

IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH BITS AND PIECES GAME AT THE GRADE VIII 6 OF SMPN 1 TAMBUSAI

Ramanda Rizky

English Department of FKIP Universitas Lancang Kuning

e-mail: ramandarizky0@gmail.com

Abstract

In the research, the students had problem in writing skill of descriptive text. The aims of this research are to improve students' writing descriptive text by using Bits and Pieces Game and to find out what factors that influenced the changing of students' writing skill in descriptive text for students at the VIII 6 Grade of SMPN 1 Tambusai. This research is a Classroom Action Research. The instruments of this research were test, observation, field note, and interview. The participants in this research were the students' at eighth 6 class consisted of 29 students. The result of this research were Bits and Pieces Game approach could better improve the students' writing skill in descriptive text at eighth 6 class of SMPN 1 Tambusai. In the based score it showed that their average score was 46.07. It improved to 70.12 in cycle I and 79.75 in cycle II. The Factors that influenced were Bits and Pieces Game approach assisted almost all meeting that made students were interested in the strategy. In conclusion, Bits and Pieces Game approach can improve students' writing skill in descriptive text at VIII 6 Grade of SMPN 1 Tambusai.

Key words: Bits and Pieces Game strategy, Writing, and Descriptive.

1. INTRODUCTION

Learning English involves the mastery of four language skills; they are listening, speaking, reading and writing. Speaking and writing are productive skills or ability to produce language, listening and reading are receptive skill or ability to comprehend information. The fourth basic skills are taught in a integrate way. Writing is a process to produce language. We can take more time to think and choose words in order to express our ideas thought and feeling, then we make a revision if it is not clear to express what we intend to write. It is also needs attention because it needs its own principles and method it requiring mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. For that reason, it needs practice to improve that skill. In advance, it is a physiological activity of the language user to put information in the written text. Writing is an activity to create a records or information on a medium by using a script. Writing usually done on paper by using tools such as a pen or pencil.

In KTSP as a standard of education system, students learn writing in term of text types like descriptive, narrative recount, report, procedure, and anecdote. One of texts that must be mastered by the students is descriptive text. Descriptive text describes particular person or thing in detail. It means that descriptive text is a text which describing the features and characteristics of a certain object in detail (a person or a thing).

However, based on interview with English Teacher at SMPN 1 Tambusai, it was found students' problem in writing skill especially in descriptive text. First problem is language features in writing descriptive text. As we know descriptive text uses simple present tense as

the language feature. The students had some errors in using simple present tense. The students made some mistakes when they elaborated the idea in simple present. It made students difficult to write descriptive text. If they had ideas they cannot express their ideas in a good sentence and form it into a good paragraph or correct patterns. Second problem is preparation of content. Descriptive text should contain detailed information but is still less than what it should be made on the descriptive text. Third problem is low mastery of vocabulary. Some of obstacles in understanding English texts are the poor mastery of vocabulary. It caused them not able to construct and organize ideas. The less of Students' proficiency at those aspects seen by the result of students' based score.

Fourth problem is the method used is not running as it should. There are some strategies strategy in teaching descriptive text might be applied, but we would never know what strategy matches with the various condition of students. There is no strategy might be applied in whole condition, in this case teachers are responsible to find the correct strategy which can be applied well based on the condition of his students.

Due to the problems above, the researcher gave solution in choosing. The researcher chose bits and pieces game as the method to solve students' problem in writing descriptive text. Bits and pieces game is a kind of game with picture-strip story. It is suitable for narrating events and describing person, place or something, principally in the present tense. The method can be used to solve students' problems during writing process, but the researcher used the technique in making the learning process become structurally and effectively in each step of the writing itself.

Due to the condition above, the researcher was interested in conducting an action research entitled "IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT THROUGH BITS AND PIECES GAME AT THE GRADE VIII 6 OF SMPN 1 TAMBUSAI"

2. RESEARCH METHOD

a. Research Design

This research is Classroom Action Research (CAR). The researcher had been conducting the research collaboratively with English teacher to prevent the problems of students' reading skill by POE strategy.

