

USING ONE WORD-TWO WORD-THREE WORD GAME IN TEACHING WRITING A DESCRIPTIVE TEXT

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Abstrak

Penulisan artikel ini bertujuan untuk menjelaskan mengenai penerapan the *One Word-Two Word-Three Word Game* dalam menulis *descriptive text* pada satuan pendidikan Sekolah Menengah Pertama (SMP). Di dalam the *One Word-Two Word-Three Word Game*, siswa diberikan langkah-langkah untuk dapat membuat sebuah *descriptive text*. Mulai dari memperlihatkan sebuah objek melalui gambar sampai akhirnya siswa dapat membuat sebuah *descriptive text*. Game ini dilengkapi dengan gambar dan *clues* yang berguna sebagai panduan bagi siswa dalam menulis *descriptive text*. Permainan the *One Word-Two Word-Three Word* ini diharapkan mampu menjadi satu strategi alternatif yang dapat membantu dan meningkatkan motivasi siswa dalam menulis *descriptive text* karena melalui permainan ini, mereka belajar menulis dalam situasi yang menyenangkan dan dengan cara yang menarik.

Key words: one word-two word-three word game, teaching writing, descriptive text.

A. Introduction

According to KTSP or School-Based-Curriculum (Depdiknas: 2006), the goal of teaching learning at Junior High School is making the students able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives. For the English subject, the students have to master listening, reading, speaking and writing skill.

Writing is one of the ways to communicate with others through written form. According to Linderman (1983:11), "writing is a process of communication that uses conventional graphic system to convey a message to readers". Writing skill is the ability to arrange letter, words, and sentences of language that is used in written communication in order that the reader can understand the message or

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the information. In other words, writing is used for communicating someone's ideas feelings, expressions and thoughts in written form to the readers.

Meanwhile, Brown (1994) defines that writing is like swimming. Based on the statement above, to be successful in writing it is very crucial to take a lot of exercises in order to sharp the ability in making a good composition of the text and make the readers are able to catch the ideas of the written text. In addition, Ager (1998) defines that "writing is a way in representing language in visual which use sets of symbols to represent the sounds of speech, and also have symbols for such things as punctuation and numerals". It means, writing is a kind of activity that uses rules of symbols in sounds of speech and appropriate punctuation.

Hedge (2000:302) states that writing is an act of composing strategies to create a text which involves a number of activities such as setting goals, generating ideas, organizing information, selecting appropriate language usage and use, making a draft, reading and reviewing it, then revising and editing. It means that in writing, someone has to follow some steps to create a text. It can be said that writing is a complex process and could not be done spontaneously.

In the curriculum, the English material is also taught based on the text. One of the texts that has to be learned by the students of Junior High Schools is a descriptive text. In learning a descriptive text, the students have to be able to understand and create a descriptive text based on the social function, generic structure and lexicogrammatical of the text. They have to know and understand those parts, so that the students will be able to write a descriptive text well.

According to Depdiknas (2004:49) descriptive text is a kind of text that is used to describe a particular person, place or thing. A descriptive text is also used in all forms of writing to create a vivid impression of person, place object or event. It is usually used to describe something specifically so that the reader can imagine and know exactly about the things that are described.

The generic structure of the descriptive text consists of two parts; identification and description. Identification gives information about the thing which will be discussed. It refers to identifying phenomenon to be described (Depdiknas, 2004:49). The identification can be in the form of definition and classification about the thing which will be described. The description gives information more details to support identification. It might describe parts, quality and characteristics. (Gerot and Wignell, 1994:208).

The lexicogrammatical features of the descriptive text are the use of vocabulary and grammar within the text. The vocabulary commonly used in the descriptive text is related to the thing being described. Depdiknas (2004) tells about the language features and lexicogrammatical of the descriptive text which are focus on specific participants, the use of adjectives as modifier in noun phrase and the use of simple present tense.

The objective in writing is very hard to be achieved. Most of the students' skills are far away from their learning target. That is because of many problems. The problems in writing come from two sides. Those are students' side and teachers' side.

There are two problems which are found from the students' side. First, the students do not know what they are going to write. They often feel confused about what they are going to write. In writing a descriptive text, they have problem in developing ideas that have to be written. For example, when the teacher asked them to write a descriptive text about a thing, they still found difficulties to describe it even that thing is mostly familiar with them. They have difficulty in expressing their idea through the words and sentences and choosing the right words also. They still confused in using noun phrase that is used in writing a descriptive text. Those are because they do not know specific technique that can guide them in developing their ideas and put them in written form.

Second, the students are not interested in writing. They have low motivation in writing. They often feel bored in writing. As a result, they do not do the writing task from their teacher. They tend to walk around, talk with their friends, and sleep in the class or often asking permission to go out from the classroom.

The problem that is found from the teacher's side is about teacher's teaching technique. The teacher often gets difficulties in finding the good and creative techniques or ways to make the students interested and enjoy in writing. As a result, in teaching English, the teachers just focus on the student's worksheet (LKS). These problems are likely to contribute the students' low motivation to learn how to write well and make them confused and bored in the writing class.

