

**THE IMPLEMENTATION OF FLASH GAMES  
IN TEACHING WRITING DESCRIPTIVE TEXT TO THE SEVENTH GRADE OF SMP  
MUHAMMADIYAH 10 SURABAYA**

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**ABSTRACT**

Writing is one of skill which is being basic skill in English learning. Writing is very important to be learned because it is being a compulsory in teaching English which the students have to be well mastered. There are many kinds of genres insert the teaching writing. One of them is writing descriptive. The teacher used flash game as media in teaching learning process in order to it could be motivated the students who lack motivations and minimize boredom faced. The purpose of the study was to know the implementation of teaching writing descriptive text by using flash game and the students' responses toward teaching writing descriptive text using by using flash game to seventh grade of SMP Muhammadiyah 10 Surabaya. The researcher designs his research a descriptive qualitative research. The subject of this study is seventh grade of SMP Muhammadiyah 10 Surabaya. To collect the data in this study, the researcher used four points to collect the data. They were the observation checklist, field notes, interview the teacher, and questionnaire as the technique. The implementation of flash game in teaching writing descriptive text was very effective to teaching writing descriptive text because it could be motivated and helped the students during teaching learning process. Students were not only being motivated and helped but also being participated actively during teaching learning process in the class. The result of students' questionnaire was very good because most of students like very much with the implementation of flash game in teaching writing descriptive text. The researcher classified the questions into four factors. They were the first factor was about the students' opinion about the material, it consisted into four questions. The second factor was about the students' opinion about the teacher's role during teaching writing descriptive text by using flash game, it consisted into two questions. The third factor was about the students' opinion about the flash game, it consisted into three questions. The fourth factor was about the students' opinion about general evaluation, it consisted into one question. That was way, the implementation of flash game in teaching writing descriptive text to seventh grade of SMP Muhammadiyah 10 Surabaya was very successful because it can reach the aim of teaching writing descriptive text in the class and also it makes the students being participate actively during teaching learning process.

Keywords: Flash game, writing, teaching writing, and descriptive text.

English is one of language which is as an international language. Most of people in the world know and use it in their daily activities to make a communication. It is supported by Millward and Hayes "It is true that English is truly a global language, both for its use throughout the world and for the International flavor of its lexicon (2012:296)." It indicates that English is very important for all people to learn it, because English is one of the next languages which have a capacity to be able to support the social career. It is being the great reason why people learning English well. In the reality throughout the world, English is used when people meet in one place and having different languages come together absolutely, they commonly use English to communicate.

On the other hand English is as the main character of the next communication era that has to be taught by the students of Indonesia. In Indonesia there are fourth levels which are faced from elementary level, junior high level, senior high level and university level. In the junior high school, English is become the first foreigner language that has been learned. It is one of the regulations which have to done by the students in the final test. It is become the reason why English has been ready at the school moreover being started in the beginners such as elementary school and junior high school.

There are some great reasons why the people learn English; they believe that there are some advantages in a professional live and their career, They can communicate with people who are rounding the world easily and moreover they can get a good job from all over companies easily not only in their

country but also in other countries. They also can catch the information the whole world well, thus can many books which are written in English such as science, lesson books and etc.

Learning English is being a compulsory subject that has to be taught by the students especially in junior high school. Learning English in junior high school is one of the first language foreigners who are learned in teaching learning, and it is become essential in order to become a proficient in certain skills. It is supported by Agustien (2004:3) that states being a compulsory subject that English has to be well mastered by the students. In learning English there are four skills that have to be understood by the students such as speaking, reading, listening and writing, Because those skills are become the English foundation in order to be mastered.

As the writer knows that there are two kinds of communicative wick are used such as speaking and writting. Writing is an essential activity that is used for indirect communication. It is being the difficult thing because in writing its self the students are not only express their ideas on the paper but also the students should be able to manage their own written by using several component, which is a grammatical structure. On the other hand writing is being difficult thing because it is become the second language; it needs a long process and often takes a long time to do it. Moreover it is done by the students of junior high school. Absolutely, they have to organize their own first language in to the second language. It is supported by Hartley states “Unfortunately, it is more difficult for non-native speakers of English to read and to write in the appropriate style than it is for native speakers. (2008:17).”

It is also strengthen by Cahyono et.al says:

Writing is being considered to be the most difficult skill since it involves several components including contents, vocabularies, rhetoric, grammatical structure and mechanics such as punctuation and capitalization (2009:31).

Based on those theories above that writing skill is one activity that is more difficult skill because it makes communicative writing basic knowledge which has many components that has to be used such as grammar, vocabulary coherence, cohesion, idiom and expression. Those are being the reason why English is quite hard to improve.

Teaching writing is not being the simple one that the students do exercise in writing skill. It means that the students only manipulate unfamiliar texts that have no special meaning for them. Instead, the students are writing about what they really want to communicate with someone else and what they really want the reader know. The teacher is not only giving the materials that has to be done by the students but also the teacher should know the students’ difficult is often faced, because still many students that are doubt about their skill. It indicates that they lack of motivation, the writer believes that without any motivation the students will get a difficulty in teaching writing.

The teacher’s role is needed by the students, because they really need a guide to do the activity in the class and they do not know what they will do. That is way by teacher’s instruction and a motivation the students will know and be able to do writing learning easier.

The teachers want to give some demands to the students into writing as quickly and immediately possible in some lesson. This kind of instant writing helps to develop the students writing fluency, which is also part of writing proficiency.

