

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a tool of communication between one and others and the most aspect in human interaction. People communication and interact with the other by using it. As a tool of communication language is used among human beings in order to establish social relationship. Every society has different language, one of them is English and nowadays English already be one of the most important languages.

As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential. Thus, the government has settled English as one of the compulsory subject to study at school, from basic until the highest. In Indonesia, English is learnt and taught at elementary school, junior high school, senior high school, even at university. It is hoped that the students will be able to communicate in English well.

As a part of English skill, the learners should master English language. It is important for person especially learners in making communication to other person. There are four skills that must be mastered by student in learning English namely speaking, listening, reading, and writing. Writing is a part of the language skills that must be taught maximally by teacher to students.

Learning how to write in English is important for many language learners. Writing will help students mastering other skills of English completely. Writing

skill are more complex and difficult to teach, require, and master not only of grammatical and rhetorical devices but also conceptual and judgment elements. A large number of research shows that all time teaching English writing only focuses on the theory of grammar or writing concept. The researcher thinks that it does not enough to support the students in writing especially genre.

Based on the writer's observation when taking (PPL) Praktik Pengalaman Lapangan in the SMP Negeri 13 Medan 2018. The writer found that the students can't produce their idea in written form and they still use traditional or conventional method. This method only emphasizes the students to keep silent in the class while listening to their teacher's explanation without discussion; as a result it is hard for them to master their skills in writing. Finally, the students cannot improve their creativity and imagination.

Furthermore, student will find some difficulties when they learn about genre and its writing. There is always danger that students may find writing imaginatively difficult, such as in writing descriptive texts. Having 'nothing to say' they may find creative writing a painful and de-motivating experience, associated in their mind with a sense of frustration and failure. One important reason for all the problem above is that the students have not been helped to become motivated, involved in their effort to learning a foreign language if they do not have a need or desire to learn it.

One way to motivate students in language learning is by using games. There is a common perception that all learning should be serious and solemn in nature and that if someone is having fun and there is hilarity and laughter, then it is not really learning. This is misconception. It is possible to learn a language as well as enjoy oneself at the same time. Chosen games are invaluable as they give students

a break and at the same time allow students to practice language skill. In this study, the Game concerns to teach writing descriptive texts. Game which is introduced to the students is twenty question game.

1.2 The Problem of study

Based of the background of the study, the problem of this study is formulated as the following: “Does twenty-question game technique improve students’ ability in writing descriptive text?”

1.3 The Objective of the Study

Based on the problem mention above, the objectives of the study is to find out whether twenty question game technique improves writing descriptive text of SMP Negeri 13 Medan.

1.4 The Scope of the Study

There are some game in teaching Writing such as Six eyes , Bingo, Kim’s, Fantasi Story, Role-play, Guessing, Labeling, Matching and Twenty question game. In this study the writer only limit on the Twenty question game technique in relation to Writing descriptive text which will be done in SMP Negeri 13 Medan.

1.5 The Significance of the Study

The Findings of this study are Theoritically and Practically relevant:

a) Theoretically

The result of this study can be used to enrich the horizon on improving students’ ability in writing Descriptive text trough twenty questions game technique. This study is expected to be an additional source for the next researcher.

b) Practically

For the teacher is the result of this study may help the teachers to improve their methods in teaching learning process in the classroom. So that problems that students and teachers face in the teaching learning process can be minimized. In addition, teachers can apply this new method in their classroom to make the teaching more interesting and for students of English Education Department, it gives a contribution for them as a sample in language teaching.

CHAPTER II

REVIEW OF LITERATUR

2.1 Writing in Language Learning

2.1.1 Definition of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. As Hornby (1995:1382) states in *Oxford Advance Learner's Dictionary*, Writing is the activity to make letters or number on a surface, usually paper especially using pen or pencil.

According to Harmer (2004:31), writing is away to produce language and express idea, feeling and opinion. Furthermore he statsses that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.

Another definition is given by Linse (2005: 98), she said that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Marianne Celce-Murcia and Elite Olshtain (2000:142) define writing as the production of written word that result in a text, but the text must be read and comprehend. From the definitions above the researcher can conclude that writing is a way to produce language that comes from the thought. By using writing, people can share their ideas, feeling or anything that exist in their mind. It is also a

creative process and good writer must learn to communicate their ideas clearly to an unseen audience. Writing will be read whenever the author is absent.

