



THE USE OF “DRAW THE BANK ROBBERS” GAME IN TEACHING WRITING DESCRIPTIVE TEXTS IN JUNIOR HIGH SCHOOL

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Abstract

This paper is about the use of *draw the bank robbers* game in teaching writing descriptive texts in Junior High School. The purpose of this paper is to explain that *draw the bank robbers* game can be used by English teachers of Junior High School in teaching writing descriptive texts. Before applying this game, the teacher has to decide an interesting topic so that the students are enthusiastic to do this game. This game is used in pairs, the teacher provides a short description about the object will be described; the object can be a person, thing or place. Then, the teacher asks the students to draw the picture from the teacher's description. After that, the teacher asks them to draw the new picture based on their own version about the same topic and write a descriptive text from that picture. This game can attract and motivate the students in learning writing; in addition, it is easy for the students to convey their ideas in writing descriptive text. **Key words:** Draw the Bank Robbers Game, teaching writing, descriptive text, junior high school

A. INTRODUCTION

Teaching English in Junior High School is the continuation of teaching English in Elementary School in which the students learn the basis of English but the form is more extensive than in Elementary School. There are four English skills that have to be mastered by Junior High School students such as speaking, reading, listening, and writing. In order to be able to communicate well in English, to students have to master all of these skills. Based on the writer's experience of doing teaching practice in a Junior High School, the writer finds that among that four language skills, writing is regarded as the most difficult and complicated skills by students.

Hyland (2002: 88) said that writing is a process of exploring and discovering ideas. Through writing students can express their feeling in written form. Writing is also the process of translating our idea into language. In line with Hyland, Sumarsih and DediSanjaya (2013: 106) said that writing can help person to express feelings, ideas, and announcements to other people. Furthermore,

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writing is a language skill that is used to replace oral messages as Redd (1970: 542) said that “writing is a tool used in place of oral language and as such should be perceived as a conversation with an audience; it involves a message which must be conveyed clearly”.

In teaching writing, there are 3 important teacher's roles to support students' writing (Harmer, 2001:261-262). First as motivator, the teacher needs to create the right condition for the generation of ideas, persuade the students of the usefulness of the activity and also encourage them to make as much effort. As resource, the teacher should supply information and language when the students are writing, offers advice and suggestions. As a feedback provider in teaching writing, the teacher' role is giving the students some compliments or remarks after collecting their result in writing a kind of text.

Based on Curriculum 2006 (KTSP), syllabus of Junior High School curriculum requires the students to be able in writing some kinds of genre of writing. Based on this curriculum, the second grade students of Junior High School should be able to produce the language, not only in oral form but also written form. Descriptive text is one genre that must be mastered by the students in learning English. Sumarsih and DediSanjaya (2013: 107) explain that “Descriptive text is a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like”. Descriptive text may seem to be a simple text at a glance, but the facts show that many students still have problems in producing it. There are some reasons why the writer chooses this topic.

The first reason is, based on writer's observation when practicing teaching training in a Junior High School; the writer finds that the students have low motivation in learning English especially in writing skill. They are not interested in learning writing in English because they think that it is difficult. Their less motivation in learning writing can be seen from their behaviour in the classroom. Some students often lay their head down on the table; some others choose to do other activities like drawing picture on their books. When the teacher asks them to write a descriptive text as an exercise, only some students want to do it; meanwhile other students prefer to cheat the result of their friend's exercise. Hence, motivation is very important because when students have high motivation, they will be more willing to learn English writing skill.

Second reason, they have difficulty in finding and conveying the ideas in writing descriptive text. They can imagine the object to be described but they do not know what they will write or how to start writing it. Because of the lack of idea and do not know how to convey it, they choose to imitate or copy the example of text given by the teacher and only change some of the content.

Then, the problem does not only come from the students, but also from the technique that is used by the teacher. The teacher teaches English without vary the teaching technique. She explains the material from text books, gives the example then asks the students to do the exercise individually. The technique makes the students had low of motivation in writing descriptive text.