According to Kunandar (2008) action Research is an activity undertaken by educators or together with others (collaboration), which aims to enhance or improve the quality of the learning process in the classroom.

b. Participants of the Research

The participant in this research were at tenth grade secretary class of SMPN 1 Tambusai with 29 Students.

C. The Location of the Research and Time

The research was conducted at SMPN 1 Tambusai at Jl. Tuanku Tambusai, Dalu-Dalu. The research was conducted on March, 2017. The researcher conducted the research collaboratively with English teacher to solve the problem of the students' writing descriptive text by applying Bits an Pieces Game at the VIII 6 Grade of SMPN 1 Tambusai.

d. Instruments

1. Test

Test was makes multiple choice test to explain the students’ progress in Reading skill of descriptive texts.

Table 3.1
The indicators of Writing

Variable	Indicators
Writing	a. Organization b. Content c. Grammatical d. Vocabulary e. Mechanic

2. Observation

Table 3.2
The observation sheet will be formed as below:

VARIABLES	INDICATORS	YES	NO
Writing Skill	1. Getting the meaning of the text 2. Select and understand main idea 3. Find the general and spesific character 4. Pour the idea into a text		
Bits and Pieces Game Strategy	Teacher divided students into 5 groups, Teacher distributed to every group, one stripping pictures and many paper to the striping pictures in order to be good picture in 10 minutes, After the striping picture have been arranged, Teacher gave 20 minutes for every group to describe it and write it in a pieces of paper. Then teacher check what they have done Teacher told the winner		

Dalu-Dalu,2017

Collaborator

Table 3.3
The Field Note of the Research

Cycle/meeting : _____
 Topic : _____
 Date : _____

Teacher's activities	Students' activities	Comment

Dalu-Dalu,2017

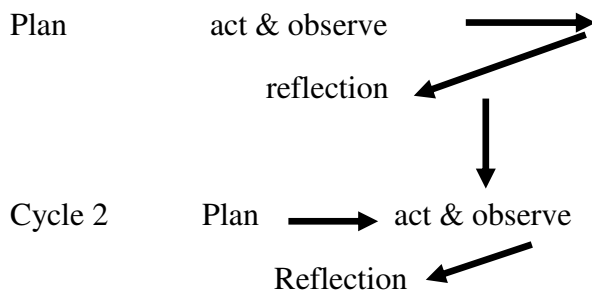
Collaborator

Zarpialis, S.Pd. I

d. Process of the Research

The figure 3.1 models action plan

Cycle 1



Kemmis and Mac Taggart (2000:11)

e. Technique of Collecting the Data

- 1. Collecting Quantitatif Data
- 2. Collecting Qualitative Data

f. Technique of analysing the Data

1. Quantitative Data

For quantitative data obtained from reading comprehension test is analyse by using simple quantitative data analyses. The formula is as follows:

$$P = \frac{\text{Mean score}}{\text{Maximum score}} \times 10$$

Categorize are as follows:

- 91 – 100 % : very good
- 81 – 90 % : Good
- 75 – 80 % : Enough
- 50 – 74 % : Less
- 0 – 49 % : Failure



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Based on the result of the form

2. Qualitative Data

According to Gay et al (2009:450), there are four steps to analyze the qualitative data, the steps as follows:

- a. Reading and Memorizing
- b. Describing
- c. Classifying
- d. Interpreting

3. FINDINGS AND DISCUSSION

A. Findings

1. The Extent to which Bits and Pieces Game strategy approach could Improve Students' Reading Skill in Descriptive text

Table 4.1

Table Result of Students' Writing Skill in Descriptive Text From Based Score to Cycle II