Nowadays, many teachers still teach writing by giving a text, explaining form, giving the rules, and asking students to write a same text. It makes the students get borred because they are being passive. Besides, the teaching aim is to make the students are being active and understood while teaching learning process. In the real they only listen to the teacher’s explanation. Because of this situation, the teachers have to find out the other ways to make the student’s boredom disappear, to improve their learners’ writing quality and to make them being mastered. The main point of teaching writing is the

teachers also make the students being active and enjoyable. That is way the teacher should be able to be creatively in order to the students are not getting boring.

Learning will be effective when it is fun teaching and learning media will help the teachers to teach effectively. It will also help the students who the lack of motivation, by using media is one of way that is very useful to increase their motivation and to overcome their boredom. Sadiman (1994:7) says that media is everything that is be able to use to convey a message from sender to receiver in order to give desire thought, feeling, attention, and interest of the students while learning process. The role of teacher as facilitator is to show their abilities to facilitate their students by creating, improving, and using teaching aid to help the students solve their problems from difficulty in getting the ideas to write descriptive text because of less motivation.

One of media that can be used in teaching writing interestingly and effectively is using a flash game. Flash game is one of game that can be media effectively. It makes the students engaged their selves to be motivated because using flash game can also help the students who lack motivation while learning process.

Based on explanation above, the researcher considers that flash game is suitable solution to solve the students' problem, because flash game is not only motivating the students to write but make the students have fun while learning process. It hopes that the students can be motivated to write the text easily especially descriptive text.

The researcher chooses the seventh grade of SMP MUHAMMADIYAH 10 as my observation of study because as the writer knows that the English teacher at this school is the magician. Absolutely, there are many Medias which can be used in English learning process. That is way the researcher wants to investigate the teaching of writing using more creatively, which is using flash game.

## **Review of Related Literature**

In this chapter, the researcher uses some related theories. In the research, it is being the important thing that for describing the theories related to the problems of this study in order to give relevant knowledge in the field. This theory is divided into five main parts. They are (1) teaching writing, (2) descriptive text, (3) teaching English using media, (4) teaching English using game, and the last is (5) flash game.

**Teaching writing.** There are many kinds of teaching in teaching English which is being compulsory by the students. Such as teaching speaking, teaching reading, teaching listening, and teaching writing. Those are being the main skills which are mastered by the students. Teaching writing is one of the activities that are being compulsory in teaching learning because it is being skill that has to be well mastered by the students.

Carter (2002:247) said that writing is a significant substance somehow; the students take information, keep it in mind, and convey it. It means that the teacher should teach the students how to get the information, remember it in their mind which is being the motivation to support their imagines in order to the students can explore it in their own word in the form of written text accurately. It is impossible to the students to do by their selves in teaching writing. Certainly, they need to the teacher aids to do it. The teacher' role is needed by the students to guide their activities in the class while teaching learning process.

Sometimes the teacher have difficult to teach the students in teaching writing because the teacher only explains the material and asks them to writes. It indicates that the students are only having attention in the class while teaching learning process. It makes the students being passive but the main aim is the students must be active while teaching learning process in order to the teaching's aim can be reached. Lindsay (2006:3) states that the teacher is the leader of the class that has a big responsibility

of everything which is happening as long as in the class. The teacher should know the situation of the class and the students' condition because it refers to the students as the goals of the teaching learning. So both of them should be balance between the teacher and the students because in teaching learning they are being the subject and the object.

There are some principles in teaching writing which can help the teacher to teach the students easily. As Nunan (2003:92) argue that, there are four principles in teaching writing:

1. The teacher has to know the students' reason for writing. Sometimes the teacher does not know about the students' reason for writing because the teacher should know each student's character. It is needed by the teacher to goal the aim of teaching learning in writing descriptive text and it is being the reasons for the teacher to know the students' flow of thought.
2. The teacher has to give the opportunities for students to write. In teaching learning the teacher does not only explain the material clearly but also the teacher should give the opportunities to the students to practice their own written. Writing should be interesting and vary. The variety of writing is like journal, narrative, descriptive text and etc.
3. Making helpful and useful feedback. According to the writer that feedback is divided into two kinds: firstly is direct feedback. It means the students can get the information directly while teaching learning process. Secondly is indirect feedback. It means that the students cannot get the information directly while teaching learning process. So, from those different the teacher should have the way to make them understandable in teaching writing descriptive text. The teacher can inform about the wrong one in their written. Furthermore, the teacher can give a summary comment on every student's written about the wrong one and the teacher also instructs them to find out the wrong one gives them the motivation in order to they are always spirit while teaching learning.
4. How to evaluate the students' writing composition. The way to evaluate the students is giving them the motivations about the materials; review the material, giving them the task. It can evaluate the students' writing composition. The important things in teaching writing is the teacher be able to make them the good writing and the goal of teaching writing especially in descriptive text.

The main point of being the teacher is not only giving the material which is prepared but also guiding the students who initially does not understand be understandable about the material which is reached. It indicates that the teacher should be ready in everything because it refers to the goal of teaching writing process. One of the goal teachings is writing descriptive text.

