

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is a way of man to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations and feelings by spoken, written, and from body language. Language plays an important role in human life. There are so many languages in the world such as French, Spanish, Portuguese, Rematch, Japanase, Mandarin, German, English and etc.

English is a international language. English becomes as an international language because English is used by more than 300 million people in the world. Nowadays, English is like a symbol of aspiration foe quality and education and a full participation in national and international life. English is needed in many condition like in workplaces, products, travels, publics, educations, etc. Finally, English is uted in many countries includes Indonesia.English is a foreign language in Indonesia. It is happened because colonialism and imperialism era in Indonesia brought English. In that era, mass media as a communication tool used English. That is why English is important to learn and teach in Indonesia. English is teaching legally since 1967 in Indonesia. Teaching English is impacting the politic, economic, education, and curriculum. It has been taught to students in Indonesia from elementary school up to the university level now. The students are expected to be able to master four language skills namely : Listening, speaking, reading, and writing.

Writing as one of four language skills is considered as the most difficult to study. Writing was a very important capability for being owned by students, writing was also an excellent

communication tool. Without having a good knowledge in writing, someone will not be able to convey his idea to readers and announcements to others. Writing is a process of transforming thought into written form. Process of writing is a way of looking at what people do when they compose a write text. Writing is also a way to express people's though into a text. There are so many idea that people think but not all people could express it by using written from briefly. There are so many kinds of genre in writing they are analytical exposition, explanation, spoof, recount, reports, news item, anecdote, narrative, descriptive, argumentative, procedure, and hartatory exposition review. Writing is still hard and often makes the learners frustrating when they are asked to do it. There are some reason why students unable to do writing task when they are asked to do it. Such as lack of grammar, lack of interest to wrote and the student's disability to differentiate the characteristics of texts, very rare doing writing task even in their own language, the method of teacher teaches the students and the way of how the teacher treats to make all of them fail to gain writing successfully.

As writer's experience in Teaching Practice Program (PPL) in Senior High School, the students got low score in writing. They are low in vocabulary and grammar. When taught the students, the teacher used a method to teach English. Firstly, the writer began to teach by asking the students to remind the material from the last meeting. Then, the writer will ask them to do the task and discuss it together. As long taught writing materials the teacher taught a little. After that, he asked the students to read a text by write their own text.

Based on the explanation above, the writer will conduct a study "Improving English Writing Skill Through Board Games For X Grade Students in Semester 1 of SMA Mardi Lestari Medan".

## **1.2 The Problem of the Study**

Based on the background of the study, the research problem as the following “Does the board games activity improve student’s writing skill in Descriptive Text?”

## **1.3 The Objective of the Study**

In line with the formulation of the problem stated above, the aims of the study are to know whether or not the students’ writing skill in Descriptive Text Through Board Games. Besides of that, this study is to know how the Board Games improves students’ in Descriptive Text.

## **1.4 The Scope of the Study**

In this study there are 11 genres of writing. They are Spoof, Descriptive, Procedure, Recount, Explanation, Analytical Exposition, Hartatory Exposition, Discussion, Report, Anecdote, Narrative. In this study the writer focuses on Descriptive Writing Text.

## **1.5 The Significance of the Study**

The result of this study expected to give both theoretical and practical benefits as follows :

### **1. Theoretically**

The result of this study expect to find out the use of genre- based approach in teaching writing descriptive texts to improve students’ writing skill through board games

### **2. Practically**

1) Teachers as the information in teaching descriptive writing through board games

- 2) Students to improve their knowledge of descriptive writing and motivate the students to better writers.
- 3) Those who are interested in doing research related to this study.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

A research is a systematic way to finding answer to research problem. A research is considered as a scientific way to discover new fact to get additional information. It is important to clarify all terms that related to this study. It prevents possible miss understanding between the writer and the reader.

#### **2.2 Writing**

Writing is an important skills for learners of English as a foreign language. It is important to be mastered in order to ensure success. In some education levels, students have to be able to write a word, sentence, paragraph, text, paper, thesis, and others. Writing is also one way communicate; between writer and reader. It shows that writing as language skill has a big role in mastering English because it gives amount of language output. Nunan (2003:89) states writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization is the most evidence of ability. For that reason, writing is always learned in any levels of English lesson.

