

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Draw The Bank Robber Game

##### 1. Definition of Draw The Bank Robber Game

Draw the bank robber game is actually derived from the development of drawing game. Because drawing and writing also support each other. Children who draw before they tackle writing task produce better writing. Drawings broaden the individual's experience of expression by allowing the safe expression of feelings and attitudes in ways that words cannot.<sup>1</sup>

Drawing is much easier to erase, to add and to rearranged. They provide a common reference point for the teacher and students to discuss the story before it is written. There are the reasons why we must do drawing for the learning process.<sup>2</sup> First is drawing to enhance engagement. It meant the student can motivated to learning in teaching learning process. Second is drawing to learn to represent in science. Constructing visualization is a key literacy in science, and constructing their own representations can deepen students' understanding of their conventions and purposes, and help them appreciate how they work to develop explanations and solve problems. Third is

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<sup>1</sup> Susan Steffani, *"The Relationship of Drawing, Writing, Literacy, and Math in Kindergarten children"*, (Vol. 9, February/2009), p. 127-128

<sup>2</sup>[www.australianascience.com](http://www.australianascience.com), *"Drawing to learn in Science"*. Taken on December, 18<sup>th</sup>, 2015

drawing to reason in science. Students must learn to reason in science using several, often visual, modes. Drawing can require students to be explicit about their thinking and reason by aligning their drawings with observations, measurements and emerging ideas. Fourth is drawing as a learning strategy. Drawing can help learners organize their knowledge and integrate new and existing understandings. Fifth is drawing to communicate. By drawing, students make their thinking explicit. This provides an opportunity for peers to exchange and clarify meanings, and the teacher with a window into student thinking.

Teacher can use drawing technique in teaching language skills. Effort is required at every moment and must be maintained over a long period of time. And games also help the teacher to create context 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.<sup>3</sup> Andrew Wright had been developed the technique into several games. For example the ambiguous picture, here student have to continuous drawing related to the teacher explanation. Pictionary game, in which player have to guess specific words based on their team mates' drawing. Draw the bank robber game, teacher have an imagery picture about

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<sup>3</sup> Harmer, *How to Teach Writing*, 41-42

people. The students have to drawing the picture about the characteristic of people by the teachers' clues.<sup>4</sup>

Furthermore, draw the bank robber game is a game that use picture as a media. According to Ann Raimes, use of pictures in teaching writing is actually meant to help students to catch and express their ideas easily. However all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. Without any pictures, they will get difficulty in writing sentences or paragraph because the students may need very long time to express their idea that is appropriate to the topic. That is why pictures help students in getting the ideas easily only by looking at the pictures.<sup>5</sup>

Based on above, the students can use the game and apply it to make a descriptive text. The game has a purpose, there are to minimize competition and maximize challenge, to minimize exposure to failure and maximize success for all learners and to help the teacher to use, adapt or invent games. In the last research, the researcher hope the game can support the teachers easier when teach descriptive text.

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<sup>4</sup> Penny Ur, *Five Minute Activities*, (UK: Cambridge University press, 1992), p.3

<sup>5</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press,1983),p. 27

## **2. Improving Draw The Bank Robber Game in Writing**

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. And games also help the teacher to create context 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.<sup>6</sup>

Many teacher looking for formula to teach language to the students in the class. One of the efforts is by using a game. Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in meaningful way. Learners want to take part in activities, to play games and are generally quite competitive.<sup>7</sup>

Games are used as methods or techniques to involve students in learning. Well chosen and designed games are invaluable as they give students a break and at the same time allow

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<sup>6</sup> Harmer, *How to Teach Writing*, 41-42

<sup>7</sup>Jill Hadfield, *Intermediate Communication Games*, (England: Pearson Education Limited, 1990), p. V

learners to practice language skills. Many techniques can be used in teaching language. There are information gap, guessing, searching, matching, exchanging, collecting, combining, arranging, and card game, board games, problem and puzzles, role play and simulation techniques.<sup>8</sup>

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 communicate. However, when we use game in language classroom, we should consider about the materials, students' level, learners' characteristics, and that the game is doable.