2.1.2 The Process of writing

The process of writing according to Harmer (2004:4) are as follows:

1. Planning

Experienced writers plan what they are going to write, before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they have planned, nevertheless, just as the shopping list writer has thought-at some level of consciousness-about what food is needed before writing it on the piece of paper. When planning, writers have to think about three main issues, In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc..) but also the choice of language- whether, for example. It is formal and informal in tone. Thirdly, Writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

Drafting is a first version of a piece of writing. This first 'go' a test is often done on the assumption that it will be amended later. As the writing process

proceeds into editing, a number of drafts may be produce on the way to final fersion.

3. Editing (reflecting and revising)

Once writers have produce a draft they then, usually read through what they have written to see where it worksa and where it doesn't. Perhaps the other of the information is not clear. Perhaps the way something is written is ambiguos or confusing. They may use a different form or words for particular sentences. More skilled writers tend to look at issues of general meaning and overall structure before concentaring on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion . Another reader's reaction to a piece of writing will help the author to make appropriate revision.

4. Final version

Once writters have edited their draft, making te changes they consider to be necessary, they produce their final version. This may look considerably different form both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

2.1.3 Genre in Writing

In this case, genre is used to differ the kind of context and text. Writing is not only express idea, information, or massage in grammatical correct sentences. Ideas, information or massage need to order in a text which is conventionally agreed by the language user. According to Pardiyono (2007:3) defines genre as a text type that has function as frame of reference so a written text can be write

effectively; effective from the right purpose, choosing and writing the text element, and in using grammatical pattern. It means that students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read and by whom. Based on the communicative purpose, texts are divided into several types, they are:

Table 2.1 Kind of Text

1) Narrative	To amuse/entertain the readers and to tell a story.
2) Recount	To retell something that happened in the past and to tell a series of past event.
3) Descriptive	To describe a particular person, place or thing in detail.
4) Report	To describe the way things are, with reference to a range of natural and social phenomena in the environment.
5) Explanation	To explain the processes involved in working of formation or working of natural or sociocultural phenomena.
6) Analytical exposition	To reveal the readers that something is the information case.
7) Hortatory exposition.	To persuade the readers that something should or should not be the case or be done.
8) Procedure	To describe how something is accomplished through a Sequence of action of steps.
9) Discussion	To present information and opinions about issues in more one side an issue.
10) Review	To critique or evaluate an art work or event for a public audience.
11) Anecdote	To share with others an account of an unusual or amusing incident.
12) Spoof	To tell an event with a humorous twist and entertain the readers.
13) News Item	To inform readers about events of the day which are considered news worthy or important.

In this case, the kind of text that was used in this research is descriptive text.

2.1.4 Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. As Pardiyo (2007:34) state description is a type of written text which has

specific function to give description about an object (human or non human). So, the researcher can conclude that description is used in forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, describe the most important person, or describe the animal.

Descriptive text is also has a specific category, as follow:

- 1) The rhetorical structure of descriptive text
 - a) Identification : identifies phenomenon to be described
 - b) Description : describes parts, qualities, and characteristics.
- 2) The grammatical features of descriptive text
 - a) Using attributive and identifying process.
 - b) Using adjective and classifiers in nominal group.
 - c) Using simple present tense.

In descriptive texts, language aims to show rather than tell the reader what something or someone is like, relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs. It is focused and only on the aspects that add something to the main purpose of the description.

2.1.5 Teaching Writing Ability

2.1.5.1 The Goal of Teaching Writing

One of the objectives of English language teaching is to improve students' ability to communicate in oral and written language. Therefore, writing, as one of the four skills, has always formed as part of the syllabus in the teaching of English. Teaching writing aims to help students to become better writers and to learn how to write in various genres using different register. Learning to write is a

process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

According to Harmer (2004:31) writing can be used for a variety of purposes, ranging from being merely a ‘back up’ for grammar teaching to a major syllabus strands in its own right, where mastering the ability to write effectively is seen as a key objective for learners. Writing encourages the students to focus on accurate the language use and because they think as they write, it may well provoke language developments they resolve problem when the writing is put in to their mind.

2.1.5.2 Writing ability

The writing ability are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. According to Heaton (1997: 135), the following analysis attempts to group the many and varied skills necessary for writing good prose into five main areas:

Table 2.2 Skills in Writing

1) Grammatical skills	The ability to write correct sentences and in appropriate sentences.
2) Mechanical skills	The ability to use correctly those convention conventions particular to the written language, e.g. punctaution, spelling.
3) Treatment of content	The ability of think creatively and develop thoughts excluding all irrelevant information.
4) Stylistic skills	The ability to manipulate sentences and use language Effectively.
5) Judgment skills	The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to organize and order relevant information.

2.1.5.3 Improving Students' Ability in Writing

At present, the purpose of middle school English teaching is to improve students' skills of listening, speaking, reading and writing. Writing is the development of comprehensive ability. Students must comprehensively use the knowledge they have learned. So writing is the process of integrated study.

