

TEACHING WRITING DESCRIPTIVE TEXT BY USING WHO AM I GAME

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Abstract

The writing of this paper is to give information about teaching writing descriptive text by using Who am I game, especially for junior high school students. Writing is one of the skills that should be mastered by the students. Through writing the students can express their ideas, thought and feeling. Who am I game is a game that makes the teaching-learning process attractive and fun. The purpose of teaching writing descriptive text are: to make students understand how to describe something like human, animal, thing etc, in order to have ability to communicate with other to express their ideas in English. The procedure of teaching writing descriptive text by using who am I game consists of teaching preparation, teaching application, pre-teaching activities, whilst-teaching activities, and post-teaching activities. Pre-teaching activities is an activity that do before teaching process, in whilst-teaching activities the teacher intructs and asks the students to do some activities, and post teaching activities is necessary as the follow up phase on what the students have studied.

Key words: *Teaching Writing, Descriptive Text, Who am I Game*

A. Introduction

English is an international language used as a medium of communication to open the window of world. Jin (2009:1) states that English is an international language that is regarded as a very important means of communication over the world. English is an international language also learnt in Indonesia. Because of the important of English, our government has decided English as one of

the compulsory subjects at junior and senior high school.

In learning English, there are four language skills that should be mastered by the English learners, they are listening, speaking, reading, and writing. In the National Council of Teacher Note (1989:3), there are four language skills that are positively related. One can speak well if he can listen well in English, and another one can write well if he has been able to

read well. Speaking and listening are primary linguistic abilities which form the basis for the secondary linguistic abilities of reading and writing. Alternatively, poor achievement in one skill often means poor achievement in the others.

As already discussed above, the writer can conclude that writing is one of important skills to be mastered. Through writing the learners can communicate with others and the learners can know how to express their ideas, feeling and their experience in order to make readers understand them. Writing is important for academic purpose. For example, the students will not be able to write the paper without mastering writing skill. So, we must have skill in writing because it is very important.

One of the writing activities commonly done is writing descriptive text. Descriptive text is always used in daily live. For example, in describing place to someone new, describing a person, or describing a thing and so on. It is clear that every student has to master how to describe something. In fact, many students do not know the way to describe. As a result, the students become confused and lazy to write.

Based on writer's interview on May 4 2013 with the English teacher which junior high school, if students are asked to write a short paragraph, they are not able to

do it. They may have a topic and main idea or topic sentence in their mind, but they didn't understand how to develop sentences into a paragraph. They can't support the main idea with supporting details. As a result, the students lost motivation and then leave their unfinished assignment on the table. The teacher should try to find the way out of this problem.

Writing descriptive text is difficult for the students because some problems: the difficulties to start writing assignment, poor vocabulary, lack of opinion and so on.

Because of these problems, the writer offers one fun and easy way to generate a descriptive text by using "who am I game" which only focused in describing the thing or person that is interesting, for example: actress, animal, and other thing that can make the students interesting and so on. It means that through this game the students get the ideas easily and express it to become descriptive form. Besides, they will be able to learn, practice, and improve their ability in writing a descriptive text.

The purpose of this paper is to give information to the teacher that who am I game is one of the techniques that can be used in teaching writing descriptive text, especially for junior high school. Next, this paper is written to make the students

interest and more motivated to write descriptive text in learning English. Besides, writing this paper is also useful for teacher and student in learning English at Department the faculty of Teacher Training and Education of Bung Hatta University.

This paper consists of four chapters. In the chapter one the writer explains about background of the problem, in this case the writer wants to explain to the reader why the writer writes this paper and what is the purpose of writing this paper. Then in the chapter two the writer will reviews some opinion about writing, descriptive text, and who am I game so that the reader can understand the concept of writing, descriptive text and who am I game in learning class. In the chapter three the writer will explain how to teaching writing descriptive text by using who am I game in learning class. In chapter four the writer will have conclusion and suggestions.

B. Review of Related Literature

In this chapter, the writer describes the nature of writing, component of writing, type of writing, the nature of descriptive text, the nature of game, and who am I game.

The Nature of Writing

Writing is one of the skills that should be mastered by the students.

Through writing the students can express their idea, thought and feeling. They can tell message from the writer and a way of sharing information in written from the readers.

There are many experts who have given definition about writing. The national Council of Teacher of English (1985: 3) states that writing is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs and discourse. All writing is creative in that it reflects individual language and experience of writer. Oshima and Hogue (1991:13) define that writing is a skill where people can write their daily activity. These definitions show two major reasons for writing. The first reason is writing can help us to express our ideas about something around us in written form in the English language. The second one, writing is used for communication. So in writing, if a writer has ability to express his or her ideas into a sentence grammatically and effectively, the activity of writing will become a challenging and enjoyable task although in fact that writer hasn't talent in writing.

