

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Writing Ability

Writing is a process in producing a set of sentences to put the ideas together into a meaningful paragraph. The essay produced by a writer will be a tool that a person can communicate to other with a various messages. According to Nunan, writing is a process and a product<sup>10</sup>. Process means that the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers, meanwhile, writing as a product means that the final pieces of writing such as a book, has grown out of many steps which make up the process<sup>11</sup>.

Writing, as the result of combination between process and product, is used for communication. Based on the opinion of Troyka, writing is a way of communication to express writers' feeling to convey their messages to the readers<sup>12</sup>. It means that writing is used to deliver the writers' opinion in the form of written symbols which have a meaningful message to the readers, especially for the students.

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<sup>10</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Malaysia: Longman, 2000), p. 86

<sup>11</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill, 2005), p. 98

<sup>12</sup> Lynn Quitman Troyka, *Simon and Schuster's "Book for Writer"*, (New Jersey: Prentice Hall, 1993), p. 3

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There are some various experts' definitions of writing. Nunan has defined writing by a series of contrasts<sup>13</sup>: (1) writing is both a physical and a mental act; (2) the purpose of writing is both to express and impress; (3) writing is both a process and a product. Meanwhile Coulmas notes that there are six meanings of writing<sup>14</sup>: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. In other words, Brown reports that writing is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only different lying in graphic instead of auditory signals<sup>15</sup>.

Based on the ideas above, writing is the activity either cognitive or physical activity to express the writers' ideas or products to the readers. In work of writing, it needs a professionalization in order to be able to produce and put the relevant system in their writing which is presented in written language as the representation of spoken language.

Hyland<sup>16</sup> argues that providing effective writing instructions are more accurately seen as complementary and overlapping perspectives, representing potentially compatible means of understanding the complex

<sup>13</sup> David Nunan, *Practical English Language Teaching*, ( New York: McGrow Hill, 2003), p. 88

<sup>14</sup> Florian Coulmas, *Writing System*, (Cambridge: Cambridge University Press, 2003), p. 1.

<sup>15</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2007), p. 335

<sup>16</sup> Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2004), pp.2-22

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reality of writing. To make it clear, each organizing of L2 writing teaching is taught in different focus:

- a. Language structure, it means writing is focused on coherent arrangement of words, clauses, and sentences, structured based on the grammatical structure of the texts and all about linguistics.
- b. Text function, it means writing not only performs the grammatical rules, but also introduces the communicative functions of the text.
- c. Creative expression requires the students to organize the lesson based on their personal experiences and opinion, so that they can develop their writing creatively. It can help them to generate their self-awareness which facilitate for making creative expression in their writing.
- d. Composing processes, the lesson focuses on recognizing basic cognitive processes as central to writing activity and on stressing of the need to develop students' ability.
- e. Content refers to content-oriented courses which functions to give students the skills and confidence to read texts efficiently as a basis for producing their own texts, but this relationship is not restricted to content alone<sup>17</sup>.
- f. Themes and topic are the basic of writing process in which the writing activity is organized by selecting the topics.

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<sup>17</sup> Ibid, p. 17

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- g. Genre focuses on the text type and contexts of writing implying a range of social constraints and choices that operate on writers in a particular context.

It means that to provide an effective writing the writer needs to pay attention to the contents of writing. The writer needs to focus on some features such as language structures, text functions, themes or topics, creative expression, composing processes, content, genre and contexts of writing.

Ability is the skill or the power of someone, while writing is a process to produce the written work by storming the ideas in mind. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed<sup>18</sup>. In other words, writing ability is a capability in delivering the ideas, thoughts, and feelings to the readers in the written form understandably.

Brown states that there are two kinds of skills in writing. They are micro skills and macro skills<sup>19</sup>.

- a. Micro skills

These are some micro skills of writing<sup>20</sup>. To involve the skills in writing, the writer needs to:

<sup>18</sup> Teaching English, loc. cit.