Like most skills, writing requires work and practice to improve. It is a skill that anyone can learn, but excelling at writing takes time and patience. Those who strive to improve have some tasks ahead, but any student can improve English writing skills. The main cause of it is writing well requires a great deal of cognitive energy. On the other hand, it requires a fanaticism for detail to master the mechanics of grammar, punctuation, word choice, and organization. Because of the above reasons, some students cannot write English compositions well, and even they are in dread of writing. Consequently, very few students can use English to express their own ideas skillfully. So the teachers should attach importance to the students writing in English teaching. It is very necessary to give guidance on the students' writing and it is quite important for the students to practice writing more.

There are some ways to improve students' ability in writing. One of them is by increasing students' interest in English study in class and out of it, then enrich their vocabulary, practice their basic skills, scheme perfect composition then end up with organizing materials, drafting and editing the whole article. To make it fun, teachers may incorporate a game in language classroom.

According to Isaiah David, games can improve students' vocabulary mastery and help familiarize them with sentence structure. Many of these can be found in English language classroom. But even those who have grown up in

English-speaking countries can improve writing skills through games. Moreover, writing must be proceeded step by step and in an orderly way. Only if teachers do that persistently in the long run, they can improve the writing ability of the students indeed.

2.1.5.4 Techniques in Teaching Writing

Writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort. According to Charles and Jill Hardfield (2005: 12), writing is indeed difficult for several reason, firstly the writer has to decide what information reader needs and how to express this. Secondly, there is linguistics difficulty, because writing requires good grammar and word choice. Thirdly, there is cognitive difficulty, in that students have to organize thought on paper for unknown reader. For the reasons above, most of students find writing to be confusing and making them give up. Many students find writing to be the most difficult lesson since they have to write in English to produce an English text. They have to write down what they think of in their mind and state it on a paper by using a correct procedure.

To encourage the students in writing, an English teacher plays an important role. The teacher should be patient to support them. He or she has to give them a lot of trainings and practices how to express their ideas. He or she has to find ways of composing writing that is easy for them. By doing so, students will not consider that writing makes them stressed.

Recently there some techniques are used in teaching writing, they are:

- 1) Using music

Music can be very effective way to stimulate a writing activity since it often provokes strong feelings and ideas. There is universality about music which means that much of it is easy for everyone to understand.

2) Using picture

Just as music can provoke creativity in students especially those who are particularly responsive to auditory stimuli so too pictures work really well as spurs to written production. Pictures are often used to present situation for grammar and vocabulary work. As Raimes (2000:4) says that pictures are valuable, too, in that they provide for the use common vocabulary and common language forms.

3) Using game

Games can be use as a means for teaching writing. By using games, students will be more interested and more active in learning. They will find something new and different from what they usually get in their class. According to Charles and Jill Hardfield (2005:86), games provide a clear short term achievable aim for students and by incorporating games into learning process it can help them to overcome one of the difficulties mentioned above. The advocate of using game in teaching writing is also of the view that teaching is activity-based and sequential.

2.2 Game in Language Learning

2.2.1 Definition of Game

Game is an activity or sport with rules, a goal, and an element of fun in which people or teams compete against each other. According to Richard (1985:184) Game is an organized activity that usually has the following properties:

- 1) A particular of task or objective
- 2) A set of rules
- 3) Competition between players by spoken or written language.

The free encyclopedia defines a game as a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. From the definitions above the researcher can conclude that a game is a competitive activity or sport in which players contend with each other according to a set of rules. Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both.

2.2.2 The Advantages and Disadvantage of Game

Games play an important part in the language learning process generally. When students play a game in a classroom, they assume roles and participate in the decision-making process. The student especially young learners will enjoy the school activities when the teacher includes games in their activities. In line with this statement, according to Richard- Amato cited by Uberman (1985:87), games can lower anxiety, thus making the acquisition of input more likely. In a game-oriented context, anxiety is reduced and speech fluency is generated-- thus communicative competence is achieved.

According to Andrew, games are invaluable as they give students a break and at the same time allow students to practice language skills. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. In line with Andrew, Chen (2010:46) states that the use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to "use the language"; however, during game

play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously.

Games are also motivating. Games introduce an element of competition into language-building activities. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. From the explanations above, the advantages of using games in language-learning can be summed up in nine points:

- 1) Games are welcome break from the usual routine of the language class
- 2) They are motivating and challenging
- 3) They promote communicative competence
- 4) They reduce learning anxiety.
- 5) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 6) Games provide language practice in various skill-speaking, writing, listening and reading
- 7) They encourage creative and spontaneous use of language.
- 8) They create a meaningful context for language use.
- 9) Games construct a cooperative learning environment.

