CHAPTER I

INTRODUCTION

1.1 Background of the study

Language is very important for human's life, because language is the method of communication that involves the use of particularly human-languages. Communication is a process when a person or several people, groups, organizations and communities create. And use information to connect with the environmentand other people. Communication is a process carried out by someone to convey an idea, feelings, emotions, thoughts, goals, and also provide information. In the world, there are so many languages that use to communicate with other people. One of them is English.

English is an International Language. In Indonesian English is a foreign Language. Where English can help someone when communicating with other people from different countries. So English language is very important to learn for everyone, include students. in learning English language there are four skills that will be learned by students, namely listening, speaking, reading, and writing.

Writing is the most important skill for most students of English throughout the world. Where the writing is an activity to create a note or information on a media using characters. And then, writing is an activity to make letters (numbers) using stationery in a writing medium or media, expressing ideas, thoughts, feelings through writing activities, or creating an essay in written form. So, in an English lesson, we also teach how to write in English.

In the teaching writing is focused on the writing proces rather than on the grammar, vocabulary, punctuation, and so on. It means that the students should be able to write and

continiously, and it has the beginning and ending that is clearly, on the other word, the sentences should be related one to other. Writing can be written in many kinds such as exposition, narrative, argumentation, persuasive, and descriptive. Sometimes, writing is the most difficult for students to do. Because the vocabulary and grammar are not quite right. So, writing in English, especially descriptive text, students are so difficult in choosing the righ vocabulary and grammar to write.

Where the descriptive text is a text which says what a person or a thing is like. The purpose is to describe and reveal a particular person, place, or thing. Descriptive text is a text containing two components namely identification and description. The identification is to identify the phenomenon in parts, qualities, or/and characteristics. So, in the descriptive text the students need to identification or description the picture or something else.

There are many techniques that can be used to help students generate their ideas and gather details for their procedure, but in this case the writer chooses team games tournament technique.The reason why the researcher use this technigue because TGT (Team Game Tournament) is one of the positive technique in teaching writing descriptive text. Also because the researcher found some mistakes in writing descriptive text, so the researcher make this technigues namely TGT (Team Game Tournament) because in this technigues the students where have low level and the high level can combine in one group, this technique is fun.

According to Mahony (2006 : 2) describes TGT as : One of the team learning strategies designed by Robert Slavina has found for review and mastery learning of materia. Slavina has found that team games tournament (TGT) increased basic skills, students, acceptance of mainstreamed classmates and self- esteem. Team Games Tournament technique is one of

learning model in cooperative learning which the student will have oppurtunities to work collaboratively, learn faster and more positive about the learning experience. Besides, the students will work together on academic tasks in small groups to help themselves and their team to learn together.

Based on the author's experience when making observations at SMA Parulian 1 Medan second class. Students say writing is one of the most difficult skills of all English skills. They say it is very difficult to arrange sentences with good and correct grammar.

TABLE 1.1The result of the pre-observation

NO	**Student's Name**	**Content**	**Organization**	**Vocabulary**	**Language Use**	**Mechanichs**	**Score**
1	Dewi Sipayung	11	11	10	10	3	45
2	Derita hutahaean	14	12	9	11	4	50
3	Yolianda sinaga	16	14	11	11	3	55
4	Markus Simarmata	18	15	11	12	4	60
5	Boyco Tambunan	16	13	12	10	4	55
6	Enita Gultom	10	8	7	8	2	35
7	Cici E. Sirait	12	10	10	10	3	45
8	Esti Hutasoit	11	11	10	10	3	45

9	Cycy Sinaga	18	13	10	10	4	55
10	Vini Ginting	15	13	10	12	5	55
11	Marta Eugene Silalahi	16	15	11	13	5	60
12	Bastian Hutagaol	15	12	12	12	4	55
13	Rahmawati Simanjuntak	20	16	11	13	5	65
14	Rut Eva Simanjuntak	18	17	12	13	5	65
15	Laila Putri Nainggolan	11	10	10	11	3	45
16	Jepri Sinaga	14	10	11	12	3	50
17	Martin Tampubolon	16	13	11	12	3	55
18	Arta Silalahi	22	18	15	10	5	70
19	Rodia Sitorus	19	16	13	12	5	65
20	Stevani Hulu	17	15	13	12	3	60
21	Riris Lastika Siringo-ringo	15	13	10	9	2	45
22	Silva Alexander	18	15	12	11	4	60