<sup>19</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education Inc.), p. 220

<sup>20</sup> SIL International, *LinguaLinks Library*, Version 3.5, (Retrieved on 29<sup>th</sup> April 2013) <http://www-01.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/GudlnsFrALnggAndCtrLrnngPrctm/WritingSkill.htm>



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- 1) use the orthography correctly, including the script, and spelling and punctuation conventions.
- 2) use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- 3) put words together in correct word order.
- 4) use vocabulary correctly.
- 5) use the style appropriate to the genre and audience.
- 6) make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- 7) make the main ideas distinct from supporting ideas or information.
- 8) make the text coherent, so that other people can follow the development of the ideas.
- 9) judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Besides, Brown also states there are six categories that is included in micro skills<sup>21</sup>:

- 1) Produce graphemes and orthographic patterns of English
- 2) Produce writing at an efficient rate of speed to suite the purpose
- 3) Produce an acceptable core of words and use appropriate word order patterns
- 4) Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns and rules.

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<sup>21</sup> Op. cit, p. 221

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- 5) Express a particular meaning in the different grammatical forms
  - 6) Use cohesive devices in written discourse
- b. Macro skills
- 1) use the rhetorical forms and conventions of written discourse
  - 2) appropriately accomplish the communicative functions of written texts according to forms and purpose
  - 3) convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - 4) Distinguish between literal and implied meanings when writing
  - 5) Correctly convey culturally specific references in context of the written text
  - 6) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using pre writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer, and instructor feedback for revising and editing<sup>22</sup>.

The ability of mastering both micro skills and macro skills will determine the text type of writing in which students can be able to write. Generally, micro skills are applied more appropriately to intensive writing. Meanwhile, macro skills are essential for mastering

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<sup>22</sup> Ibid,



extensive writing. In other words, the students need to master micro skills in writing a paragraph and macro skills in writing essay text.

## 2. Process of Writing

Writing process is a set of procedures for producing a kind of written text in learning language either EFL or ESL from planning, writing, until reviewing. Brown and Hood<sup>23</sup> show preparing to write, drafting, and revising as the three main stages of writing. On the other hand, Bailey<sup>24</sup> divides the process of writing into three essential components: writing foundations, reading and note-making and writing stages.

In writing foundations, the writers should focus on background to writing, avoiding plagiarism, and from titles to outlines of the essays. They are necessary because the writers need to be clear about the basic components of written texts. As the academic writers, they have to master the techniques of using library sources or paraphrasing to avoid plagiarism of their writing. The writers also should be quite clear in titling when doing the real writing. They should analyze the topic by making the basic outlines. Reading and note-making are also needed before starting writing activity. The writers read and evaluate the texts around the materials that they will write. It is done to guide them of using the reliable or relevant subjects. To have deciding the relevant subjects, the writers should know

<sup>23</sup> Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of English*, (Cambridge: Cambridge University, 1993), p. 6

<sup>24</sup> Stephen Bailey, *Academic Writing: A Handbook for International Students Second Edition*, (New York: Routledge, 2006) p.1

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the aims of their writing if the writers' purposes are to entertain, persuade, inform, retell, or describe something. In short, the writers should be clear in choosing the type of their texts. Making the summary writing of their reading is also useful for their writing. By making a simple note, it can make them easier when combining some different sources in a unit essay. There are six stages of writing stages. They are planning essays, organizing paragraphs, organizing the main body, introductions, conclusions, and reviewing and proof-reading.

### 3. Components of Writing

Writing is a complex process which requires several components in order to create an effective writing. There are five components which are needed to make the better writing as follows:

- a. Content, it discusses about how the writer is storming and developing the ideas in his mind to create a creative writing creatively. The writer needs to present all of the information in written language communicatively.
- b. Organization, it tells about the systematic of text types.
- c. Vocabulary has a big place in writing. It influences the affectivity of writing.
- d. Language use is the creation or interpretation of intended meanings or the dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation.



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- e. Mechanics is one of the components in writing that tells about punctuation, capitalization, and spelling. This component is required by writer to recognize the basic rules of writing in producing right meaning<sup>25</sup>.