Writing is also a progressive activity. Oshima and Hogue (1991:15) say that: "writing is a skill that people in all occupations must perform almost daily. Writing is never a one-stop action: it is an ongoing creative act. When you

first write something, you have already been thinking about what to say and how to say it. Then after you finished writing, you read over what you have written and make changes and correction. You write and revise again until you are satisfied that your writing expresses exactly what you want to say”

Myles (2002) defines writing as the process of expressing one’s ideas by using linguistic symbols rather than voices. Furthermore, writing is a physical and mental activities. As a mental activity, it is done to put the expression of mind into words on paper. As a physical activity, it requires practice and can be learned (Barnet and Stubbs, 1987: 3-4). The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or others environments. Writing skill must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narrative or descriptive, or to transform information into new texts, as in expository or argumentative.

Byrne (1979:5) states that writing is the process of communication that introduces graphic symbols such as word, phrase, and sentence later formed become good paragraph that convey a message to

the readers. He adds that writing involves the encoding of the smessage of some kind that is we translate our thoughts into language.

According to Raimes (1993: 3) writing is activity that gives a chance for the students to be adventured with the language. It can help the students to learn grammar, idioms and vocabulary.

Writing is difficult skill, for example, we can speak by listening or imitate the language in our daily activities. But, we must study hard and follow many rules to produce a good writing. Writing is produced by the learning process. On the other hand, writing is natural and it must be learned.

(http://www.eftpress.com/how_to_be_an_effectwrt_eft_html).

Based on the explanation and opinions above, it can be concluded that writing is the activity of expressing thought, ideas and feelings in written form. Through writing, people give information to the readers. In other words, writing is media in which the thought and ideas are organized in sentence.

The Component of Writing

As one of the productive skill, writing constitutes as a complex skill. It is composed of several components that important to get good writing. According to Harris (1979: 68-69) there are five major

components of writing: (1) content, the substance of writing or the ideas expressed, (2) form, the organization of the content (3) grammar, the employment of grammatical form and syntactic pattern, (4) style, the choice of structures and lexical item to give particular tone or flavor to writing, and (5) mechanics, the used of the graphic conversion of the language.

Madsen (1997:101) says that there are six components of writing as follows : 1) mechanics (including spelling and punctuation), 2) vocabulary, 3) grammar, 4) appropriate contents, 5) rhetorical matter of various kinds (organization, cohesion, unity, appropriate sentence to audience, topic and occasion), and 6) logic and style.

In addition, Heaton (1988:135) says that there are five general components or main areas in good writing. They are:

1. Language use: the ability to write correct and appropriate sentences. It consists of tenses, word order, article, pronouns and prepositions.
2. Mechanical skill: the ability to use correctly those conventions peculiar to the written language.
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information

4. Stylistic skill: the ability to manipulate sentences or paragraph and use language effectively.

5. Judgement skill: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.

Based on the description above, it can be concluded that basically there are five components that influence writing: grammar, punctuation, vocabulary, transitional expression and style. The grammar plays very important role in determining the fulfillment of the gramatical requirement. The punctuation helps the writer organizes his or her ideas in order to be meaningful and understandable. The vocabulary helps the writer to express his or her ideas appropriately. The transitional expression helps the writer to relate between one paragraph and another paragraph without leave its unity. Style, helps the writer to choose the appropriate topic and tone according to the audiences or readers background.

The Type of Writing

Types of writing are based on the ways human brains process information. Choosing the one type that matches the topic helps the writer organize his/her

writing and helps the reader process the information he want to discuss. Using key words that emphasize the chosen mode helps reinforce the writing's coherence.

Abisamra (2003) say that there are four types of writing : (1) Narrative; (2) Descriptive, (3) Expository, (4) Persuasive or Argumentative. Descriptive text is a text which presents information about something specifically. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has structure as bellow: identification; identifying the phenomenon to be described. Description; describing the phenomenon in parts, qualities, and characteristics.

Based on the explanation above, it can be concluded that there are some types of writing. They are narrative, descriptive, expository, persuasive or argumentative. One of them is descriptive text, its describe about a particular person, place, or thing.

The Nature of Descriptive Text

Descriptive is one kind of text . The purpose of descriptive text is simply, to directly present thing. Here the writer has an image of something or someone in the mind of his reader. In descriptive text, the writer can not only describe something physical and concrete one but also describe the feeling or thought. Meanwhile, Abisamra (2003) says that descriptive is the text picturing the person, place and

things with clear detail to help the readers visualize an object being descibed. So, by reading descriptive text, the readers will create their sense of impression and get clear picture of the object which is described. In other word, description is used to describe on subject and make it clear to the readers. So that, they can image the object which is describe clearly like the real one.