	Zendrato						
23	Yaspati	16	14	12	10	3	55
24	Tiara Ambarita	22	18	15	10	5	70
25	Berliana Silitonga	19	17	13	11	5	65
26	Ryan Simanjuntak	18	15	12	11	4	60
27	Tota Lamhot Sinaga	16	13	12	11	3	55
28	Mawar Simanjuntak	13	11	10	9	2	45
29	Liliana Nduru	13	10	10	9	3	45
30	Bagas Sitorus	15	12	10	10	3	50
Total		**474**	**400**	**323**	**325**	**110**	**1.640**
Mean							**54,67**

Mean Of The Test = Sum of Deviation

Total Of Number of the Score

From the analysis of the student's writing test, they still lack in writing skill. Based on the background of thestudy above, the writer will conduct study titled: **"The Effect Of Team Games Tournament Technique On The Teaching Writing Descriptive Text."**

1.2 The Problem of the Study

Based on the background of the study, the problem statement of this study is “Does the games tournament technique affect the students achievement in writing descriptive text?

1.3 **Objective** of the **Study**

Based on the background of the study, the problem statement of this study is “To find out whether or not games tournament can affect students achievement in writingdescriptive text.

1.4 Scope of the Study

The scope of the study focused on the effect of team games tournament technique on the students’ achievement in writing descriptive text.

1.5 The Significances of the Study

The results of this study are expected to give useful information about the effect of team games tournament technique on the teaching writing descriptive text. There are two kinds significance of this study. They are :

1) Theoritically : The result of the study is expected to be useful in enriching the practical knowledge in writing descriptive text.
2) Practically : The findings of the study are expected to be useful for :
   (1) For the students at English department : provide information about team game tournament technique. Provide information about team game tournament technique in teaching writing descriptive text.
   (2) For the lecturer : The teacher hopes that this research can help the teacher for teaching their student and give the contribution to the development of teaching english writing. Thus the teachers know the error writing of their students thenthey

can prepare how to teach them well. This result of the research is useful to addtional information that can be applied by general English teacher in teaching and practicing writing skill.

(3) Fo other researcher : it will be useful for the researchers as the basic steps who are interested in similar research topic.

1.6 Hypothesis

Based on the previous discussion, the hypothesis is formulated as the following:

Ha: “There is a significant effect of team games tournament technique on students’ second grade in teaching writing descriptive text”.

Ho : “There is no a significant effect of team games tournament technique on students second grade in teaching writing descriptive text”.

CHAPTER II

REVIEW LITERATURE

2.1 Theoretical Framework

In conducting the research, theories are needed to explain some concepts apply concerning into the research. The terms have to be classified to prevent the confusion. The following terms are used in this study.

2.2 Language

Language is a way of how people expressing their feeling and mind. It is used everyday, anytime, anywhere and its aparts of human's life. According to Brown (2007 :6) "Language is a complex specialized skill which develops in the child spontanuesly, without conscious effort or formal instruction is deployed without awareness of people underlying logic.

2.3 Writing

Writing is a process to get product, it is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. Writing is the act or process of producing and recording words in a form that can be read and understood.

Donn (2000 : 1) " Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbol have to be arranged to form sentences, although again we can be said to be 'writing' if we are merely making lists of words, as in inventories of items such as shopping lists''.Writing is often needed for formal and informal testing. Similar so this Ruby level (2001 :3) say " Writing is one of the most powerful communication tools you willuse today and the rest of your life. Siahaan (2008 :215) States that writing is a psychological activity of the language use to put information in the written text.

2.3.1 The Purpose of Writing

When you think writers, you normally think of those who craft creative fiction, short stories, poems, novels, maybe even dramas or screenplays. One key to successfulwriting, however, is the ability to write in multiple forms and for a variety of purposes. Donn (2002 :7), writing serves a variety of pedagogical purpose:

a. The introduction and practice of some form of writing eneble us to provide for difference learning styles and needs. Some learners, especially those who do not learn

easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it statisfies a psychological needed

c. Exposure to the foreign language throughmore than one medium is likely to be more effective than relying on a single medium alone. Writing also provides variety in classroom activities, serving as a break from oral work, and increases the amount of language contact through work that can be set out of class.

d. Writing is often needed for and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of student there are in the class, to use some from of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

2.3.2 Process ofWriting

Process of writing is a routine that comes naturally and is not step by step guide to which writers refers. Harmer (2004 :4) says that process of writing has four main elements, such as: planning,Drafting, Editing (Reflecting and Revising), and final version.

a. Planning

Planning is the first step in writing.The writer try and decide what they are going to say in the writing. The writer try and decide what they are going to say in their writing. For some

writers this my involve making detailed notes. When planning, writers have to think about three main issues, they are: in the first place they have to consider the purpose of their writing since this will influence(among ather things) not only the type of text they wish to produced, but also the language used, and the information choose to include. Secondly, the 2writers also 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). But also the choice of language whether, for example, it is formal or informal in language. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which writers decide to include.

b. Drafting

You can refer to the first version of a piece of writing as s draft. This first goat a text is often done on the assumption that it will be amended later.