**Descriptive text.** There are many kinds of genre texts in a language such as, narrative, recount, descriptive, report, explanation, procedure, discussion, anecdote, spoof, news item, etc. every text has a different aim and style which is reached by the writer when writing certain genre. As Harmer (2002:157) says that the students who write in a specific genre need to consider an amount of different. The students have to be able to distinguish among texts. The students are not only distinguishing among the texts but also the students must know the aim of every text its self because the aim of writing text is read by the reader. Certainly, the language features support and the context should be appropriated. It is depend on the genre.

One of the genre texts is descriptive. Descriptive is a group of words that is being text which describes a particular person, place, and thing. Hayland (2002:73) states descriptive genre tries to give a description what something is like. The purpose of descriptive texts is to describe the characteristic of person, place, thing which are generally. Hyland (2003:20) states that the purpose of descriptive text gives a transcription of imagined, factual events and phenomena. The students can be helped by their imagines and investigates to describe the object which is going to be described.

By imagines and investigates, the students will be easier to get information inside the object because if the students are only using their imagines, certainly there will be something which is not be described clearly. That is way, it is not enough yet if the students only use their imagines, they also have to investigate to support their imagines in order to their written will be appropriate. Furthermore, Descriptive text is not only to describe something completely but also to give the factual thing which is going to be described more detailed.

The basic of descriptive is something seen by humans which is being object to relate the actual thing detailed such as sigh, sounds, smells. Level (1986:67) states that descriptive text wish to know the readers how something looks, or how something sounds, smells, feels, and tastes. Descriptive text is not only to describe the form of the object but also descriptive text is also to describe the object which can be felt by human sense.

Descriptive text is one of lesson which is taught both junior high school and senior high school. It is being one of contents in teaching writing which has to be well mastered by the students. As stated in Depdiknas (2006:10) that the students expected to understand and create simple functional text, monologue text and essay especially in the form of procedure, descriptive, recount, narrative, and report text. Based on that statement above that the aim of teaching learning writing English is the students expect to create and develop their writing ability in order to they can write English composition. One of the contents' teaching writing is descriptive composition which has to be well mastered by the students. Level (1986:109) states when someone writes a descriptive composition, indirectly he/she is sharing a little of his/her own personality with the readers.

**Descriptive text.** is description a particular object or thing which is like. The students do not only write their written clearly in teaching learning writing descriptive text but also the students have to consider the significant composition which build descriptive text. Since every genre is characterized by its generic structure and language feature (Agustien, 2004). Furthermore, the basic of descriptive has three major elements which have to be well mastered by the students in teaching writing in order to the students do not only describe the object or thing mistakenly. Besides, those are become the significant parts insert descriptive text which should be understood by the students. Those elements are generic structure and language features.

**Generic structure.** is one of part which is in descriptive text that is being compulsory to the students because in this part, the students can know what descriptive text is. Descriptive text has the roles in generic structure which has to be understood by the students. They are identification and description. According to Depdiknas (2004:39) the generic structure of descriptive text is identification and description. From that statement indicates clearly that generic structure has two parts which are understood by the students.

The example of generic structure in descriptive text can be shown in "my friend".

1. Identification : Junet is my best friend in my village
2. Description : Almost lectures in English department know him.  
He has tall body; he is 170 cm, than he has straight black hair. He has oval face, he has small eyes, he has sharp nose, He has thick lips, he has dark brown skin, he has thin body, he always wears green shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

**Language feature.** According to Agustien (2004:18) language feature is the consequence of the communicative purpose of a text, which involves several linguistic components. Based on that statement that language features are used in descriptive text which deals with lexical and the grammatical feature. It has a specific language feature. Based on Depdiknas (2004:60) the language feature of descriptive text are mentioned as follows:

1. The use of general nouns  
A noun is always used in written. Besides, writing descriptive text is disposed with using nouns because the purpose of writing descriptive text is to describe the particular person, thing, and place. Whatever which is described in teaching writing descriptive text are the things.  
Example: *a motor cycle, a car, a doll, and etc.*
2. Detailed noun phrase means that to give the information about the subject:  
*His computer, two beautiful ladies*
3. Present tense is to tell a habitual action and the general truth.  
Example: *he goes to school every day, etc.*
4. Descriptive adjectives that are classifying, numbering, describing  
An adjective phrase is a group of words which is consist with the adjective as the head. For instance: *the most beautiful women, angry with you, she still remembers her sweet moments, etc.*
5. Technical use of relating verbs  
To give the information about the subject. Example: *my father is really cool, etc.*
6. Technical thinking verbs and feeling verb  
Sometimes every writer has some ideas to explore his/her imagines in order to support his/her written. The purpose of technical thinking verb and feeling verb are to convey the personal opinion about the subject.  
Example: *I think she is the most beautiful lady in my school, etc.*
7. Adverbials  
An adverbial phrase is a group of word which is consists with “preposition” as the head and is followed by place, time, purpose, manner, and frequency. The example: *very quickly, at home, the runners run on the street quickly enough, and etc.*
8. Figurative language  
Simile, personification, hyperbole, alliteration, etc. All of them are different. For instance: *my bird's warble is as melodious as siti nur halijah's voice.*

**TEACHING ENGLISH USING MEDIA.** In teaching English there are three kinds of media which is used in learning process. Such as visual, audio, and audio visual. Media is everything that can be used to stimulate feeling, thinking, and the interesting of learning process in order to increase the students' learning. It is for supporting the way to get the aims of teaching in order to the students are easier to be understood when they get the materials especially in teaching writing. It is also supporting the students who are lacks the motivation about their difficulty. Sadiman says that all of media can be used as long as it is proper with the aim of the teaching and learning (1994:84). It indicates that media is one of way that has to belong to the teachers aids to support the teaching and learning process.

