

**CHAPTER II**  
**REVIEW OF RELATED LITERATURE**  
**USING BITS AND PIECES GAME TO IMPROVE STUDENTS'**  
**WRITING SKILL ON DESCRIPTIVE TEXTS**

**A. Theoretical Review**

**1. Theory of Learning**

The word "learning" is noun from the verb "learn" which has meaning "gain knowledge or skill in a subject or activity".<sup>1</sup> According to Hilgrad and Bower (Fudyartanto, 2002), learning has many definitions: first, to gain knowledge, comprehension, or mastery of trough experience or study, second, to fix in the mind or memory; memorize; third, to acquire trough experience, to become in form of to find out.<sup>2</sup> Based on definitions above, the researcher can include that learning is obtaining knowledge or mastering knowledge through experience, remembering, mastering experience, and getting information or finding.

There are three learning components; teacher, learning material and student. Teachers' role in learning process is very important. A teacher has a center role in learning process. During learning process, the students listen, give attention, raise questions, try and do assignments and give conclusions to

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<sup>1</sup> Oxford, *Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), 3th Ed., P. 244

<sup>2</sup> Baharuddin and Esa Nur Wahyuni, *Teori Belajar dan Pembelajaran*, (Jogjakarta: Ar-Ruzz Media, 2010), p. 13

the teacher. The teacher gives opinions, asks questions to the student, gives a sample, guide and gives feedback and also give evaluation to the students.<sup>3</sup>

Learning takes place most successfully when the students are put in communicative situation in the target language. Therefore, there is no need formal instruction (e. g. the teaching of grammatical point). Instead, the students are simply asked to perform communicative activities in which they have to use the foreign language. The more they do is the better they are using the language.<sup>4</sup> Furthermore when the students learn genres, they have to pass many cycles in the process of learning genre. The key stages of the cycle are: setting the context which means revealing genre purposes and the settings in which a genre is commonly used. Next stage is modeling, in this stage the students analyze the genre to reveal its stages and key features. Then, joint construction guided stage, here, the teacher support students to practice in the genre. Independent construction, in this stage the students write independently which monitored by the teacher, and the last stage is comparing, this is relate to what has been learned to other genres and contexts.<sup>5</sup>

## 2. Writing Skills

There are a lot of definitions about writing which are presented by experts. Meyers says that “writing is partly a talent, but it’s mostly a skill, and the any skill it improve with practice.”<sup>6</sup> Writing is one of four language

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<sup>3</sup> Sumiati and Asra, *Metode Pembelajaran*, (Bandung: CV Wacana Prima, 2007), p. 3&4

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2002), 3th Ed., p. 1

<sup>5</sup> Ken Hyland, *Genre and Second Language Writing*, (USA: The University of Michigan Press, 2004), p.128

<sup>6</sup> Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, inc, 2005), p. 2

skills, it is considered as a difficult skill because the writers have to make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way. This is the basic students' problems in writing. It is also need attention because it needs its own principles and method it requires mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. Because of that, it needs practice to improve that skill.

Students write papers and answer questions on tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesman write messages from the field to the office, and we write notes and letters to keep in touch with relatives friends. There are practical reasons for writing.<sup>7</sup>

From the statement above, I assume that writing needs practice. Students' practice with their papers and answer question on tests, teachers' with their students' evaluations, salesman with messages from the field to the office letter, etc.

Meyers also says that writing is an action a process of discovering and organizing putting on paper, and reshaping and revising them.<sup>8</sup>

Writing can express thought, feeling, ideas experiences, etc to convey a specific purpose. Harmer adds that to deliver from that explain of course we need to practice or express what idea in our mind in the form of lists, letters, essays, reports, or novels.<sup>9</sup> Based on all statements above the researcher can conclude that writing is an activity of developing ideas, thoughts and memories into written form, either in sentences or paragraph form.

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<sup>7</sup> Donald Hall, *Writing Well*, (USA: Little, Brown and company, 1982), 4<sup>th</sup> Ed., p. 1

<sup>8</sup> Alan Meyers., p. 2

<sup>9</sup> Jeremy Harmer, *How To Teach Writing*, (England: Pearson Education Limited, 2004), p. 4

Next, writing means to express writers' ideas, thoughts and feelings, on the other hand, writers can write everything in their mind.