C. Editing (reflecting and revising)

One writers have produced a draft they then, usually, read through what the have written to see where it works and where it doesn't. Reflecting and Revising are after helped by other by other readers (or editors) who comment and make suggestion. It will help the author to make appropriate revisions.

c. Final Version

After editing their draft, the writers make the changes that consider being necessary for their final version. In final version is ready to send the written text to its intended audience. The writer can concluded process of writing is a ways to make good writing that must be content about issues, choosing language like formal and informal language based on audience and also must be content about the fact and can receive by the audience.

2.3.3. Types of Writing

Genre is associated with terms such as short stories, science fiction,novels,fiction,satire, and many others. Still the definition of genre is not so vivid. The term genre can be applied to most form of communications, although it is frequently restricted to literary information. Pardiyono (2007 :2) Genre dapat di defenisikan sebagai jenis text (text type) yang berfungsi sebagai pols rujukan (frame of reference) sehingga suatu text dapat dibuat dengan efektif; efektif dari sisi ketepatan tujuan, pemilihan dan penyususnan text elements, serta ketepatan dalam penggunaan tata bahasa. (Genre can be defined as a type of text (text type) that serves as a reference pattern (frame of reference) so that a text can be made effectively; effective in terms of the accuracy of purpose, the selection and preparation of the text elements, as well as accuracy in the use of grammar). Knapp & Wakins (2005 :21) genre as it has been developed a literacy education is an organizing concept for cultural practices. Pardiyono (2007 :33- 313) says that there are eleven types of genre, they are: Descriptive, recount, narrative, procedure, explanation, discussion, etc.

A. Descriptive

Pardiyono (2007 :34) says that description is a type of written text, which has the specific function to give description about an object (human or non human). It can be about any topic. Description is a text containing two components that is identification and description by which the writer describes a human or human

B. Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience, Generic structure of recount is orientation, events and reorientation. In orientation introducing the participants, place and time. Events to describing series of event that happened in the past. Reorientation it is optional. Stating personal comment of the writer to the story.

C. Narrative

Pardiyono (2007 :94) says that narrative adalah jenis text yang sangat tepat unuk menceritakan aktivitas atau kejadian masa lalu, yang menonjolkan problematic experience dan resolution dengan maksud menghibur (to amuse) dan sering kali dimaksudkan untuk memberi pelajaran moral kepada pembaca(Narrative is a very precise type of text to tell the activity or past events, which hilglight the problematic experience and resolution with the intention of entertaining and often intend to give moral lessons to the reader). Narrative is a text containing five components that is, orientation, evaluation, complication, resolution, and re- orientation

D. Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. Procedure is a text containing four components such as, goal, material, method, and reorientation by which a writer describe how something is achieved through a sequence of actions or steps.

E. Explanation

Explanation is a writter English text in which the writer explains the process involves in the workings of natural or sociocultural phenomena. Pardiyono (2010 :156) teks explanation sangat efektif untuk menerangkan bagaimaa process suatu pekerjaan, fenomena alam atau social terjadi atau terbentuk, misalnya terjadinya hujan, terjadinya polusi (explanation is very

effective to explain how the process of a job, natural or social phenomena occur or are formed, for example rain, pollution). Explanation is a text containing two components that is, the general statement element and sequenced explanation.

F. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue . Discussion is a text containing three components that is, the issue, arguments, conclusion or recommendation.

G. Report

A report used to package the information about the natural or non-natural phenomena or things in the world. The information is intended to provide additional knowledge to the reader. A report is a text containing two components that isgeneral classification and description,

H. Analitycal Exposition

Analytical Exposition is an expository text. It is about the truth of a fact of a certain object and exposes it to the reader, however, the purpose does not include a persuasion to influence the reader in order to take a certain course of action related to the truth of the feat the object. Analytical Exposition is a text containing three components; they are the thesis of the text, the arguments, and the last is reiteration.

I. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident. Anecdote is a text containing five components that is, abstract, orientation, crisis, reaction, and code.

J. Spoof

In writing, a spoof is known as a narrative text. It narrates a series os events. It introduces a number or characters. They can be human and non human characters. It introduces the relationship among the character. The relationship is realized by their communicative interaction in the events. The structure of the spoof is a text which contains three components that is, an orientation, a series of events, and a twist by which a writer retells a humor to the reader.

K. Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades the people that something should not be the case. Persuasion is a text containing three components that is, the thesis, argument of issue of concern, and recommendation by which a writer persuades people that something should or should not be the case.