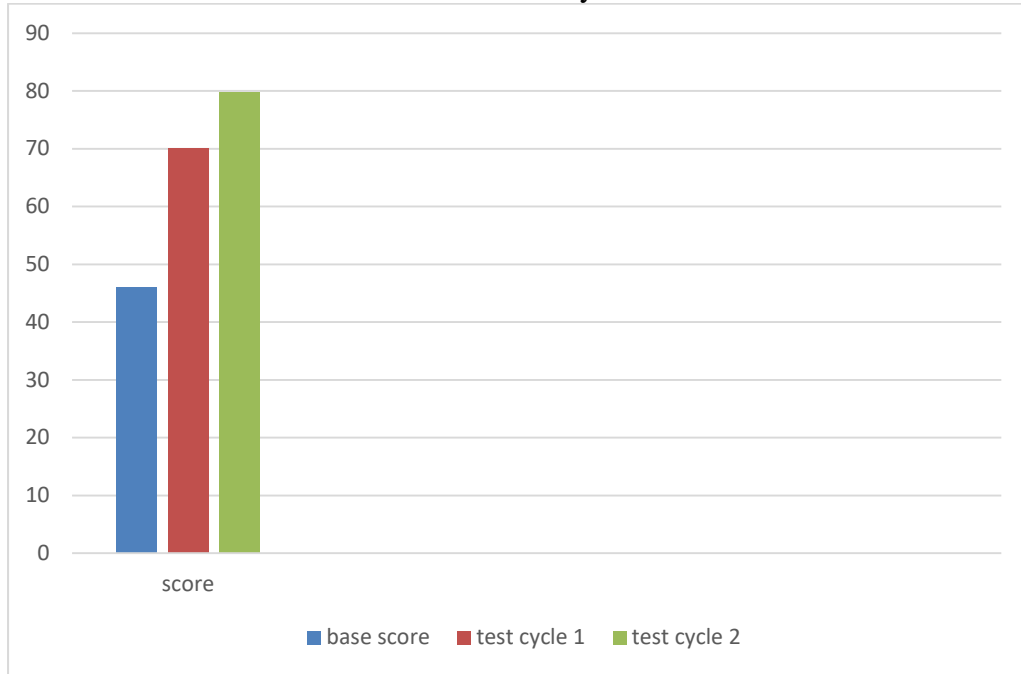
Name of Score	Average	Percentage	Name of Score
Based Score	46.07	10.34%	Based Score

Cycle I	70.12	37.93%	Cycle I
Cycle II	79.75	72.41%	Cycle II

Diagram

4.1

Table Result of Writing Skill in Descriptive Text From Based Score to Cycle II



Referring to Table 4.1 and Diagram 4.1, it can be concluded that all of the students' writing skill scores are relatively had improved. This score was gotten from the multiple tests given. One text followed by two items which contained Identification and Description.

a. Cycle I

1) Plans

all of those were as in the table below:

Table 4.3:
The schedule on each meeting in cycle I

Meeting	TOPIC	Date
I	Tiger	March, 16th 2017
II	My Cat	March, 21th 2017
III	Panda	March, 23rd 2017
IV	Test Cycle 1	March, 29th 2017

2) Action

In this research procedure, the researcher implemented all the planning that has already designed and prepared. The researcher has implemented it in eight meetings within two cycles.

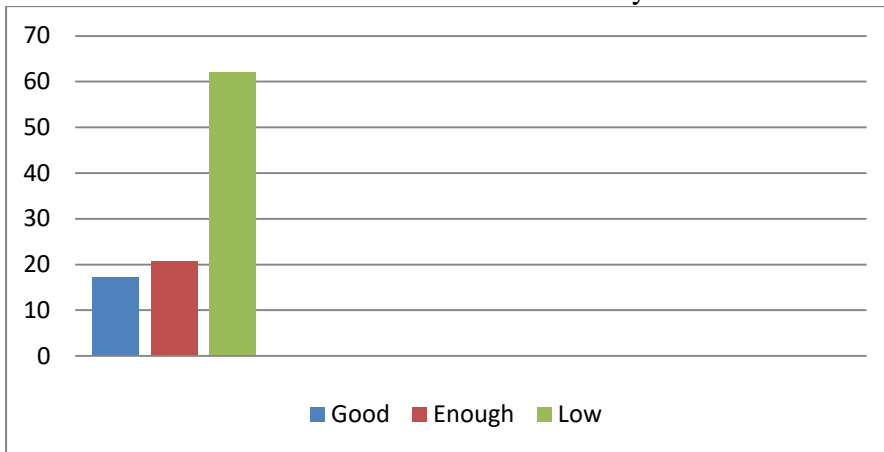
3) Observation

Table 4.4

The Students Score in Cycle I

Category	Number of Students	Percentage
Good	5	17.24%
Enough	6	20.7%

Diagram 4.3
The Students Score in Cycle I



From the table 4.4 and diagram 4.3 above, there were 5 Students were good and 6 students were enoughed.

