

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In making this thesis, the writer have some relevant previous writers that support her research, there are:

1. First, the thesis entitled "THE EFFECTIVENESS OF USING CIRCLE CHAIN GAME TO FACILITATE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE" (An Experimental Study at Eight Grade Students of SMP N I Mejobo Kudus in Academic Year of 2011/2012) written by Yulia Rosida Ekowati (073411100). The background of this study is based on the observation in teaching English at eight grade students SMP N 1 Mejobo kudas students' interest with learning simple past tense using circle chain game. Grammar is very important in learning English. Teacher in SMP N 1 Mejobo Kudus only use hand book and LKS. In this study show that using circle chain game is effective in teaching simple past tense. The study is aimed at responding the following questions: (1) Can the use of Circle Chain Game improve students understanding students' ability in simple past tense?. She uses observation, documentation and test as an instrument to collect data. The documentation was used to look for the data concerning matters such as to get the data of the students name list and lesson plan. The observation was used to know the activities during teaching and learning process such as students enthusiasm and

student activeness. Test was used to know students competence. before and after the experiment run. There are two kinds of test, they are pre test and post test. The research method was an experimental research, the samples; the experimental class (VIII A) and control class (VIII B). The VIII A was taught by using circle chain game, while the VIII B was taught without circle chain game. The result of her research showed that the mean of the post test score of the control class (the students who were taught without using circle chain game) was 74.166 and the mean of the post test score of the experimental class (The students who were taught using circle chain game) was 80.694 it showed the mean of experimental class is higher than control class. It can be conclude that using circle chain game was effective to teach simple past tense. By her result of this thesis, the writer recommended circle chain game for English teacher to attract the students' interest and improve their understanding in learning English. The similarity of the research is the same media.²⁵

2. The third research written by Nurkhayatun (073411094) entitled "USING BITS AND PIECES GAME TO IMPROVE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT" (A Classroom 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

²⁵ Yulia Rosida, "The Effectiveness Of Using Circle Chain Game to Facilitate Students' Understanding on Simple Past Tense" Thesis (Education Faculty Walisongo State Institute for Islamic Studies, 2012)

this 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 more interesting by using game. The use of 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 Game to improve students in teaching writing descriptive text. The study is aimed at responding the following questions: (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 her 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 texts improved in each cycle after they were taught by using Bits and Pieces game.²⁶

In this case the researcher uses a circle chain game using picture to improve students' descriptive text writing.

B. Theoretical Review

1. Circle Chain Game

Circle chain game is kinds of game where students make statement what they did, repeat what the previous player written, and then add their own sentences.²⁷

Circle chain game is one of technique which is effective to be used in foreign language learning especially in teaching descriptive text. It is important for the teacher to be creative and innovative.

The teaching procedures in English classroom by using circle chain game are teacher delivers the material, at this point is descriptive text to the students, then teacher divide students into some group and ask students sit in a circle, after that give

²⁶ Nurkhayatun, "Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Text", Thesis (Education Faculty Walisongo State Institute for Islamic Studies, 2011)

²⁷ James Kealey and Donna Inness, *Shenanigames*, USA: Pro Lingua Associates, 2002, p. 139.

a picture in each group which contains of base, every member gets a picture and every group gets a paper and then the first player makes sentence what they did base on picture in paper, the next player will repeat what the previous player written and add their own sentences in written form, and every group stick the paper on the white board, teacher corrects the sentences, and the last the fastest group and write the sentence correctly is the winner.

2. Definition of Picture

Language teachers can use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Picture is one of aids that can be helpful both for practical and for motivational reasons to the students.

Picture is defined a scene, person or thing that has been represented on paper using a pencil, a pen or paint.²⁸ According to Jeremy Harmer, “pictures are a device that important for the language teacher since it can be used in many ways, as the following examples”:²⁹

(a). Drills: with lower-level students a traditional use pictures-especially flashcard. (b). (Communication) games: pictures are usually useful for a variety of communication activities, especially where they have a game like fell, such as describe and draw activities.

²⁸ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (England: Oxford University Press, 2000), p. 1138.

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, p. 134-135.