The social basic purpose of descriptive text is to give information. This text is aimed at giving description of things, animal of human, place or certain place. Gerot and Wignel (1994: 208) say that descriptive is aimed at describing a particular person, place or thing. The generic structure is only marked by to ways; they are identification (identifies phenomenon to be describe). The main goal of descriptive is to give information. Describe the specific things, animal or human and certain thing.

Descriptive text is the text which describe particular person, place or thing. Its purpose to tell about the subject in detailed by describing its features without including personal opinion. Making a description or describing something is telling how something or someone looks like and can be understand by readers. So, it is important to use adverb that showing feeling, listening, smelling and taste. It is needed to use the detailed information and

to make good and clear description. It also needs to have various adjectives.

The Nature of Game

Games can be one of the most enjoyable supplementary activities that can do with classmates, whether it's used in one a week or one a day. In an intensive language program they can be used easily in one a day. So that, the students will not be boring of them. Because the games are supplementary activity, they are good to use to review or to practice material that has already been introduced. However in a limited way, they can be used to introduce new material and pieces of language especially in vocabulary and idioms.

According to Lee (1979: 2) game is one of the situations which brings a foreign language to life in the classroom is provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print, and not least by certain contest and games. So the game is important thing to be done in order to make the class more alive.

Turocy and Stengel (2001: 6) state that games can be described formally at various levels of detail. A *coalitional* (or *cooperative*) game is a high-level description, specifying only what payoffs each potential group, or coalition, can obtain by the cooperation of its members.

Based on the explanation above, it can be concluded that games can make the class situation become interesting and enjoyable. So that, the students will not be boring. Beside that, the game can be present based on the students level or age, and the game can also give based on the subject material.

There are many games that can be used in teaching English. One of them is "Who am I Game" that can be use for teaching writing in descriptive text.

Who am I Game

According to Lee (1979:169) Who am I game is to guess the word that slips of paper are prepared before hand on which the name of well-known people, e.g. pop stars, TV personalities, kings and queens of history, famous actors and actresses, popular characters in fiction, have been clearly printed. One of these is fixed by the party organizers to everybody's back, and no body knows what the names might be.

Everybody then wanders round the room asking other yes-no questions, example: Am I a cat? Am I still alive today? Am I a pop-star? Do I live in America? Was I a king of England? Am I a character in a story?

Who am I Game is the game that used few members of the group to sit at the front of the room and write celebrity names on the board behind them. The people facing them have to answer questions with

yes or no answers only to help the person find out who they are. Eg: "Am I tall?", "Am I a singer?", "Am I an athlete?" This game encourages people to speak out in a group.

<https://www.cs.duke.edu/courses/spring10/cps089s/notes/icebreakers.pdf>

Who am I game is the activity introduces students to some of the mammals, birds, reptiles, and amphibians that share the panther's habitat through a game that gives a series of clues about their appearance, behavior, habitat and relation to each other. Vocabulary is purposefully advanced. One of the goals of this activity is to increase a student's vocabulary by engaging them in a game.

Based on the explanation above, it can be concluded that "Who am I Game" is a very fun game to play with the friends. The game play by having a card on your head and everyone else gives the clues about the name and its can be done in limited time.

C. Procedure Of Teaching Writing Descriptive Text By Using "Who Am I Game"

Teaching Preparation

Before the learning process we have to prepares anything that we need to making a good teaching classroom. Exacly in choosing the topic of the game where the teacher links the topic with the syllabus

and curriculum. The material presented in interesting game, it can make students understand the lesson. The teacher has to decide when the game it better to do, it can be done for starting and ending the lesson. The teacher prepare the words that will be used in the game.

Teaching Aplication

In this stage, the teacher will prepare everything that is needed to start the lesson in the class. There are three stages of teaching English, they are divided into pre-teaching, whilst teaching and post teaching stage.

Pre-Teaching Activity

In this stage, the teacher carries out several activities teaching and learning process. Teacher opens the meeting in the classroom. The time can be spent by praying, greeting, and checking attendant list. Teacher also has to make that the whole class are ready for the lesson. The students are already on their own seat, the sitting arragements steady, and there is no annoyance that will run in the process of learning. This stage is essential for every meeting in the classroom because it contributes to the effectiveness of teaching- learning process. Pre- teaching can be the sign for the students that they have to stop their activity and pay their attention to becoming classroom activity. The example of pre- teaching stage can be described as situation below :

(teacher enter the classroom)

Teacher : Good morning students!

Students : Good morning, Mom?

Teacher :How are you this morning?

*Students :I am fine, Mom. Thank you.
And you?*

*Teacher :I am fine to. Well class,
anybody absent today?*

Students : No, Mom

*Teacher :Nice! So, are you ready for
our new lesson today?*

Students : Yes, Mom.