To make good writing, the students have to pass the following stages of the writing process. These stages presented in Maimon's 1988 article "Cultivating the Prose Garden," are recommended with minor modification and with the reminder that these stages are overlapping and recursive: First is prewriting sometimes called "rehearsal. This is time when the students get information try with some ideas and making plot a course. The second stage is drafting. In this stage, all thoughts and ideas of students mind are translated into sentences and paragraphs. Next stage is sharing. This is the opportunity for students to achieve their mental distance from a piece of writing by reading aloud some pieces of their writing then the listeners give response with questions and comments. Next stage is revising, during this process the students expands their ideas, then clarifies it meanings, and reorganizes the information. Later stage is editing, in this process the students focuses on conventions of language, such as spelling, punctuation, syntax, and structure are analyzed and corrected. The last stage is publishing, this time to publish students' writing. It can be variety forms: individual books, class books, newsletters, literary magazines, bulletin boards displays.<sup>10</sup>

According to Lundsteen (1989) states that "Writers need to be creative enough to organize those ideas into meaningful text".<sup>11</sup> It means that

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<sup>10</sup> Barbara C Palmer, *Developing Cultural Literacy Through The Writing Process*, (USA: Paramount Publishing, 1994) p. 7

<sup>11</sup> *Ibid.* , p. 8

to solve students' problems in writing, the students should be creative in organizing and choosing the ideas and words in order to make a good writing.

On daily life, people read magazines, newspapers, and tabloids. Through these media, writing has important role especially in giving further information about what happens in entire world. Writers make a good writing in order to attract readers to read it. The writer adds that there are some reasons why writing is important for the students; first, writing is a tool for discovery. When someone writes, he or she stimulates his or her thought throughout process by the act of writing; writing helps us to "harvest" what we know. Second, writing helps someone to organize his or her ideas. By writing down ideas, we can arrange them in coherent form. Third, writing helps someone to absorb and process information, when he or she write about a topic, he or she learn it better. Fourth, students get much of their knowledge through written materials like books, magazines, and newspaper. Especially in writing their paper or thesis, they must quote some important statements of expert to support their ideas.

### **3. 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.<sup>12</sup>In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them. In addition, Linda Gerot and Peter Wignell state that the social function of descriptive text is to describe a particular person, place or thing.<sup>13</sup> This text is included in genre.

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<sup>12</sup> <http://descriptivetext83.blogspot.com/2009/08/what-is-descriptive-text-part-1.htm> accessed on 3/11/10

<sup>13</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory of wordbook*, (Australia: Gerd Stabler AEE), p. 208

Genre much deals with kinds of texts. It has; communicative purpose or social function, generic structure or text organization, and linguistic features. The characteristics that descriptive text has are:

1. Communicative purpose

The communicative purpose of descriptive text is to describe a particular person, place or thing.

2. Generic structure

The general structures of descriptive text are identification (identifying phenomenon of the subject that will be described) and description (describe the parts, qualities, features, behavior, and the character of the subject).

3. Grammatical features

The grammatical features that descriptive text uses are: Firstly, has certain noun/clear noun, for example: *my car*, *my new house*, etc. Secondly, the describing subject is unique and when describing is sticks the difference or uniqueness out of the others, for example: *my dog doesn't like bones*. Then using simple present, for example: I *live* in a simple house; the house is very beautiful; it *has* a wonderful park. Next is detailed noun phrase; to inform about the subject, for example: I have *a white skinned girl friend*, etc. Then using some kinds of adjectives that have describing, numbering, and classifying something, for example: *two strong legs*. Then use thinking verbs and feeling verbs. Using Action verbs, for example: my cat *eats* mouse; etc. And the last is figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.<sup>14</sup>

The following is the example of descriptive text.