## **B. Writing Skill**

### **1. Definition of writing skills**

Writing is one of the important language skills. Many students consider it as the most difficult skill. Functional writing skills provide an individual with the essential knowledge, skills and understanding that enables one to operate confidently effectively and independently in school, life and at work. Through writing students can reinforce the grammatical structures, idioms, and vocabularies. They can have opportunities to be adventurous with the language. They

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<sup>8</sup>Jill Hadfield, *Intermediate Communication Games*, p.V

necessarily become very involved with the new language, the effort to express ideas.<sup>9</sup>

Writing is an advanced language skill that has wider ranging implications for the way we think and learn. Writing as a skill also encourages us to be organized, logical and creative in our thinking. Learners should be helped to acquire nearly every skill that will enable them to express ideas clearly and effectively in writing for now and later in life. Ability to write well is essential and influences our chances of success, personal development and our relations with other people.<sup>10</sup>

Writing is not only oriented on the product, but also on the process. By means of the writing process, the product is generated. Caroline T. Linse states that writing is 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 the reader.<sup>11</sup>

Writing is worth learning. It is of immediate practical benefit in almost any job or career. Ability to write well is essential and influences our chances of success, personal development and our relations with other people. Therefore,

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<sup>9</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

<sup>10</sup> Jeremy Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p.4

<sup>11</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The McGraw Hill Companies, Inc, 2005), p. 98

writing is produced in many different forms. It can be seen in people daily life activities when they need to write memos, letter, notes, invitation, brochure, articles, application letter, and many others. Writing plays an important role in modern societies. The examples of writing activities products are books, magazine and newspaper that we read almost every day.<sup>12</sup>

From the theories above, the researcher concluded that Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. It allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

## **2. Writing process**

Writing is progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing you read over what you have written and make changes and corrections. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language

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<sup>12</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Berkley Book, 2000),p. 3

development as they resolve problems which the writing put into their minds.<sup>13</sup>

According to Horvath Jozsef, writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with the subject. It means that writing have several steps. The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising." The next several chapters take a brief look at these steps of the writing process.<sup>14</sup>

In other hand, Jeremy Harmer state strategies as a teacher needs to teach writing: First, teacher gets students to plan. Before getting students to write, teacher can encourage the students to think about what they want to write, by planning the content and the sequence of it. There are several ways for doing this through brainstorming, main mapping and clustering for instance. It is important too far teacher to tell the students what the purpose of their writing is and who the readers are they write for. Second, teacher encourages students to draft, reflect

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<sup>13</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Second Edition*, (England: Longman, 1997), p. 2

<sup>14</sup> Horvath Jozsef, *Advance Writing in English as A Foreign Language*,(), p. 5



and revise. The way to encourage the student to draft, reflect and revise is to have the students get involved in collaboration writing. A pair of group of working together on a piece of paper can respond to each other's idea (both in term of language and content). Making suggestion for any changes and contributing to the success of the finished writing. Third, teacher responds to students wring. In order to place of making correction to students writing, it may take time and energy. Teacher can read through a draft and then make a written suggestion about how text could be reordered. Another possibility is to write the teacher's own version of how a section of a text might look better. This may be good for students as their feedback and comparison if they want to make another work.<sup>15</sup>

The teacher can apply the method for getting the ideas to write by the students, they can use brainstorming or listing and clustering. Brainstorming is a method to make a list for word, phrase, and every idea that related to the topic. Brainstorming is a process for generating ideas.<sup>16</sup>Clustering is one of the prewriting techniques to get the ideas. the task of grouping a set of object in such a way that objects in the same group are more similar to each other than to those in others group.<sup>17</sup>

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<sup>15</sup> Jeremy Harmer, *How to Teach Writing*, p.11

<sup>16</sup> Ann Hogue, *First Step in Academic Writing*, (New York: Addison Wesley, 1996), p.32

<sup>17</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Second Edition*, (England: Longman, 1997), p. 48

Writing skills are complex and sometimes difficult to teach. According to J.B Heaton good writing have several components or main areas. The first is language use, it mean the rules which structures our language. Second is mechanical skill, in composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Third is treatment of content. It mean the writer have to develop their ideas and make relevant in their sentences. Fourth is stylistic skill. The writer have to use effective language in paragraph and capable to manipulate sentence or paragraph. Fifth is judgment skill, it means ability to conclude based on fact, in order to make further steps.<sup>18</sup>

