

TEACHING WRITING A DESCRIPTIVE TEXT TO SENIOR HIGH SCHOOL STUDENTS BY USING THE CSW GAME

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Abstrak

Artikel ini menjelaskan bagaimana cara mengajarkan menulis *descriptive text* tentang seseorang dengan menggunakan *the CSW (Catch, Speak and Write) game* untuk siswa SMA kelas X. *The CSW (Catch, speak, and Write) game* adalah salah satu permainan yang mengajak siswa bermain sambil belajar. *The CSW game* atau *Catch, Speak and Write game*, adalah suatu permainan yang menggunakan chocolate dan gambar sebagai media pendukung. Di dalam *the CSW Game* siswa akan bermain sambil belajar dengan menjawab beberapa pertanyaan melalui sebuah gambar yang didukung dengan media chocolate yang akan dilempar dan ditangkap siswa sebelum siswa tersebut menjawab pertanyaan. Di dalam Penggunaan *the CSW game* guru sangat berperan penting untuk membuat siswa lebih aktif dan bersemangat dalam belajar sehingga kesulitan siswa dalam menulis terasa lebih mudah dengan suasana yang lebih nyaman.

Kata Kunci: coklat, gambar, beberapa pertanyaan, CSW game, dan menulis.

A. Introduction

Writing is one of English skill that has to be learned by any foreign language learner all over the world besides listening, speaking and reading. It has been taught from the Elementary level to the University level where, listening and speaking cannot be separated each other and neither do reading and writing. In Senior High School, the School-Based Curriculum (KTSP, 2006) requires the students to be able to create twelve texts; they are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review. The students are expected to produce those texts in oral and in written form (Depdiknas, 2006).

Since writing became one of the important skills that have to be taught based on KTSP (2006) by Senior High School students besides listening, speaking and reading, a descriptive text is one of the texts that should be taught between the

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eleven texts. A descriptive text is a text which describes particular person, things and places. The basic competence that should be reached by the students of Senior High School is to make them are able to write a descriptive text based on the lexicogrammatical features and the generic structures of the text. There are two generic structures of this text, they are identification and description. Meanwhile, the lexicogrammatical features of a descriptive text are the use of simple present tense, adjective clause and etc.

However, there are still many students who are not able to write a descriptive text. The students could not describe things, places, and a person in detail because they do not have any ideas when they are asked to describe them. Students are not interested in learning writing. They are lazy and bored if the teachers ask them to write something even it just writes a descriptive text. Based on the fact when the writer was watching the teacher when he was teaching at X.5 and X.6, the teacher just focused on using the materials from book and LKS. The teacher just explained a little bit about the material thus, there are many students were lack of motivation in writing. There are many of them got bad mark in writing. Besides, some of them did not know what they should write.

Another cases that the writer's found while doing teaching practice program, Senior High School students especially the tenth grade in the classroom, the students did not understand well about what they should write and describe especially the students of Senior High School, where they have to involve higher level in organizing their ideas meanwhile their background knowledge about the material is very low. Then, based on the students' writing about a descriptive text of my idol, there are some of them did not understand well about the use of simple present tense, the use of adjective clause. They also put the wrong arrangement on it. For example, the students make the wrong arrangement on adjective clause "cheek chubby, hair black, and skin white". Then some of the students also did not know how to use the simple present tense like, she *has* beautiful, she *is* black hair, my sister *is* long hair. Besides, the students sometimes felt confused to state the paragraph based on the generic structures of the descriptive text itself. The students did not arrange the sentences and paragraph based on the generic structures of a descriptive text. They write the sentence like her hair is short, she wears a blue skirt, and she has white skin in the first paragraph of identification.

Therefore, there are many of them got bad mark in writing. On the other hand, the teacher's technique in teaching was also very boring, the teacher just focused on using material from book and LKS. The teachers were not creative in using the media in teaching. The teacher did not use the multimedia in teaching.

From the writer's experience above, it is known that the teacher's technique in teaching is one of the student's problems in learning English. The students need something which will motivate them to do writing activity in the classroom. An English teacher is expected to teach the students especially in teaching writing skill in interesting and motivating way. An English teacher is also expected to use a good and appropriate technique in teaching writing. Hence, it will help the student's problems in writing activity.