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<sup>19</sup> Allexander mongot Jaya, et. al. , *English Revolution*, (Jepara: Mawas Press, 2008), 3th Ed., P. 14

Title	My pet
Identification	I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.
Description	Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal. <sup>15</sup>

#### 4. Media

The word “media” is derived from Latin *Medias* that means “between” or mediator. In Arabic media are (وسائل) intermediary or mediator a message from sender to receiver message.<sup>16</sup> Media are any kind of format used to convey information.<sup>17</sup>

Gerlach and Ely state that media is any person, material or event that establishes conditions which learners or students acquire knowledge, skill and

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<sup>20</sup> *Ibid.* , p. 47

<sup>16</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada,2003),p.3

<sup>17</sup> <http://oasis.fiu.edu/ch8/ch8page3.htm>. accessed on 13/01/2011

attitude.<sup>18</sup> Every medium is a means to an end or to a goal, for example in this study the researcher uses bits and pieces game as a media of teaching writing descriptive text.

From the definitions above, the writer concludes that media are kinds of substances that are used by a teacher during teaching and learning process to support the presentation of the lesson. Media have important roles in teaching and learning process. Media give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials are presented in a certain way. Media also provide various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching and learning process.

There are three kinds of media; audio media, visual media and audio visual media. Audio visual is teaching media which is related to sense of sound, such as radio, tape recording. Visual media is teaching media which is related to sense of view, such as picture, chart, and image. Audio visual media is teaching media which is related to sense of view and sound, such as television, film, and video.

Oemar Hamalik states that media for teaching language can be classified into four categories. First, Games such as word puzzle and role playing. Second, Visual media such as picture, chart, photo, poster, globe, graphs and cartoon. Next, audio media like radio and recorder in cassette. Then Audio-visual media, such as television, video, film that produces sounds and picture.<sup>19</sup>

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<sup>18</sup>Gerlach and Ely, *Teaching and Media a Systematic Approach*, (New York: Prentice-hall, Inc., 1980), p. 241

<sup>19</sup>M. Basyiruddin Usman and Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p.29



## 5. Bits and Pieces Game

Game is an activity given to the students to use the language in less formal situation is organized activity that usually has some properties, such as ; a particular task or objective, a set of rule, competition between players and communication between players by spoken or written language.<sup>20</sup>

In addition, game is one of media that can be applied in language teaching and learning. All people are like games either young up to adult. But different age are group requires various topic material, competence, and model of game. For example, children like fun game, then adult more like challenging game. So, as teacher has to choose the appropriate game for all students in order to be fun learning and active class.

Bits and pieces game is kind of game with picture-strip story. It is suitable for narrating events and describing person, place or something, principally in the present tense. This game is appropriate to listening, speaking and writing skills. All students can play this game. To play this game we spend 15-40 minutes only, the material that we need are picture-strip stories, or texts.<sup>21</sup>

## 6. The Use of Bits and Pieces Game to improve students' writing skill on descriptive texts

Descriptive text is one kind of genre. The researcher focus on teaching genre based writing is concerned with what the students do when they write. There are many advantages of genre teaching; first, explicit it means genre makes clear what is to be learned to facilitate the acquisition of writing skills.

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<sup>20</sup> Jack Richard, John Platt, Heidi Weber, *Longman Dictionary of Applied Linguistic*, (United Kingdom: Longman Group, 1985) p. 118

<sup>21</sup> Andrew Wright, et. al. , *Games for Language Learning*, (Cambridge: Cambridge university press, 1993) New Ed., p. 107

Second, systematic which provides a coherent framework for focusing on both language and contexts. Third, needs-based by genre ensures that course objectives and content are derived from student needs. Next, supportive which means that genre gives teachers a central role in scaffolding student learning and creativity. Then, empowering which means provide access to the patterns and possibilities of variation in valued texts. Then genre is critical which provides the resources for students to understand and challenge valued discourses. And the last is consciousness rising. By teaching genre it can increase teacher awareness of texts to confidently advise students on their writing.<sup>22</sup>

