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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

a. Definition of Writing

Writing is one of the four macro skills needed to be mastered as we learn a language and is one of the productive skills. Being a productive skill means that during the practice, we act to produce the language. Writing itself is indeed an active skill as in the act of creating a text, we need to do some steps like setting goals, generating ideas, organizing information, selecting appropriate language usage and use, making a draft, reading and reviewing it, then revising and editing (Hedge, 2000: p.308).

Lannon (1989: p.9) describes writing as the act of transforming the ideas we get from research inspiration, accident, trial or error, etc. into a message with a definite meaning. Writing is an act of conveying messages obtained from any resources. The messages have to be meaningful in order that they can be understood by the reader. Therefore, to achieve the requirement, writers have to consider four elements of writing, i.e. the writer, the subject matter, the reader and the forms of language, as proposed by Taylor (2009: p.3):

- a. The writer's point of view must emerge, not as a mere opinion

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but as a justified judgment.

- b. The writer needs to treat his/her subject matter as comprehensively and as precisely as the essay topic demands.
- c. The writer must present his/her work in the appropriate fashion for academic readers. Academic writing is quite different from non-academic one.
- d. The text of the essay needs to have a coherent unity from the many diverse elements of language.

In writing, a writer needs to state his/her idea in a reasonable statement. This means in writing, we need to provide the supporting evidences of our statement, not merely stating our personal opinion. The content of the writing must also fulfill the topic demand. The content and language of the writing must consider the readers as well. Thus, the writer must be able to differentiate between academic readers and non-academic ones as they share quite wide difference in the form of presenting the ideas. The ideas, moreover, have to be presented in a coherent unity in all language aspects like grammar, cohesion, and coherence.

b. The Importance of Writing

Writing is an act of showing how deep our knowledge of the concepts we have been learning as according to Hughey (1983) writing shows students' understanding of concepts and theories that have been taught to them. In addition, Nik et al. (2010: p.1) states

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that the importance of learning writing is that it reinforces the grammatical structures, idioms, and vocabulary, provides opportunities for the students to challenge themselves of using the language, and enables the students develop language skills in terms of fluency, accuracy, and appropriateness in communicating their messages. This also supported by Raimes (1983: p.3) as he states that writing reinforces the grammatical structures, idioms and vocabulary that the students may have been taught and giving a chance for the students to use language to decide what they want to say and the way to do it. Learning writing skills help students to learn how to use a language and how to communicate their idea with it effectively. Thus, writing skills are being taught at schools as they are important skills. Teaching writing is not only aiming on making students mastering the act of conveying message in a writing form but also testing their understanding of theories have been taught to them.

c. The Difficulties of Writing

Writing needs the activation of the other skills. No wonder that writing is said to be a difficult skill to master (Nik, et. al., 2010: p.1). In addition to this, Celce-Murcia (1991: p.207) has also mentioned that in the field of ESL teaching and learning, writing is placed the last among the fourth in the learning. The sequence is listening, speaking, reading and writing as the last one. From this we can

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assume that writing can only be learned after we learn the other skills first. Related to this, Nik et al. (2010: p.1) states that to be an effective writer we need a great deal of skills like writing readiness and grammatical rules.

Tessema (2005) also points the difficulty of writing is also caused by the requirements of the knowledge of grammar and vocabulary and clear organized presentation of ideas. He further explains that because of the difficulty, pupils tend to have lack of the motivation for learning writing.

From the statements above, we can conclude that writing is an important yet complex skill. In order to be able to find the idea that is further to be developed into a text, we need to activate other skill like reading and listening. Once the inputs are already acquired, we process them in our mind and our writing is then the result of our understanding of the inputs or theories given to us. Writing has much more to do after gaining and developing ideas, and after converting auditory to visuals. Good writing requires correct grammar, punctuation and spelling. The reader will form an opinion of us, the writers, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

Grammar still has a big influence to rate whether someone is well educated or not, even in this era of CLT, in which people believe that it does not matter how great we are in grammatical

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matter if we can actively communicate with a language that we learn.

d. The Process of Writing

Before getting into the final product, student writers need to undergo few steps of writing processes. Experts propose different stages of writing process. Nation (2009 115) is one of the experts proposing writing processes. According to him, writing processes consist of the stages of considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing. The processes can be further explained as follows:

- 1) **Considering the Goals of the Writer and Model of the Reader.** A writer needs to set a goal of the writing and to suit the information provided in it. A written work needs to have purpose and the main message of it has to be clear so that the receiver can grasp the information.
- 2) **Gathering Ideas**

The techniques for gathering ideas can be classified into three groups. The first group is about free activities exploring the topics for gathering ideas. This includes brainstorming and quickwriting. The second group consists of activities in finding further information about the topic. This can be in the form of questioning (who, why, where, when). The third group consists

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of techniques which help learners gather and organize ideas at the same time. The activities can be in the form of arranging ideas according to their importance.

3) Organizing Ideas

Organizing ideas gives student writer chances to put their own thoughts understanding into their writing. The aim of organizing ideas is to classify the ideas into groups so that it would be easier for the writers to grasp the ideas presented to the writing.