The purpose of teaching aids is helping the students who do not understand what the teachers' explanation. There are still many students who are not focus while learning process because of the boredom faced. In other hand still many teachers who do not teach effectively because they use the teaching and learning process classically. That is way; by media the students will be helped and easy to be focus while learning process. It also can be decreasing the students' boredom faced when they have a writing class.

Media is being the important thing in teaching writing because it can help the students who lack the motivations. Smaldiho et.al (2008:6-7) state the purpose of media is to facilitate communication and learning. And they also categorize media into six, they are; text, audio, visual, video, manipulative (object) and people.

By media the goal of teaching learning will be helped because media can supports the students who lack the motivation in teaching learning process. The media's role is giving the new situation in learning process to the students because they often have boredom faced while teaching learning process. It also gives them the motivation and the stimulation of teaching learning in the class.

**TEACHING ENGLISH USING GAME.** Game is one of activities that is usually done by people around the world but it is also used in the educational which is as media for supporting the goal of teaching learning process because game can minimize the boredom faced while teaching learning English in the class. Moursund states games provide an excellent environment to explore ideas of computational thinking (2006:7).

Based on quotation above that using game is one of way to make the students have a new idea to reach the material which is given by the teacher during teaching learning process. It can also help the students who lack the motivation during teaching learning process. Moursund states Special emphasis is given to roles of games in a formal school setting (2006:10). By using game in teaching learning is one of the effective way to make the students are being motivated.

The game is divided into two kinds the first is manual game and the second is multimedia game. Moursund states “the fact that many games are available both in a non-computerized form and in a computerized form helps to create this excellent learning environment (2006:7)”. The manual game or a non-computerized form is one of activity that is used by the teacher to support the teaching learning process in order to the students be able to be interestingly while teaching learning process. The manual game does not need to the computer or the laptop to do it but the teacher only asks the students to do what the teacher’s ask and certainly, it has been prepared. This activity is done in the class while teaching learning process.

The students in manual game are being subject and object because they only do what the teacher’s instruction in teaching learning process. In this activity, the game refers to the topic of the material. It will be different with the game which is based on computerized because in this game the teacher only gives the instructions insert the game in order to the students know the intents and roles of the contents of the game, and the students do their activities in teaching learning by computer.

The multimedia game or a computerized form is one of game which has a specific design in educational because the game is only made a variation of teaching English process. It has the feature which is designed in order to be able to be played by the students in teaching learning process. It is being the media in teaching learning process because game is the interesting thing that is liked by people in the world from a young to an adult. The form of the multimedia game is an electronic media which is designed has many features insert the game in order to the students can be motivated in teaching learning English.

The aim of game in teaching learning English is to make the students interestingly while teaching learning English. Furthermore, the goal of teaching learning English will be reached. It is being the purpose of teaching learning because the game can help the students who lack motivation in order to give them stimulating of teaching learning.

There are many kinds of games which are usually used as media in teaching learning process. All of them are flash card, board game, and flash game. Flash game is one of media which is used in teaching learning because it has a specific design which is appeared the features inside. Its features can be played by the students during teaching learning process.

**Flash game.** is one of media which is appertaining as audio visual. There are many gains inside the flash game. It can be used as media in teaching – learning process. The students can catch more information inside the flash game because it can make the students are interestingly during teaching learning process. Davies (2006:5) states that flash game is a game utilization of software that is able to be used to engage the students in an instructional process because the game can motivate the students in active learning.

The students in seventh grade are appertain in the young persons who are difficult to be focus, and many things that are often visible while learning process such as boredom faced and too much talk

with class mate. Davies (2006:5) states that flash game-based learning is a game that can be as an effective media for engaging students in the process of instructional because the game is able to motivate the students in active learning process. That is way using flash game will minimize their boredom faced and too much talk in the class while learning process.

Flash game is also being able to help the students to stimulate their imagines to write the material which has been tough. It will make the students to be easier to understand about what the teacher's explanation. Thus, the teacher does not need to give a long explanation about the material which will be done by the students.

Based on explanation above, the writer assumes that using flash game is one of the effective ways to teach them by learning while gaming because insert the flash game has a feature which is designed in specific aim for teaching learning. It can support their learning process in teaching writing descriptive by using flash game.

### **Method**

Research design is used as the method of research which makes the researcher accomplishes the study easily. The researcher uses qualitative methodology as research design. Donna states "qualitative methodology is research procedures which procedure descriptive data (1992:113)". The researcher has the process to collect data in order to get the obtain information. The process is divided into three steps. They are observation checklist, interview, and questionnaire. According to Bodgan (1992:27) qualitative research is for particular setting under study because it is concerned with context. Qualitative methodology as research design is helping the researcher to consider the appropriate used in this study because the object of the research is to describe the condition in the class while teaching learning writing descriptive text using flash game and to describe the students' response of the implementation of using flash game in teaching writing descriptive text.

### **Findings and Discussions**

In this chapter, the data was obtained by the researcher during the research which was analyzed by the researcher. The result includes the result of observation and the discussion includes the research questions which are stated in the first chapter. The research questions are how is the implementation of teaching writing of descriptive texts using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya and how are the students' responses to the teaching writing descriptive text using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya.