From the explanation above the researcher concluded that in the writing process writers should think about three main issues. First, writers have to consider the purpose of their writing. Second, writers think of the audience they are writing for. Last, writers have to consider the content structure of the piece. In the writing process there are some stages that a writer goes through in order to produce a good product in the written form. Those stages are pre writing, drafting, revising and editing. Writing is a whole brain activity to formulate and to organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

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<sup>18</sup>J.Bheaton, *Writing English Language Test*, (USA: Longman, 1988), p. 135

### 3. Genre Text

The French word means text types/kinds of text. A culturally specific text–type which results from using language (written or spoken) is to accomplish (help) something. Thus, genre is a term of grouping text together representing how written typically use language to respond to recurring situation. Ann Johns(2002,p.3) stated that genre is one of the most important and influential concepts in language education. It has recently referred to as a major paradigm shift in literacy studies and teaching.<sup>19</sup>

Ken Hyland states that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, generic structure, and specific linguistic features of the text.<sup>20</sup>

From the explanation above the researcher concluded that, genre is used to accomplish something in written and spoken language form. In the teaching learning process genre has a big role, because it can produce the goal of communication based on the function of language in social interaction. There are a lot of genres in written language and

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<sup>19</sup>Entika Fani and Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP Semarang,2010),p.3.

<sup>20</sup>Hyland, *Teaching and Researching Writing*, p. 15.

every genre has a specific purpose, generic structure, and specific linguistic features. Then, narrative text is chosen as a genre of text to be discussed for carrying out of the study.

### **C. Descriptive Text**

#### **1. The Definition of Descriptive text**

Descriptive text is a text which describes person, place, mood, situation and etc in words. Similar to Cynthia A. Boardman said that descriptive writing is used to describe what something look like. It means descriptive text is to create a clear picture or impression of person, place or object.<sup>21</sup>

In many ways description is about experience how something looks, sound and taste. Descriptive provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.<sup>22</sup>

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<sup>21</sup> Cynthia A. Broadman, *Writing to communicate*, (New York: White Plains, 2002), p. 6

<sup>22</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Berkley, 2000), p. 351

In other hand Thomas S. Kane state that description writing divided into two broad kinds, there are objective and subjective description. Objective description is primary actual, omitting any attention to the writer, especially with regards to the writer's feeling. Subjective description, on the other hand, includes attention to both the subject described and writer's reactions (internal, personal) to the subject.<sup>23</sup>

From statements above the write conclude that descriptive writing is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.

Besides that, descriptive text has several characteristic. According to Charles Martin the characteristic of descriptive writing are first is it tend to move between general and specific, the more common direction is from general to specific. Second is it mains purpose is to enable the reader to see what the writer is describing. Third is organize details in a spatial arrangement.<sup>24</sup>

From the explanation above, the writer conclude that descriptive is when you write a description of person, you tell what he or she looks like. When you describe a place, you tell what it

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<sup>23</sup> Thomas S. Kane, *Essential Guide to Writing*, p. 351

<sup>24</sup> Charles Martin, et. al. *Exploring America English*, (New York: Macmillan. 1985), p. 144

looks like. If you describe a scene with people, you might first describe the place and then you might also tell what is happening and what the people are doing.

## **2. The Purpose of Descriptive Text**

Based on the definition of descriptive text above the purpose of description is to present the reader with picture of person, subject or setting. Similar to Alice Oshima said that descriptive writing is writing how about something or someone looks and uses space order.<sup>25</sup>

Meanwhile, Fred D. White said that there are several aims of descriptive text:<sup>26</sup> First is to see means to help the reader to see objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness. Second is to explain, means to explain the reader about subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible. Third is to persuade, means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry there by persuade the jury that accused committed burglary. Fourth is to re-create, means make the reader

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<sup>25</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Second Edition, p. 48

<sup>26</sup>Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company. 1986). P. 7

making something. For example: the description allows the reader to re-create the experience- particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand. Fifth is to demonstrate, means the writer wants to demonstrate something to reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observer can realize.