(c). Understanding: one of the most appropriate uses for pictures is for the presenting and checking meaning. (d). Ornamentation: pictures of various kinds are often used to make work more appealing. (e). Prediction: picture is useful for setting students to predict what is coming next in lesson.

Picture are very useful and effective media in teaching. It can be used for teaching; speaking, listening comprehension, structure, vocabulary and cultural contents etc. In order to be effective and increase the students' interest, the pictures used should be clear, and large enough to be seen by the whole class. The media they are going to use will motivate the students to learn, will increase their interest, and will widen the channel of communication between the teacher and the students, so that the teaching will be more communicative and effective. In this way media can make the students more interested in their study.³⁰

3. Descriptive Text

According to Linda Gerot that the purpose of descriptive text is to describe a particular person or thing. The generic structure of descriptive text are identifying something that is described, and it is called identification. Then,

³⁰. Horland, <http://massofa.wordpress.com/category/bahasa>, retrieved on 22nd November 2011.

description that describes about the part, qualities, and characteristic³¹.

The significant grammatical pattern of descriptive text are using simple present tense, use of descriptive adjective to explain more, then using of verb of being and having, and the last is focus on specific participant not general.³²

The use of the words that refer to the senses of sight, sound, touch, smell and taste or usually called as sensory words must be used in writing descriptive. It makes the reader easy to imagine what we are describing. As well, the physical characteristics such as height, weight, and hair long, also used when describing person. Use detail to write good description to make reader easier to imagine the person who is described.³³

Actually we often describe things, person, or places in our daily life. It such as when we are talking with our friend about something that lose. Then we will ask our friend and called the characteristics of it. If we are aware when we called the characteristics, it is same as we describing things, and it's will be a descriptive text if we write those on paper.

³¹Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler Antipodean Education Enterprise, 1995),p.208

³²Jenny Hammond & Friends, *English for Sosial Purposes*, (Sydney:Macquarie University, 1992),p.78

³³ Karen Blanchard & Christine Root, *Readyto Write Third Edition*,(NewYork: Pearson Education, 2003),p. 69-70

4. Writing process

There are steps used in writing skill. First is prewriting. Prewriting is thinking about the topic and organizing them. Gathering ideas can be done by thinking, talking, reading, and writing about the topic. It is a way to warm up our brain before we write first draft.³⁴

Second is writing first draft. in this process, we can get the idea and write down on the paper. For example, when the child wants to write about the manner to play his toy. He can write down the steps that is done when he plays it. It is no problem if there is a steps that he left. Write down the ideas on the paper is the point and the ideas are related to the topic.³⁵

Third is editing the first draft. We can check, make change and correct when we edit it. We can use several steps to edit something. We can make changes if our paragraph is uncommunicate with what we want or the meaning of sentences are unclear. Then, we can check the mechanics, whether the punctuation, grammar and spelling are right or not. And then, we can ask our friend to check the meaning and mechanics, if there is an incorrect information and unclear

³⁴ Karen Blanchard & Christine Root, *Readyto Write Third Edition*,(NewYork: Pearson Education, 2003),p. 41

³⁵ Carolin T.Linse, *Practical Englis Language Teaching :Young Learner*,(New York:McGrew-Hill Companies, 2005),p.107

sentence, or if there is any mistakes in punctuation or spelling, we can change it.³⁶

Cynthia A. Boardman explained that there are six steps in the writing process, those are analyzing the statement, brainstorming, organizing your ideas, writing the first draft, rewriting the first draft and writing the next or final draft that follow each other. The diagram is showed as follow.³⁷

Invention or prewriting activity is activities to get the ideas, strategies, information in writing activity. It is a process of generating the idea by writing. In the mening largely, invention is the process of thinking and reflecting before starting on the first draft of paper.³⁸ Prewriting is the activity for writing first draft. Gathering ideas can be done by thinking, talking, reading, and writing about the topic. It is a way to warm up our brain before we write first draft.³⁹

Then, planning is one of the writing process which is more important and challange. There are questions that need to answered before doing planning activity. The researcher need to

³⁶ Ann Hogue, *First Step in Academic Writing*, (New York : Addison Wesley Publishing Company,1996),p.7

³⁷Cynthia A. Boardman, *Writing to Communicate Paragraphs and Essays*. (New York :Pearson Education, Inc.2008), 3rd Edition, p.31.