The result of the implementation of teaching writing descriptive text using flash game was based on the data were obtained from the observation checklist, interview the teacher, field note and questionnaire. To answer the first research question, the data was obtained from the observation checklist, field notes, and interview the teacher. These were conducted to obtain the data during research.

The observation checklist consisted of some indicators related to the topic of the lesson, the teacher, the teaching aid, the teacher's teaching technique, the process of teaching learning and the students' response. The field notes was also being part of observation checklist which described the activities during research and interview the teacher consisted of ten questions related to the implementation of flash game in teaching writing descriptive text, the teacher's teaching technique, and the teacher's reason uses flash game as media teaching-learning.

Based on those data, it could be explained how the implementation of using flash game in teaching writing descriptive text. It could be explained why the teacher used flash game as the media in teaching writing descriptive text at seventh grade SMP MUHAMMADIYAH 10.

Meanwhile, to answer the second and the last research question toward the students' responses to the teaching writing descriptive text using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya. The researcher used questionnaire for the students which consisted of ten questions. By analyzing the students answer, it was expected that the researcher could explore the students' responses toward the implementation of flash game in teaching writing descriptive text. The duration for each observation was 2 x 45 minutes.

### **The implementation of Teaching Writing Descriptive Text Using Flash Game to The Seventh Grades of SMP Muhammadiyah 10 Surabaya.**

The researcher conducted the observation on 21<sup>st</sup> of June 2015 and 28<sup>th</sup> of June 2015. Based on the observation which was conducted by the researcher, Twenty four students were able to describe the object clearly in writing descriptive text by using flash game. It indicated that the enthusiasm of students with learning to write using flash game.

The researcher observed teaching and learning process in the class and analyzed the implementation of teaching writing using flash game which was used by the teacher in order to answer the questions research which is existed in chapter one. The teacher used three activities during teaching process. The first was opening, the teacher begun and gave greeting to the students in the class. The second was main activity, it was being the teaching-learning process in writing descriptive text by using flash game as medium, and the teacher gave the materials by using flash game as the media and the students answered the questions insert the flash game, the last was closing, it was the time to the teacher review the materials and also to finish the class.

The form of flash game which was used in teaching writing descriptive text of seventh grade SMP Muhammadiyah 10 Surabaya that a flash application which had already been designed specifically by the teacher. It was adapted with the particular topic which was presented in a game. It also needed to a computer or a laptop as the tool to play it. Davies (2006:5) states that flash game is a game utilization of software that is able to be used to engage the students in an instructional process because the game can motivate the students in active learning.

The teacher used flash game as media because it could increase their interest during teaching learning process. Flash game made the students not being perforce in teaching learning process but the students could also learn while gaming. On other hand that the teacher used flash game in teaching writing descriptive text was to make teaching learning process more effective.

The teacher also used the curriculum of 2013. One of them was scientific approach as the method to teach writing descriptive text. The teacher's purpose used scientific approach was to give the students the obvious material which could be thought logically. There were five menus which had been completed as the material insert flash game. They were material, observing and questioning, exploring, associating, and communicating.

The first menu was material. The teacher only clicked it by using mouse. The material had nine slides which was discussing about describing people. The teacher explained the material based on slides in flash game. The teacher explained the material clearly and identified each vocabularies insert the material. It indicated that the teacher gave his good instructions for guiding the students being participate actively during teaching learning process.

The second menu was observing and questioning. In this section material, there were five slides which were made. In observing section, the students were asked to pay attention to watch the video insert flash game. The video was the real example of describing people then the students was also asked to describe what picture like was. It was as questioning section. The students' condition in this section was quite crowded but their noisy were about the material which had been explained.

The third menu was about exploring. The teacher only gave them the clue insert flash game because the students were asked to answer the questions which were the game type. That was way; it was being the important section which had been designed for the students because they were applied what they had got during being explained by their teacher in the class.

The fourth menu was about associating. The students were asked to describe their class mate and did what the teacher's instructions. It was being the assignment during teaching learning process.

The fifth menu was about communicating. It was being evaluation of teaching learning process in the class toward the material which had been explained. The students were asked to come forward in front of the class in order they did not only describe their class mate but also tell about their class mate clearly.

Based on the material above that the teacher adopted from scientific approach as the foundation to make the material insert flash game in order to the students could be easy to be understood in understanding the implementation of flash game in teaching writing descriptive text. It was compatible with scientific approach as the method because the teacher gave the material obviously which was able to be explained logically. The students were also participate actively during teaching learning process and they could think, analysis, and identify critically until the students could have the question during teaching learning process.

The researcher obtained the hold information toward the implementation of flash game in teaching writing descriptive text by giving the teacher an interview list which consisted into ten questions and it should be answered with the reasons clearly and appropriately (see appendix 4). It was done by the researcher in the end observation after teaching learning process.

Based on the result of an interview the teacher in appendix 4 that the teacher had ever used flash game as media because many gains inside flash game which was taken to help the students who lack motivation. The purpose of using flash game was to make the students participate actively during teaching learning process and made them not being bored in order to the students was also able to be focus during teaching learning process. As Davies (2006:5) states in chapter two that flash game-based learning is a game that can be as an effective media for engaging students in the process of instructional because the game is able to motivate the students in active learning process.