Writing is a process which the writer writes in organized steps, such as planning, includes setting goals and generating ideas, organizing; includes organization information and selecting appropriate language, drafting, revising and editing.

Lannon (1989) views writing as “the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning-writing is a process of deliberate decision” (p.9). It means that writing must convey a message with a meaning.

Moreover, writing is directly linked to people’s roles in society. According to Tribble (1996: 12) to be deprived of the opportunity to learn how to write is “to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige.” In the same direction goes Kress (1989; in Tribble, 1996), emphasizing that learning to write in not just a question of developing a set of mechanical „orthographic“ skills but it also involves learning a new set of cognitive and social relations.

### **2.2.1 Process of Writing**

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, and research.

Harmer (2004: 4-5) states process writing is a way of looking at what people do when they compose the written text. It means there some steps in writing process, they are:

1. **Planning:** Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience o writer think of audience that writes for, since this will influence not only the shape of the writing but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include.
2. **Drafting:** Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.
3. **Editing (reflecting and revising):** Editing involves correcting errors in grammar, spelling, and mechanics. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestion. It will help the author to make appropriate revisions.
4. **Final version:** Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It is caused by the things have changed in the editing process.

The writer represent these aspects of writing process in a different way, therefore, the process wheel below clearly shows the many directions that writers can take either travelling backwards or forwards around the rim or going up and down the spokes. Only when the final version really is the final version has the process reached its culmination.

### **2.2.2 Paragraph**

Paragraph is a short part of a text, consisting of at least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc. According to Joy Little (1985:50) a paragraph is a group of sentence that works together. A paragraph should deal with one main idea; each sentence in the paragraph should say something about the main idea.

Furthermore, paragraph is made up three of sentences that develop the writer's main ideas, opinion, or feeling about a subject. The paragraphs are (1) topic sentence, (2) the supporting sentence, and (3) the concluding sentence

### **1. Topic Sentence**

A topic sentence state the main idea of a paragraph. There, the writer tells the reader what information to expect in the paragraph and how the details in the paragraph are related. The topic sentence also helps the reader to focus on the main idea, to avoid adding ideas that are not related to the topic.

### **2. Supporting Sentence**

When writing paragraph, the writer need to support his topic with details. Supporting sentence provide the specific details that explain or illustrate the topic. The most common types of supporting sentence contain facts, examples and reason. In most paragraphs, the writer will use more than one kind of supporting sentence.

### **3. Concluding Sentence**

A concluding sentence helps the reader to recall or to understand more clearly the point of a paragraph. On the other hand, the writer can help the reader to understand a topic by writing a concluding sentence that offer a final comment. Sometimes, a paragraph does not need a concluding sentence because the last supporting detail ties together the ideas of the paragraph.

Paragraphs that are part of larger composition very often are complete without a concluding sentence.

### **2.2.3 Genre of Writing**

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genres are classified according to the stages they move through to attain their purposes (Knapp and Watkins, 2005:258). Genre is used to refer to particular text types not to traditional varieties of literature. Taken in its widest sense, a genre based approach to language teaching refers to pedagogy that involves examining and deconstructing examples of genres (categories of texts). The meaning of the genre is determined that the students are able to understand and identify the concepts and also a kind of the text that students will have to write.

There is some kind of genres which arose in social interaction to fulfill humans' social purposes.

#### **1. Spoof**

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another characteristic(s)

#### **2. Descriptive**

Descriptive is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. Description is the text containing two components, namely, identification and description.



### **3. Procedure**

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components namely, goal, material, methods; add the orientation by which a writer describes how something is accomplished through a sequence

### **4. Recount**

Recount is written out to make a report but an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specially, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contains three components; they are orientation, events, and re-orientation.

### **5. Explanation**

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

### **6. Analytical Exposition**

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by roved it with some facts.

### **7. Hortatory Exposition**

Hortatory exposition is a written English text in which the writer persuades people that something should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

#### **8. Discussion**

Discussion is a written English text in which the writer presents some points of view about an issue, it contains three components, they are, issue, argument, and conclusion or recommendation.