Besides the advantages, games also have the disadvantages. According to Andrew, many games cause as much density of practice as more conventional drill exercises; some do not. Games take a long time to prepare and it is difficult to organize in the classroom. Moreover, games also represent a

disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games. From both explanations above, it can be take a note that games do not always have the advantages to design in the classroom, but it is also have the disadvantages.

2.2.3 Game in Teaching Writing

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stage of the teaching/ learning sequences (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining). Purposefully selected games with carefully constructed learning experiences can be used to improve students' learning outcomes. In this research, the researcher concerns on the use of game in teaching writing. Writing is one of productive skills that must be learnt in a language classroom. But, for many students writing is difficult. Men who learn English as a foreign language often say that writing is more difficult than any other skills.

According to Harmer (2001:64) learners engaged in a productive task can be very frustrated when they just do not have the word or the grammar they need to express themselves. Sometimes, of course, they can research language they would like to use, but this can make writing a very cumbersome process. As the fact of the matter, most native speakers of the language have to make their efforts themselves to write accurately and effectively even on what they are well aware of. For students of foreign languages, writing lesson has an aura of difficulty and seriousness. They often see it as hard work, boring,

unrewarding because writing is often given out as a homework activity, not a lot of fun.

Games of any kind are usually fun, students who are having fun are usually motivated, so they will find writing process more interesting and more enjoyable, and will begin to improve as a result. As Charles and Jill Hardfield (2005:76) stated by incorporating game into learning process it can help students to find the writing process easier (that is not to say they will necessarily write better, but they will find it easier to get the word on paper) and they will then commence to find it more enjoyable.

There are hundreds of games that can be used in the language teaching. Teacher who understands games is much more likely to be able to find or create games that will help the students learn something without feeling worry. In *Games for Language Learning*, Andrew Wright, et.al (2005:38). Present many games that can be used in teaching writing; six eyes game, fantasy story, bingo, kim's game, twenty-question game, etc. In this case, the researcher was interested to use twenty-question game in teaching writing descriptive texts.

2.3 Twenty-Question Game

2.3.1 The Characteristics of Twenty-Question Game

Twenty-question is a simple questioning game. In this game one player thinks of a person, place or thing, and the other players must guess what it is. Each player is allowed to ask up to twenty-question to act as clues in helping guess the word. It means twenty-question is a game in which a person thinks of an object, place, or thing, and then everyone else gets to ask questions about it until they get it right. By asking question such as *Is it an animal? Is it a*

vegetable? Is it a mineral? , a player can narrow the choices of what the word might be.

The way of twenty-question works is one person gets to be the answerer and the other players are the questioners. So then the answerer comes up with an object, place, or thing and does not tell the questioners. Then the questioners get to take turns asking questions about the object. Of course, the questioners only get twenty-question to figure out what the object is. Twenty-question is a game that can be played at a party or to kill time on a road trip. This is a game that can be played by people of all ages, and it is fun to play at the same time.

Part of the fun is in the sober cerebral exertion of trying to guess what the thing is in as few questions as possible, and part of the fun is that this game inherently lends itself to being silly. From the explanations above, it can be concluded that twentyquestion is a great game because anyone can play it. This is something that is hard to find, usually games have an age limit. The only thing that is needed to be able to do in this game is talk.

2.3.2 Some Considerations to Use Twenty-question Game in Teaching Writing Descriptive Texts

Writing a descriptive text is a skill that needs imagination to describe something in the mind. Being able to describe something so others can see it through writer's words is not easy task. Writers have to be able to organize their thoughts enough so their description is not jumble of word so people can actually visualize what they are talking about.

The way of students in describing their imagination can be stimulated by using game. Games can be use as a means for teaching writing. By using games, students will be more interested and more active in learning. They will

find something new and different from what they usually get in their class. In conducting games in class, the researcher chooses game that appropriate to be conducted to the students of Junior High School. The game that used in this research is 'twenty-question' game.

This game is given to improve students' ability in writing descriptive texts. It is also related to make the writing practice easily. Twenty questions game is a guessing game in which people try to identify an object in twenty questions or less. It is good for learning English, especially learning descriptive text. One basic reason for using twenty questions game as a technique to improve students' ability in writing descriptive text is beside interesting and motivating, twenty-Question game also builds students' skill to use descriptive questions, to apply transformation skill, to add their own details and to have writing process guidance in such fun way so they will more absorbed in the writing process so that their writing ability improved.

