P. 67*

²³Ann Raimes, *Techniques in Teaching Writing. (Oxford: Oxford University Pree, 2000) p.27*

²⁴Charles and Jill Hardfield, *op.cit. P.2*

²⁵Hornby, *op.cit.*, p.528.

- 1) A particular of task or objective
- 2) A set of rules
- 3) Competition between players
- 4) Competition between players by spoken or written language.²⁶

The free encyclopedia defines a game as a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.²⁷

From the definitions above the researcher can conclude that a game is a competitive activity or sport in which players contend with each other according to a set of rules. Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both.

b. The Advantages and Disadvantage of Game

Games play an important part in the language learning process generally. When students play a game in a classroom, they assume roles and participate in the decision-making process. The student especially young learners will enjoy the school activities when the teacher includes games in their activities. In line with this statement, according to Richard- Amato cited by Uberman, games can lower anxiety, thus making the acquisition of input more likely.²⁸ In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved.

According to Andrew, games are invaluable as they give students a break and at the same time allow students to practice language

²⁶Jack Richard, *et.al*, *Longman Dictionary of Applied Linguistics*.(Longman Group UK:England, 1985), p .118.

²⁷ The free encyclopedia, <http://en.wikipedia.org/wiki/Game>. accessed on 6/12/2009.

²⁸Agnieszka Uberman, *The Use of Games For Vocabulary Presentation and Revision*. 'Forum' Vol. 36 No 1, January - March 1998 Page 20. <http://www.teflgames.com/why.html> accessed on 6/01/2010.

skills.²⁹ After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.

In line with Andrew, Chen states that the use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously.³⁰

Games are also motivating. Games introduce an element of competition into language-building activities. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

From the explanations above, the advantages of using games in language-learning can be summed up in nine points:

- 1) Games are welcome break from the usual routine of the language class
- 2) They are motivating and challenging
- 3) They promote communicative competence
- 4) They reduce learning anxiety.
- 5) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 6) Games provide language practice in various skill-speaking, writing, listening and reading
- 7) They encourage creative and spontaneous use of language.
- 8) They create a meaningful context for language use.
- 9) Games construct a cooperative learning environment

Besides the advantages, games also have the disadvantages.

²⁹Andrew Wright, *et. al*, *Games for Language Learning*.(New York: Cambridge University Press, 1993) p. 1

³⁰Chen, I-Jung, *Using Games to Promote Communicative Skills in Language Learning*. <http://iteslj.org/Techniques/Chen-Games.html> accessed on 6/8/2010.

According to Andrew, many games cause as much density of practice as more conventional drill exercises; some do not. Games take a long time to prepare and it is difficult to organize in the classroom. Moreover, games also represent a disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games.³¹

In holy Qur'an surah al-Hadid: 20 Allah says:



“Keep in mind that the life of this world is only sport and past time.” (QS. Al- Hadid: 20)³²

From both explanations above, it can be take a note that games do not always have the advantages to design in the classroom, but it is also have the disadvantages.

c. Game in Teaching Writing

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stage of the teaching/ learning sequences (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

Purposefully selected games with carefully constructed learning experiences can be used to improve students' learning outcomes. In this research, the researcher concerns on the use of game in teaching writing. Writing is one of productive skills that must be learnt in a language classroom. But, for many students writing is difficult. Men who learn English as a foreign language often say that writing is more difficult than any other skills. According to Harmer learners engaged in

³¹ Andrew Wright, et. al, *op.cit.*

³² Zafrullah khan, *The Quran*, (Curzon press: London,1981). P.548

a productive task can be very frustrated when they just do not have the word or the grammar they need to express themselves. Sometimes, of course, they can research language they would like to use, but this can make writing a very cumbersome process.³³ As the fact of the matter, most native speakers of the language have to make their efforts themselves to write accurately and effectively even on what they are well aware of.

For students of foreign languages, writing lesson has an aura of difficulty and seriousness. They often see it as hard work, boring, unrewarding because writing is often given out as a homework activity, not a lot of fun.