#### **9. Report**

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The length of the text depends on the specific details of the object being described.

#### **10. Anecdote**

Anecdote is a text which retells funny and unusual incidents in fact of imagination. Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Its purpose is to entertain the reader. Anecdote is a text containing five components; they are abstract, orientation, crisis, reaction, and coda.

#### **11. Narrative**

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and action which happen in the past. It uses simple past tense. The elements of narrative are orientation and coda. But coda is optional.

From the various kind of genre in writing, this study only focuses ondescriptive text.

### **2.3 Descriptive Writing**

The genre of describe is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. The purpose of description is to describe parts, qualities, and characteristics of the part of the object.

Descriptive enables the categorizations or classification of an almost infinite range of experiences, observations and interactions into a system that orders them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also used extensively in many test types, such as information reports, literary descriptions, descriptive, recounts, and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of narrative texts providing the means for the developing characterization, sense of place and key themes. Students describes when they are talking or writing about a picture, writing about a character or place in a story and reporting on something.

### **2.3.1 The Structure of The Descriptive Writing**

Descriptive writing is concerned with telling someone about a human and non human things' attitude and form. For this reason, descriptive text generally begins with a thing will be described, which is usually stated as a heading; for example : "Favorite Person" or "My Room". Following this stage, a set of characteristics of a human or non human or non human thing to complete the task will often be presented in the order of use. Descriptive text is divide into four parts, they are : introduction, thesis statement, body paragraphs and conclusion.

### **a.) Introduction**

There are a variety of ways to introduce your topic. You can begin with an impressions that concret your subjects. For instance, if you are describing a frameworks display, you could write, “There were so many bright colours and found bangs. I thought we were being attracted.” Alternatively, begin with a more conventional description provides and overview of the topic, such as, “The fireworks display I attanted last July was one of the best I have ever seen.

### **b.) Thesis Statement**

Every essay, even a descriptive one, should contains a thesis statement, which summarizes your arguments, whatever that may be. It should be contained somewhere in your introduction, and usually at the end. In particular, if you begin your essay with some starting impressions, your thesis statement should clarify what your essay is about and show how you will approach the subject. In the fireworks example, a good thesis statement could read, “ The fireworks display stimulated my eyes, my ears and my sense of excitement.”

### **c.) Body Paragraphs**

Your descriptive essay should contain at least three body paragraphs. Each of these should describe a different aspect of the subject under consideration. You can divide them up, for instance, by different senses if a subject stimulates your vision, hearing and taste. Alternatively, you can use your body paragraphs to divide up your subjects. For example, a description of a baseball game could be broken up into the hitting, the deference and the final outcome.

### **d.) Conclusion**

A descriptive essay should end with the conclusion. The conclusion is there to wrap up the description and provide final thoughts. You might also use it to summarize your overall feelings about your encounter with the subject and to speculate on future experiences. In the

fireworks example, a conclusion could recap your experiences at the display, talk about why you think it was so exciting and anticipate another fireworks show next July.

## 2.4 Games

Games play a significant role in reinforcing and reviewing specific structures, grammatical patterns and vocabulary items as well as promoting communicative competence in the target language. The exceptional power of games to engage students' attention is evident. They spend a lot of time and energy to watch or participate in games (Ludewig and Swang, 2007: 1). But what is a 'game'? According to Hadfield 'a game is an activity with rules, a goal and an element of fun' (Hadfield, 1984:4). Moreover, game means 'an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others' (Wright et al, 2006:1)

Mentioned by Caillous (1957) "A game is an activity that must have following characteristics:

1. Fun, the activity is chosen for its light-hearted character
2. Separate, it is circumscribed in time and place
3. Uncertain, the outcome of the activity is unforeseeable
4. Non-productive, participation is not productive
5. Governed by rule, the activity has rules that are different from everyday life
6. Fictitious, it is accompanied by the awareness of a different reality".

Teresa Siek-Piskozub (1997: 11) states that game is a play with strictly label rules. There are competitive players who try to achieve their own goals, adds Gibs. Different games allow players to act in many kinds of interactions. Moreover, learners can be put in various situations.