Beside that, there are some genre principles that can offer teachers in designing a second language writing course. First, writing is a social activity. Writing always involves making choices about how best to get one's meanings across effectively to particular readers by writing in ways they will recognize and understand. Second, learning to write is needs-oriented. Effective teaching means identifying the kinds of writing that students will need to do in their target situations and incorporating these into the course. Next, learning to write requires explicit outcomes and expectations. Explicitness refers to helping students to understand how texts are patterned in distinctive ways to achieve particular goals. Then, learning to write is a social activity. Learning to write is a social activity, involving collaboration and support so that the student is seen as a social constructor of knowledge. Finally, learning to write involves learning to use language. By working with other in activities that have a purpose, students come to see that the target language is a resource they can use to make meanings when they write. They also learn that to communicate effectively in writing they must make choices

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<sup>22</sup> Ken Hyland., p. 10&11

from grammar and vocabulary that relate to their particular purposes and contexts.<sup>23</sup>

In teaching descriptive text, teacher has to give a clear and lively description depends on close object. Here, the researcher used bits and pieces game which provide many stripping pictures for many students in a group in order to get clear and details information about the object (picture).

Meyers says that there are two models of description; first, a description of scene which allows the reader to see, hears, or even feels the subject matter clearly. Second, spatial order or spatial organization, usually this organization involves presenting an overall visual picture of the scene, then locating the specific details in a consistent pattern. The best way to make good description is describe the area; a pretty, unusual, or lively place and if it's relevant, include some description of typical activity occurring there. These are four questions should be guided for take note in writing description; first, where is the location? (And what is its name?), second, what are its dimensions and most important features? Where is each feature; on the right, in the middle, above something else, close, or far away?, third, how large or small are the objects you see? How are they shaped? What are their colors?, the last, what are people doing in the scene, and where are they? What do they look like?.<sup>24</sup>

Bits and pieces game is one method which is effective to be used in foreign language learning especially in teaching writing. It is important for the teacher to be creative and innovative.

The researcher makes this game in a group. These groups involve five students because the students provoke greater involvement and participation

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<sup>23</sup> *Ibid.*, p. 88&89

<sup>24</sup> Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, inc, 2005), p. 60 & 63

than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual.

Group work can be applied in the class room because of many advantages; first, like pair work, it dramatically increases the amount of talking for individual students. Second, unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than pair work. Third, it encourages boarder skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class. Then, it is also promotes learner autonomy by allowing students to make decisions in the group without being told what to do by the teacher. Last, although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole class or pair work situation. Although group work has many advantages but it has many disadvantages too. The disadvantages of group work is include; it is likely to be noisy (though not necessarily as a loud as pair work can be). Some teachers feel that they lose control, and then not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate, group also take longer to organize than pairs.<sup>25</sup>

There are many aspects to be considered in playing this game, those are instruction to the students and the identification of the winner.

These are the following steps in teaching descriptive texts using bits and pieces game are; first, teacher divides students in 4 groups, second, the teacher distributes to every group, one stripping pictures and many paper to

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<sup>25</sup> Jeremy Harmer, p. 117

stick the picture and writing about the picture. Next, It group should arrange the striping pictures in order to be good picture in 10 minutes, After the striping picture have been arranged, the teacher gives 20 minutes for every group to describe it and write it in a pieces of paper. Then he or she asks every group to stick the arranging picture on the board and the writing under it. Then he or she checks what they have done, and tells them the winner of this game based on arranging picture and detailed describing of their writing.

## **B. Previous Research**

In making this thesis, the writer has some relevant previous writers that support her research. First, a thesis written by Ninik Kholifah (3014337) entitle “ The Effectiveness of Strip Stories to Help Students’ Sequence Events In Recount Writing (An Experimental Study at MTs N Margoyoso Pati Grade VIII in The Academic Year of 2008/2009).”

In this study, she uses strip stories to teach writing recount text in the form of strip of pictures completed with key words under each strip as guide. She uses documentation and test as an instrument to collect data.