Games of any kind are usually fun, students who are having fun are usually motivated, so they will find writing process more interesting and more enjoyable, and will begin to improve as a result. As Charles and Jill Hardfield stated by incorporating game into learning process it can help students to find the writing process easier (that is not to say they will necessarily write better, but they will find it easier to get the word on paper) and they will then commence to find it more enjoyable.³⁴

There are hundreds of games that can be used in the language teaching. Teacher who understands games is much more likely to be able to find or create games that will help the students learn something without feeling worry. In *Games for Language Learning*, Andrew Wright, et.al. present many games that can be used in teaching writing; six eyes game, fantasy story, bingo, kim's game, twenty-question game, etc.³⁵

In this case, the researcher was interesting to use twenty-question game in teaching writing descriptive texts.

³³ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education, 2001), 3rd Ed. p.153

³⁴ Charles and Jill Hardfield, *op.cit.* P.2

³⁵ Andrew Wright, et. al, *op.cit.*

4. Twenty-Question Game

a. The Characteristics of Twenty-Question Game

Twenty-question is a simple questioning game. In this game one player thinks of a person, place or thing, and the other players must guess what it is. Each player is allowed to ask up to twenty-question to act as clues in helping guess the word.³⁶ It means twenty-question is a game in which a person thinks of an object, place, or thing, and then everyone else gets to ask questions about it until they get it right. By asking question such as *Is it an animal? Is it a vegetable? Is it a mineral?* , a player can narrow the choices of what the word might be.

The way of twenty-question works is one person gets to be the answerer and the other players are the questioners. So then the answerer comes up with an object, place, or thing and does not tell the questioners. Then the questioners get to take turns asking questions about the object. Of course, the questioners only get twenty-question to figure out what the object is.

Twenty-question is a game that can be played at a party or to kill time on a road trip. This is a game that can be played by people of all ages, and it is fun to play at the same time. Part of the fun is in the sober cerebral exertion of trying to guess what the thing is in as few questions as possible, and part of the fun is that this game inherently lends itself to being silly.³⁷

From the explanations above, it can be concluded that twenty-question is a great game because anyone can play it. This is something that is hard to find, usually games have an age limit. The only thing that is needed to be able to do in this game is talk.

b. Some Considerations to Use Twenty-question Game in Teaching Writing Descriptive Texts

³⁶ American Encyclopedia, 1977, p.22

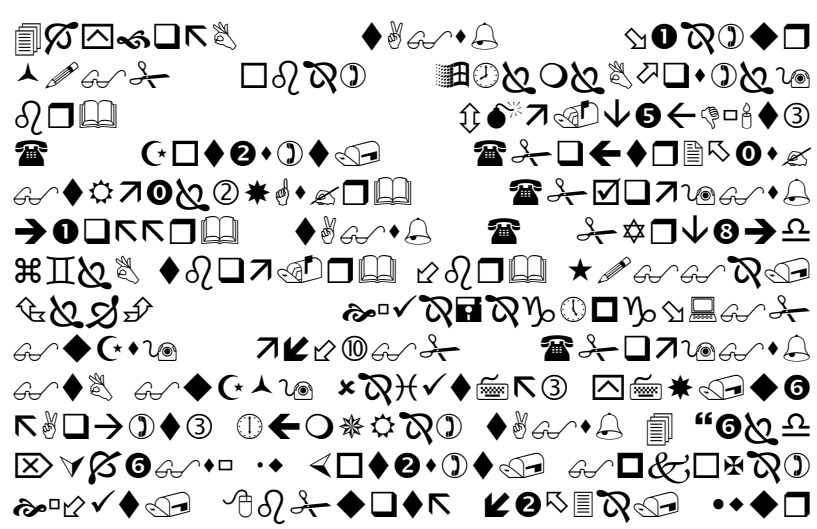
³⁷<http://www.syl.com/articles/thegameyoucanplayanywheretwentyquestions.html>. accessed on 6/8/2010.