They can compete as a whole group with one person they can be divided into groups, which compete with other groups. While playing, students need to communicate with others, ask questions, come to conclusion according to observations of their own and other people language activities. What is more, cooperation involves working together to achieve the goal. Players are forced to exchange information, follow the instructions, guess, estimate or judge others and their actions. As a result, they are motivated by lack of information. However, such motivation can lead to positive and negative behaviours among players. That is why, rules need to be given in order to avoid confusion.

Deesri1 also states that in games must be included such factors as: rules and competition. She adds relaxation and learning too. Moreover, games should be characterised by the positive climate. They cannot be stressful for children yet they are needed to be pleasure and fun for them. But on the other hand students must learn from games. Games should be a tool for children to reach a goal that is connected with proving their language. In her opinion, teachers should use games to help students learn and have fun.

In short, all these definitions given above process common features. One of the most important features is an element of fun. Moreover, every game should be enjoyable for young learners, however, it should include rules. Without straightforward clues, any game cannot proceed properly. The last, but not least feature, is the cooperation among children during games. It learns them outspoken tolerance.

### **2.4.1 Function of Games**

The first function of games is organizing function. It allows planning student's and teacher's time more effectively. During game all students are active. Their all actions are

controlled by the rules of game. Students work in groups and they collaborate with each other that is meaningful especially for the shy learners.

Another function of games is motivating function. It is performing conventional and pedagogical exercises rarely from personal needs of students. It depends on external motivation, for example, marks. Therefore, approach to set tasks is significant.

The next function is didactic function. In this context games make all students active and allow them to develop various skills such as linguistic or intellectual.

Cognitive function is the fourth function mentioned by this theorist. The learner and his/her personality, abilities, achievements are the object of teacher's knowledge.

The last function is educational function. Games can shape standards, allowing the teacher for effective acting this function. They allow the teacher to control student's behaviour and to reject negative manners. They demand from learners knowledge and competence in interaction with others. Moreover, they form standards of proper behaviour. During games students follow the rules that learn them proper manners (T.Siek -Piskożub, 1997: 20-23; A.Mróz, 2005: 166-167).

Taking these points into consideration, I must say that games perform an important role in educational process. However, we must remember that games should support other techniques of teaching. The proportion of games to conventional ways of teaching depends on age of learners. In case of young learners, games can be dominant strategy in teaching. It must be awareness of correcting, choosing and controlling of games if they have to full fil their functions.

## 2.4.2 Classifications of Games

Classifying games into categories can be difficult because categories often overlap. Hadfield (1999) explains two ways of classifying language games. First, language games are divided into two types: linguistic games and communicative games.

Linguistic games focus on accuracy, such as supplying the correct antonym. Communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Millis (2005) outlines a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

According to Lee (2000) (cited in Pham, 2007), games have been classified into ten kinds: Structure games which provide experience of the use of particular patterns of syntax in communication

1. Vocabulary games in which the learners' attention is focused mainly on words
2. Spelling games
3. Pronunciation games
4. Number games
5. Listen-and-do games
6. Games and writing
7. Miming and role play
8. Discussion games



Another classification of games by McCallum (1980) consists of seven kinds:

1. Structure games
2. Vocabulary games
3. Number games
4. Spelling games
5. Conversation games
6. Writing games
7. Role play and dramatics

It is shown that the classifications of games from the above linguists are common in a way that each kind of games focuses on a language item or a skill for the purpose and the content of the lesson. Therefore, teachers should be careful of choosing the most suitable game for each lesson so that learners and teachers can benefit the most from these games.

## **2.5 Board Games**

Nature's board game encourages kids to learn about nature while creating their own board game. In this indoor game, kids can learn about saving forests, recycling, or other nature-inspired themes.

What You'll Need:

1. Poster board
2. Index cards
3. Markers
4. Small stones or coins
5. Dice

It's fun to create your very own nature board game and play it with your friends. It may seem hard at first to make up a board game about nature, but you'll soon discover that nature can be both educational and fun.

Step 1 : To get started, choose a theme, such as “save the forest,” “clean up that oil spil,” or “recycle for life.”

Step 2 : Then think of a board game that you like to play. You can use this game as a model for yours.