#### **D. Previous Research**

A research by Nurkhatun (073411094) under the title Using bits and pieces game to improve students writing skill on descriptive text (a class room action research at the seventh grade of MTs Darul mujahadah Prupuk-Magersari-Tegal in the academic year of 2010/2011 English Department of IAIN Walisongo Semarang). Background of the study is based on the observation in teaching English at the seventh grade of MTs Darul Mujahadah Prupuk-Magersari-Tegal, the students get difficulties to make good writing especially writing descriptive text. The students interest with learning descriptive text using bits and pieces game. Learning descriptive text is more interesting by using game. The use bits and pieces game in teaching descriptive text can help teacher in teaching since the teacher wants to realize the students' weakness in comprehending the language. In this study, she uses Bits and Pieces to improve students in teaching writing descriptive text.

The study is aimed at responding the following question: (1) how is the implementation of bits and pieces game in understanding students' ability in descriptive text writing? (2) Can the implementation of bits and pieces game improve students writing skill on descriptive text? She used observation checklist, documentation and test as an instrument to collect data. She used descriptive quantitative to analyze the data. Statistic analysis is used to analyze the data. The result of the study show that by using bits and pieces game can improve students writing skill on descriptive texts at the seventh grade of MTs Darul Mujahadah in academic year of 2010-2011. The criteria of writing assessment involve, content, organization, vocabulary, language use, and mechanics. The successful can be seen from the result of the students' average score and good responses. The result after getting all of the treatment using bits and pieces game, the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre cycle was 46.71, first cycle was 51.41, second cycle was 63.83 and third cycle was 65.48. from the result of her study, showed that students writing on descriptive text improved in each cycle after they were taught by using Bits and Pieces game.<sup>27</sup>

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<sup>27</sup>Nurkhatun (073411094), *Using Bits and Pieces game To Improve Students' Writing Skills on Descriptive Text*, Thesis (Education Faculty Walisongo State Institute for Islamic Studies, 2011)



The second thesis entitled “The Use of Sketch as a Learning Aid to Improve Students Writing Skill in Descriptive Text (A Classroom Action Research at the eight Grade of SMP H. Isriati Semarang in the Academic Year of 2010/2011).”It is written by Ahmad Syifaus Syarif (63411084), Tarbiyah faculty, IAIN Walisongo Semarang, 2010. The objective of the study is to describe the improvement of students’ writing skill after being thought by using sketch. There were three meetings during the research, they are preliminary research, cycle I and cycle II. The score achievement of the writing test in each cycle showed that the treatment was successful an effective because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the research improved students’ descriptive writing skill.<sup>28</sup>

The similarities with the thesis are focus on writing skill in descriptive text. The research design used was also the same which was classroom action research. However, the researcher applied a different media to facilitate the learning. Sketch technique is used to help students in writing descriptive text.

The third research was conducted by Tri Winarko (221402036) Student of English department, language and art faculty, State university of Semarang) with his research entitled “The Use of Still Pictures as Media in Teaching English

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<sup>28</sup> Ahmad Syifaus Syarif (63411084), *The Use of Sketch as a Learning Aid to Improve Students Writing Skill in Descriptive Text*, Thesis (Education Faculty Walisongo State Institute for Islamic Studies, 2010)

Vocabulary (A Case Study at the Fifth Graders of SDN 1 Batu Demak)”. In his study, she wanted to find out the significant difference of vocabulary achievement between students who have been taught using still pictures and those who have been taught using Conventional method among the fifth graders of Elementary school students and to find out the effectiveness of using still pictures in teaching vocabulary to the fifth graders of Elementary school students. Her study used case study. The result of the study shows that the students’ achievement in learning English vocabulary taught using still picture is better than from those taught using conventional method.<sup>29</sup>

In this research, the writer is going to apply the similar research but in different scope. The researcher wants to describe picture-board game as a vocabulary teaching technique. In this research, the researcher uses classroom action research. The writer chooses drawing as a technique to help students in writing descriptive text.

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<sup>29</sup>Tri Winarko (221402036), *The Use of Still Pictures as Media in Teaching English Vocabulary (A Case Study at the Fifth Graders of SDN 1Batu Demak)*. (Semarang: Language and Art Faculty of Statse University Semarang, 2007).