CHAPTER II

REVIEW RELATED TO THE LITERATURE

In this chapter, the researcher uses some related theories. In the research, it is being the important thing that for describing the theories related to the problems of this study in order to give relevant knowledge in the field. This theory is divided into five main parts. They are (1) teaching writing, (2) descriptive text, (3) teaching English using media, (4) teaching English using game, and the last is (5) flash game.

2.1. TEACHING WRITING

There are many kinds of teaching in teaching English which is being compulsory by the students. Such as teaching speaking, teaching reading, teaching listening, and teaching writing. Those are being the main skills which are mastered by the students. Teaching writing is one of the activities that are being compulsory in teaching learning because it is being skill that has to be well mastered by the students.

Carter (2002:247) said that writing is a significant substance somehow; the students take information, keep it in mind, and convey it. It means that the teacher should teach the students how to get the information, remember it in their mind which is being the motivation to support their imagines in order to the students can explore it in their own word in the form of written text accurately. It is

impossible to the students to do by their selves in teaching writing. Certainly, they need to the teacher aids to do it. The teacher' role is needed by the students to guide their activities in the class while teaching learning process.

Sometimes the teacher have difficult to teach the students in teaching writing because the teacher only explains the material and asks them to writes. It indicates that the students are only having attention in the class while teaching learning process. It makes the students being passive but the main aim is the students must be active while teaching learning process in order to the teaching's aim can be reached. Lindsay (2006:3) states that the teacher is the leader of the class that has a big responsibility of everything which is happening as long as in the class. The teacher should know the situation of the class and the students' condition because it refers to the students as the goals of the teaching learning. So both of them should be balance between the teacher and the students because in teaching learning they are being the subject and the object.

There are some principles in teaching writing which can help the teacher to teach the students easily. As Nunan (2003:92) argue that, there are four principles in teaching writing:

1. The teacher has to know the students' reason for writing

    Sometimes the teacher does not know about the students' reason for writing because the teacher should know each student's character. It is needed by the teacher to goal the aim of teaching

learning in writing descriptive text and it is being the reasons for the teacher to know the students' flow of thought.

2. The teacher has to give the opportunities for students to write

In teaching learning the teacher does not only explain the material clearly but also the teacher should give the opportunities to the students to practice their own written. Writing should be interesting and vary. The variety of writing is like journal, narrative, descriptive text and etc.

3. Making helpful and useful feedback

According to the writer that feedback is divided into two kinds: firstly is direct feedback. It means the students can get the information directly while teaching learning process. Secondly is indirect feedback. It means that the students cannot get the information directly while teaching learning process. So, from those different the teacher should have the way to make them understandable in teaching writing descriptive text. The teacher can inform about the wrong one in their written. Furthermore, the teacher can give a summary comment on every student's written about the wrong one and the teacher also instructs them to find out the wrong one gives them the motivation in order to they are always spirit while teaching learning.

4. How to evaluate the students' writing composition

The way to evaluate the students is giving them the motivations about the materials; review the material, giving them the task. It can evaluate the students' writing composition. The important things in teaching writing is the teacher be able to make them the good writing and the goal of teaching writing especially in descriptive text.

The main point of being the teacher is not only giving the material which is prepared but also guiding the students who initially does not understand be understandable about the material which is reached. It indicates that the teacher should be ready in everything because it refers to the goal of teaching writing process. One of the goal teachings is writing descriptive text.

2.2. DESCRIPTIVE TEXT

There are many kinds of genre texts in a language such as, narrative, recount, descriptive, report, explanation, procedure, discussion, anecdote, spoof, news item, etc. every text has a different aim and style which is reached by the writer when writing certain genre. As Harmer (2002:157) says that the students who write in a specific genre need to consider an amount of different. The students have to be able to distinguish among texts. The students are not only distinguishing among the texts but also the students must know the aim of every text its self because the aim of writing text is read by the reader. Certainly, the language features support and the context should be appropriated. It is depend on the genre.

One of the genre texts is descriptive. Descriptive is a group of words that is being text which describes a particular person, place, and thing. Hayland (2002:73) states descriptive genre tries to give a description what something is like. The purpose of descriptive texts is to describe the characteristic of person, place, thing which are generally. Hyland (2003:20) states that the purpose of descriptive text gives a transcription of imagined, factual events and phenomena. The students can be helped by their imagines and investigates to describe the object which is going to be described.

By imagines and investigates, the students will be easier to get information inside the object because if the students are only using their imagines, certainly there will be something which is not be described clearly. That is way, it is not enough yet if the students only use their imagines, they also have to investigate to support their imagines in order to their written will be appropriate. Furthermore, Descriptive text is not only to describe something completely but also to give the factual thing which is going to be described more detailed.

The basic of descriptive is something seen by humans which is being object to relate the actual thing detailed such as sigh, sounds, smells. Level (1986:67) states that descriptive text wish to know the readers how something looks, or how something sounds, smells, feels, and tastes. Descriptive text is not only to describe the form of the object but also descriptive text is also to describe the object which can be felt by human sense.