2.4 Descriptive Text

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text was a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and act like, what a place looks like, and what an object looks like. Pardiyono (2007 :34) description is a type of written text, which has the specific function togive description about an object (human and non human). Junita (2013 :115) descriptive text is a text which is intended to describe a particular person, place or thing.

The schematic structure of descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text alsohas its own linguistic features.

Linguistic features of descriptive text are: use specific participants, written in present tense, use linking verbs, use adjective, use relational and material processes.

2.4.1 Generic Structure

Descriptive text has generic structure, Pardiyono (2007 :34) clarified the generic structure of descriptive text, they are:

a. Identification, such as statement containing the object of discussion topics which will be described.
b. Description, contain detailed descriptions of the object in question in the identification.

2.4.2 Lexico Grammatical Features

Descriptive text also has characteristic which is called lexicogrammatical features. Lexicogrammatical features of descriptive text are:

a. Focus an specific participants
b. Use of attribute and identifying process
c. Use of being/having verbs
d. Use of adjectives
e. Frequent use of epithets and classifiers in nominal groups
f. Use of simple present tense

2.5 Team Games Tournament (TGT)

Team Games Tournament (TGT) is a cooperative learning technique that enhances students' academic achievement and attitudes towards the content material. Slavina (2005:13), Team Games Tournament is the first learning method from John Hopkins and first developed by

David Vries and Keith Edwards. As a part of cooperative learning, Team Games Tournament also puts students into small groups.

The students competewith members of other teams to contribute points to their team score. Students compete in at least threeperson "tournament tables" against others with a similar past record in mathematics. After then a procedure changes table assignments to keep the competition fair. The winner at each tournament table brings the same number of points to his or her team, regardless of which table it is; this means that low achievers and high achievers have an equal opportunity for success. High performing teams earn team rewards.

Slavina (2005: 166) says that Team Games Tournament has three basic elements. The first elements is teams. Teams are made at the beginning of the activities. Student are divided into small groups about 4-5. The placement is based on students' achievement level on their initial test score or their score in rapports. Ideally, each group consists of one high – achieving student, two averages – achieving students, and one low – achieving student.This group stays together until the next placement.

The second elements of Team Games Tournament is games. Games are played during weekly tournament. Short –answered question about what have been taught are given in game to examine students' understanding after group discussion.

The third elements of Team Games Tournament is tournament. Tournament is held after teacher's presentation about the material and group discussion. In tournament, students compete as the delegation from their group. So,students will match other students with equal achievement level from other groups.

Generally, Team Games Tournament is arranged in teaching and learning process with the series of activities, consists of:

a. Preparation

In this activity, teacher prepares the teaching material, student worksheets. And all equipments needed in tournament as numbered cards questions and answers, placement sheet of tournament table, and rewards.

b. Grouping

1. Ranks students; achievement score

Teacher puts students in right order based on the students' initial achievement level. Teacher than ranks them into high-achievement, average – achieving, and low – achieving.

2. Determines team member

In this activity, teacher spreads out students into teams in average. Perfectly, each team has four members, so teacher can divide students into four. But if students are in even numbers, there will be team in five, four or three members.

3. Puts students into team

After ranking students by their achievement, teacher puts them into a group by the composition of one high – achieving student, two averages – achieving student, and one low – achieving student. Beside the same number of members, a team has to emphasize on heterogeneity. The heterogeneity can be from the students' tribe, ethnicity, and gender.

4. Takes note students' names into team summary sheet.

c. Giving the material

Teacher gives the material to the students but not comprehensively because after that students should discuss together in teams.

d. Game

After giving the material, teacher give worksheet to the students as the guide the discussion time. All curiosity about the material shoul be solved by their own discussion before asked to the teacher. Controls the teams whether they all work together or not and checks if the discussion is running well or not. This activity is intended to prepare the students before doing treatment. The activity is completely finished after all members of the teams understand the material. Thus, all members have to take part and learn each other.

e. Tournament

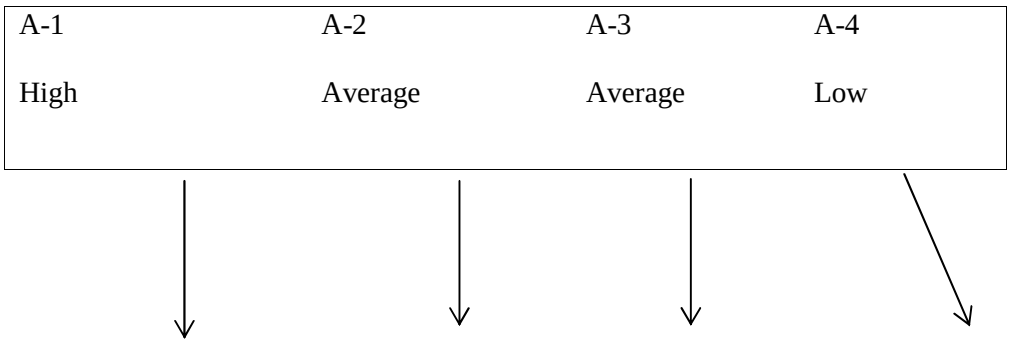
Here are steps in the tournament activity:

1. Placement of the Tournament Table

Before starting the tournament, teacher replaces students into tournament table firstly. The replacement must be equal, which means that students compete with the same achievement level students from other teams.

