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INCREASING STUDENTS' WRITING ABILITY AT DESCRIPTIVE TEXT BY USING BITS AND PIECES GAME AT EIGHT GRADE OF MTs PAB 1 HELVETIA MEDAN

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Abstract

This research aims to increase students' writing ability at descriptive text by using bits and pieces game at MTs PAB 1 Helvetia Medan. This study used class room action research as a methodology. The subjects of this study were 30 students at the eight grade of MTs Helvetia in the academic year 2020/2021. This research used two type data namely quantitative and qualitative. The data quantitative taken by test. On the other hand, to complete the data qualitative were taken by interview, observation sheets, diary notes and documentation. The result of this research showed that there was increasing of students' writing ability at descriptive text. The mean of the pre test was 59.5 or only 13.33% who success did the test. The mean of first cycle was 70.87 or 36.67% who did the test. And the mean of second cycle was 79.03 or 86.67%. It showed that the mean of second cycle was better than pre-test and first cycle. It can be conclude that bits and pieces game can increase students' writing ability at descriptive text at eight grade of MTs PAB Helvetia Medan.

Keywords: Descriptive text, Bits and Pieces Game, and Writing.

INTRODUCTION

Language is an instrument for conveying information, used to express ideas, feelings or goals emotions. English Language includes four basic skills namely: listening, speaking, reading and writing, and the most important skills develop by students is the ability to communicate. People communicate through the spoken word and through the written word. Writing is an activity that aims to provide information to other people Writing is a process of communication in which the writer needs to have both knowledge of language and knowledge of formulating ideas. Writing is an expression

in the form of the use of written language, other than in the form of spoken language (oral). As far language is concerned, writing skills are still considered to be the most difficult skill between reading and speaking by most students.

Writing is actually a crucial skill that students need to learn. Learning to write requires the ability to communicate and express ideas in a meaningful way. Students use it to connect with each other as a medium of thought and feelings creatively, they communicate on paper in their own ways and purpose.

Based on the observation in the Medan school, that is MTS PAB 1 Helvetia Medan, not all of the students like writing especially descriptive text because some of them have problems in writing. They can not express their idea, lack of vocabulary and find it difficult to compile paragraphs to make writing. The difficulty lies not only in creation and organization of ideas, but also in the translation of ideas to readable texts.

Descriptive text is one genre in writing. Descriptive text is a text that describes a person, place, things, or something in detail so that readers can understand what is meant by a writer. To teach descriptive text so many ways, the one alternative to teach descriptive text is by games because games make students interested to learn.

Learn with games method can increase learning motivation because students feel fun and easily understand the learning material delivered by the teacher. Games support and inspire a lot of students to maintain their interest and work. Games also help the teacher to establish a context in which the language is useful and meaningful. Games offer a way to help learners understand the language rather than simply learn it.

Many kinds of games are used to teach students writing descriptive text. One of the games is bits and pieces game. Bits and pieces game is a kind of game used with picture strip story and describing by looking the picture through writing, using bits and pieces game that can express their idea in descriptive text.

On the basis of the explanation, the researcher wants to perform research to see how the bits and pieces games can increase the students' writing on descriptive text that's why the conduct this study entitle *"Increasing Students' Writing Ability at Descriptive Text by Using Bits and Pieces Game at MTs PAB 1 Helvetia Medan"*

RESEARCH METHOD

The research related classroom action research or called by (CAR). Action research is the development of applied research. In this case, the researcher can act as an active actor in the principle activities, change agents, and the subject or object under study

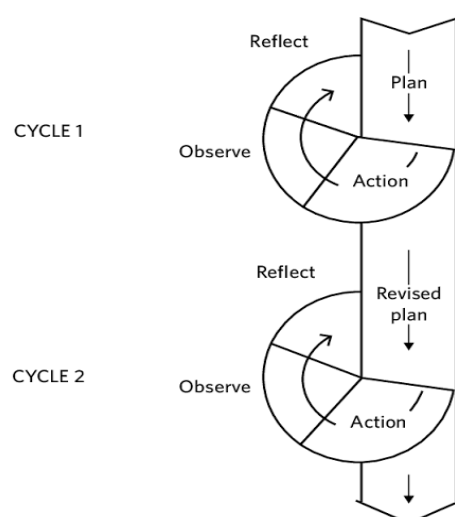
benefits from the planned action taken by the researcher. CAR is research carried out by teachers in class where they teach with a focus on improving learning processes and practices. The purpose of CAR is to improve the quality of learning practices.

