CHAPTER II

THE USE OF LINE-UPS GAME TO IMPROVE STUDENTS ABILITY IN RECOUNT TEXT WRITING

A. LITERATURE REVIEW

1. Line-Ups game

a. Definition of Line-Ups game

Line-Ups is a fun activity that allows students to get out of their seats and share responses to prompts with a variety of people in the classroom. Each allows for your students to be randomly paired with several peers during the length of the activity. ¹

The Line-Ups is easy to student out of seat in order to discussion generating activity. The teacher ask student to line up according factor that mention by teacher such as height, birthday, first letter of middle name, etc.²

Line-ups activity helps students see that they each occupy a unique position in the classroom, while they learn a little more about their classmates (Kagan, 1994). Start out by announcing a criterion by which students may vary for example youngest to oldest. Students position themselves

¹Persida Himmele and William Himmele. *Total participation techniques: making every student an active learner,* (United State America: ASDC publication, 2011) p 60

² Deborah Blaz , *Teaching Foreign Language In the Block*,(New York : Routledge Taylor and Francis group) p.101

shoulder to shoulder along a continuum. Students then may pair or group up and discuss the topic.³

According to Kagan Line-Ups is one of activity class building in cooperative learning. Class building activity create positive relations among classmates just as teambuilding structures create positive relations among teammates. Class building is one of the seven keys for successful cooperative learning.⁴

Line-Ups is useful for getting learners to articulate their position on a given issue. It can also energize learners through movement and can have the same effect as an icebreaker.⁵

The purpose of Line-Ups game according to Christine Hoppe is to practice months, time, sharing opinions, story sequencing, etc. ⁶

Based on the definition above we can conclude lineups is Kagan cooperative learning strategy to help students

 $^{^3}$ Jonathan C Erwin, The classroom of choice : giving students what they need and getting what you want, (United State America : ASDC publication, 2004) p 65

⁴ Dr. Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (Kagan Publishing, 2009) p 6.11

⁵Alan Mortiboys, *How to be an effective teacher in higher education*, (USA: Open University Press) p.22

⁶ Christine Hoppe, "Movement activities and InternationalCooperative Games(Creating a Sense of Community in the Classroom), *Cengage Heinle World Languages Symposium*, (Old Dominion University, March 16th 2012), p.1

understanding ordering take a stand or an issue or find a random group or partner. It is a great instructional strategy to add physical movement in your classroom. This strategy also gives students a chance express themselves in a tangible, visual or kinesthetic manner.

b. Procedure of Line-Ups game

Teacher begin this activity by divide the class into group, every group consist of minimally 12 student. Teacher divide student by the same of favorite colour, favorite song, birthday and etc. Teacher give each student a question card. Use two different colors of card.. Call all students (half the class) with a red card (for example) to the front and have them stand in a line facing the class. Then the other half of the class stands in front of the first line. If there is an odd number of students, either one questioner waits for someone to question, or the extra person in the answer line waits until the line moves. When students is in a line person with a question card (in the first row) asks the questions of the student standing in front of him/her. The student asking the question. When everyone has answered the question, the students in the answer line move down one and are asked a new question. Continue until all the students in the answer line have talked to every student in the question line. (The students in the question line do not move.). The last students in the lines now

switch positions, and the former answerers are now the questioners.⁷

2. Writing

a. Definition of writing

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen.⁸

In Islamic view, writing considered as one of important skills, Angel Gabriel conveyed a revelation from Allah SWT to Prophet Muhammad SAW related to writing skill. It was stated in the holy Qur'an sura al-'Alaq verse 4-5:

He who taught (the use of) pen. Taught man that which he knew not" ⁹

Based on those verses, Allah SWT explained that He taught human being by pen (qalam). Pen has meaning of the tool to write. It means that pen is used to write, and the result of using pen is written text. ¹⁰

⁷ Suzanne W. Woodward, *Fun with grammar*, (USA: Prentice Hall Regence, 1997) p.34

⁸John M. Swales and Cristine B. feak, *Academic Writing graduate students*, USA: The University of Michigan, 1994, p.34

⁹Abdullah Yusuf Ali, *The Holy Qur'an*, (London: IFTA 1987), p. 320.

¹⁰M. Quraisy Shihab, *Tafsir Al-Misbah*; *Pesan, Kesan, dan Keserasian Al-Qur'an*, (Jakarta: Lentera Hati, 2002), p. 401.