According to Harmer (2004:63), One of steps which can help students achieve success in productive task is by supplying key language. Before teacher asks students to take part in spoken or written activity he/she may check their knowledge of key vocabulary, and help them with phrases or question that will helpful for the task.

Moreover, Widarso (1992:4) said that it will be easier for students to write if there was a stimulus. One of good stimulus is a picture. And the other one is a set of questions which are related to each other. By answering the questions, and arrange the answers in a paragraph, it will create a simple text.

Furthermore, question stimulates to create answer, that means stimulates the brain to think. Jean-Luc and Lebrun said that question has important role in learning process:

- 1) A question focuses and prepare the mind
- 2) A question challenges the mind
- 3) A question establish the issue of paragraph clearly

Based on statements above, the researcher is interesting to teach writing descriptive texts using 'twenty-question' game. twenty-question game is also built the students' skill to use descriptive questions, to apply transformation skill, to add their own details and to have writing process guidance in such fun way that they were more absorbed in the writing process so that their writing ability improved.

2.4 Previous Research.

There are some relevant previous researches that the researcher used to support her research, they are:

- 1) First Thesis entitled, "Outdoor Classical Music as an Alternative Media for Teaching Students in Writing Descriptive Text (A Case of the Second Year Students of SMA Semesta Semarang in The Academic Year of 2006).By Husni Subhan (2201403650), student of Department of English Faculty of Language and Art, Semarang State University. He did this study because he wants to analyze how outdoor classical music affects the students in writing a descriptive text. The result of the study shows that after the treatment, there is a difference in the students' achievement in writing descriptive text between students taught using outdoor classical music and those without using outdoor classical music. The two groups are at the same level. Meanwhile, the final

result shows that the students get better if they are taught using outdoor classical music rather than those without using outdoor classical music. The similarities between his research and the researcher's are that this thesis focused on improving students' ability in writing descriptive text, then the data participants are students of Junior High School. The differences are on research approach. The previous researcher used case study in his research and the researcher uses a classroom action research design as the research approach. The other difference is on the media of research. The previous researcher was using outdoor classical music as media to improve students' ability in his research and the researcher uses game.

- 2) Second previous research is a thesis by Puput Martati (2201401018), Faculty of Languages and Art, Semarang State University, 2005. Her thesis is "Games to Minimize the Students' Errors in Building Sentences (Classroom Action Research of the Seventh Grade of SMP N 26 Semarang in the Academic Year 2004/2005)". She did this study because she wants to describe the used of games to correct students' errors in building sentences. Besides, it was to find out the significant difference of students' achievement by using games. The result obtained on each cycle showed that either the first cycle or the second one had different percentage in minimizing the students' errors in building sentences. The percentage of error in the pre-test could be reduced in every cycle. The mean score of the each cycle also showed the differences.

The similarities between her research and the researcher's are on the research approach that is classroom action research, the object of study that is writing, and the data analysis that use writing test, and calculate the achievement of study. The previous researcher was also using game in her

research, it is same with the researcher. The difference is on the method of collecting data whereas the researcher uses test and observation and the previous researcher uses test did not use observation.

2.5 Conceptual Framework

Writing skill is one language skills which is needed to be mastered by student's including students of junior high school. Writing skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in writing will help the student to explore ideas. There are so many types of genre in writing such as report, recount, spoof, anecdote. discussion, news item, exposition, review, explanation, description, etc. so which is suitable descriptive text because it can help the students to explore ideas by using good technique in writing descriptive text. Twenty question game is the technique to improve students ability in writing descriptive text. The technique can make them will a good write and will be more interested and more active in learning. They will find something new and different from what they usually get in the classrom. Twenty question game is a simple questioning game. In this game one player thinks of a person, place or thing and the other players must guess what is it. By having twenty question game the students' will more enjoyable and effective technique in writing descriptive text and it is also related to make the writing practice easily.