It could be known from the transcript observation that flash game was able to motivate the students in active learning below:

T: *sekarang* pet 1. Look for a long yellow and red snake

S: *iku pak, kuning*

T: a long yellow and red snake, *yang mana?*

S: *penggere penggere, terus terus ya itu pak*

T: *ya*

S: *betul*

Based on the transcript observation above that flash game could make the students participate actively during teaching learning process because when the teacher was telling the question "look for a long yellow and red snake" in flash game, the students answered the question correctly and simultaneously "S: *iku pak kuning*, S: *penggere penggere, terus terus ya itu pak* and the teacher answered *ya betul*. It indicated that flash game did not only make the students motivated and participate

actively but also make the students being fun while teaching learning process. It could be proofed in transcript observation below:

T: *sekarang cocokan dengan identitas seseorang.*

T: *saya ambil orang yang pertama dulu*

T: oh yes, the phone. He was not a young man. He was an older man, about 50 I think.  
Let's see

S: he had brown hair. *Owh ngerti aku. Iku lho pak koco motoan tuwek, brewoken brewoken.*

T: he had brown hair

S: *iki pak (murid-murid maju kedepan dengan sendirinya memilih jawaban)*

T: *salah satu*

S: *ku lho pak koco motoan*

T: *yang pakai kaca mata*

T: *memilih jawaban*

S: *bukan itu pak*

T: *ini ta?*

S: *ya pak*

S: *bukan itu, yang berewoken yang berewoken*

T: *yang cewek apa?*

S: *hahahahaha (ramai dengan pilihanya) tiga pak tiga, ya itu pak tiga*

T: *memilih no 3, dan jawabanya salah*

Based on the transcripts above that indicated the students were very enthusiastic with the material which was by using flash game. The students also had fun with the teaching learning process because when the teacher gave and told about the question in flash game "oh yes, the phone. He was not a young man. He was an older man, about 50 I think", one of them read the question in flash game quickly and got the clue of the question, then another students also got the clue such as "S: he had brown hair. S: *Owh ngerti aku. Iku lho pak koco motoan tuwek, brewoken brewoken*" then the teacher was going on to read the question in flash game "he had brown hair". After the teacher read it, they come forward directly and chosen the picture which was same as the clue "S: *iki pak*" until the teacher gave the instruction while the students come forward to choose the answer insert flash game "T: *salah satu*" but they still appointed with their choice simultaneously.

It was also strengthened by field notes which were being proof (see appendix 4: 70-71) below:

The teachers asked to the student who was called by their teacher to answer the question insert the flash game. The question was "look for a beautiful tropical fish with big fins and a long tall".

The students were very enthusiastic to answer that question and the answer was the right.

Based on field note above that the students were very enthusiastic with the material which was taught in the class because when the teacher asked one of them to answer the question, most of them were answering orally while appointing to the question insert flash game. It could be concluded that the implementation of flash game in teaching writing descriptive text was being appropriate way to make the students motivated and helped during teaching learning process because they did not only pay attention the teacher's explanation but also learn while gaming. It was one of way to make them being stay focus and interactive. Moursund states games provide an excellent environment to explore ideas of computational thinking (2006:7). By using flash game, the students could explore their idea easily toward writing descriptive text. It could be proof in transcript observation below:

T: ok, akbar. My aunt is overweight berarti apa? My aunt, my aunt *apa* my aunt?

S: *itu bibiku gemuk* (loudly)

T: *gemuk dan apa*

S: *obesitas*

Number of Questions	Number of Answer			
	A	B	C	D
1	37,5%	58,3%	4,1%	-
2	20,8%	62,5%	12,5%	4,1%
3	54,1%	33,3%	12,5%	-
4	16,6%	70,8%	-	12,5%
5	20,8%	62,5%	12,5%	4,1%
6	29,1%	62,5%	4,1%	4,1%
7	33,3%	54,1%	12,5%	-
8	25%	66,6%	8,3%	-
9	37,5%	54,1%	-	8,3%
10	16,6%	62,5%	20,8%	-

When the teacher gave the question during teaching learning process, Akbar was answered the question correctly and loudly. It could be explained that learning while gaming also gave the students the stimulation during teaching learning process because flash game was quite designed by the teacher

specifically. It meant the flash application which had been adjusted with certain topic which was showed in a game by the teacher. It was being the teacher's reason why the teacher used flash as media in teaching writing descriptive text because it could be motivated and helped the students during teaching learning process. It did not only make them being motivated and helped but also make them being participated actively during teaching learning process.

Besides, the researcher also found the uniqueness during teaching learning process in the class. The first uniqueness was from the teacher. He could explain the material not only from the flash game which had been prepared but also from his experiences, good suggestion, and his joking which had a correlation insert the material. The second uniqueness was from the students. The third uniqueness was also from flash game as media in teaching writing descriptive text. It could help the teacher and the students in teaching learning process. The teacher could be helped in explaining the material until the students were really being understood. The students could also be helped in understanding the material during teaching learning process, although they had been being crowded during teaching learning process but their noisy was only around the material which was insert flash game. It indicated that they were enthusiastic and participated actively during teaching learning process in the class.