Step 3 : Draw squares throughout your game board as shown, and think of things to write or draw in the squares. Remember, everything in the game should be about nature. For example, you could have a player lose a turn for throwing trash a river, or move a head for picking up trash, Use your imagination!

Step 4 : Be sure to write down rules for your game. Again, use the rules from one of your games as a guide.

Step 5 : Finally try playing your game, using stories or coins as playing pieces. You may find there are things you need to change. Keep working on it until your game goes.

Creating a nature inspired board game provides a fun way to learn about nature even when indoors.

### **2.5.1 Learning via Board Games**

Board games are an important tool to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects. Not only do well-designed games create an engaging atmosphere, they also provide a non-threatening , playful, yet competitive environment in which to focus on content and reinforce and applying learning. Mistakes are useful and point out

what we need to learn. The board it self provides a visual metaphor to help connect information. Game elements, discussions, and problem solving with fellow team members about the content are vehicles for learning. Subtle redundancy to reinforce learning and insure relation should be incorporated into the game design. Good questions, problems to solve, and situations to consider allow players to think through and apply what they learn.

Effective games serve to organize information in a conceptual framework and to make it concrete. That provide analogies and metaphors to link new information. When played in teams, members learn together; No. one ever feels singled out for not knowing an answer. Questions help to verify understanding and to signal where more learning is needed. For those who learn best from concrete specifics, games transform abstract concepts. Other, who need to begin with the big picture, are supported by the metaphor(s) of the game itself. Games are ideal to accommodate different learning styles.

In addition to requiring critical thinking, team-based board games help to build communication and relationship skill as players work face-to-face to answer questions or solve problems and see that together they often figure out something they thought they didn't know. The power of collaboration becomes apparent to all and, in organizational settings, can transform working relationships.

## **2.6 Previous Research**

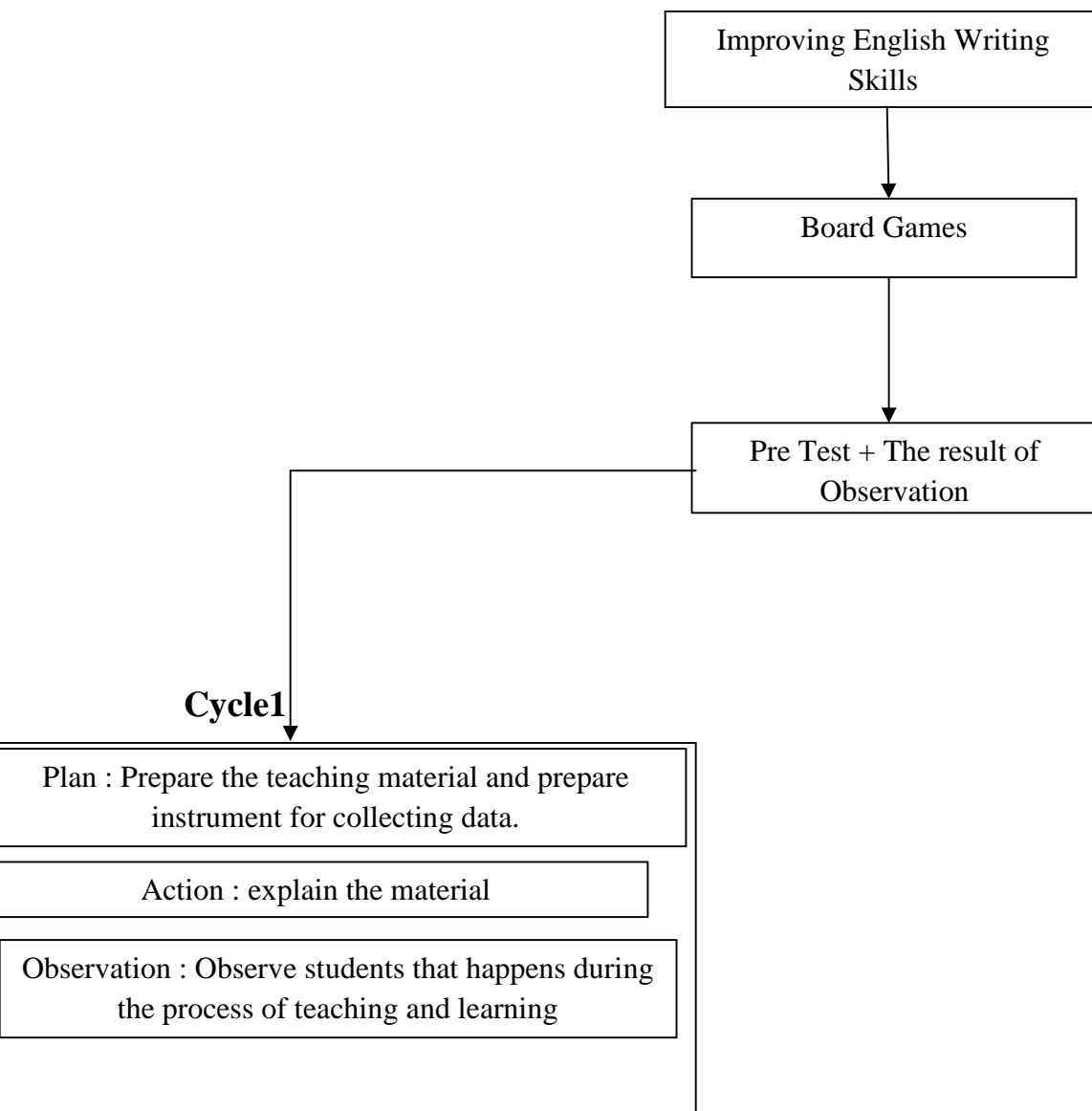
According to Vera Sonya Sitopu (10120588) University HKBP Nommensen Medan which title "*Improving Students Writing Skill Through Think-Talk-Write Strategy of second Year Students of SMA SWASTA PEMBANGUNAN GALANG*" states that teaching learning process by applying Think-Talk-Write Strategy ran well. The situation of teaching learning process was