4) Reflection

Through reflection the researcher knows what have been done, how the result, and what have not been completely done. The researcher can make good planning from; the observation checklist, field note, suggestion and comment by collaborator, from the average score in the test cycle 1 the researcher still found some problems in some students' comprehension in reading descriptive text, the researcher can see the problem from the interview was done by the teacher, and also the researcher focuses in each indicator. And the last, the collaborator suggests managing the class situation more better to the researcher.

b. Cycle II

1) Plans

Table 4.6:
The schedule on each meeting in cycle II

Meeting	TOPIC	Date
I	Parrot	April, 4th 2017
II	Hamster	April, 6th 2017
III	Gold Fish	April, 11st 2017
IV	Test Cycle II	April, 13th 2017

2) Action

In this research procedure, the researcher implemented all the planning that has already designed and prepared. The researcher has implemented it in eight meetings within two cycle.

3) Observation

From the test, it was known that there were 21 students passed the passing grade criteria and 19 students were good, 2 students were enough and 8 students were enough. As in table below:

Table 4.7
The students' Score in Cycle II

Category	Number of Students	Percentage
Good	19	65.51%
Enough	2	6.90%
Low	8	27,58%

4) Reflection

Based on the table 4.6 above, the researcher found the clear different of the students' based and cycle I score. Furthermore, the researcher and collaborator also found the factors of changing score process that will be discuss on the following discussion. Furthermore, the students' improving was also found in heir reading descriptive text mean score of based score

Table 4.8
The Comparison of the Students' Writing Skill In Descriptive Text from Based Score To Cycle II

The Name of Score	The Average Score
Based score	10.34%
Cycle I	37.93%
Increasing Point 27.59%	
Cycle I	37.93%
Cycle II	72.41%
Increasing Point 34.47%	
Based score	10.34%
Cycle II	72.41%
Increasing Point 62.07%	

2. Factors Influenced Students' Reading Skill by Using Bits and Pieces Game strategy

The factors that influenced students' Writing Skill by Using Bits and Pieces Game Strategy can be seen from the instruments such as observations, field notes, and interview results. All of the factors were as follows:

a. Teacher always give motivation to students before start the learning process. As we know motivation had massive impact for students while doing their activity or task. By giving motivation to students, teacher hope that students can did their job excellently and having an improvement according to test, observation checklist, field note and interview.

b. This Strategy could make students' active. This strategy is a kind of a game, according to the rules of the strategy students could make an activity more than their latest learning process.

c. Students could have massive discussion in the class with their group members. This strategy needs group to run according to the rules, so students divided into some groups and every groups have a members. So they can make a discussion with their friends to decide what idea would be pour or write based on the picture they had arranged.

d. Students happy because they could have a game by arranging the stripping pictures into a good arrangements and poured their idea based on the picture given along the learning process.

B. Discussions

This research was conducted by two cycles. Each cycle had four meeting include the test. It had been done since March, 16th 2017 until April, 13th 2017. The research was conducted in SMPN 1 Tambusai at the VIII 6 class in academic years 2016/2017. The amount of students was 29 students. The class was chosen because based on the collaborator suggestion. And it had gotten by the collaborator experiences when teaching English subject in the class. The fact, they had some problems on writing descriptive text. Therefore, the researcher taught the students by using Bits and Pieces Game Strategy on descriptive text.

Based on the data in cycle I, the researcher found that there were no significant improvement by students according to the instruments. Based on the test, the average score in based score was 10.34 and cycle I was 37.93 with increasing point 27.59. Most of the students were failed at this cycle and the researcher and collaborator try to figure out what problem actually happened in learning process. Based on the interview, the researcher found that there was no improvement because a few things, first of all the students got no idea with their task and also the strategy ran; it happened because this strategy was never applied at this class before or even by the teacher. That is why the researcher need to give brief explanation to students about the aim of this strategy and what rules used at this strategy.

Secondly, comfort situation along learning process was not created in the class. It caused by unmaximum class management where students were not focus when teacher delivering the materials, and because this strategy held in a group exactly it needs well management to deliver the aim of this strategy to the students.