It means that the writers have to master the components of writing to produce a good writing. The writer has to understand the organization of text types first before starting to write the ideas so that their writing becomes intelligible. The writer should understand the use of vocabulary even language use and mechanics in order to their writing to be acceptable.

#### 4. Teaching Writing

Teaching is the process in transferring knowledge to students. Brown states that “teaching consists of those activities (techniques and exercises) related to delivery of information”. It means that teaching is a process to transfer information or knowledge from a teacher to the students by using various techniques and exercises.

Teaching writing as teaching the other skills such as speaking, listening, and reading is needed very much. The students need to be taught writing because they will do many activities related to writing, such as writing letters, essays, replying letters, etc. According to Harmer, there are some reasons in teaching writing, they are:

<sup>25</sup> Melgis Dilkawaty Pratama, *Teaching Writing: A Handbook of Teaching Productive Skills*, (Pekanbaru: Education Matters Most Publishing, 2012), pp. 13-17

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#### a. Reinforcement

Some of students acquire some languages purely oral/aural way, but most of us benefit greatly from seeing language written down.

#### b. Language Development

We cannot be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along.

#### c. Learning Style

Some of students are fantastically quick at picking up language just by looking and listening. Writing is appropriate for the learners who think things to produce the language in a slower way. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication

#### d. Writing as a skill

By far, the most important reason for teaching writing, is that it is a basic language skill, just as important as speaking, listening, and reading.<sup>26</sup>

The standard competence at the eight grade of junior high school 1 kamapar of English Language for the class or first year of junior high school have stated that student are able to communicate oral and written language in paragraphs of descriptive, narrative. But, in this research, the writer focuses on writing descriptive paragraph.

<sup>26</sup> Jeremy Harmer. *How to Teach English*. (1998 Edinburgh: Pearson Education. P.79)



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Teaching writing in the classroom means that the teacher gives the explanation to student how to write correctly relevant with the way of writing paragraphs. The students will be asked to write by the teacher, and then, the teacher will assess the student's writing to know the student ability in writing.

Assessing students' achievement in writing is not easy as assessing reading skill. In assessing writing, the teacher can not measure the students skill by giving them multiple choice, or short answer that can be done in assessing reading. The teacher should ask the students to write in order to know students' achievement. Assessing and scoring students' writing can be done by using the ESL Composition Profile. But, in this research, the writer used the writing assessment from the school.

### 5. Writing Descriptive Paragraph

Descriptive tells how something looks, feels, smells, tastes, and or sounds. A description usually follows a pattern of organization that we call "Spatial Order". Spatial order is the arrangement of things in space. In Alice Savage's book, descriptive essay should make the reader feel like responding to what he or she is reading<sup>27</sup>

Paragraph is series of sentences that develop one idea. The ideas are usually stated in general form in one sentence, called the topic sentence. That sentence tells the audiences what to expect in the paragraph. The rest of the sentences in the paragraph provide the reader

<sup>27</sup> Alice Oshima, and Ann Hogue. 2007. *Introduction to Academic Writing*. Third Edition. (Longman: Pearson Education, Inc. P. 62 )

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with specific explanation or proof (evidence, support) of the general topic sentence. The supporting sentences help the reader understand more clearly what the writer means.<sup>28</sup>

Alice Savage also gives the definition of paragraph. She said, "Paragraph is a group of sentence about a topic". She has the same opinion as Joy M. Reid that a typical paragraph begins with a topic sentence, which introduces the topic and the supporting sentences that follow support the idea in the topic sentence with explanation, reasons, and other detail. The concluding sentence brings the paragraph to an end.

According to Alice Savage, a successful topic sentence has the following features:<sup>29</sup>

- a. It introduces the topic, or what the paragraph will be about. It also contains an idea or opinion about the topic.
- b. The topic sentence must not be a simple fact or detail. Instead, it must contain a specific idea.
- c. The topic sentence usually appears as the first or second sentence of a paragraph.
- d. The topic sentence implies the purpose of the paragraph.