4) Turning Ideas into Written Text

Some learners have difficulty in putting ideas into written form. This can be caused by the difference between their first language and the second language. This can also be caused by the lack of practice in writing. Thus, teacher should give them chance to write more so that they can be accustomed in translating their ideas into text form.

5) Reviewing What Has been Written

It is important for a writer to look back to what has been written. The aim of reviewing is to check whether the ideas have been concluded yet, to make sure the ideas are presented in the right flow, to stimulate further ideas, and to look for errors. To make it easier for the students to review for their writing, the teacher can help them by providing checklist.

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6) Editing

Editing process consists of changing the writing organization, style, grammatical and lexical correctness, and appropriateness. Learners can be encouraged of doing editing to their writing based on feedback given by their peers or teacher.

Oshima and Hogue (2007: 15) also propose similar concept of writing processes. They believe that writing is an ongoing act and the process can be repeated over and over again until the writer is satisfied with his or her writing. The process, however, can be generally conducted in four steps.

The steps are prewriting, organizing, writing, and polishing.

They can be explained as follows:

1) Prewriting

In prewriting stage, writers attempt to generate ideas for their writing. In this stage, writers choose the topic and collect ideas that explain the topic. This can be done with making a list of ideas or phrases that come to their mind without feeling burdened whether the ideas are good or not. The ideas can further be organized in the next stage, i.e. organizing stage.

2) Organizing

The next step after generating ideas is to organize the ideas into a simple outline. Writers can write main ideas and phrases from the list they have made before.

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3) Writing

The next step is to write a draft using outline as a guide.

The writers are expected to write the draft as quickly as possible without thinking about grammar, spelling, and punctuation.

This is not unacceptable as the draft will later be edited in the next stage.

4) Polishing: Revising and Editing

In this stage, writers are expected to polish the draft they have written. This stage can be done in two steps: revising and editing. Editing is used to polish the content and organization (revising). Grammar, punctuation, and mechanics can be improved through editing process.

e. The Teaching of Writing

Students need to learn writing not only because it is needed in order that they can communicate with their writing skill, but also writing helps the students learn as Raimes (1983:p.3) states. In the activity of writing, students learn to apply their grammar, syntax, their knowledge of writing phases, etc. and this will help them not only to practice their skill to digest and to process information, and then further to form them into an idea, but they also to practice implementing their knowledge about grammatical rules.

However, teaching writing itself is not an easy thing to do. There are so many phases needed to be taken as mentioned above,

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teaching writing needs a lot of time and patience, both from the teacher and students. As writing is a complex mater, there are some approaches needed to be considered in teaching writing.

f. Writing Assessment of Narrative Text

In assessing writing on recount text, the researcher cannot measure the students' ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement.

Considering that writing consists of a number of linguistic aspects, Smith in Reid (1993, p. 247) has some criterion of good writing. They are as follows:

- a) Content
- b) Cronological Order (generic structure)
- c) Vocabulary
- d) Language Feature
- e) Mechanics

According to Brown (2004, p. 241-246), there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

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Brown and Bailey in Brown (2004, p. 243-246) offer five major categories and five different levels in each category ranging from “unacceptable” to “excellent”. In summary, the categories and levels are content, organization, vocabulary, language features, and mechanics.

Based on the theories above, the researcher conclude that there are 5 components to categorize students’ writing ability. The assessment form can be seen as follows:

Table II.1
Indicators of Writing Ability on Recount Text

Variable	Indicators
Writing Ability of Recount Text	<ol style="list-style-type: none"> 1. The students’ ability to express their ideas in writing based on the context. 2. The students’ ability to put chronological order (orientation, event, and reorientation) correctly. 3. The students’ ability to use choice of words related to recount text (vocabulary). 4. The students’ ability to express their ideas in writing based on the language feature 5. The students’ ability to express their ideas in writing based on mechanics that contains spelling and punctuation

Table II.2
Assessment Aspect of Recount Texts

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Event c. Reorientation				
3	Vocabulary				
4	Language features a. Specific and individualized participants b. Action verbs c. Behavioral and verbal processes d. Simple past tense e. Temporal conjunctions and temporal circumstance				
5	Mechanics (Spelling and Punctuation)				
Total					
Maximum Score		20			

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(Brown and Bailey in Brown (2004, p. 243-246)

Explanation of score:

1 = Incompetent

3 = Competent

2 = Competent Enough

4 = Very Competent

$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

2. The Nature of Board Games

a. Definition Board Games

According to Hadfield (1990: p.5) board games and card games are familiar game types, where both of them demand the players to be first rounding the board. In addition, Wikipedia also states that board games are also a type of games that includes battle of the players to reach the winning position. According to Metom et al. (2013: p.404), related to the rules, the board game has similar concept with snake-and-ladder game. A board game includes a game board, cards consist of grammar options, movers, a dice, and an answer booklet. They further explain that before the game is played, students are briefed with the rules of the game. The players then roll the dice. They have to answer the question based on where they are landed. If the answer is correct, the player will have chance to roll the dice once more, and if the answer is incorrect, they will miss a turn. However, the rules can be freely modified.