comfort lively and enjoyable. Think-Talk-Write Strategy created a good environment in teaching learning writing in which the students listened to teacher's explanation and instruction. They also delivered question while teacher asked them to give some questions about the material. They gave good respon to the activities in the classs room, although some of them were not serious and sometimes made noisy in the classroom. The writers use Questionnaire sheet to collect data. The questionnaire sheet was done by the students two times, in the first meeting and in the last meeting only. The students were asked to choose the answer about writing English in the questionnaire sheet correctly, clearly and honestly. There were three choices in each question. The students were asked about how often they do writing in English. The students were also asked about the problem in writing English. The questionnaire sheet result showed that some of students rarely writing in English especially writing descriptive. They also answered that the teacher never taught them about the components in writing. The result of the quantitative data indicated that there was an improvement of the students' descriptive text writing, which was taught by using. Think-Talk-Write-Strategy. It can be seen from the data which showed that the mean score of the students. In the post test II is 71.42 hightest than the pretest which the mean is 50.37 and the post-test I which the mean is 66.25. The qualitative data were taken from observation sheet, diary notes, questionnaire sheet and interview indicatedthat writing with Think-Talk-Write greatly improves the increase in achievements score of the studentsbecause it helps them learning process both personality and groups.

According to MesrawatiPurba (11120267) University HKBP Nommensen Medan which tittle "*Improving Students Skill in Writing Procedural Text By Using Genre-Based Approach*". Teaching writing for vocational school is not an easy job. The students have to master four language skill; they are listening, speaking, writing and reading. Here the students concrete in

writing procedural text by using genre-based approach (analyze the generic structure and language feature). In teaching procedure text suggested to apply genre-based approach, because by using genre-based approach the students' writing result will be in good structure. Write the results and the present it in front of the class. Procedure text is text that has purpose to explain something is done through sequences. The researcher concludes that using of genre-based approach can improve the students' writing skill. It can be proved by the computation of the mean of the students' score of each cycle. The mean of score students namely pre-test 52,03, cycle one 67,06, and cycle two 81,23. The improvement of students' achievement in writing is also proved the observation sheet results and questionnaire which indicate the improvement in teaching learning process from cycle 1 to cycle 2. Based on these data, researcher concludes that teaching writing procedure text through genre-based approach significantly can improve students' writing skill.