Alice Oshima said, "An important element of a good paragraph is a unity. When a paragraph has unity, all the supporting sentences discuss

<sup>28</sup> Joy M. Reid. 1988. *The Process of Composition*. ( New Jersey: Prentice-Hall, Inc ). p. 8

<sup>29</sup> Alice Savage., et al. 2005. *Effective Academic Writing 2 .sThe Short Essay*. (New York: Oxford University Press). P. 33



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only one idea, from beginning to end, each sentence is directly related to the topic.<sup>30</sup>

Syafi'i., et al state that “a paragraph is a unit of information unified by a central idea”.<sup>31</sup> A paragraph is made up of three kinds of sentences that develop the writer’s main idea, opinion, or feeling about a topic. They are:

a. Topic sentence

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea: the writer’s main idea, opinion, or feeling about that topic.

b. Supporting senten

Supporting sentences make up the rest of the paragraph and consist of two kinds: major supporting sentence and minor supporting sentence.

c. Concluding

After finishing writing the last sentence supporting the main point of a paragraph, the writer must end the paragraph with a concluding sentence. This sentence tells the reader that the paragraph is finished, and it completes the picture or story about the subject of the paragraph.<sup>32</sup>

<sup>30</sup> Alice Oshima, and Ann Hogue. Op. Cit. P. 67.

<sup>31</sup> Syafi'i., Fauzan, and Kasdi Johnri. 2007. *The Process of Writing for Classroom Setting*. Pekanbaru. P. 1

<sup>32</sup> *Ibid.* P. 2

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Syafi'i et al also state that there are some characteristics of a good paragraph: <sup>33</sup>

a. Unity

It is important for a paragraph to have unity, which means that all of the sentences in it discuss only one main idea. And every supporting sentence must directly explain or prove the main idea, which is stated in the topic sentence. If there are sentences in the paragraph that is not directly related to the main idea, the paragraph is said to have no unity.

b. Coherence

Coherence means that the parts of the paragraph are logically connected. One way to achieve coherence is through the use of transitional signals. Transitional signals are words phrases that connect the idea in one sentence with the idea in another sentence. They are expressions like first/ second, moreover, however, and so on.

c. Capitalization and punctuation

In English there are many rules for using capital letters. Here are some important rules for capitalization: capitalize the pronounce, capitalize all proper nouns (names of deities, names of people and their titles, names of specific places, names of days, month and special days, names of specific group of people, names of geographic areas) and so on.

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<sup>33</sup> *Ibid.* P. 8

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**d. Comma Rules**

Comma rules are used within a sentence to separate words, phrases or clauses in a series (a group of three or more), to separate the part of dates and addresses (except before zip code), after time expression, before the coordinating conjunction in a compound sentence.

According to Joy M.Reid, there are main processes of writing paragraph, they are:<sup>34</sup>

- a. Choose a subject that students know about
- b. Narrow the students to a topic
- c. Collect some ideas about the topic
- d. List details about some of the ideas
- e. Limit the ideas to the most important ones students want to communicate
- f. State the main idea of the paragraph in the topic sentence
- g. The point paragraph
- h. Write the paragraph, using the details that have listed

**6. The Concept Of Descriptive Paragraph**

Descriptive paragraph is one kind of texts in learning English. There are many descriptions about descriptive text. Alice Savage states that descriptive essay uses details to tell how a subject looks, sounds,

<sup>34</sup> Joy M. Reid. *Op.Cit.* P. 14

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smells, tastes, or feels. Descriptive organization consists of three parts, namely.<sup>35</sup>

a. Introduction

This part writer introduces and tells why the object is important to the writer.

b. Body Paragraphs

The writer describe spesifically about the topic. By giving detail of the object, the readers can imagine what does the thing look like.

c. Conclusion

In conclusion, the writer gives opinion about the description.