**4.2. The students' responses to the teaching writing descriptive text using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya.**

At the end of the second meeting, the students were given questionnaire by the researcher in order to know the students' responses toward the implementation of flash game in teaching writing descriptive text. The result of questionnaire was used to support the data through the observation. In the questionnaire, the students were asked to answer the questions about teaching learning process by using flash game. It could be known that the result and the percentage of the students' responses below:

Table 4.1

The result of students' questionnaire

Number of Questions	Number of Answer			
	A	B	C	D
1	9	14	1	-
2	5	15	3	1
3	13	8	3	-
4	4	17	-	3
5	5	15	3	1
6	7	15	1	1
7	8	13	3	-
8	6	16	2	-
9	9	13	-	2

<b>10</b>	4	15	5	-
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Table 4.2

The percentage of students' questionnaire

The first question is about the students' responses toward the interest topic which was given by the teacher during teaching learning process. As the result of questionnaire, it could be explained that 37, 5% of students or 9 students chosen A as the answer of their option, 58,3% of or 14 students chosen B in their answer, and 4,1% of or 1 student was being less interest toward the topic which was given by their teacher during learning process. It could be proof that they really interested with the topic because the teacher gave the topic about describing people and explained clearly so that most of students interested with the topic. The teacher explained the material by using flash game in order to minimize the boredom faced and too much talk with each student and made them being motivated and helped during teaching learning process. That is way; they chose a good option in the questionnaire. It indicated that they learned writing descriptive text by using flash game enthusiastically but a few of them was uninterested with the topic which was given by their teacher during teaching learning process. On other hand the teacher always gave the treatment to them in order to they could be motivated and helped in teaching learning process.

The second question was about the students' responses toward their interest in teaching learning descriptive text by using flash game. It could be explained that 20, 8% or 5 students did interested with teaching learning descriptive text by using flash game, 62,5% or 15 students interested with teaching learning descriptive text by using flash game, 12,5% or 3 students were less interested, and 4,1% or 1 student did not interested with teaching learning descriptive text by using flash game. Meanwhile, there some students who were still confused how to play the flash game but the teacher and other students always helped and tried to make that the student was able to be understandable toward teaching learning descriptive text by using flash game.

The third question was about the students' responses toward the benefit of using flash game in teaching writing descriptive text. 54,1% or 13 students really got the benefit of using flash game in teaching writing descriptive text, 33,3% or 8 students also got the benefit it, and 12,5% or 3 students did not get much benefit of using flash game in teaching writing descriptive text. It could be known that how important using flash game in teaching writing descriptive text because it could be helped the students in their understanding especially in writing descriptive text.

The fourth question was about the students' responses toward the feedback of using flash game in teaching learning descriptive text. Based on the result of questionnaire, it shown that 16, 6% or 4 were quite helped, 70, 8% or 17 students were also helped with the implementation of flash game in teaching writing descriptive text, and 12, 5% or 3 students were not helped yet with the implementation of flash game in teaching writing descriptive text. It indicated that they could be motivated in teaching learning descriptive text by using flash game. On other hand, the teacher tried to give them who did not got it yet the special treatment as like direct example in order to they could understand toward teaching learning descriptive text by using flash game.

The fifth question was about the students' responses toward the teacher's explanation during teaching writing descriptive text by using flash game. Although it is being clear or not for the students toward the teacher's explanation, it could be known that 20, 8% or 5 chosen A as the answer, 62,5% or 15 students chosen B as the answer, it could be concluded between the answer A and B of the students that the teacher's explanation was quite clear and clear enough, 12,5% or 3 students chosen C, and 4,1% or 1 student chosen D. based on the students' answer between C and D that the teacher's explanation during teaching writing by using flash game was not clear. It indicated that most of students got clearly

what the teacher's explained. The use of flash game in teaching writing descriptive text also made them participate actively in teaching learning process.

The sixth question was about the students' responses toward the teacher's method during teaching writing descriptive text by using flash game. The students could accept with the teacher's method which was used during teaching writing descriptive text by using flash game. 29,1% or 7 students were strongly like and 62,5% or students were also like with the teacher's role during teaching learning process, 4,1% or 1 student was less like and 4,1% or student disliked with the teacher's role which was used during teaching learning process but from the result above that most of students really like with the teacher's method because the teacher used scientific approach as the method during teaching learning process.

The seventh question was about the students' responses toward the important of using flash game in teaching writing descriptive text. 33,3% or 8 students really needed and 54,1% or 13 students needed with flash game in teaching writing descriptive text because it could be helped them during teaching learning process in their understanding the material especially descriptive. 12,5% or 3 students less needed with the implementation of flash game in teaching writing descriptive text. It that had been being good proof that 87, 5% or 21 students gave their good option between A and B, this positive result indicated that they were enthusiasm in teaching writing descriptive text by using flash game. Based on their enthusiastic when the teacher showed the flash game to them, they were very happy and enthusiastic because there were the characteristic insert the flash game and it was not only be able to be played by the teacher but also it could be played by them.

The eighth question was about the students' responses toward the flash game's aid in teaching writing descriptive text. Based on the result of the students' responses above that 25% or 6 students were quite helped, 66,6% or 16 students were helped with the implementation of flash game in teaching writing descriptive text, and 8,3% or 2 students were less helped with the implementation of flash game in teaching writing descriptive text. In multitudes of students for about 91, 6% or 22 students were helped. It indicated that the flash game's aid was very important for the students to reach the aim of teaching writing descriptive text because in the flash game had been completed with the features which had a connection with the material which was prepared by the teacher and the purpose was to help the students who lack motivation, minimize the boredom faced and made them interesting during teaching learning process in order to the students could understand and master in teaching writing descriptive text.