Considering to the importance of descriptive text for the students to be mastered, it is very important for the teacher to apply the good and creative way to teach a descriptive text in order to achieve the objectives that are stated on the curriculum. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target.

So, to overcome the problems that have been explained, the teacher should be able to create the interesting ways for students to improve their ability in writing and make them interested in it. One of the ways is through the "One Word-Two Word -Three Word" game.

Game is one thing that can make people enjoy and fun. Plays game become one of interesting activities for children, teenager even an adult. It can entertain people and makes them more relax. According to Shaptozhvili (2002:1), games are an important part of a teacher's repertoire. Although naturally they are an activity that has purpose to get entertainment and enjoyment, in the language learning process their purpose is to improve the students comprehension about what they have already studied. It becomes one interesting way for teachers to increase the student's enthusiasm in learning.

The "One Word-Two Word-Three Word" game is a game that has objective to expand the students' skills in writing a descriptive text (Stone). Stone in <http://squidoo.com> explains the procedure of this game. This game will be played in groups. This game consists of three main steps; One Word step, Two Words step and Three Words step. By using this game, the students will be easy

to describe something and then make a simple paragraph because this game is completed by clues and colorful pictures that will help students in describing something.

The main purpose of this paper is explains how the “One Word-Two Word -Three Word” game is used as a technique or way in teaching writing a descriptive text at the first grade of Junior High Schools.

B. Discussion

1. Preparation

Preparing the material which is suitable to the students is one thing that should be considered by the teacher. The material that is used has to appropriate with the characteristic and the age of the students. Beside the material, the teacher has to choose the good technique in teaching English language. One of the techniques that can be used by the teacher is by using the One Word-Two Word-Three Word-Game.

For using the One Word-Two-Word Three-Word Game in teaching a descriptive text at the first grade of Junior High Schools, the teacher must do following preparations:

a. Material

The teacher has to prepare the material that will be taught because material is one of the important components in teaching. The material is about descriptive text for the first grade of Junior high School focused on describes a person or thing. The material is also about the social function, generic structure and lexicogrammatical features (tense, adjective and noun phrase) of the descriptive text. All the material will be displayed in the power point.

b. Media

Here, the media that is used is a video about the description of person (physical appearances). It can help the students in writing a descriptive text and it also interact the students’ attention and motivation. In addition, the teacher uses the colorful pictures also , laptop and LCD to displays the pictures or power point.

c. Exercise

Exercise is used for see the understanding of the students about the material that have been taught by the teacher. Here, the teacher will give the exercise about using noun phrase.

d. Lesson Plan

The English teachers need to make a lesson plan in order to help and guide them during teaching and learning process. The teachers write about all the activities in the pre teaching, whilst teaching and post teaching.

2. Procedure of the One Word - Two Word - Three Word Game

There are some steps that the teacher has to do in teaching a descriptive text by using the One Word - Two Word - Three Word game.

Those are pre-teaching activities, whilst-teaching activities, and post-teaching activities.

1. Pre- Teaching-Activity

This is an early stage as opening the lesson. The teacher will give overview to the students about the lesson that will be learned. It is started by greeting the students, for example, the teacher will say “*Good Morning my students*” and the students will answer by say “*Good Morning, Mam*”. Then, the teacher asks the students to pray together then starts the lesson.

In Pre-activity, the teacher builds the background knowledge of the students about descriptive text. It can be done by showing the video about describing something, like things, animal or person (based on the topic that will be learned). In this part, the teacher uses video, laptop and LCD as media. After watching the video, teacher leads a discussion by asking the questions about the video.

In this stage, the students being informed that they will study about descriptive text and playing the One Word- Two Word- Three Word game. The teacher tells that the colorful pictures will be used in elaboration (when playing the game) and exercise will be used in confirmation in the whilst teaching activity.

2. Whilst-Teaching Activities

This is the main part of teaching. This stage is divided into three parts; exploration, elaboration and confirmation.

In exploration, the teacher explains all of the material about descriptive text to the students. The teacher will explain about the characteristics of the descriptive text; social function, generic structure and lexicogrammatical or language features of the descriptive text. The students will learn about how to use adjective in noun phrase and verb/tenses in descriptive text through the examples of a descriptive text that will be given by the teacher. The teacher can ask the students to take some notes that will be useful for the students in remember the material.

Elaboration and confirmation is performed as playing the One Word-Two Word-Three Word game. This game will be played in group. In this elaboration stage, teacher explains about the game. For the first, the teacher tells the rules of the game. The rules are:

1. Each group have to prepare a piece of paper and pen

2. The students from each group have to pay attention to the picture that will be displayed by the teacher.
3. The students from the each group have to listen to the teacher's instruction as long as the game going on.
4. The group who can follow the game well and finish early (based on the period of time that the teacher given) will get the point and reward.