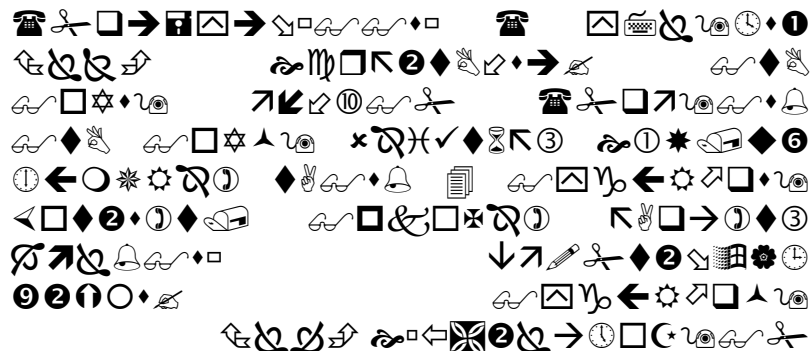
Writing a descriptive text is a skill that needs imagination to describe something in the mind. Being able to describe something so others can see it through writer’s words is not easy task. Writers have to be able to organize their thoughts enough so their description is not jumble of word so people can actually visualize what they are talking about.

The way of students in describing their imagination can be stimulated by using game. Games can be use as a means for teaching writing. By using games, students will be more interested and more active in learning. They will find something new and different from what they usually get in their class.

In conducting games in class, the researcher chooses game that appropriate to be conducted to the students of Junior High School. The game that used in this research is ‘twenty-question’ game. This game is given to improve students’ ability in writing descriptive texts. It is also related to make the writing practice easily.

Twenty questions game is a guessing game in which people try to identify an object in twenty questions or less. It is good for learning English, especially learning descriptive text. The way of twenty question game works is almost similar with one of story in a holy Qur’an. On surah Al-Baqarah verses Allah tells:





When Moses said to his people: ‘God commands you to sacrifice a cow,’ they replied: are you making game of us?’ ‘God forbid that I should be so foolish!’ he rejoined. ‘Call on your lord,’ they said, to make known to us what kind of cow she shall be.’ Moses replied, ‘your lord says: “Let her neither be an old cow nor a young heifer, but in between.” Do, therefore, as you are bidden,’ Call on your lord,’ they said, ‘to make known to us what her colour shall be.’ Moses replied: ‘Your lord says: “ Let her be yellow, a rich yellow pleasing to the eye.” (QS. Al-Baqarah: 67-69)³⁸

The story above shows that by asking several questions people could understand and figure out the cow they have to sacrifice.

One basic reason for using twenty questions game as a technique to improve students’ ability in writing descriptive text is beside interesting and motivating, twenty-Question game also builds students’ skill to use descriptive questions, to apply transformation skill, to add their own details and to have writing process guidance in such fun way so they will more absorbed in the writing process so that their writing ability improved.

According to Harmer, One of steps which can help students achieve success in productive task is by supplying key language. Before teacher asks students to take part in spoken or written activity he/she may check their knowledge of key vocabulary, and help them with phrases or question that will helpful for the task.³⁹

Moreover, Widarso said that it will be easier for students to write

³⁸ Zafrullah khan, *Op.Cit.* p. 11

³⁹ Jeremy Harmer, *op.cit.*, p.110

if there was a stimulus. One of good stimulus is a picture. And the other one is a set of questions which are related to each other. By answering the questions, and arrange the answers in a paragraph, it will create a simple text.⁴⁰

Furthermore, question stimulates to create answer, that means stimulates the brain to think. Jean-Luc and Lebrun said that question has important role in learning process:⁴¹

- 1) A question focuses and prepare the mind
- 2) A question challenges the mind
- 3) A question establish the issue of paragraph clearly

Actually, Islam has recommended to humankind to always ask towards the matter that is not known. Allah says in a holy Qur'an on surah An-Nahl: 43



. . . Ask the people of knowledge, if you do not know. (QS. An-Nahl: 43)⁴²

Therefore, has spirit to ask is something that is very important for Muslims. By asking, people will know something that they do not know, they can get information and explanation about something and they can also solve problems. It is one of methods that people can use to know and understand about something. When people really want to learn something, they ask questions. It is not surprising that for many, questioning is at the very heart of learning, the central skill in the teaching-learning process.

Based on statements above, the researcher was interesting to teach writing descriptive texts using 'twenty-question' game. Besides interesting and motivating, twenty-question game is also built the

⁴⁰ Wishnubroto Widarso, *Kiat Menulis dalam Bahasa Inggris*. (Yogyakarta: Kanisius, 1992),p.48.