To overcome the problems above, the teacher needs to find and apply appropriate teaching technique. Brown (2001: 31) said that “technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives”. Games can be one of technique that can be used to overcome those problems. According to Wright et al (2005:1) “game is an activity which is entertaining, engaging often challenging, and an activity in which the learners play and usually interact with others”. There were some research which had been conducted related to the teaching speaking by using game. One of them was research conducted by Susanti and Amri (2013) that focus on the use of speaking board game in teaching speaking.

The teacher can use *draw the bank robbers* game in teaching writing descriptive text. In this game, the teacher provides a short description and only asks students to draw the object will be described based on teachers’ description. Then the teacher asks the students to draw and write that short description based on their own imagination in pairs. After drawing the object, the teacher and students discuss the picture. Then, the teacher asks the students to draw the new picture based on their version and write descriptive text from it.

B. DISCUSSION

1. Advantages of *Draw the Bank Robbers* Game

There are some advantages in using *draw the bank robbers* game in teaching writing descriptive text for Junior High Scholl. First, this game can attract and motivate students in writing English. In drawing the object will be described, the students find this activity is interesting because most of students like drawing. Second, to train or promote cooperation between students. By using this game, the teacher can train the students to play along with other students. The students work in pairs so that it will build cooperation between them. Third, it can enhance and stimulate students’ imagination in conveying the ideas. In this game, the students draw the picture of the object is being described directly. Through drawing, the idea on their mind can be conveyed in writing. Therefore, it is easier for the students to illustrate the picture. Last, it helps students to produce the ideas and conduct the text. In doing the descriptive text in pairs, the students will produce lots of ideas and can share their ideas with their pairs. So, it is easy for them to conduct the text.

2. Teaching Preparation

In applying *draw the bank robbers* game in teaching writing descriptive text, the teacher has to prepare material, media, and lesson plan.

First, the teacher should select the material before teaching and learning process begin. The teacher has to consider the material of descriptive text based on students’ level and curriculum. In this case, the material is writing descriptive text about describing person, place or thing. In this case, the material is descriptive text about describing people. After the teacher selected the material, the teacher also should select the topic. In describing people, the teacher may choose the topic that can enhance students’ imagination, for example a fictional robber, my fictional hero, etc.

Second, the teacher also needs to prepare media in teaching writing descriptive text. Media has important role in teaching and learning process. It helps the teacher to facilitate and support learning process so that the learning process will be interesting. Media also can be used to get students' attention. In using *draw the bank robbers* game, the teachers have to provide a copy of a description of the person will be described for each pair of learners in the first stage. Besides that media, the teacher should prepare some pieces of paper or maybe the teacher asks the students to provide the paper by their own self. And the teacher also needs to prepare pencil or colour pencils for the students.

The last preparation is lesson plan. Lesson plan is one of the key of successful teaching and learning process. The teacher should make a lesson plan because it can help and guide the teacher to control the learning process. The teacher needs to consider what is expected from the students at the end of the lesson based on standard and basic of competencies in KTSP. The teacher has to tell the students about the purpose of the lesson.

3. An Example of Teaching Activities by Using *Draw The Bank Robbers* Game

There are some stages in teaching and learning process writing descriptive text by using *draw the bank robbers* game:

The first step is pre teaching. The teacher has to prepare the students before give the lesson. In this step, the teacher greets the students and asks the students to pray, checks students' attendance, asks some questions about the previous lesson, tells about the new lesson, and explains the objective of the lesson.

The second step is whilst teaching. There are 3 stages in this step. They are exploration, elaboration and confirmation.

a. Exploration

In this stage, the teacher uses a video that describing about people to activate their background knowledge. Then the teacher gives the students some questions orally that related to the video, then teachers and students discuss those questions. The teacher might ask question such as:

Do you know what the video is about?

How does she look like?

How would you describe her?