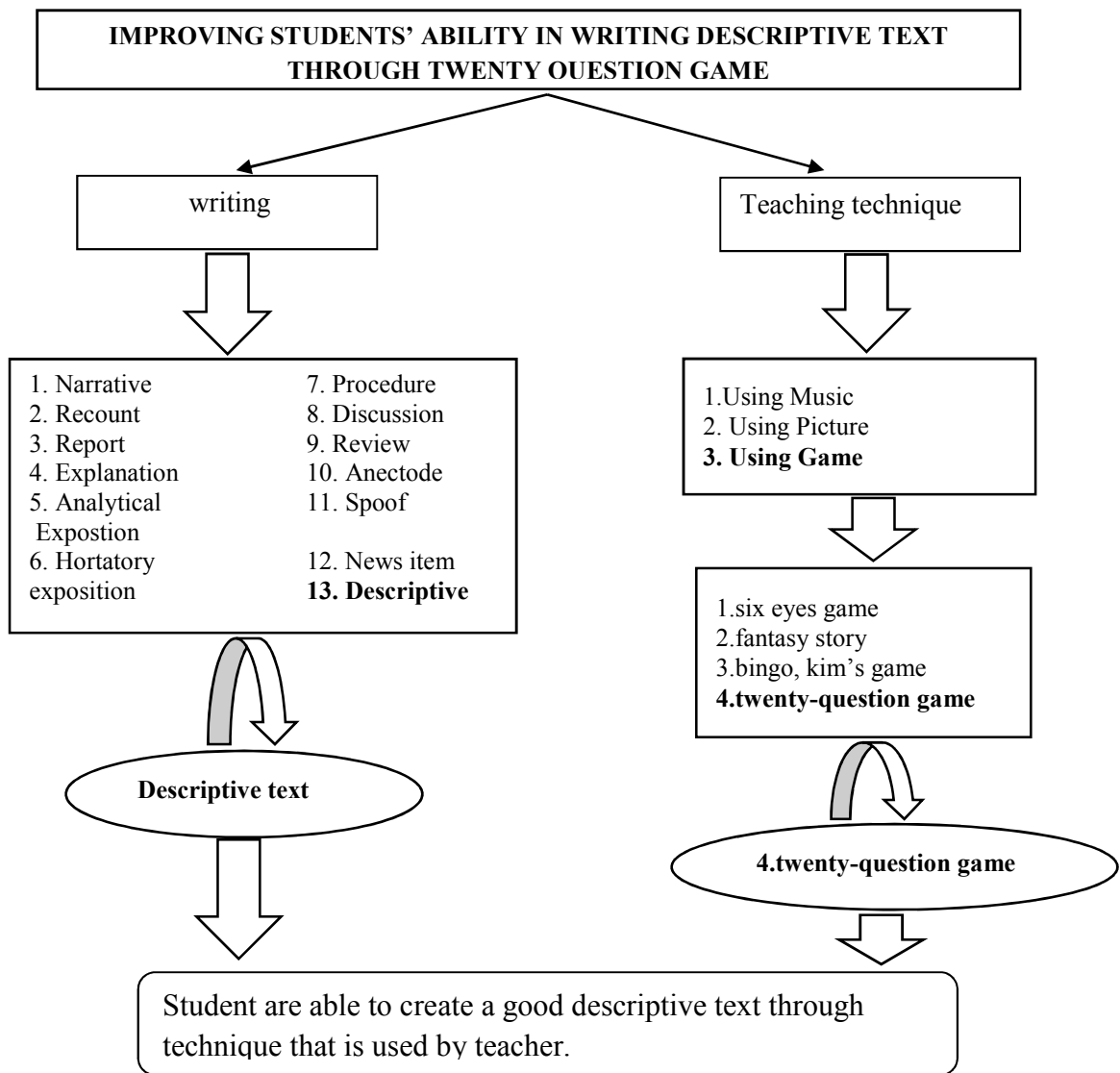


Figure 2.1 The conceptual framework of improving students' ability in writing descriptive text through twenty question game technique.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Based on the problem and the expectation to identify the improvement of students' ability in writing descriptive text the writer will use "Twenty-question" game. This research would be conducted by applying in this Classroom Action Research (CAR). Action research is a method for improving and modifying the working system of a classroom in school.

In addition, action research design is systematic procedures done by the teachers or other individuals in an educational setting to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning. Classroom action research is a method with systematic procedure that combines planning, action, observation and reflection in order to improve the teaching learning in the school.

3.2 Population and Sample

Population and sample have different meaning. Population is a set (or collecting) of all elements possessing one or more attribute of interest. While sample is a part of representation of population. There are some ways in selecting of sample. One of them is random sampling.

3.2.1 Population

According to arikunto (2006:130) population is a set (or collecting) of all element possessing one or more attribute of interest. The population of the research was the student of 8th grade of SMP NEGERI 13 MEDAN in academic year 2019/2020

3.2.2 Sample

According to Arikunto (2006 : 131) Sample is a part of representation of population. In the selecting sample, the writer used Random Sampling as the sampling Technique. This sample of this research will choose one class in VIII-4, which consist of 30 students.