Figure 1.1 The system of Tournament in Descriptive Text

TEAM A



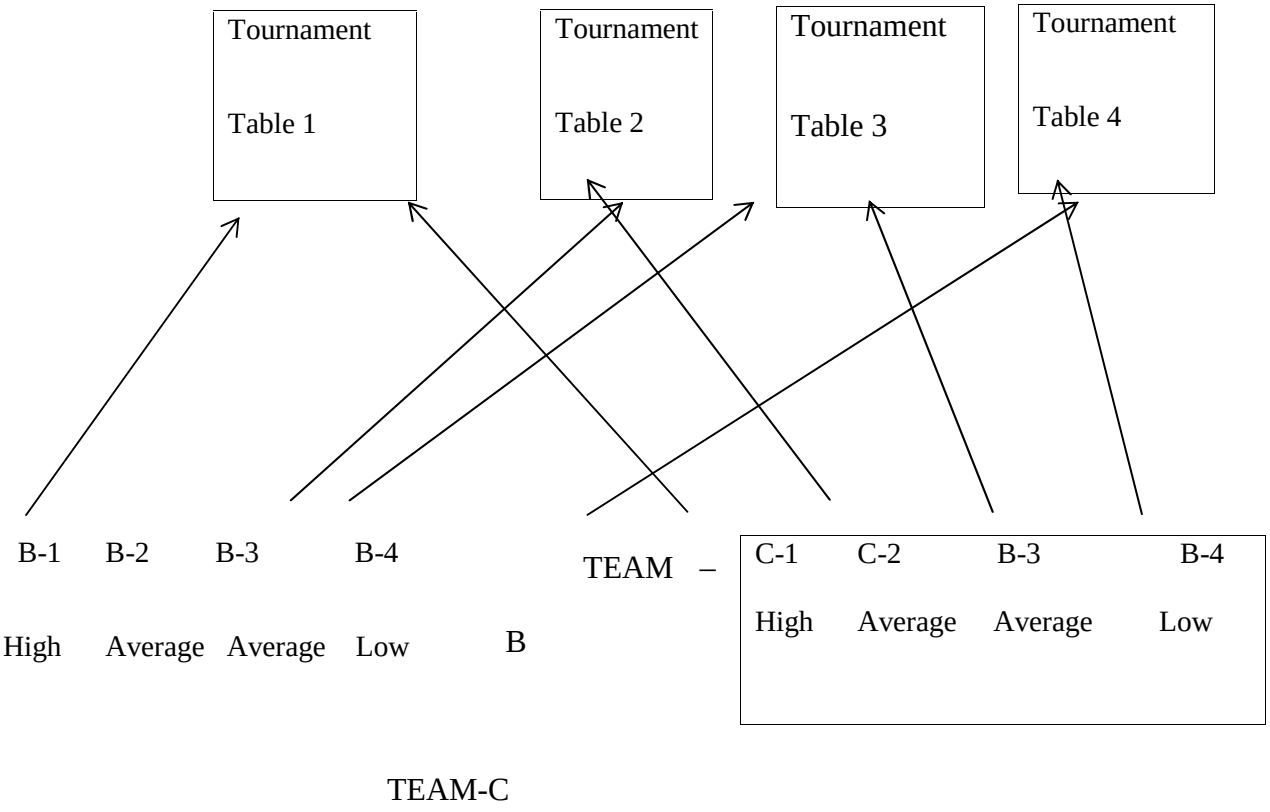


Figure 2.7 The Placement of Tournament Table

Explanation of the figure 1.1

Perfectly, each teams such as team A, B, and C has four members by the composition one of high – achieving student, two average- achieving students, and one low-achieving student from team B,C and D. The average – achieving student meets other average-achieving students, and the low –achieving student meets other low – achieving student. By this rule, all students have their balanced rival in tournament table.

2. Regulation of Tournament Table

Teacher asks students to sit in the tournament table and gives them the equipment like numbered cards, question and answer sheets, and score sheets. Then,the teacher explains the tournaments rule. All the students have to understand correctly about the rule before starting to keep the tournament on the right path.