From the theories proposed above, it can be concluded that a board game can be implemented for pair work or group work. It is

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played with a board, a dice, some paper, and pen. Before the game is played, teacher should make sure students get the explanations of the rules. Like a Snake and Ladder game, board games have a Start and Finish line. A student will have to throw the dice and solve the task given based on the number gotten. The board game, similar with snake-and-ladder game, also has directions telling them to move up and or down. The winner of the game is the one who reaches the finish line the first.

b. The Implementation of Using Board Games in Teaching Writing

Students do the games by writing the right answers on their paper sheet. It will activate students' writing skill. It will be the starting point for the students to activate their micro-skills of writing, like producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using grammatical system (e.g., tense, agreement, pluralization, patterns, and rules), expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse. This will be useful to activate their sensitivity towards grammar.

3. The Advantages of Board Games in Writing

According to Irma N.H. (2015: p.93) on her thesis journal entitled "Improving English Writing Skills Through Board Games for Grade X

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Students in Semester 1 of SMA Negeri 1 Pengasih". Board games are very interesting since it requires students' competitiveness. They will not have another choice for becoming silent since they will be afraid of looking not too smart in front of their friends. Teen ages are the era of having really high fighting spirit. The competitive behavioral can be used to drive them to use the nature in a good way.

During the games, the students will learn to correct grammatical mistakes within the given sentences and write down the correct forms in a piece of paper. By doing this again and again, they will unconsciously learn to write sentences with correct grammatical forms and will sharpen their understanding of grammar.

B. Relevant Research

1. Tengku Nazatul Shima Tengku Parisa and Rahmah Lob Yussof (2012), *The effectiveness of using board game to improve grammar has been studied by from Universiti Teknologi MARA, Kuantan 25200, Malaysia.* The study was carried out among Pre TESL students of UiTM Pahang, Kuantan Campus in 2012 and they found that board game is a useful teaching tool to be used in grammar and to supplement textbooks.
2. Lilly Metom, Amelia Alfred Tom, and Saira Joe from Universiti Teknologi Mara, Sarawak Campus, Malaysia (2013) *board games as a fun way to improve students' engagement and grammar mastery.* They found that students' motivation in learning improved after the implementation of the board games. The games were proofed to be

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effective in providing learners an entertaining and relaxing atmosphere which leads to the reducing anxiety and stress in the learning of grammar.

3. Mansur in (2007) as the fulfillment of the requirement for the Lektor Degree of Kopertis Region VII The Faculty of Teacher Training and Education Universitas PGRI Ronggolawe (UNIROW) Tuban. From his study, it is proven that the use of board games for learning can effectively improve the learners' mastery of grammar.

Operational Concept

Operational Concept is the concept used to clarify the theories used in the research. It should be interpreted into particular word in order to make it easy to measure. The writer wanted to explain briefly about variables in this research. They were two variables used. The first was the Board Game known as independent variables (X). The second one was Writing Ability known as dependent variables (Y).

1. Variable X

Based on Hayatun Faizah (2016) the procedures of board games, as variable X are as follows:

- a. The writer as a teacher divides the class into sub-groups or teams.
- b. The writer as a teacher lets the students to sit each team at its own table.
- c. The writer as a teacher lets the students lined up in established gameplay areas.
- d. The writer as a teacher asks the students to select team names.

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- e. The writer as a teacher asks the students to assign roles to play and established procedures for knowing which team member should respond to a question.
- f. The writer as a teacher distributes game materials, including game sheets, paper, pen/marker etc.
- g. The writer as a teacher distributes score sheets, question sheets, and other game materials.
- h. The writer as a teacher displays game information and game instructions.

2. Variable Y

Variable Y is students' writing recount text. This is the dependent variable. According to Stephen Wilbers (2000) there are five indicators of writing must be achieved. Thus, the writer determines some indicators for writ

- a. The students are able to develop the ideas in writing recount text.
- b. The students are able to write recount text based on the organizational structure correctly.
- c. The students' are able to write appropriate vocabulary in recount text.
- d. The students are able to write grammatical feature correctly in recount text.
- e. The students are able to write punctuation and spelling appropriately in writing recount text.

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D. The Assumptions and the Hypothesis of the Research

1. Assumption

In this research the writer assumes that the result of this research shows the students' writing ability would yield better after being taught by using Board Game to improve the writing ability on recount text at tenth grade of Vocational High School 6 Pekanbaru.

2. Hypothesis

Based on the assumption above, hypothesis for this research can be formulated as follows:

a. The Null Hypothesis (Ho)

There is no a significant effect of using Board Game toward students' writing ability recount text at tenth grade of Vocational High School 6 Pekanbaru.

b. The Alternative Hypothesis (Ha)

There is a significant effect of using Board Game toward students' writing ability recount text at tenth grade of Vocational High School 6 Pekanbaru.