In another definition, Alice Oshima stated that descriptive writing appeals to senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is word picture; the reader can imagine the object, place, or person in his or her mind.<sup>36</sup> Descriptive also describes ideas and examples focused on particular subject.<sup>37</sup>

Based on some theories above, the writer conclude that a descriptive paragraphs is kind of text that should be learned by students. The text tells the readers about something like place, people, and animal. The students should be able to write it in form of descriptive text, by giving specific information about the thing. The purpose of this text

<sup>35</sup> Alice Savage., et al. *Op.Cit.* P. 33

<sup>36</sup> Alice Oshima., *et all.* *Op.Cit.* P. 61

<sup>37</sup> Schulster and Simon. *Essay Writing Step by Step.* (NewYork: Kaplan Publishing. 2003).



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explains and describes it to the readers so they can imagine what the writer said.

## 7. Language Features of Descriptive Paragraph

- a. Adjective and adverbs
- b. Prepositions of location
- c. Connector of location
- d. Imagery, including metaphors

## 8. The Purpose of Descriptive Paragraph

A descriptive paragraph describes something or someone. It tells how a person or a thing appears to the senses that are how it looks, feels, smells, tastes, and/or sounds. A descriptive paragraph is a paragraph which lists the characteristics of something. The topic is usually about the attributes of a thing, and third person pronoun forms are used. It is also supported by Syafi'I et al "Descriptive paragraph used to tell what the subject looks, sounds, feels, tastes, and/or smells like."<sup>38</sup> The purpose of descriptive paragraph is to describe a particular person or thing. It means that the readers can find the description about something in order to give information to them.

## 9. Generic Structure of Descriptive Paragraph

- a. Identification : identifies the phenomenon to be described
- b. Description : describes parts, qualities, characteristics

<sup>38</sup> Syafi'i, Fauzan, and Kasdi Johnri. *Op. Cit.* P. 43

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Example of Descriptive Paragraph:

### MY HOUSE

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

## 10. The Concept of Writing Ability

Ability is needed in writing, because ability is as the power. Hornby stated that ability is a skill or power.<sup>39</sup> It means that special nature power to do something well, it is called as a talent. Jeremy Harmer also stated that one of the reason for teaching writing is writing as a skill.

<sup>39</sup> A. S. Hornby. 2000. *Oxford Learner's Pocket Dictionary*. Oxford: Oxford University Press. P. 1

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Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. Based on the ideas, the writer concludes that the ability proposed by the writer is to be capacity or the power of the students to share the ideas to develop their writing in descriptive paragraphs.

In order to develop the descriptive paragraphs, the students should have ability in writing. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.<sup>40</sup> Writing ability cannot be improved overnight. It takes a long time and a good learning environment. Ability in writing reflects overall achievement in language and the learners who have developed the ability to communicate effectively in the written of a language have indeed made the language their own. The writer can write well including its components. Good writing makes the readers easy to understand the utterances of sentences. So, the writers should be able to choose language pattern, choice of words to communicate in their written paragraphs.

## 11. Memorise and Draw Game

### a. The Concept of Memorise and Draw Game

Memorise and draw game is a game where the students the learner tries to remember something and then communicative what they have remembered. Here students have to read and memorise the

<sup>40</sup> *Definition of Writing Ability (Teaching English).*  
<http://Teachingenglishonline.net/definitionofwritingability>. Retrieved on October 20, 2012

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texts that have been described above and draw on a paper, and finally teacher's job here is to be like a moderator or referee to point which student or group will play the game and to manage the game in to good condition to study and to have fun in the same time in order that their writing ability will be stimulated.

**b. The Procedure of Memorise and Draw Game**

- 1) Invite the learners to leave their desks and read the description posted on the wall, skimming at first, for general idea, then scanning for detail and memorising the essential parts of the description.
- 2) Asks the learners to return to their desks and draw a picture of what has been describe. Let them return to re-read the description as often as they need.
- 3) Display all the pictures and discuss which relate well to the text and which less well.
- 4) Finally, show the original picture or map upon which the \description was based. Ask the learners whose picture or map is the most accurate replica.