Procedure of classroom action research used in this study, based on Kammis and McTaggart. The four components of every cycle they were planning, action, observation and reflection. After a cycle is completed implemented and reflected, then followed by re-planning carried out in the form of a separate cycle, but in general, researchers start from the initial reflection phase to conduct a preliminary study as a basis for formulating research problem.

The subject of this study was eight grade students of MTs PAB 1 Helvetia which consisting of 30 students. The reason for choosing the school was that MTs PAB 1 Helvetia was a place that did PPL III done by the writer. And the researcher found that most of students still have trouble in writing.

This research was carried out at MTs PAB 1 Helvetia in academic year 2020/2021. It is located at Veteran Street, Pasar 4 Helvetia Medan, Kec. Labuhan Deli. Kab. Deli Serdang Two cycles consisted of this research procedure. Before going to the cycle, researchers conduct pre-test first to students. After the first cycle was finished, a new problem was found. So, it is best continue the second cycle, in accordance with the same concept of the first cycle.

Using the spiral action research model proposed by Kemmis and McTaggart, this action research will be carried out and the research designed can be illustrated as follows:



Instrument for Data Collection

a. Test

There were two tests in this research, the pre-test and post-test. Pre test is the first test before doing the bits and pieces game and post-test is the second test after the researcher applies bits and pieces game. Test is to find out how far the difference in students writing on descriptive text after doing bits and pieces game. The tests are carried out to measure students writing skill.

b. Observation Sheet

Observation is to find information relating to the research in the teaching and learning process. The researcher will observe the English teacher during the teaching and learning process and also observe the students during the learning process.

c. Interview

Interview was conducted before and after giving treatment. Before receiving treatment, the researcher asked the English teacher and students some questions about the ability of students and the difficulty of writing descriptive text. Then, after applying bits and pieces game, the interview would be conducted to find out the teacher and students response to the bits and pieces game.

d. Diary notes

For this research, researcher used the field notes to indicate how students' activities during the learning process.

e. Documentation

For data collection, documentation is one of sources for researcher to take time during the learning process that is considered to be important.

The data analysis technique used in this study was qualitative and quantitative data. Quantitative data will be analyzed by means of a test of the students scores achieve from the writing test and qualitative by interview, observation, field note and documentation

RESULT AND DISCUSSION

This research was conducted to find out the increasing of the students ability to write descriptive text using bits and pieces game. Bits and pieces game is one of the games that could help the students to solve their problem in writing descriptive text.

Bits and pieces game is an effective method of learning English, particularly in learning of descriptive text. The result showed that the ability of students to write

descriptive text that can be seen from quantitative and qualitative results was increased by using bits and pieces game

There was an increase in the students' ability to write descriptive text in the quantitative data. It was increased in every meeting. The average was 70.87 for cycle I and 79.03 for cycle II. Showing that cycle II score was higher than cycle I. Increasing, because the bits and pieces game helped students understand writing easily. The result showed that there was an increase in the ability of students to write descriptive text by using bits and pieces game

CONCLUSIONS

From the result and discussion about the use of bits and pieces game to increase students' writing ability at descriptive text can be concluded that: The implementation of using bits and pieces game in writing descriptive text can increase students' writing ability at descriptive text. By implementing bits and pieces game, the teaching and learning process has become more efficient and successful. It was successful because through group learning, the students considered that learning by using bits and pieces game was enjoyable. They could grab the material more quickly and more interestingly. The situation had change to a positive progression. Based on observation and interview, students have a positive response in the learning process. After the implementation of bits and pieces game they can increase their writing ability at descriptive text. It can be seen in every cycle from their test scores.

The students' writing ability at descriptive text before thought by using bits and pieces game was low. It can be seen in a free test score. The mean pre-test score was 59.5 or only 13.33% who success did the test. And after thought by using bits and pieces game the students' writing ability was increased. It could be seen from the first and second cycles. It was showed from the mean of students in post test I was 70.87 and in post test II was 79.03. And score improvement that scored up to 75 in post -test 1 was 11 out of 30 students (36,67%). Post test II in the second cycle was 26 out of 30 students (86,67%). There was improvement in every cycle. So, bits and pieces game could increase the students' ability to write descriptive text.

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