After that, the teacher begins to explain the descriptive text to the students. It might about the definition, social function, generic structure and language features of descriptive text. The teacher also shows the example of descriptive text about describing person that has been written by the teacher. The teacher and the students write the example of descriptive text about describing people together. Then, the teacher tells the students that they will play a game which called *draw the bank robbers*.

b. Elaboration

In elaboration stage, the teacher introduces some vocabularies which can be used by the students in order to help them in writing a descriptive text about describing a person. For example: some vocabularies such as skin, fat, tall, eyes, ears, etc. The teacher provides some pieces of paper or maybe the teacher asks the

students to provide the paper by their own self. The teacher also needs to prepare pencils or colour pencils for the students.

The teacher gives the instructions about playing *draw the bank robbers* game. The instructions are:

- 1) The teacher divides the students in pairs directly.
- 2) The teacher provides a short description which describes someone and asks the students to learn it. If they do not understand the meaning of words, the teacher asks them to see the meaning on their dictionaries.

This is the example of short description that can be used by the teacher in this game:

Robbert, 40 years old, a robber, very small head, head looks like a pear, no hair, right ear is bigger than left ear, left ear is small and like a cup, left eye is very small, right eye is very wide, left eyebrow is longer than right eyebrow.

3) Then, students are asked to draw a large picture about the teacher's description in a piece of paper. The students might use pencils and colour pencils that have been prepared by the teacher.

4) It is easier for the students to draw the teacher's description if the teacher gives situations. For example: this description is about a bank robber. Policies are looking for him/her. Imagine that you are drawing the picture of that robber based on the description given to help policies to find that robber.

5) Before draw the picture, the students are asked to write "WANTED" at the top of paper.



6) After drawing the picture, the students are asked to display all of the pictures and discuss those pictures that do not match with the description given. The purpose of discussing is to help the learners to be more careful and accurate in drawing and writing.

7) Then, still using the same topic, the teacher asks the students to draw the new picture based on their version then write its descriptive text in pairs.

Now, draw your own picture about another fictional robber bank based on your version then write the descriptive text based on your picture.

- 8) The teacher needs to set the time limit for this.
- 9) After the students finish their pictures and descriptive texts, the teacher asks the students to collect the pictures and the texts.
- 10) The teacher and the students discuss it.

c. Confirmation

To check the students' understanding about the topic, the teacher asks the students to write the descriptive text based on short description that has been given by the teacher in the game individually.

Write this short description into a good descriptive text individually!

Robbert, 40 years old, a robber, very small head, head looks like a pear, no hair, right ear is bigger than left ear, left ear is small and like a cup, left eye is very small, right eye is very wide, left eyebrow is longer than right eyebrow.

The third step is post-teaching. The purpose is to close the teaching and learning activity. In this step, the teacher and the students evaluate teaching and learning process. The teacher might ask students about the lesson and their problem in writing descriptive texts, ask the students about their opinions about the game, conclude the lesson together, inform about the teaching and learning activity for the next meeting and closes the lesson.

C. CONCLUSION AND SUGGESTION

Based on the discussion above, the teacher needs to use technique to solve those problems. One of the techniques can be used is game that is *draw the bank robbers* game. This game is useful for teaching writing descriptive text in Junior High School. We know that students like playing games, and we can use their interest in learning process by applying this game in the classroom. Besides, this game can make the students easy to express their ideas and be creative by imagining the characters will be described, drawing and describing it.

Through this paper, the writer suggests the teacher to use *draw the bank robbers* game in teaching writing descriptive text because it has many advantages that can help teacher in teaching writing descriptive text. Moreover, in using it, the teacher has to consider some things. First, the teacher should prepare fun and interesting topic to the students. Besides choosing interesting topic, the topic also should be understandable and can enhance students' imagination so that they will be creative and interested in learning process. Second, the teacher has to set the time. Time has to be set, in order to make the purpose be accomplished. The writer should not take too long in one stage. Third, tell the instruction in every stage clearly. It is in order to make the students easy to do what the teacher asked. Last, it will be better if the teacher pairs the students who are good at drawing with the students who are not.

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