The ninth question was about the students' responses toward the implementation of using flash game in teaching writing descriptive text which was taught by their teacher. 37,5% or 9 students chosen A as the answer, 54,1% or 13 students chosen B as the answer, and 8,3% or 2 students chosen D as the answer of questionnaire in ninth question. So, 91, 6% or 22 students were as the total between A and B. Most of students gave their good option because flash game made them being active during teaching learning process and a few of them disliked it. The teacher tried to make them understandable with the material which used flash game in order to all of them could understand and master in teaching writing descriptive text by using flash game.

The tenth question was being the last. It was about the students' responses toward their enthusiastic in asking the teacher if they got the difficulties during teaching learning process. Based on the students' responses that 16, 6% or 4 students chosen A as the answer, 62, 5% or 15 students chosen B as the answer, and 20,8% or 5 students chosen C as the answer. It could be proof that most of students were strongly like to ask to the teacher when they got the difficulties during teaching learning process and five of them disliked ask to the teacher when they got the difficulties. It indicated that the students were being active and participated actively during teaching learning process but the teacher always tried and gave a good suggestion to the students who less wanted to ask during teaching learning process by gave them the opportunity to ask about the material to the teacher.

Based on the result of students' responses above that the questionnaire sheets were distributed to the 24 students of seventh grade and the questions consist of ten questions which were in each question the students had to choose one of them to represent their opinion.

The researcher classified the questions into four possible choices. It was classified into four factors as follows;

The first factor was about the students' opinion about the material, it consisted into four questions. They were interest topic, their interest learning toward using flash game in teaching writing descriptive text, the benefit of using flash game in teaching writing descriptive text, and the feedback of using flash game in teaching learning descriptive text.

The second factor was about the students' opinion about the teacher's role during teaching writing descriptive text by using flash game, it consisted into two questions. They were the teacher's explanation during teaching writing descriptive text by using flash game, and the teacher's method during teaching writing descriptive text by using flash game.

The third factor was about the students' opinion about the flash game, it consisted into three questions. They were the important of using flash game in teaching writing descriptive text, the flash game's aid in teaching writing descriptive text, and the implementation of using flash game in teaching writing descriptive text which was taught by their teacher.

The fourth factor was about the students' opinion about general evaluation, it consisted into one question. It was toward their enthusiastic in asking the teacher if they got the difficulties during teaching learning process.

The students' responses about the material writing descriptive text by using flash game. It could be explained about the students' responses toward the material writing descriptive text by using flash game that they were very enthusiastic with the topic which was given by the teacher during teaching learning process because it had a good result for their options which could be proof that they were very interesting. They were also being motivated and helped with using flash game in teaching writing descriptive text.

The students' responses about the teacher's role during teaching learning process by using flash game. The teacher used the scientific approach as the method in teaching writing descriptive text by using flash game. Most of students were strongly like and interest with the teacher's explanation because the teacher explained the material clearly and also gave the instruction during teaching learning process in order to the students were able to stimulate their enthusiasm.

The students' responses about flash game in teaching writing descriptive text by using flash game. Most of students gave their good option toward the implementation of flash game in teaching writing descriptive text. They were quite interested with flash game as media in teaching writing descriptive text because they did not only make flash game as media in teaching writing descriptive text but also it could be played by each students during teaching learning process. Flash game was also important to support them to reach their achievement in writing descriptive text. It was really needed by the students because flash game was also helped them in writing descriptive text comprehension and made them participate actively during teaching learning process.

The students' responses about the general evaluation during teaching writing descriptive text by using flash game. Most of students were very happy with the use of flash game in teaching writing descriptive text because it could also make the students express their idea easily into writing. The students did not only express their idea easily but also make them being active during teaching learning process.

In the result of the students' responses, most of students were quite interested with the use of flash game in teaching writing descriptive text. It could be known from 24 students on seventh grade gave their good option toward the use of flash game in teaching writing descriptive text. The use of

flash game during teaching learning process did not only motivate them but also helped them to reach their writing achievement.

The goal of using flash game in teaching writing was to make the students enjoyable and enable them to write descriptive because they had already known about the subject in the flash game. The students could also identify the subject what they had known as well as possible based on their background knowledge about the subject in the flash game.

The flash game was appropriate media which was used in teaching writing descriptive text especially for junior high school because writing is one of difficult activity which has many components that is has to be well mastered by the students. Using flash game could make the students participate actively and got progressed to express their idea into written forms during their teacher implemented flash game as media. It could be concluded that the use of flash game was very helpful for seventh grade of SMP Muhammadiyah 10 Surabaya to stimulate their idea motivation and helped them in writing descriptive text.

### **3. Conclusion**

The use of flash game in teaching writing descriptive text is the appropriate way to motivate the students who lack motivation and helping the students who get the difficulties. It is very important to use in teaching writing descriptive text because it is also minimized the students' boredom faced and too much talk with each class mate during teaching learning process. The use of flash game in teaching writing descriptive text to seventh grade SMP MUHAMMADIYAH 10 SURABAYA is very successful because it can reach the aim of teaching writing descriptive text in the class and also it makes the students being participate actively during teaching learning process.

The students' responses toward using flash game in teaching writing descriptive text are excellent. Most of them give their good options about four factors; the first the students' responses about the material, the students' opinion about the teacher's role, the students' opinion about the flash game, and the students' opinion about general evaluation. They have already given a good option in those factors. They indicates that they are enthusiastic with teaching writing descriptive text using flash game because they can be motivated and helped during teaching learning process to stimulate their idea to write descriptive text easily and correctly.

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