Writing is the important skill of the communicative language teaching in a second and foreign language. In traditional view in a language class, writing has functions primarily to support and reinforce patterns of oral language use, grammar and vocabulary.¹¹

According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing. ¹²

Harmer states that the writing process is the sequence of activity that a writer goes through in order to produce a written text before to be a final draft.¹³

The Anthony Seow stated that writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. The first process of writing is Planning (Pre-Writing) Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Then the writer continue at drafting stage, the writers

¹¹Sara Chushing Weigle, *Assesing Writing* (United Kingdom: Cambridge University Press. 2002), p. 1

¹²Alan Meyers, Gateways Academic Writing, Effective Sentence, Paragraph, and Essays (Longman: 2005) p. 2

 $^{^{13}}$ Jeremy harmer, *How to Teach Writing*, (Longman : Pearson Education), p.4

are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first 'go' at a text is often done on the assumption that it will be amended later. Then continue to revising process. Students re-examine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. The last process of writing is editing. At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage¹⁴

From above definition, writing is a system of human communication which represents a symbol. By writing we can share our idea, feeling, or anything that exist in our mind. Writing is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer writes. A writer who wants to produce a piece of writing must think how to make them work together in

¹⁴Quoted in Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press), p. 315-318

writing process. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, and editing text for appropriate grammar.

b. Teaching Writing

There are four reasons for teaching writing to students of English as foreign language. First is reinforcement: some students acquire language in purely oral or aural way, but most of students' benefit greatly from seeing the language construction is invaluable for our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied. Second is language development: students improve their writing mainly through writing itself. When they are writing, they construct proper written text to be adventurous with the language. Third is learning style: some students are able to find easier to pick up language just by looking and listening. By writing, they have much time to think things and to produce language in slower way. Writing is appropriate for learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication. Fourth is writing as a skill: writing is as important as speaking, listening, and reading. Students need to know how to write letters, how to put written report is together, how to replay to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction etc).¹⁵

According to Heaton, The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing into five general components or main ideas. The first component is language use, writers should have ability to write correctly and choose appropriate sentences. Second component mechanical skill, writers should have ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling. Third component is treatment of content, students should have ability to think creatively and develop thoughts, excluding all irrelevant information. Fourth component is stylistic skill, writers should have ability to manipulate sentences and paragraphs, and use language effectively. The last component is Judgment Skills, students should have ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together

¹⁵ Jeremy Harmer, *How to Teach English*, (Longman: Pearson Education, 1998), p.79

with an ability to select, organize and order relevant information. 16

In teaching writing, when teacher helping students become better writers, teacher have a number of crucial tasks to perform. Teacher need to be able draw about writing convention and genre constraints in specific types of writing to their attention. Teacher need to be able to motivate and help provoking the students into having idea. Teacher need to be extremely supportive when students are writing in the class, always prepared to help them overcome difficulties. Fourth is responding, when responding, teacher react to the content and construction of a piece supportively and often give suggestion for its improvement. The last is evaluating, teacher need evaluate students' work. When the teacher evaluate students' writing for academic purposes, the teacher can indicate where they wrote well and where they make mistakes, and the teacher also know the students achievement. ¹⁷

From definition above we can conclude good writing in any language is that acceptable the meaning by reader. It involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that

¹⁶ J.B.Heaton, *Writing English Language Tests* (England : Longman group UK Limited, 1988), p.135

¹⁷ Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education, 2004), p.41-42.

convey one's meaning. To write an interesting text, the writer must consider how to arrange a good paragraph. In teaching learning writing teacher need competences to take accurate measure in creating learning environment in order to motivate and provoke student skill in writing text.

c. Improving students ability on recount text writing by Line-Ups game in teaching learning process

According to oxford dictionary, ability is skill or power. While improve is become or make something to be better, to increase good qualities. Writing is one of the ways to express things in our mind, feeling, ideas or thought.

According to Kagan Line-Ups is one of activity class building in cooperative learning. Class building activity create positive relations among classmates just as teambuilding structures create positive relations among teammates. Class building is one of the seven keys for successful cooperative learning.¹⁸

In teaching writing, teacher needs to be responsive to the classroom situation in order to take an accurate measure. When helping students become better writers, teacher have a number of crucial tasks to perform. Teacher need to be able draw about writing convention and genre constraints in specific types of writing to their attention. Teacher need to be

16

¹⁸ Dr. Spencer Kagan and Miguel Kagan, Kagan Cooperative Learning, (Kagan Publishing, 2009) p 6.11

able to motivate and help provoking the students into having idea. Teacher need to be extremely supportive when students are writing in the class, always prepared to help them overcome difficulties. Fourth is responding, when responding, teacher react to the content and construction of a piece supportively and often give suggestion for its improvement. The last is evaluating, teacher need evaluate students' work. When the teacher evaluate students' writing for academic purposes, the teacher can indicate where they wrote well and where they make mistakes, and the teacher also know the students achievement. ¹⁹

Based on explanation above this research is aware and plan effort in process intended to conveying knowledge(in this case is ability on writing recount text) from teacher to students intended to increase students ability on recount text by using Line-Ups game. The researcher think that Line-Ups suitable to teach recount writing. The researcher considers the factors such as the length of games and the time when the students and researcher are using those games. To get an active creative and fun learning also can increase students ability in writing recount text.

Harmer, Jeremy, *How to Teach Writing*, (Longman: Pearson Education, 2004), p.41-42.