However, based on the data in cycle II the researcher found clear significant improvements by students according to the instruments of the test. Based on the test, the average score in based score was 10.34 and cycle II was 72.41 with increasing point 62.07. Then based on the interview, the researcher found that there was an improvement; because

the students more active in discussion, they could poured good idea on to their writing task given, and they known well how to run the strategy according to the rules excellently. Finally, comfort situation in the class along learning process was held; such as better class management, well adaptation by students, and better understanding by students to the strategy so its made the aim of this strategy was reached.

Bits and Pieces Game Strategy can improve the students' writing skill in descriptive text and helped students to solve their difficulties. It was supported by the students' achievement in each cycle such as, test, observations, field notes, and interviews. Bits and pieces game is one method which is effective to be used in foreign language learning especially in teaching writing. It is important for the teacher to be creative and innovative. The researcher makes this game in a group. These groups involve five students because the students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. Group work can be applied in the class room because of many advantages; first, like pair work, it dramatically increases the amount of talking for individual students. Second, unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than pair work.

Third, it encourages boarder skills of cooperation and negotiation than pair work, and yet is more private than work in front of the whole class. Then, it is also promotes learner autonomy by allowing students to make decisions in the group without being told what to do by the teacher. Last, although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole class or pair work situation.

Although group work has many advantages but it has many disadvantages too. The disadvantages of group work is include; it is likely to be noisy (though not necessarily as a loud as pair work can be). Some teachers feel that they lose control, and then not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate, group also take longer to organize than pairs. There are many aspects to be considered in playing this game those are instruction to the students and the identification of the winner. These are the following steps in teaching descriptive texts using bits and pieces game are; first, teacher divides students in 4 groups second, the teacher distributes to every group, one stripping pictures and many paper to apply Bits and Pieces Game in learning process was not the firstly done, but there were some previous researches that investigate in contribution in teaching learning process. First, Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Text Nurkhayatun, Wali songo University in "Teaching Writing By Combining Super Heroes And Delphi Techniques For Senior High School Students" (2011) . The result of study showed that results indicated an increasing in the number of response parts written and increased stability in the number of words written. The participants who seemed the intervention as positive provided social validity.

Finally, the researcher concluded that it is true that using Bits and Pieces Game was able to give significant improvement to students' writing skill in descriptive text at the Eight 6 Grade of SMPN 1 Tambusai; according to students' achievements in the test that shown significant improvement at the end of cycle II.

But, it cannot be denied or covered especially in form of improving students' vocabulary and mechanics in writing descriptive text, it showed from students' score for each indicators.

They were good in generating idea such as content, organization, and grammar; but they were low in vocabulary and mechanics. It showed that they had low score at the end of cycle II. The data of this research will be discussed in order to answer the research questions; to what extent Bits and Pieces game could improve the students' writing skill in descriptive text at the Grade VIII 6 of SMPN 1 Tambusai and what factors influence the improving students' writing skill in descriptive text at the Grade VIII 6 of SMPN 1 Tambusai.

4. CONCLUSION

After conducting this Classroom Action Research in Improving writing descriptive text of the class VIII 6 SMPN 1 Tambusai by using Bits and Pieces Game Strategy, the researcher concludes this research into some conclusions as follow; Teaching writing skill in descriptive text by using Bits and Pieces Game Strategy can improve Students' writing skill of the VIII 6 class at SMPN 1 Tambusai.

By using Bits and Pieces Game Strategy make students understood about writing text, because every students will search and know about material with their experience and discussion in the group. The conclusions above are taken from the instruments used in this research; such as tests, observation checklists, field notes, and interviews. According to datas in cycle I, the researcher find there are no significant improvement by students according to the intruments. Based on the test, the average score in based score is 10.34 and cycle I is 37.93 with increasing point 27.59. In cycle II there is significant improvement by students, the average of students' writing score in based score was 10.34 and cycle II was 72.41 with increasing point 62.07.

The factors that influenced the changing of students' writing skill, firstly is repetition which means the students understand about writing skill if they always review the material and the teacher gives more explanation, information, and material about it. Secondly is seriousness, which means the students must not often do other thing outside a learning context, and the teacher guides and controls them while doing their task.

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