## 2.7 Conceptual Framework



Refelction : teacher revises and check the students' score

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This study conducted by using classroom action research. Classroom action research was applied in this study in order to see the improvement of students' ability in writing descriptive text.

Classroom Action Research has one cycles that are intended to develop deeper understanding on students' achievement in every situation. The cycle is repeated until students' achievement in learning process is improving. In cycle consists of planning, acting, observing, and reflecting.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

Population in whole of subject research, it defined as all members of any defined class of people, events, or objects. The population in this study was first semester students of SMA Mardi Lestari Medan. There was X-IPA. The total of the students were 20 students.

##### **3.2.2 Sample**

Sample is representative of the group or population from which is observed. There were some kinds of sample, they are simple random sampling, stratified random sampling, systematic sampling, area sampling, double sampling and cluster sampling. In selecting the sample, the writer used cluster sampling. Cluster sampling was sample selection which is chosen randomly not individually, but in groups. So, in this study, the writer took 20 students as a sample.

### **3.3 Instrument of Collecting Data**

The instrument of collecting qualitative and quantitative data used the test . In every meeting, the students tested by the writer by asking them to write a descriptive text. Then the writer scores the writing whether there was improvement of their scores in every their writing.

### **3.4 Procedure of Collecting Data**

The problem of this study was conduct with one cycle, Itwas cycle I.

#### **3.4.1 Cycle I**

These are some steps that the writer do in the cycle I, they are :

##### **1. Planning**

Planning is an arrangement for doing something, consider in advance and it is also the reflection of the action that will be do. Teacher is not only doing the lesson plan but the writer must know what the problem the students face while they are learning. After knowing problems, the researcher and teacher work together to solve the students' problem relate to the teaching and learning process.

In this phase, the writer prepares lesson plan, teaching material, diary notes, interview sheet, observation sheet, questionnaire sheet and writing test that is needed relate to the teaching –learning process.

1. The teacher prepare the lesson plan



2. The teacher prepare the teaching material of descriptive paragraph writing
3. The teacher prepares the instrument for collecting data : diary notes, interview sheet, questionnaire sheet and observation sheet.
4. Prepare the writing test.

## **2. Action**

Action is the implementation of planning. The writer created the teaching program which is established based board games to teach descriptive text to the students. Before it is use the pre-test, first to find the basic students' skill in writing descriptivetext. After that, the writer gave the post test.

1. Greets the students
2. In the first meeting, teacher will ask the students about what is descriptive text
3. Explain about board games
4. After that, the teacher gives an example to the students and shows them generic structure of the text
5. The teacher's form the students into group
6. The teacher give direction to the students about the activity that should be done in the group and the way to diccuss the descriptive that must be perfect.
7. And then, the teacher gives the descriptive text which is the text not complete solution of the problem in text.
8. The teacher constructs questions about descriptive in means stimulate the emergence of the discussion and to help students in connecting the descriptive with their experiences

9. The students discuss a descriptive text that they consider appropriate to enhance the board games
10. After they have been discussed it in the group, the teacher asks them to write the descriptive advanced in paper to make the describe about text.
11. The last, the teacher ask the students individual to make a descriptive text.

### **3. Observation**

This observation is to get the information about students' behavior, attitude, and performance during the teaching and learning writing descriptive text though board games. In doing observation, the writer is helped by the English Teacher as the collaborator. The data is taken from observation sheet, and diary notes which use as basic reflection.

### **4. Refection**

Reflection is a feedback process from the action which done before. Reflection was help the teacher makes decision because it is do in order to analyze the situation and give the meaning of the process to make conclusion:

1. In reflection phrase, the writer will see feedback from the teaching-learning process that will be done
2. The writer reflects on everything that the writer do and make evaluation or even conclusion. Then, conclusion will be arranged.