The results of her study are there was an improvement of the students’ achievement in writing recount text by using strip stories and also writing a recount text by using strip stories as a media was better than the writing recount text without strip stories.<sup>26</sup>

Second, the thesis entitle “ Using wall magazine to improve students’ motivation in writing of descriptive text (A Classroom Action Research with 8<sup>th</sup> Grade Students of MTs Al Hidayah Getessrabi Gebog Kudus in the Academic Year of 2009/2010)” Written by Ely Lia Susanti (03105201). The

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<sup>26</sup> Ninik Kholifah (3014337), *The Effectiveness Of Strip Stories To Help Students’ Sequence Events In Recount Writing (An Experimental Study at MTs N Margoyoso Pati Grade VIII in The Academic Year of 2008/2009)* ,(Semarang: English Language Department of Tarbiyah Faculty Walisongo State Institute For Islamic Studies, 2009), unpublished thesis.

research is quantitative which attempt how to motivate students in learning descriptive text using wall magazine. In this research shows that using wall magazine can improve student's motivation in writing descriptive text; it is shown in students' score when doing the task. Students mean score in initial condition was only 56, 98. During the first cycle, students score mean was 64, 81 and during the second cycle their score mean was 72, 29. Through wall magazine the students felt interest and tried to write descriptive text and make wall magazine as well as possible.<sup>27</sup>

Third, the thesis written by Choirun Nafi'ah (3104284) entitled ‘‘The Use of Mind Mapping Technique to Improve students' Comprehension on Narrative Text (A Classroom Action Research at Eight Grade Students of MTs I'anatut Thalibin Pati in The Academic Year of 2008/2009).’’

She identifies the phenomena that students find some difficulties in comprehending reading English text, especially when they find a lot of unfamiliar words which they cannot comprehend and use correctly. In her study she uses mind mapping technique in teaching reading comprehension to improve students' comprehension on narrative text. This research was conducted in three cycles and was done in five activities including the pre cycle and the post cycle.

The result of study shows that using Mind Mapping technique was effective and can improve students' achievement in reading comprehension. This is proved by students' comprehension test that improved in every cycle.<sup>28</sup>

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<sup>27</sup> Ely Lia Susanti (3105201), *Using wall magazine to improve students' motivation in writing of descriptive text (A Classroom Action Research with 8<sup>th</sup> Grade Students of MTs Al Hidayah Getessrabi Gebog Kudus in the Academic Year of 2009/2010)*, (Semarang: English Language Department of Tarbiyah Faculty Walisongo State Institute For Islamic Studies, 2009), unpublished thesis.

<sup>28</sup> Choirun Nafi'ah (3104284), *The Use of Mind Mapping Technique to Improve students' Comprehension on Narrative Text (A Classroom Action Research at Eight Grade Students of MTs*

The last, the 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 in the Academic year 2009/2010)’’ written by Septa Nur Afiani (3105063) states that teaching writing for junior high school is not easy. The students felt boring and even confusing so she used Teams Games Tournament as alternative method in teaching writing especially descriptive text. She wants to know the implementation and improvement of students writing organization on descriptive text through Teams Games Tournament. The result of this thesis is the writer recommended TGT method for English teacher to attract the students’ interest and to improve their knowledge in learning English.<sup>29</sup>

In this case the researcher uses a game as a medium to improve students’ writing skill on descriptive text. This research use specific game and specific material, so the result of this research is more accurate. The researcher uses observation, test and document to collect the data.

### C. Action Hypothesis

Hypothesis in action research is not differentiating or correlation hypothesis but it is action hypothesis. The formulation of action hypothesis involves the actions that propose to get desire improvement.<sup>30</sup>

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*I’anatut Thalibin Pati in The Academic Year of 2008/2009*), (Semarang: English Language Department of Tarbiyah Faculty Walisongo State Institute For Islamic Studies, 2009), unpublished thesis.

<sup>29</sup> Septa Nur Afiani (3105063), *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 in the Academic year 2009/2010)* , (Semarang: English Language Department of Tarbiyah Faculty Walisongo State Institute For Islamic Studies, 2010), unpublished thesis.

<sup>30</sup> Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: Rajawali Press, 2008), p. 89

The hypothesis of this research is “using of bits and pieces game can improve students’ writing skill on descriptive texts”. It means that using bits and pieces game has a positive influence on the improvement of students’ understanding on descriptive texts.