Descriptive text is one of lesson which is taught both junior high school and senior high school. It is being one of contents in teaching writing which has to be well mastered by the students. As stated in Depdiknas (2006:10) that the students expected to understand and create simple functional text, monologue text and essay especially in the form of procedure, descriptive, recount, narrative, and report text. Based on that statement above that the aim of teaching learning writing English is the students expect to create and develop their writing ability in order to they can write English composition. One of the contents' teaching writing is descriptive composition which has to be well mastered by the students. Level (1986:109) states when someone writes a descriptive composition, indirectly he/she is sharing a little of his/her own personality with the readers.

2.2.1. The Composition of Descriptive Text

Descriptive text is description a particular object or thing which is like. The students do not only write their written clearly in teaching learning writing descriptive text but also the students have to consider the significant composition which build descriptive text. Since every genre is characterized by its generic structure and language feature (Agustien, 2004). Furthermore, the basic of descriptive has three major elements which have to be well mastered by the students in teaching writing in order to the students do not only describe the object or thing mistakenly. Besides, those are become the significant parts insert descriptive text which should be understood by the students. Those elements are generic structure and language features.

A. Generic Structure

Generic structure is one of part which is in descriptive text that is being compulsory to the students because in this part, the students can know what descriptive text is. Descriptive text has the roles in generic structure which has to be understood by the students. They are identification and description. According to Depdiknas (2004:39) the generic structure of descriptive text is identification and description. From that statement indicates clearly that generic structure has two parts which are understood by the students.

The example of generic structure in descriptive text can be shown in "my friend".

1. Identification : Junet is my best friend in my village

2. Description : Almost lectures in English department know him.

He has tall body; he is 170 cm, than he has straight black hair.

He has oval face, he has small eyes, he has sharp nose, He has thick lips, he has dark brown skin, he has thin body, he always wears green shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

B. Language Features

According to Agustien (2004:18) language feature is the consequence of the communicative purpose of a text, which involves several linguistic components. Based on that statement that language features are used in descriptive text which deals with lexical and the grammatical feature. It has a

specific language feature. Based on Depdiknas (2004:60) the language feature of descriptive text are mentioned as follows:

1. The use of general nouns

    A noun is always used in written. Besides, writing descriptive text is disposed with using nouns because the purpose of writing descriptive text is to describe the particular person, thing, and place. Whatever which is described in teaching writing descriptive text are the things.

    Example: *a motor cycle, a car, a doll, and etc.*

2. Detailed noun phrase means that to give the information about the subject:

    His computer, two beautiful ladies

3. Present tense is to tell a habitual action and the general truth.

    Example: *he goes to school every day, etc.*

4. Descriptive adjectives that are classifying, numbering, describing

    An adjective phrase is a group of words which is consist with the adjective as the head. For instance: *the most beautiful women*, *angry with you, she still remembers her sweet moments, etc.*

5. Technical use of relating verbs

    To give the information about the subject. Example: *my father is really cool, etc.*

6. Technical thinking verbs and feeling verb

    Sometimes every writer has some ideas to explore his/her imagines in order to support his/her written. The purpose of technical thinking verb and feeling verb are to convey the personal opinion about the subject.

Example: *I think she is the most beautiful lady in my school, etc.*

7. Adverbials

An adverbial phrase is a group of word which is consists with "preposition" as the head and is followed by place, time, purpose, manner, and frequency. The example: *very quickly, at home, the runners run on the street quickly enough, and etc.*

8. Figurative language

Simile, personification, hyperbole, alliteration, etc. All of them are different. For instance: *my bird's warble is as melodious as siti nur halijah's voice.*

2.3. TEACHING ENGLISH USING MEDIA

In teaching English there are three kinds of media which is used in learning process such as visual, audio, and audio visual. Media is everything that can be used to stimulate feeling, thinking, and the interesting of learning process in order to increase the students' learning. It is for supporting the way to get the aims of teaching in order to the students are easier to be understood when they get the materials especially in teaching writing. It is also supporting the students who are lacks the motivation about their difficulty. Sadiman says that all of media can be used as long as it is proper with the aim of the teaching and learning (1994:84). It indicates that media is one of way that has to belong to the teachers aids to support the teaching and learning process.

The purpose of teaching aids is helping the students who do not understand what the teachers' explanation. There are still many students who are

not focus while learning process because of the boredom faced. In other hand still many teachers who do not teach effectively because they use the teaching and learning process classically. That is way; by media the students will be helped and easy to be focus while learning process. It also can be decreasing the students' boredom faced when they have a writing class.

Media is being the important thing in teaching writing because it can help the students who lack the motivations. Smaldiho et.al (2008:6-7) state the purpose of media is to facilitate communication and learning. And they also categorize media into six, they are; text, audio, visual, video, manipulative (object) and people.

By media the goal of teaching learning will be helped because media can supports the students who lack the motivation in teaching learning process. The media's role is giving the new situation in learning process to the students because they often have boredom faced while teaching learning process. It also gives them the motivation and the stimulation of teaching learning in the class.