After all are prepared, students take one numbered cards from the box to determine who go first as the reader, the first challenger, the second challenger, and the third challenger (if the tournament consist of four students). Then the first reader starts the tournament by shuffling the cards and takes one on the top. What number he got on the cards means that the number of question he have to answer. Next, he read the question aloud complete with the options. He has opportunity to guess if he does not know the answer. If the other challenger have different answer, they can say the answer one by one. The first challenger can give different answer if he wants or passes. If the first challenger passes that opportunity, the second challenger can take the chance to answer if he wants or just gives the chance to the last challenger.

When all challengers already got the chance to answer, the last challenger checks the right answer on the answer sheet. Whoever answered correctly can store the card. When the reader answer is not correct, he does not get penalty. While if the challengers answer incorrectly, the should return one card they have already had to the box. For the next round, rules of the all members change but rule of tournament is still same. The first challenger becomes. The tird challenger becomes the second chalenger, and the reader becomes the last challenger. The reader than start the tournament bt shuffing the cards and takes one on the top. After that, the tournament continues until the time is up or the cards in the box are played out.

During this tournament time, teacher walks around the class checking the students' work. 10 minutes before time is up, teacher should make surethat the tournament is finished and asks students to score their work in score sheet.

3. Scoring Tournament

At the end of the class, each student in the same tournament table compares the score into top scorer, middle scorer, and low scorer. The points calculations for three and four players are clearly define in table a and table b. Although students represent their own group, but they still get their individual score at the end of the tournament. Which this score, students are also marked to the next placement.They may be jumped up or jumped down based on their tournamentscore. So, all the student are motived to give their best.

2.5.1The Advantages and Disadvantages of Team Games Tournament

According to wyk (2011 :192), there are some advantages of Team Games Tournament, they are:

a. The impact of TGT as anti- bullying strategy in the classroom
b. Teachers' teaching styles and students learning style in education
c. The effect of TGT as a teaching strategy on students' learning styles and motivation in education
d. The personal interaction motivates many students with learning together
e. Students' understanding can be assessed by listening on several groups or teams during the activity and by collecting responses at the end.

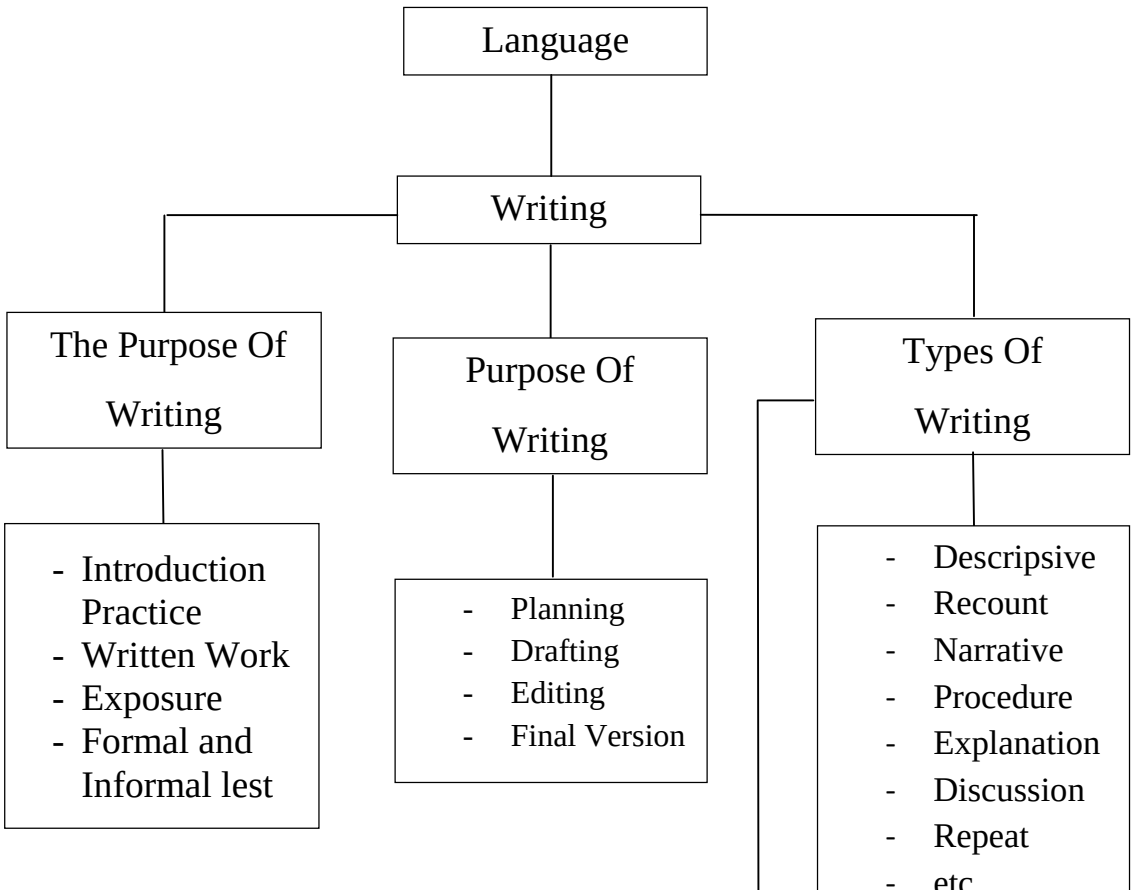
And the disadvantages of Team Games Tournament are:

a. The obstacle was because the characteristics of the students

b. Another obstacle faced during the research was there are a small number of students refused the grouping that had already set.

c. The most challenging obstacles for the teacher were time allotment.

2.7 Conceptual Framework



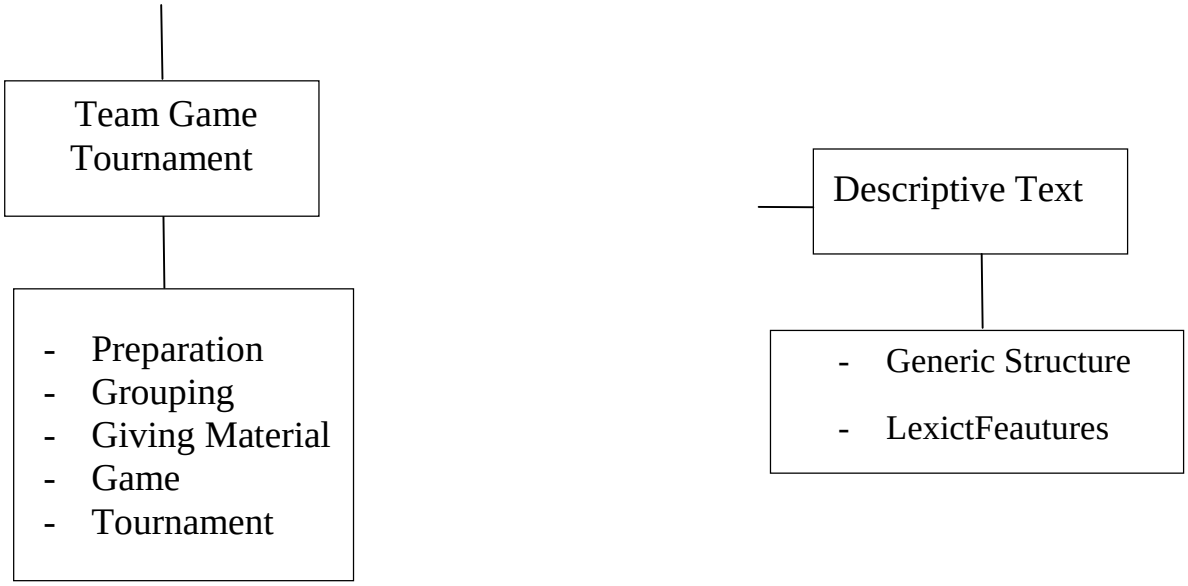


Figure 2

10.1The Effect Of Team Games Tournament Technique On The Teaching Writing Descriptive Text (Marsaulina Sitorus 2020)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was experimental quantitative research. There are two variables in this study such as independent and dependent variable. Independent variable was Team Games Tournament Technique while dependent variable was the students' achievement writing descriptive text. In his case, the writer wants to investigate whether the independent variable affects the dependent one or not. Furthermore, in conducting the experimental research, there are

two different groups; that is experimental group that was received the treatment by applied constructivism method and control group which is treated without special treatment. Then both of them was given pre-test and post-test with the same item

The design of this study is figured out as the following:

Group	**Pre-Test**	**Treatment**	**Post-Test**
Experimental	√	**Using Team Games Tournament**	√
Control	√	**Convensional way Team Games Tournament**	√

3.2 Population and Sample

Population and sample have a different meaning. population is a set (or collection) of all elements processing one or more attributes of interest and sample was a part of population.

3.2.1 Population

Arikunto (2006: 131) “population is a set (or collection) of all elements processing one or more attributes of interest.The Population of this research was taken from SMP Swasta Hkbp Ambarita. The total class of Eighth grade of SMP Swasta Hkbp Ambarita classes. The writer took two classes 8^{th} A, 8^{th} B.