### **3.5 Scoring the Test**

The scoring is to evaluate the students' improvement in procedure writing, five components proposed namely content, organization, vocabulary, language, use, and mechanics

were used as the scale. The aspects were differentially weight to emphasize : content (30 points), language use (25 points), organization and weighted equally (20 points) and mechanics (5 points). So for all components students get 100 points. The components are seen as follows:

**a. The Criteria of Content**

It can be a drawn in the following table :

**Table 3.1  
The Criteria of the Content**

<b>Score</b>	<b>Criteria</b>
<b>30-27</b>	<b>Excellent to very good</b> :knowledge substantive, through development of the thesis, revelant to assigned topic.
<b>22-26</b>	<b>Good to very good</b> : some knowledge of the subject, adequate range, limited development of thesis, mostly revelant to topic but lacks detail.
<b>17-21</b>	<b>Fair to poor</b> :limited knowledge of subject, little substance, inadequate development, of the topic.
<b>13-16</b>	<b>Very poor</b> :does not show knowledge of subject, non-substantive, not pertinent, or enough to evaluate.

**b. The Criteria of Organization**

It can be drawn in the following table :

**Table 3.2  
The Criteria of Organanization**

Score	Criteria
18-20	<b>Excellent to very good</b> :fluent expression, ideas clearly stated/supported,well-organized, logical sequencing, cohesive.
14-17	<b>Good to average</b> :somewhat choopy, losely organized but main ideas stan out, limited support, logical but incomplete sequencing.
10-13	<b>Fair to poor</b> :non fluent idea, ideas are disconnected, lack of logical sequencing and development.
7-9	<b>Very poor</b> :does not communicate, No. organization, or not enough to evaluate.

**c. The Criteria of Vocabulary**

It can be drawn in following table :

**Table 3.3  
The Criteria of Vocabulary**

Score	Criteria
18-20	<b>Excellent to very gong:</b> itis sophisticated range, effective word idiom choice and usage, word form mastery, appropriate register.
14-17	<b>Good to average</b> :adequate range, occasional errors of words idiom formchoice and usage, but meaning not obscured.
10-13	<b>Fair to poor</b> :limited range, frequent errors of word, idiomchoice and usage, the meaning confused or obscured.
7-9	<b>Very poor</b> :essentially translation, little knowledge of English vocabulary, idioms, words form, not enough to evaluable.

**d. The Criteria of Language Use**

It can be drawn in the following table :

**Table 3.4**  
**The Criteria of Language Use**

<b>Score</b>	<b>Criteria</b>
<b>22-25</b>	<b>Excellent to very good</b> :effective complex construction, use few of agreement, tense, number, word order/function, articles, pronouns, preposition.
<b>18-21</b>	<b>Good to very average</b> ;effective but simple construction, minor problems in complex constructions, several errors of agreement, tensenumber, word order/function, acticles, pronouns,but meaning seldom obscured.
<b>11-17</b>	<b>Fair to Poor</b> :major problems in simple complex costruction, frequent errors of negation, greement, tense, number, word order/ function, articles, pronouns, preposition and/ or fragments, run on, delections, meaning confused or obscured.
<b>5-10</b>	<b>Very Poor</b> :no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

**e. The Criteria of Mechanics**

It can be drawn in the following table :

**Table 3.5**  
**The Criteria of Mechanics**

<b>Score</b>	<b>Criteria</b>
<b>5</b>	<b>Excellent to very good</b> :demonstates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
<b>4</b>	<b>Good to very average</b> :occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
<b>3</b>	<b>Fair to poor</b> :frequent errors of spelling, punctuation, capitalization,

	paragraphing, poor handwriting, meaning confused or obscured.
2	<b>Very poor</b> :nomastery of conventions, dominated by errors spelling, punctuation, capitalization, paragraphing, hadwriting illegible, or not enough to evaluate.

### 3.6 Technique for Analyzing Data

This study will be applied qualitative data and quantitative data. The qualitative data is used to describe the situation during the teaching process and the quantitative data is used to analyze the score of students. It is expected to get the satisfying result by applying these data. The qualitative data will be analyzed from diary notes to describe the improvement of students' descriptive writing through board games. The quantitative data will be collected and analyzed by computing the score of the writing test. The components of writing test will cover content, organization, vocabulary, language use and mechanics.

On quantitative, this data will be collected and analyzed by computing the score of the writing test.

1. Scoring the students' tests in cycle I.
2. Tabulating the students' score in cycle I.
3. Comparing the students' scores I.
4. Making the conclusion

To know the mean of the students score for each cycle, the writer will apply the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Where :X= The mean of the students

$\sum x$  = The total score

$N$  = The number of the students