3.3 Instrument of Data collection

For the data collection, the researcher used any techniques, they are:

1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically. Observation checklist was used to make the observation process easier, the aspect that observe are concern to teacher explanation, being enthusiastic, seriousness in discussion, responding to question, asking question and accomplishing the task. In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observed what was going in the classroom and observe the effect of her teaching to improve students' ability in writing descriptive text

The observation checklist that was used in this study is as follow:

NO	ACTIVITIES	GRADE				
		1	2	3	4	5
1.	Teacher organization lesson and class 1) Introduction or explanation of material 2) Instructions 3) Asking questions 4) Classroom management 5) Time management 6) Motivating students					

2.	<p>Students' activities</p> <ol style="list-style-type: none"> 1) Students' concern toward teacher's presentation 2) Students' asking questions to the teacher 3) Students' asking questions to the other students 4) Students' response the teacher's question 5) Students' response the other students' questions 6) Students' accomplishing task 					
----	---	--	--	--	--	--

1. Poor

The aspect of activity that was observed above reaches out for about 20% from overall percentage 100%.

2. Fair

The aspect of activity that was observed above reaches out for about 20%-40% from overall percentage 100%.

3. Average

The aspect of activity that was observed above reaches out for about 40%-60% from overall percentage 100%.

4. Good

The aspect of activity that was observed above reaches out for about 60%-80% from overall percentage 100%.

5. Excellent

The aspect of activity that was observed above reaches out for about 100%.

2. Test

The instrument of collecting data was done by administering writing test. There was pre-test and post-test which is used to know the improvement of students' ability in writing descriptive text.

3.4 Procedure of Data collection

There are two cycles in this research, each cycle consisted of planning (planning to use game in teaching), acting (implementing the game in teaching writing descriptive text), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted two and each cycle is ended by a final test, but before conducting the first cycle the researcher would committed pre cycle to know the initial condition of students' ability in writing descriptive text. The procedure of research can be seen in this figure .

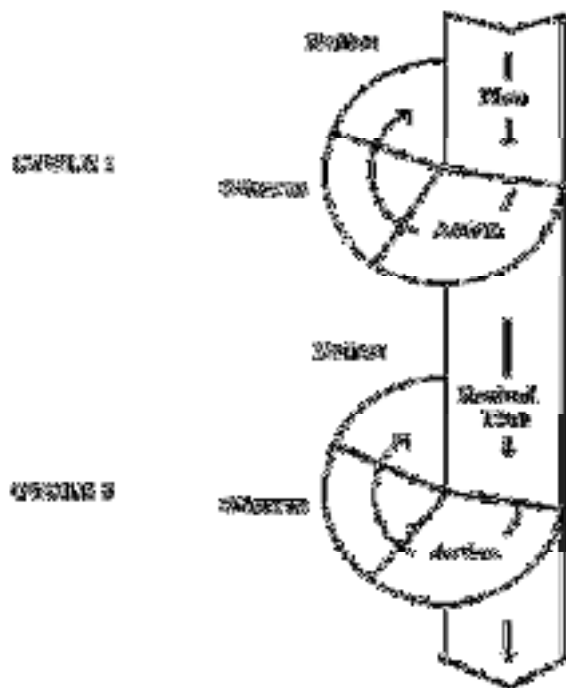


Figure 3.1 The Procedure of Research by Kemmis and Taggart 1988

1. The First Cycle

a) Planning

In this cycle the researcher would prepared some activities which is done in this first treatment, those are:

- 1) Identifying the problems in pre-cycle, and then formulating the problems.
- 2) Making lesson plan and preparing material.
- 3) Preparing some instruments needed such as observation schema and test worksheet.

b) Acting

The activities in this stage are implementing of planning, the main activities are:

- 1) Introducing twenty-question game to the students and presenting the way, rules, and required skills to play the game
- 2) Playing the game with the students
- 3) Conveying various sentence types use to describe the object in order students can add their own description.
- 4) Give text models of descriptive text to be analyzed (the text is arranged from the answers when they play twenty question game)
- 5) Explain the rhetorical structure of descriptive text
- 6) Ask students to play the game in pairs
- 7) Ask students to write the answers of their question
- 8) Ask students to arrange the answers into a paragraph and identify the rhetorical structure of the text descriptive.

c. Observing

- 1) Observe the activities of teaching and learning process
- 2) Evaluate students writing test in cycle I

d. Reflecting

Reflecting is analyzing the result of observation and test in cycle I. The activities in this stage are:

- 1) Analyzing the data from the observation checklist and result of the test to find out the improvement of students' ability in writing descriptive texts after using twenty-question game.
- 2) Discussing the teaching learning process that has been done in order to know the weaknesses found in the previous activities and to plan the better activities in cycle II.