3. Recount text

a. Recount text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The tense that used in recount text is past tense. The purpose of a recount is to give the audience a description of what happened and when it happened.²⁰

According to gerrot and wignell, recount is a kind of genre that have social function to retell event for the purpose of informing or entertaining the reader.²¹

Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place.²²

 $^{^{20}}$ Mark Anderson and Kathy Anderson, $\it Text\ types\ in\ English$ (South Yarra : Macmillan Education, 1998) p.48

²¹ L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217

Peter Knapp and Megan Watkins, Genre, text, grammar: technologies for teachingand assessing writing (Australia: Everbest printing, 2005) p.223

According to Ken Hyland the purpose of recount is to reconstruct past experiences by retelling events in original sequence. ²³

From above explanation conclude that recount text is informative text that narrating sequences in retelling past events.

b. Generic structure of recount text

There are three generic structure of recount. They are orientation, events, and reorientation. In part of orientation provides the setting and introduces participants. It provides information about 'who', 'where', and 'when'. In part of events tell what happened, in what sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks, which are interspersed throughout the record of events. In part of reorientation is optional-closure of events It is 'rounds off' the sequence of events. The Language features usually found in a recount are the use of past tense to retell the events, focus on the individual participants, focus on temporal sequence of event and use of material (action) processes/action verb. ²⁴

²³ Ken Hyland, *Second Language Language Writing* (New York : Cambridge University Press, 2004) p.20

²⁴Mark Anderson and Kathy Anderson, *Text types in English* (South Yarra : Macmillan Education, 1998) p.50

Common grammatical features of recount include: Use of nouns and pronouns to identify people, animals or things involved. Use of actions verbs to refer to events. Use of past tense to locate events in relation to speaker's or writer's time. Use of conjunctions and time connectives to sequence of events. Use of adverb and adverbial phrase to indicate place and time. And use of adjective to describe nouns.²⁵

c. Example of Recount Text

A tour to Botanic Garden

On Thursday 24 April, We went to the Botanic Gardens. We walked down and got and into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rina read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself; then she explained what we were going to do. Next she took us into the green house. It was the most interesting.

20

 $^{^{25}}$ Mark Anderson and Kathy Anderson, $\it Text\ types\ in\ English$ (South Yarra : Macmillan Education, 1998) p.51

Soon after we had finished we went back outside. Then we got into the bus and returned the school.

B. Previous Research

In this study the authors used previous research as literature review and will be used as a reference frame of mind, some of the literature review are:

The first research is a thesis entitled "Improving Students' Skill In Writing Recount Text By Using A Personal Letter" by Farid Helmi (Tarbiyah Faculty of State institute for Islamic Studies Walisongo Semarang, 2012). The objective of this study was to describe the improvement of students writing skill after being taught by using a personal letter. This previous research use a classroom action research as the methodology of the research. The previous research used written test and observation in collecting the data. The using of written test was to measure the students" skill in writing recount text after giving the treatment, and the using of observation was to monitor students' activities during teaching learning process. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. ²⁶

²⁶ Farid helmi (063411058) "Improving Students' Skill In Writing Recount Text By Using A Personal Letter" (Semarang: Tarbiyah Faculty of State Institute for Islamic Studies Walisongo Semarang, 2012), Unpublished thesis.

The similarity between the writer's research and this previous research are about teaching writing recount text and the study of learning is using Classroom Action Research (CAR). And the differences between the writer's research and this previous research are this previous research is using personal letter to improve writing skill in recount text, whereas the writer's research is using line-ups game to improve writing skill in recount text.

The second research is thesis entitled "Using Bits And Pieces Game To Improve Students' Writing Skill On Descriptive Texts" by Nurkhayatun ((Tarbiyah Faculty of State institute for Islamic Studies Walisongo Semarang, 2011). The objectives of this study are to describe the implementation of Bits and Pieces game to improve students' writing skill on descriptive texts and to identify the improvement of students' writing skill on descriptive texts after being taught using Bits and Pieces game. This previous research use classroom action research as the methodology of the research. This previous research used observation checklist, documentation and test to collect the data. The data was analyzed used descriptive quantitative. This study showed that students' writing on descriptive texts improved in each cycle after they were taught by using Bits and Pieces game. It was signed by their improvements of each test result.²⁷

Nurkhayatun (073411094) "Using Bits And Pieces Game To Improve Students' Writing Skill On Descriptive Texts" (Semarang: Tarbiyah

The similarities between the writer's research and this previous research are about teaching writing use a game and the study of learning is using Classroom Action Research (CAR). And the differences between the writer's research and this previous research are this previous research is using bits and pieces game to improve writing skill in descriptive text, whereas the writer's research is using line-ups game to improve writing skill in recount text.

In this study, the writer used a game as a medium to improve students' writing skill on recount text. This research uses specific game and specific material. The researcher hopes that this study will give contribution especially in English teaching learning process

C. Action Hypothesis

"Hypothesis is an answer that temporary toward research questions until it's proven through the data that are collected". Because the hypothesis is the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received.

Faculty of State Institute for Islamic Studies Walisongo Semarang, 2012), Unpublished thesis.

²⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006), p. 71.

This research was conducted based on the hypothesis: The use of line ups game can improve students' writing ability on Recount text at eighth grade students of MTs Al-Islam Limpung in the academic year of 2015/2016.