⁴¹ Jean-Luc & Lebrun, *Scientific Writing: A reader and Writer's Guide*. (Singapore: World Scientific Publishing,2007) p. 25

⁴² Zafrullah khan, *op.cit*. P.241

students' skill to use descriptive questions, to apply transformation skill, to add their own details and to have writing process guidance in such fun way that they were more absorbed in the writing process so that their writing ability improved.

B. Previous Research

There are some relevant previous researches that the researcher used to support her research, they are:

1. Thesis entitled, "Outdoor Classical Music as an Alternative Media for Teaching Students in Writing Descriptive Text (A Case of the Second Year Students of SMA Semesta Semarang in The Academic Year of 2006).⁴³ By Husni Subhan (2201403650), student of Department of English Faculty of Language and Art, Semarang State University. He did this study because he wants to analyze how outdoor classical music affects the students in writing a descriptive text.

The result of the study shows that after the treatment, there is a difference in the students' achievement in writing descriptive text between students taught using outdoor classical music and those without using outdoor classical music. The two groups are at the same level. Meanwhile, the final result shows that the students get better if they are taught using outdoor classical music rather than those without using outdoor classical music.

The similarities between his research and the researcher's are that this thesis focused on improving students' ability in writing descriptive text, then the data participants are students of Junior High School. The differences are on research approach. The previous researcher used case study in his research and the researcher uses a classroom action research design as the research approach. The other difference is on the media of

⁴³ Husni Subhan (2201403650), Unpublished thesis under title "Outdoor Classical Music as an Alternative Media for Teaching Students in Writing Descriptive Text (A Case of the Second Year Students of SMA Semesta Semarang in The Academic Year of 2006) (Semarang: UNNES,2006)

research. The previous researcher was using outdoor classical music as media to improve students' ability in his research and the researcher uses game.

2. Second previous research is a thesis by Puput Martati (2201401018), Faculty of Languages and Art, Semarang State University, 2005. Her thesis is "Games to Minimize the Students' Errors in Building Sentences (Classroom Action Research of the Seventh Grade of SMPN 26 Semarang in the Academic Year 2004/2005)".⁴⁴ She did this study because she wants to describe the used of games to correct students' errors in building sentences. Besides, it was to find out the significant difference of students' achievement by using games.

The result obtained on each cycle showed that either the first cycle or the second one had different percentage in minimizing the students' errors in building sentences. The percentage of error in the pre-test could be reduced in every cycle. The mean score of the each cycle also showed the differences.

The similarities between her research and the researcher's are on the research approach that is classroom action research, the object of study that is writing, and the data analysis that use writing test, and calculate the achievement of study. The previous researcher was also using game in her research, it is same with the researcher. The difference is on the method of collecting data where as the researcher uses test and observation and the previous researcher uses test did not use observation.

3. The third previous research is thesis entitled: "Improving students writing organization of descriptive text through the use of Teams Games Tournament: A Classroom Action Research with seventh year Students of MTs Sudirman Magelang."⁴⁵ By Septa Nur Afiani (053411037). 2010.

⁴⁴ Puput Martati (2201401018), Unpublished thesis under title "Games to Minimize the Students' Errors in Building Sentences (Classroom Action Research of the Seventh Grade of SMPN 26 Semarang in the Academic Year 2004/2005)". (Semarang: UNNES,2005)

⁴⁵Septa Nur Afiani (053411037), Unpublished thesis under title "Improving students writing organization of descriptive text through the use of Teams Games Tournament: A

The result of the study shows that after the treatment, there is a difference in the students' achievement in writing descriptive text between students taught using teams games tournament and those without use of teams games tournament. It can be seen from their score. The mean score of the each cycle also showed the differences.

The similarities between her research and the researcher's are that this thesis focused on improving students' ability in writing descriptive text, then the data participants are students of Junior High School. The other similarities are on research approach and the media of research. We used a classroom action research design as the research approach and using games as media to improve students' ability in his research and the researcher used game.

C. Action of Hypothesis

Hypothesis is a tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation. Based on the review of related literature above, the action hypothesis of this classroom research can be stated that 'Twenty-question game can improve students' ability in writing descriptive texts'.