2.4. TEACHING ENGLISH USING GAME

Game is one of activities that is usually done by people around the world but it is also used in the educational which is as media for supporting the goal of teaching learning process because game can minimize the boredom faced while teaching learning English in the class. Moursund states games provide an excellent environment to explore ideas of computational thinking (2006:7).

Based on quotation above that using game is one of way to make the students have a new idea to reach the material which is given by the teacher during teaching learning process. It can also help the students who lack the motivation during teaching learning process. Moursound states Special emphasis is given to roles of games in a formal school setting (2006:10). By using game in teaching learning is one of the effective way to make the students are being motivated.

The game is divided into two kinds the first is manual game and the second is multimedia game. Moursund states "the fact that many games are available both in a non-computerized form and in a computerized form helps to create this excellent learning environment (2006:7)". The manual game or a non-computerized form is one of activity that is used by the teacher to support the teaching learning process in order to the students be able to be interestingly while teaching learning process. The manual game does not need to the computer or the laptop to do it but the teacher only asks the students to do what the teacher's ask and certainly, it has been prepared. This activity is done in the class while teaching learning process.

The students in manual game are being subject and object because they only do what the teacher's instruction in teaching learning process. In this activity, the game refers to the topic of the material. It will be different with the game which is based on computerized because in this game the teacher only gives the instructions insert the game in order to the students know the intents and roles of

the contents of the game, and the students do their activities in teaching learning by computer.

The multimedia game or a computerized form is one of game which has a specific design in educational because the game is only made a variation of teaching English process. It has the feature which is designed in order to be able to be played by the students in teaching learning process. It is being the media in teaching learning process because game is the interesting thing that is liked by people in the world from a young to an adult. The form of the multimedia game is an electronic media which is designed has many features insert the game in order to the students can be motivated in teaching learning English.

The aim of game in teaching learning English is to make the students interestingly while teaching learning English. Furthermore, the goal of teaching learning English will be reached. It is being the purpose of teaching learning because the game can help the students who lack motivation in order to give them stimulating of teaching learning.

There are many kinds of games which are usually used as media in teaching learning process. All of them are flash card, board game, and flash game. Flash game is one of media which is used in teaching learning because it has a specific design which is appeared the features inside. Its features can be played by the students during teaching learning process.

2.5. FLASH GAME

Flash game is one of media which is appertaining as audio visual. There are many gains inside the flash game. It can be used as media in teaching – learning process. The students can catch more information inside the flash game because it can make the students are interestingly during teaching learning process. Davies (2006:5) states that flash game is a game utilization of software that is able to be used to engage the students in an instructional process because the game can motivate the students in active learning.

The students in seventh grade are appertain in the young persons who are difficult to be focus, and many things that are often visible while learning process such as boredom faced and too much talk with class mate. Davies (2006:5) states that flash game-based learning is a game that can be as an effective media for engaging students in the process of instructional because the game is able to motivate the students in active learning process. That is way using flash game will minimize their boredom faced and too much talk in the class while learning process.

Flash game is also being able to help the students to stimulate their imagines to write the material which has been tough. It will make the students to be easier to understand about what the teacher's explanation. Thus, the teacher does not need to give a long explanation about the material which will be done by the students.

Based on explanation above, the writer assumes that using flash game is one of the effective ways to teach them by learning while gaming because insert the flash game has a feature which is designed in specific aim for teaching learning. It can support their learning process in teaching writing descriptive by using flash game.

2.6. REVIEW OF THE PREVIOUS STUDY

In this research, the researcher avoids replication; it needs to enclose review of previous studies to show the differences among the studies. In this occasion, the researcher uses three kinds of previous studies about the implementation of flash game in teaching writing descriptive text.

The first previous study is by Christyanti Juwita (2014) entitled "The implementation of picture puzzle to teach writing descriptive text to seventh grade students of SMP Muhammadiyah 5 BUNGAH" in her research, she conducted the data by using experiment, because she wanted to know the effectiveness of using picture puzzle as media in teaching writing descriptive text and find out the improvement of students' writing ability after the picture puzzle is used as media in teaching writing descriptive text.

The second previous study is by Yuli Tiarina entitled "Using macromedia flash 8 to help English teacher to build media toward teaching reading". In her research, she wanted to give the good suggestion to the teacher who is lack creativity in teaching reading process, the teacher should be master toward the basic of macromedia flash 8 in order to the teacher could be helped to create

media which is being relevant with the lesson plan. It has to be good color and suitable picture to make the students interesting learning.

The third previous study is by Aria Ganda Perkasa (2014) entitled "Teaching reading comprehension by using flash media animation in the eighth grade at Elkisi junior high school Mojokerto". In his research, he conducted the using of flash media animation in teaching reading comprehension that was more enjoyable because she wanted to make the students more excited to learn English.

Overall, the researcher thesis will be different from three above. The researcher focuses on using flash game as media to teach writing descriptive text in order to motivate the students who lack the motivations. Besides, the students can create better descriptive text and to know the students' response in writing descriptive text after being taught by using flash game. This study is also conducted to analyze the students' writing descriptive after the implementation of using flash game in teaching writing descriptive text.