The use of game in teaching writing can be a good technique that can be used by an English teacher in order to reach students' motivation and

understanding in learning process. An English teacher in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be relaxed so that learners can be actively in every activity. Game is one of ways that can be used in teaching writing a descriptive text. By using game, the students are able to write the compositions of the object easily and enjoyable. In this case, the writer tries to give the effective solution for an English teacher to motivate and help students in writing a descriptive text by using the CSW (Catch, Speak, and Write) game. Using the CSW (Catch, Speak, and Write) game, the students will be motivated and helped to express their ideas and then develop it into a good paragraph of a descriptive text.

According to Uberman, (2002) games can be a good way in practicing the language that being learned by the children since they are able to provide a model of language on what the learners will use in the real life. Related to that statement, Kim (1995:35) presents six advantages of using the language games in the classroom, which are:

1. Games are motivating and challenging
2. Games are as a welcome break from the usual routine of the language class
3. Games help the students to make and sustain the effort of learning
4. Games provide language practice in the various and integrated language skills
5. Games encourage students to interact and communicate to each other
6. Games create a meaningful context for language that is being learned by the students

Similarly, Kim, Mei and Yu Jing (2000) say that through playing games, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stress, the students can learn a lot in learning the target language.

The CSW (Catch, Speak, and Write) is the game that is adapted from "Catching up on your ABC's" game by Adam. In Catching up on your ABC's game, the students have to write the alphabet on the board. Throw a bean bag to someone and say a word beginning with the letter B and then throw it to another person. The third person will say a word beginning with the letter C and so on. However, the CSW game means *Catch, Speak, and Write*. *Catch* means the student has to catch a chocolate that is thrown by a member of another group as the media in order to make the class relax and enjoyable. Then *Speak* means the student has to speak after she or he catch the chocolate. The student has to speak or say what she or he see from the picture of a person that is shown by the teacher through power point. The last is *Write*, that means the student who stand besides the student whose has catch and spoke has to write what his or her friend has said in one word. This game will be lead by some questions in order to make the students and the game match each other. This game will be helpful for teacher and students in teaching and learning process. This game is focused in teaching writing a descriptive text about a person. Using the CSW (Catch, Speak, and Write) game for Senior High School students of the tenth grade is being

considered as the alternative way to teach writing; especially in writing a descriptive text about a person.

The use of the CSW (Catch, Speak, and Write) game in teaching writing a descriptive text about a person helps the students to make a descriptive text easier. The students will be lead to make a good descriptive text about a person based on the generic structures and language features of the text. Thus, the students will feel enjoy while learning especially in learning writing.

Based on the explanation above, the CSW (Catch, Speak, and Write) game is a kind of game that can be used to motivate students in writing skill in learning English. By throwing the chocolate the students will feel more relax and enjoy while learning. It will be motivating and challenging for students in the classroom activity, especially in doing writing a descriptive text about a person. It makes the students more easily to do writing a descriptive text about a person where chocolate and pictures are the media that will be used in this activity.

Raimes (1983) says that the use of pictures in the classroom provide a stimulating focused for student's attention. A picture can be a useful resource if it provides some criterions. First, a shares experience in the classroom. Second, a need for common language forms to use in the classroom, third, many of tasks and the last is iinteresting for students

The appropriate pictures that are used by a teacher in teaching is very important, because it will increase student's interest when they are learning. So that an interesting picture that appropriate with the students' level must be the main focus when a teacher will use pictures in teaching.

The procedures of teaching by using the CSW (Catch, Speak, and Write) game are as follows: First, the teacher will divide students into two groups, each group consists of fifteen students, the teacher explains the CSW (Catch, Speak, and Write) game, after students understand the rules, and the game will be started. Teacher shows a picture to the students through power point with some questions which will lead students in describing the picture. *Catch*: The chocolate will be thrown from the right corner (Group A); the student in group B has to catch the chocolate. Then *Speak*: the student who catches the chocolate will answer one of the questions which he or she likes by saying the answer in one word. After that *Write*: her or his friend besides has to run to the front and write what has been said by his or her friend in the white board. Next, group B continues throwing the chocolate to Group A again. It will be done in turn till the students finish in answering the questions.

Next, the teacher and students will correct the spelling of students writing in the white board together. The teacher will guide students to make the words into good sentences. The next step of making the sentences into a good paragraph is students should arrange it by themselves in group. At the end of game, one of student expects to write the text to the white board whereas the others students are taking attention to their friend's writing. This game will make students enjoy while they are writing because it will be easy, relax and helpful.