2. The Second Cycle

After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continue to the next cycle to fix the previous weakness.

a. Planning

The activities in this stage are:

- 1) Identifying the problems in cycle I, and then formulating the problems.
- 2) Making lesson plan and preparing material.
- 3) Preparing some instruments needed such as observation schema and test worksheet.

b. Acting

The activities in this stage are implementing the planning, the main activities are:

- 1) Explaining the rhetorical structure and the grammatical pattern of descriptive text

- 2) Conveying various sentence types used to describe the object in order to be analyzed
- 3) Introduce twenty-question game to the students and presenting the way, rules, and required skills to play the game in group
- 4) Play the game with the students
- 5) Ask students to write the answers of their question and arrange the answers into a paragraph
- 6) Ask a student to write a descriptive text in a white board
- 7) Analyzing the text together
- 8) Ask students to play the game in group of four
- 9) Ask students to make a descriptive text about a guessed animal in group

c. Observing

- 1) Observing the activities of teaching and learning process
- 2) Evaluating students writing test in cycle II

d. Reflecting

- 1) Analyzing the data from the observation checklist and result of the test to find out the improvement of students' ability in writing descriptive texts after using twenty-question game.
- 2) Discussing the teaching learning process that has been done in order to know the improvement of the students. It is expected that cycle II of action research get better than Cycle I.

3.5 Technique of Collecting Data

Quantitative data was collected through writing descriptive text and qualitative data through observation checklist.

1. Quantitative data : There were be pre-test and post-test which was used to know the improvement of student writing descriptive text.
 - a. Teacher would give the test of writing
 - b. Collected and classified their writing test
2. Qualitative data : Observation checklist was used to know the condition that happened during the process of teaching and learning.

The result of the test of Quantitative and Qualitative data used to make sure the achievement through the technique in the activities based on the problem of learning.

3.6 Technique of Data Analysis

This study used descriptive statistical analysis to find out the of students' ability in writing descriptive text. Technique of data analysis that the researcher used is as follow:

1. Technique of analyzing data from the test
 - a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher will give test to measure students' writing ability of descriptive text. The result of the test is analyzed by using the scoring guidance by Jacab et in weigle (2019:115) as follow:

Table 3.1 ESL Composition Profile:

	VALUE	LEVEL	CRITERIA
Content	Excellent	30	Knowledgeable, relevant to assigned topic
	Good	25	Some knowledge of subject, mostly relevant to the topic, but not detail
	Fair	20	Limited knowledge of subject, in adequate development of topic

	Poor	15	Does not show knowledge of subject, or not enough to evaluate
Organiz- -ation	Excellent	20	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing
	Good	15	Somewhat choppy, loosely organized but main idea standout, limited support, logical but incomplete sequencing
	Fair	10	Not fluent, ideas confused or disconnected, lack logical sequencing and development
	Poor	5	Does not communicate, no organization, or not enough to evaluate
Vocab- -ulary	Excellent	20	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	Good	15	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	Fair	10	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	Poor	5	Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Langua -ge use	Excellent	25	Few errors of agreement, tense, number, word order/function, article, pronoun, propositions
	Good	20	Minor problems in complex construction, several errors of agreement, tense, number, word order/function, article, pronoun, propositions, but meaning seldom obscured
	Fair	10	Major problems in simple/complex construction, frequent errors of agreement, tense, number, word order/function, article, pronoun, propositions, meaning confused or obscured
	Poor	5	Virtually no mastery of sentence construction rules, dominated by errors
Mecha- -nics	Excellent	5	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good	4	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair	3	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused
	Poor	2	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing
	Maximum Score	100	

In order to make the raw scores become more meaningful, they should be converted to numerical data, which had been processed to the scale of 0 to 100. Then, the processed scores could be used as a basic to make decisions. The measurement of the students' achievement could be interpreted with the following table:

Table 3.2 The measurement of the students' achievement.

Criteria of mastery	Grade	Level
90 – 100	A = Excellent	Outstanding
75 – 89	B = Good	Above average
60 – 74	C = Fair	Satisfactory
50 – 59	D = Less	Below average
0 – 49	E = Poor	Insufficient

b. Measuring the mean

After calculate the students score, the researcher applied formula which formulized by Best and Khan (2002: 389). the researcher calculated the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average of distribution which is obtained by adding the sum offset score ($\sum X$) and dividing with the number of the students (N), as in equation below:

$$\bar{x} = \frac{\sum X}{N}$$

Where: \bar{x} = the mean

$\sum X$ = the sum of set score

N = the number of the students.

From the result of those formula the researcher analyzed the score of test. next, to categorize the Number master students' the researcher continuous it by applying the formula :

s

$$P = \frac{R}{T} \times 100\%$$

Where: P = The percentage of students who get the point 75

R = The number of students who get the point above 75

T = The total number of students who do the best