**c. The Advantages of Memorise and Draw Game**

This game can be played by dividing into individuals, pairs, and groups. This game helps and encourages many students to sustain their ability and works, It helps the teacher to create contexts in which the language is useful and meaningful, and it also provides one way of helping the students to *experience* language rather than merely *study*



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it.<sup>41</sup> Based on the statement, the using of the game is to stimulate the students' writing ability.<sup>42</sup>

Based on statement above, In this research, memorise and draw game is an activity that is used to help the students in writing the sentences in the different pieces.

## B. Relevant Research

Relevant research is some notes about previous research conducted by other researchers in which they are relevant to the researcher's current research. According to Syafi'i, "relevant research is intended to avoid the plagiarism toward the designs and findings of the previous researchers"<sup>43</sup>. Besides, the researcher has to analyze what the point that is focused on, inform the design, finding and conclusion of the previous research

1. Henny Cahyaningsih (2011) researched about "The Effect of Using Memorise and Draw game toward Students' Ability at State Junior High School 13 Malang". Her research was pre-experimental design. The instrument of the research was test. The participants were the state junior shigh school 13 Malang. Based on the data analysis, she concluded that there was significant effect toward students' ability taught by using Memorise and Draw game where  $t_{0}=9.329$  was higher than T-table either in level of significance of  $5\%=2.00$  and of significant  $1\%=2.65$ . Thus, the

<sup>41</sup> Andrew Wright, et.al., *Games For Language Learning (Third Edition)*. (New York: Cambridge University Press, 2006). 2.

<sup>42</sup> *Ibid.* 90-91

<sup>43</sup> Syafi'i S. M. 2011. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: LBSI. P.122

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significance level of 5% and 1% is  $(2.00 < 9.239 > 2.65)$ . It means that  $H_a$  was accepted and  $H_0$  was rejected. It can be concluded that there was a significant effect toward students' ability taught by using Memorise and Draw game at State Senior High School 13 Malang.

2. Zaurah (2012) researched about "The Effect of Using Flow Chart on the Students' Writing Ability of Descriptive Paragraphs at the Second Year SMPN 16 Siak Regency. The research was Quasi Experimental Design. The population of her reseach was 44 students, and the sample of the research was 22 students. There were four weeks meeting in giving treatments. The instruments of the research was Test. The research finding showed that the improvement could be seen from the score of T-test. The total score of test was 48.631. Based on T-table  $48.631 > 4.07 > 7.27$ . Therefore, it could be concluded that there was significant Effect of Using Flow Chart on the students' writing ability of descriptive paragraphs at the Second Year Smp N 16 Siak Regency.

### C. Operational Concept

The writer would like to explain briefly about variables in this research in order to clarify the theories which are used. This research is an experimental research design. It focuses on the effect of using memorise and draw game on students' writing ability at the eight grade of State Junior High School 1 Kampar. There are two variables in this research (variable X and Y). Using memorises and draw game (variable X) is the independent variable and writing descriptive paragraph ability at the eight grade of State Junior High

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School 1 Kampar (variable Y) is the dependent variable. Thus, the writer operates the operational concept in the following indicators:

1. The indicator of memorise and draw are:
  - a. The teacher explains how to play memorise and draw game to the students.
  - b. The teacher asks the students to prepare the equipment to play.
  - c. The teacher divides the students into pairs and starts the games.
  - d. The teacher controls and guides the students during the games running.
2. The indicators of Variable Y:
  - a. The students are able to express their ideas in writing descriptive paragraph.
  - b. The students are able to use grammatical features in writing descriptive paragrahah.
  - c. The students are able to identify generic structure of writing descriptive paragraph
  - d. The students are able to use time connection correctly.

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

- a. Students have different ability in writing descriptive paragraph.
- b. The response of students toward the memorise and draw games is various
- c. Memorise and draw games can help the students in writing descriptive paragraph.

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## 2. Hypothesis

- a. **Ho:** There is no significant effect of using memorise and draw game on writing descriptive paragraph ability at the eight grade students at State Junior High School 1 Kampar.
- b. **Ha:** There is a significant effect of using memorise and draw games writing descriptive paragraph ability at the eight grade students at State Junior High School 1 Kampar.