An example of applying the One Word-Two Word-Three Word Game in teaching descriptive text:

Topic: Describing Person

1. One Word Step.

In this step, the teacher asks the students to see the picture and write down the name of the object/picture in one word in a piece of paper. The students are asked to choose the word from the first rectangle and complete a sentence based on the second rectangle.

One Word step:



Boy / Woman / Girl

That _____ is..... (name of person)

The answer: girl

That girl is Anne

Question: "What did you see on the picture?"

Teacher: "OK students, for the one word step, please have a look to the picture, can you see the picture?"

Students: "Yes, Mam"


Teacher: "Good, now, What did you see on the picture? please write down the name of the object/pictures in one word on your paper. You can choose the

words from the first rectangle. Then, please complete the sentence in the second rectangle by any name you like!.”

2. Two Word Step.

In this step, the teacher asks the students to look at the picture again, describe the object in two words by keep the word in the first step, then asks the students to write it on the paper by choose the word from the rectangle then write or complete a sentence. The teacher informs the students that the sentence is same with the first step and the students just have to complete that sentence based on the second rectangle.

Two Word step:



Old / Young / Middle-age

That _____ is Anne

The answer: young
That **young girl** is Anne

Questions: “How old is she? Is she young, old or middle age?”

Teacher: “For the two word step, look at the picture again, How old is she? Is she young, old or middle age? please describe the object in two words, write on your paper, (keep the word in the first step) you can choose the words from the first rectangle then write a sentence! The sentence is same with the first step, you just have to complete that sentence, see the second rectangle!”

3. Three Word Step.

In this step, the teacher asks the students to look at the picture again, describe the object in three words by keep the word in the first step and second step, then the students are asked to write it on the paper by choose the word from the rectangle then write or complete a sentence. The teacher tells that the sentence is same with the first step and second step, and the students just have to complete that sentence based on the second rectangle.

Three Word step:



Beautiful / Handsome / Ugly

That _____ is Anne

The answer: beautiful

That **beautiful young girl** is Anne

Question: “What does she look?”

Teacher: “For the three word step, look at the picture again, What does she look? please describe the object in three words, write on your paper, (keep the word in the first step and second step) you can choose the word from the rectangle then write a sentence! The sentence is same with the first step and second step, you just have to complete that sentence, see the second rectangle!”.

After the students get the first complete sentence based on the three steps, the teacher tells the students that the sentence is the identification of a descriptive paragraph. Then, the teacher plays the games with the students again (with the same steps) in order to get the second sentence until the sixth sentence as the descriptions in a descriptive paragraph.

Next, after the students get all the sentences or a descriptive paragraph, the teacher will ask a student from each group to read the paragraph in front of the class and have discussion together. The teacher will collect the paragraph of all groups and give mark. For the group that can finish all steps early will get the high score and reward.

A descriptive paragraph that is gotten from playing the game:

That **beautiful young girl** is Anne. She has **long straight brown hair**. She has **big round black eyes**. She wears **clean white and black school uniform**. She holds a **bucket of nice colorful flowers** in her hand. She looks cute with the **nice big happy smile**.

The last stage of whilst teaching activity is confirmation. In this step, the teacher checks the students' understanding by giving some tasks about descriptive text. For example, the teacher gives a task about using adjective/ noun phrase in descriptive text.

3. Post-Teaching Activities.

In this stage, the teacher leads the students to summarize the material that has been taught by asking some questions about the material to recall the students' memory. Then, the teacher will conclude the lesson and close the meeting. The class is end, then the teacher and students pray together and go home.

3. The Advantages of Using the One Word -Two Word -Three Word Game

There are some advantages in using the One Word -Two Word- Three Word game in teaching a descriptive text. First, this game can improve writing skill of students in writing a descriptive text. Second, this game can create a good atmosphere in learning and make them learn in relaxed way because they are learning by playing. Third, this game uses some pictures as a media that will make the students more interested in learning. Fourth, this game can be used to see the understanding of the students in describe something especially in using adjective/noun phrase. Fifth, this game can make the students think and write enthusiastically. They will not easy to give up until they can finish all steps of the game to get a high point/score and reward from their teacher.

C. Conclusions and Suggestions

From the explanation above, it can be concluded that the One Word Two Word Three Word game is one of the techniques that can be used by the teachers in teaching a descriptive text. The teachers can use this game as a media to improve the understanding of students in writing a descriptive text, using adjective and phrase in the first grade of Junior High School. This game gives more advantages and positive effects for students especially in writing a descriptive text. It can create the relaxed situation in learning for students. It will make the students not bored and feel enjoy in learning because they are learning by playing.

There are many methods that can be developed by the teachers in teaching for having a good and enjoyable class situation to reach out the curriculum target. In order to cover it, the teachers are suggested to be able to create an interesting and effective way to improve their students' ability. They should not teach their students with the same method every day because it can make them easy to feel bored. The teachers should be able to create the joyful learning atmosphere for their students. The teacher should present the language in an enjoyable and relaxed way. It could be done by using pictures, songs, games etc. If the teachers are able to do it, the goal of learning will be gotten.

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