³⁸ James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.108.

³⁹ Karen Blanchard & Christine Root, *Ready to Write*, (NewYork: Pearson Education, 2003), *Third Edition*, p.41.

consider about who are the audiences, writer position, purpose of the text, how the factors are related and how they are connected to the information generated during prewriting process.⁴⁰

Drafting is done after students have got the ideas or topic and developed. Drafting is started by writing first draft. There are important factors influence the drafting process. Discipline that is meant that students must be guided in leading the time and plan. Flexibility, students should concentrate in generating the ideas, but many students more concentrate to sentence and punctuation, because they think that their draft should be perfect.⁴¹

From the writing process above, we can get the conclusion that the bases of writing process are prewriting, writing first draft and editing. But in many references, we can add the writing process by writing final draft then publishing.

Writing is usually thought to be most difficult skill to acquire and should only be taught after students have learned to other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in

⁴⁰ James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.114.

⁴¹ James D. Williams, *Preparing to Teach Writing Research, theory and practice*, (USA: Lawrence Erlbaum Associated Publisher, 2003) 3th Ed, p.115.

her mind, so that the readers will know about it.⁴² Writing has various kinds, it can be used as a means to express the writers' idea based on her experience, thought, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond the teacher-examiner.⁴³

Peter Elbow (1973: 14-16) adds about his concept about L2 writing, "Writing is two steps process. First, you figure out your meaning, then you put it into language: ...".⁴⁴

Writing requires complex thinking; the process of writing involves problem solving and decision making. According to Lundsteen... "writing is a tool for getting along in the world"⁴⁵

Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

⁴²Nuria Ulfi Hidayati."Improving Students' Ability in Improving Procedure Text Using Realia", Thesis (Education Faculty Walisongo State Institute for Islamic Studies, 2010)

⁴³ Ken Hyland, Teaching and Researching Writing, (Great Britain: Pearson Education, 2002) p.7

⁴⁴ H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, (Great Britain: Longman, 2001), 2nd Ed, p.336-337

⁴⁵Barbara C. Palmer and friends, Developing Cultural Literacy Through The Writing Process,(Boston London: Allyn and Balcon,1994),p.1-2

5. Text

Oxford Advanced Learner's Dictionary stated that ³text is the main written or printed part of a book or page, contrasted with notes.⁴⁶

Usually, texts are divided into several types that can be also called Genre. There are twelve of genre, there are Recount, report, discussion, explanation, Exposition (analytical), exposition (hortatory), news item, anecdote, narrative, procedure, descriptive, review. The kinds of genre above is the kinds of genre that is taught in the schools. It is included the descriptive text that is also taught in junior high schools.⁴⁷

According to Linda Gerot that the purpose of descriptive text is to describe a particular person or thing. The generic structure of descriptive text are identifying something that is described, and it is called identification. Then, description that describes about the part, qualities, and characteristic⁴⁸. The significant grammatical pattern of descriptive text are using simple present tense, use of descriptive adjective to explain more, then using of verb of

⁴⁶ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (NY: Oxford University Press, 1987), p.1234.

⁴⁷ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan Education Malaysia, 1997), p.1-3

⁴⁸ Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler Antipodean Education Enterprise, 1995), p.208

being and having, and the last is focus on specific participant not general.⁴⁹

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6. The implementation of circle chain game in descriptive text.

As teacher of English subject, we have to create enjoyable impression in teaching learning process. If we can create this situation, students will have a good spirit in teaching learning process. They can get successful in understanding the materials we teach. Teacher should be

⁴⁹Jenny Hammond & Friends, English for Sosial Purposes, (Sydney:Macquarie University, 1992),p.78

⁵⁰ Karen Blanchard & Christine Root, *Ready to Write Third Edition*,(New York: Pearson Education, 2003),p. 69- 70

creative and try some alternative ways. There are many techniques to make students interested in studying and practicing, especially in writing class. The writer applied this game as alternative media in teaching descriptive text.

Circle chain game is kinds of game where students make statement why they did, repeat what the previous player written, and add their own sentences. By using this game during the teaching and learning process, the writer hopes that students can practice word order maximally and explore their ideas.