The purpose of this article is to explain about teaching writing a descriptive text about a person by using the CSW (Catch, Speak, and Write) game in order to motivate students of Senior High School. It is expected that teachers

will use this game in the classroom to motivate and help the students in learning writing a descriptive text about a person.

B. Discussion

There are some preparations (Selecting material, Media preparation and Lesson plan) that should be done by an English teacher before the teacher start to teach by using the CSW (Catch, Speak, and Write) game in order to make teaching and learning process run well, they are as follow:

1. Preparation

Using the CSW (Catch, Speak, and Write) game in teaching writing a descriptive text about a person for Senior High School, the teacher must do some preparations.

First, the teacher has to prepare lesson plan, it will help and guide the teacher in teaching process. Then, the teacher has to choose the material that has link with the topic, the syllabus and curriculum. The material that is used here is a descriptive text about a person. Third, the teacher prepares a video related to the topic. The video will be played in pre teaching. The aim is to make the students feel comfortable and enjoy before they start to study. Fourth, the teacher has to choose the technique that will be used in teaching and learning process. The technique that is used is the CSW (Catch, Speak, and Write) game. The game will be played in whilst teaching. Fifth, the teacher has to prepare the colorful picture of a person that will be described by students it will be used in whilst teaching too. And the last, the teacher has to prepare a laptop, LCD, and some power point that will display the pictures and power point clearly. All of these will be used in the three stages (pre teaching, whilst teaching and post teaching).

2. Implementation

There are three stages that are used by an English teacher in teaching writing a descriptive text, they are pre teaching, whilst teaching (exploration, elaboration, and confirmation) and post teaching. However, the CSW (Catch, Speak, and Write) game is applied in elaboration of whilst teaching.

a. Pre-Teaching

In this step, the teacher greets students, checks the student's readiness to study, checks students' attendant list and builds knowledge of the students. The teacher activates the background knowledge of students by asking some questions for example: "Do you have an idol?" Teacher tries to point some of the students and asks them some questions which will lead students to the lesson of a descriptive text about a person. Then, the teacher tells to students that they will study about writing a descriptive text about a person. To build students background knowledge of adjectives that will be used in writing a descriptive text, the teacher shows a video about a description of person. After the video is played the teacher and students discusses it by asking some questions such as: "What can you see from the video?" The teacher builds knowledge of students first in order to make students ready to learn the topic and make them easier to explore more about the topic in the next steps.

b. Whilst Teaching


The first is exploration, in this step the teacher shows some slides about description person completed with the pictures. These slides' purpose is to show to the students some adjectives which will be used in describing a person and also to help students to go to the next steps of writing a descriptive text. After that, the teacher explains the generic structures and language features of a descriptive text.

The teacher explains the generic structures of the descriptive text. First paragraph is called identification, it explains about the general information of the person, place or thing that is described. For example a descriptive text about an actress, the identification is about the introduction of the actress' name, the age of the actress, where he or she comes from, and the general information about the actress. Second paragraph is called description, because it explains about the specific information about the actress that is described. In describing a person more specifically, the student can describe it by describing the physical appearances for example the hair, eyes, nose, what she or he wears, and all about the characteristic of the actress. After explaining about the generic structures of a descriptive text, the teacher explains about lexicogrammatical of a descriptive text. For example: using present tense, (she *wears* a dark blue shirt).

Next, to make students more understand before the teacher gives a model of a descriptive text, teacher shows an actress' picture through power point. The teacher asks students to describe the picture by asking some questions about her hair, nose, age and etc. From the students' answer the teacher tries to discuss it with the students, the teacher leads the students into a good sentences and then the teacher continues to the elaboration stage, where the teacher shows to the students a model of a descriptive text based on the picture that has been discussed before. The teacher shows a model of a descriptive text about a person with the generic structures and lexico-grammatical features of the text.

After the teacher explains to the students about a descriptive text based on the model. The students will play the CSW (Catch, Speak, and Write) game. Firstly the teacher divides the students into two groups each group consists of fifteen students. Group A and B stand up face to face. The teacher explains to the students how to play the CSW (Catch, Speak, and Write) game. After the students understand the rules of the game, it will be started. The CSW (Catch, Speak, and Write) game will use a chocolate and a picture completed with the questions which will lead students in playing the CSW (Catch, Speak, and Write) game. The pictures and questions are shown through power point.