Teacher : Good!

Whilst Teaching Activity

Whilst teaching activity is the main activity consisting of exploration, elaboration, and confirmation during the class.

❖ Exploration

- ✓ The teacher introduce the game to the students. “well my students, it’s time for us to play game, the game is about who am I game”
- ✓ The teacher asks a students to stand up in front of the class.
- ✓ The teacher asks the students to describe something like: animal, person, plan, place, transportation, and so on.
- ✓ The teacher asks the students to play the game in limited time.
- ✓ The teacher monitors and helps the students if necessary.

❖ Elaboration

- ✓ The teacher asks one of the students to stand up in front of the class, then he/she asks to guess who is himself/herself, by asking their friends in five time, The teacher puts a piece of paper on her/his back which explains who is he or she. For example: name of animals, name of plant, name of place, noun, etc.
- ✓ Then, the teacher asks he/she to give the question to other students, and the other students answer by using yes or no. Example: am I a place? Answer: no
- ✓ If the students can’t guess who is she or he, so other students will give description of things, such as : you have four legs, you have long neck and so on, until he or she guess the correct description.

For example:

The teacher asks one of the students to stand up in front of the class. Her name is Megi. The teacher puts a piece of paper on her back. On the paper is name of animal. It is rabbit. Then meggi gives some questions to the students.

Megi : Am I a singer?

Students : No

Megi : Am I an animal?

Students : Yes

Megi : Do I live in the water?

Students : No

Megi : Do I live on the land?

Students : Yes

Megi : Am I a pet?

Students : Yes

Megi : Am I a dog?

Students : No

Another student gives description about it.

Students : You have four legs, you are funny, and you have soft fur. The colour are usually black, white, brown, and so on.

Megi : Am I a cat?

Students : No, you walk by jumping.

Megi : Am I a kangaroo?

Students : No, you like eat vegetables specially carrot.

Megi : Am I a rabbit?

Students : Yes. You are right.

- ✓ The teacher asks the students to write descriptive text based on the description above.

For example :

MY RABBIT

Rabbit is one of my favorite pets. I have a rabbit, It is male, his name is Jack, he was five years old. My rabbit has a short tail and very long ears. The colors of fur are black and white, and the fur is always clean. It has four legs and two big teeth.

It's very cute, friendly, but many of you may not like. I put him beside my house or in the house beside my house. His favorite foods are carrots and grass, the carrots eaten by it three times a day. My rabbit often jumps when I am coming. My rabbit is also a friend when I am sad and feel so tired. I really love my cute rabbit.

❖ Confirmation

1. The teacher asks the students to mention some adjective to describe something.
2. The teacher asks the students to collect work book and discuss the answer together.

Post Teaching Activity

There are two phases that we can do, they are as follows:

- The teacher reviews again the lesson for the students.
- The teacher gives conclusion then asks the students to describe other animals as a homework.

For example :

Teacher : Well class, as we know rabbit is a pet. Rabbit has a short tail and very long ears. The colors of fur are black and white, and the fur is always clean. It has four legs and two big teeth. Do you understand?

Students : All right, mom. Thank you.

The Advantages of Using “Who am I Game”

There are several advantages of using Who Am I Game. First it is easy to find and prepare this game, because the teacher just uses the material by using the word that have familiar for them like animal, person, etc. Second, it is helpful for the students to develop their ideas, opinion or thought. Third, it makes students to be creative because the Who Am I Game is not from the teacher but it can be asked or invited from the students to describe thing, person, and animal. Fourth, the game can make the students in relaxation and fun. Most of them have difficulties in writing. Finally, by using this game, the students can improve their ability in writing descriptive text, because the students memorize something better when they are playing.

D. Conclusion And Suggestion

Conclusion

Teaching descriptive text by using game is helpful for both teachers and students. They will be interested in learning descriptive text by describing a thing, an animal, or a person. Who Am I game is an interesting game that we can use in teaching learning process.

Besides, in using this game, can give motivation to students in learning English. Where the English is less

interested for the students and can be make them to enjoy and like to study English. Using Who Am I game will give a chance for the students to be creative to describe something as much as. So, if they want to describe something, it will be easier for them.

Suggestion

In applying this technique, it is suggested to an English teacher to apply the Who Am I game in teaching learning process because it can develop the students writing descriptive text. This game also useful in motivated the students to write descriptive text, because it is fun and interested and gives sense of entertains to the students.

The teacher has to choose some interesting material in order to increase students willingness in writing descriptive text. Beside that, the English teachers hope to share their ideas to create games that will be made students to be easier in learning English. One thing that more important is the cooperation between teacher and the students in creating the good atmosphere in class to produce the good writing in descriptive text.

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