3.2.2Sample

Arikunto (2006: 131) “Sample is apart of population.” In the selecting the sample, the writer will use random sampling technique. The sample were experimental and control group. The sample of this research was students of SMP Swasta Hkbp Ambarita. The writer will took 30 students, and then the writer was divide the students into two groups which were the experimental group and control group. Each groupwas contained 15 students.

3.3 The Instrument of Collecting Data

The instrument of this research was the test of writing descriptive text. The test was like to describe the picture. The test written down in a from of descriptive text after the teacher explains how to write down a descriptive text by applied the Team Games Tournament Technique. The writer was conductpre-test, treatment and post-test.

3.4 The Procedure of Collecting Data

The writer was conducted experimental and control group. The experimental group was given the treatment by applied Team Games Tournament Technique while the control group was not given the treatment. The research procedure consists of three parts namely, pre-test, the treatment and post-test.

3.4.1 Pre-Test

The experimental group and control group was given the pre-test before the treatment. The pre-test was conducted to find out homogeneity of the samples and the mean score of each group. In this case, the teacher was given the writing test to students. The teacher asked the students to write the descriptive text about “picture”. After students have finished, their answers’ sheet was collected.

3.4.2 Treatment

The treatment was given by the writer after pre-test is done, and it was applied into the both group, for the experimental group was given Team Games Tournament technique while the control group was not given Team Games Tournament technique.

3.4.3 Post-Test

The Post-test was given by the writer after treatment was done from the both of group. After that, the writer give post-test through give the same questions such us in the pre-test before know there effect Team Games Tournament method.

3.5 Scoring The Test

Scoring procedures of writing descriptive text (Weigle 2002:116)

Aspect ofScoring GenericStructure of Recount Text	**Score**	**Level**	**Criteria**
	27–30	Excellent	Relevant orientation in detail Simple past tense mastery

Content			
	22–26	Good	Rather less relevant detail of Orientation Simple past tense mastery
	17–21	Average	Less relevant detail of Orientation Frequent error simple past tense
	13–16	Poor	Unrelated orientation Error simple past tense
	18-20	Excellent	Relevant organization in detail Clearly ideas Simple past tense mastery

Organization	14-17	Good	Rather less relevant detail of organization Logical idea but incomplete Sequence Simple past tense mastery
	10-13	Average	Less relevant detail of event Ideas confused Frequent error simple past tense
	7-9	Poor	Unrelated event Lack of idea Error simple past tense
	18-20	Excellent	Relevant vocabulary in detail Simple past tense mastery

Vocabulary			
	14-17	Good	Rather less detail ofvocabulary Simple past tense mastery
	10-13	Average	Less relevant detail ofvocabulary Frequent error simple past tense
	7- 9	Poor	Unrelated vocabulary Error simple past tense
Language Use	22- 25	Excellent	Relevant Language use in detail Simple past tense mastery
	18-21	Good	Rather less detail ofLanguage use Simple past tense mastery
	11-17	Average	Less relevant detail of Language Use Frequent error simple past tense
	5-10	Poor	Unrelated Language Use

			Error simple past tense
	5	Excellent	Relevant Language use in detail Simple past tense mastery
	4	Good	Rather less detail ofLanguage use Simple past tense mastery
	3	Average	Less relevant detail of Language Use Frequent error simple past tense
Mechanics	2	Poor	Unrelated Language Use Error simple past tense

3.6 The Validity ofTheTest

For the validity and reliability of the test, here the author shows the reader what the validity is. Validity is a measurement that shows the level of instrument validity. An instrument said to be valid if it can measure what should be measured. Arikunto (2013) said that there are four types of validity, namely content validity, construct validity, concurent validity and Predicate validity. The author was apply the validity of the content, it was about the test can measure students' writing skills. This research used text essays in descriptive text.

3.7 Technique Analyzing Data

In order to find out the differences mean of the two groups, the writer used the formula. The result of data was used to compare which was higher between the result of the test to find out if the team games tournament technique give a positive or negative effect on students writing. T-test formula is as follow:

1. Scoring the pre-test and post-test for the control group and experimental group. To find out the mean score for each group by used:

$$M = \frac{\Sigma x}{N}$$

In which: M: The Mean of students

∑x: The total Score

N: The number of students

2. Tabulating

Tabulating the data for the control group and the experimental group.

3. Comparing the score by using t-test

In the last step, the writer used T-test by used statistical program to ensure effectiveness and to get stronger conclusion. The T-test was taken from the result which are conducted before and after the students taught by using Team Games Tournament as method in teaching writing process. Here was the formula of the T-test:

1. T-test Formula

$$\frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t : total score

Mx : the mean of experimental group

My : the mean of control group

dx : the standard deviation of experimental

dy : the standard deviation of control group

Nx : the total samples of experimental group

Ny : the total samples of control gro