CHOOSE ONE OF THE QUESTIONS



1. Who is in the picture?
2. What does he look like?
3. What is his job?
4. How old is he?
5. What does his hair look like?
6. What is the color of his eyes?
7. What does his eyes look like?
8. What does his nose look like?
9. What is the color of his hair?
10. What does his skin look like?
11. What does his body posture look like?
12. How tall is he?
13. What is the color of his T-Shirt?
14. What does he wear in his hand?
15. What does he wear in his waist?

Firstly, it will be started with *Catch*: a member of group A will throw the chocolate to a member of group B. Then a member of group B will catch the chocolate and choose one of the questions that are shown by the teacher through power point. Secondly, *Speak*: The student who catches the chocolate will speak by describing the picture in one word. For example one of a member from Group A; Toni throws the chocolate to one of a member from Group B; Ani then Ani catches the chocolate and chooses one of question in the power point which she wants to answer: For example Ani chooses the question “What does his hair look like?”, Ani answer it in one word by speaking loudly “Short”. Next continue to the third, *Write*: The student who is standing besides Ani, for example Rendi, so Rendi has to run to the front and write what has been said by Ani in the white board. This activity will be done till the questions finish to be answered. After Rendi back to his stands, the chocolate will be thrown again from Ani to Group A. Group A will do just like Group B before; Catch then speak and Write. After that, the teacher corrects the student’s words written in the white board together with students, the teacher tries to lead students to make the words into a good sentences.

Finally, each group has to work together with their friends in group in arranging the sentences into a good descriptive text that is appropriate with the generic structures of the text. The teacher controls the students while they are writing the text in group. After finishing their writing, the teacher asks each group to write it to the white board. Then, the teacher and the students check and discuss the texts together. At the last, each group that makes it into a good of descriptive text will get a prize.

The last step in whilst teaching is confirmation, here the students will create a descriptive text individually based on the picture that will be given by the teacher, there are four different pictures that will be given by the teacher in order to make the students cannot cheat with their friends. The teacher asks the students to create a descriptive text by using the picture individually. They have to identify the generic structures and language features of the text that they will create.

c. Post Teaching

In the last step; Post teaching, the teacher leads the students to summarize the material that has been taught by asking some questions about the material to see the students' understanding. The teacher asks the students about a descriptive text. For example: "Do you still remember the generic structures of a descriptive text?" After that, the teacher summarizes the lesson, the teacher gives the students homework to create a descriptive text about their idol, the students are asked to find the picture of their idol from many sources, like magazine, newspaper or internet. The students have to create a descriptive text based on the picture. Then, the teacher ends the class.

3. The Advantages of Using the CSW (Catch, Speak, and Write) Game in Teaching Writing a Descriptive Text

There are some advantages of the CSW (Catch, Speak, and Write) game in teaching writing a descriptive text. First, students feel more interested in writing because they feel fun and enjoy while studying. The student get easy to explore their ideas because the teacher' technique and medias are very helpful. Moreover, in writing process the students not only will write but also they will get new words or vocabularies in describing a person. Next, it helps the students to explore and generate their idea about the object to be described. The last is the technique and media are easy to be applied. These technique and media are very simple. Therefore, the students feel enjoy while studying. The teacher use the technique and media to help the students, it also leads the teacher in teaching. Thus, it is very helpful for students even for the teacher.

C. Conclusions and Suggestions

From the discussion before, it can be summarized that using the CSW (Catch, Speak, and Write) game is one of the techniques that can be used in teaching writing a descriptive text about a person to Senior High School students. The CSW (Catch, Speak, and Write) game is a kind of game that can be used to motivate and help students in writing skill while learning English. It is designed as a game that uses a chocolate and pictures as the media. This game will make the students enjoy while they are writing because it will be easy and relax. Moreover, the CSW (Catch, Speak, and Write) game is interesting to be used in teaching and learning process.

Through this article, the writer would like to give some suggestions related in teaching writing a descriptive text about a person by using CSW (Catch, Speak, and Write) game to Senior High School students. (1). the teacher should choose the best technique in teaching based on the characteristics of the students. (2). the teacher should control the students' activities. (3). the teacher should present the language in relax and enjoyable way. (4). the teacher should be creative and active to find various methods to teach the Senior High School students. (5). and the last, the teacher can add some additional activity in order to make the game better.

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