THE EFFECT OF MATCHING GAME STRATEGY ON THE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT
An Experimental Study at SMA 11 Merangin Jambi

THESIS

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ABSTRAK

Fakhrul Hadib. 2011. The Effect of Matching Game Strategy on the Students' Writing Skill of Descriptive Text. A Comparative Study at SMA 11 Merangin Jambi. Tesis. Program Pascasarjana Universitas Negeri Padang.

Strategi pembelajaran menulis yang dilakukan oleh guru untuk menumbuhkan minat guna mendapatkan ide, pendapat, dan kerangka berfikir siswa umumnya masih monoton, kaku, dan membosankan. Akibatnya siswa merasa malu, takut, dan cemas untuk mengungkapkan ide, pendapat, ataupun kerangka berfikir mereka. Oleh karena itu, penelitian ini bertujuan untuk mengungkapkan keefektifan strategi pembelajaran dengan menggunakan permainan menjodohkan terhadap menulis teks descriptive siswa bila dibandingkan dengan menggunakan permainan teka-teki silang.

Penelitian ini dilakukan pada kelas X siswa SMA Negeri 11 Merangin Jambi pada tahun ajaran 2010-2011. Bentuk penelitian ini adalah eksperimen semu yang menggunakan desain faktori yang memungkinkan adanya moderator variable. Peneliti menerapkan tes awal dan tes akhir pada sampel yang berjumlah 68 yang terbagi dalam kelompok eksperimen dan control. Tehnik pengambilan sampel adalah menggunakan cluster random sampling dengan memberi perlakuan pada kelompok eksperimen selama 7 kali pertemuan. Data hasil belajar dilakukan dengan tes yang telah diuji validitas maupun reliabilitasnya. Analisis data menggunakan uji T dan ANOVA dua jalur.

Hasil analisis data mengungkapkan bahwa: (a) terdapat perbedaan hasil menulis deskriptif siswa antara yang diajarkan dengan menggunakan strategi permainan menjodohkan dengan permainan teka-teki silang, (b) terdapat perbedaan hasil menulis deskriptif siswa dengan kelompok tinggi nilai ujian nasional pelajaran bahasa inggris yang diajarkan dengan permainan menjodohkan dan siswa dengan kelompok tinggi nilai ujian nasional pelajaran bahasa inggris yang diajarkan dengan permainan teka-teki silang, (c) terdapat perbedaan hasil menulis deskriptif siswa dengan kelompok rendah nilai ujian nasional pelajaran bahasa inggris yang diajarkan dengan menggunakan strategi permainan menjodohkan dan siswa dengan kelompok rendah nilai ujian nasional pelajaran bahasa inggris yang diajarkan dengan menggunakan permainan teka-teki silang, (d), tidak terdapat interaksi antara penggunaan strategi permainan menjodohkan dan teka-teki silang terhadap nilai ujian nasional pelajaran bahasa inggris siswa. Namun demikian hasil nilai yang berbeda antara kelompok eksperimen dengan kelompok kontrol menjadi ukuran pencapaian pada penelitian ini bahwa strategi permainan menjodohkan memiliki pengaruh yang lebih baik dibandingkan permaianan teka-teki silang.

ABSTRACT

Fakhrul Hadib. 2011. The Effect of Matching Game Strategy on the Students' Writing Skill of Descriptive Text. A Comparative Study at SMA 11 Merangin Jambi. Thesis. Graduate Program of Padang State University.

The teaching strategy of writing skill given by the teacher to motivate the students' interest to find ideas, opinion, and their mind set generally was monotonous, rigid, and boring. Consequently, the students felt shy, afraid, and anxious to convey their ideas, opinion, and their mind set in the writing composition. The aim of this research was to reveal the effectiveness of using the matching game strategy on the students' writing descriptive text compared with the crossword puzzle game.

This research was conducted at the grade tenth of Senior High School 11 Merangin in the academic year of 2010-2011. The design of the research was quasi experimental design. The researcher gave the pre and posttest to both experimental and control group. The technique of sampling was cluster random sampling which gave the treatments to the experimental group for seven meetings. Learning achievement data were collected through the test that had been tested their validity and reliability. The data were analyzed by using T test and two ways ANOVAs.

The result revealed that: (a) there was the difference of the students' writing descriptive result between taught by using matching game strategy and the crossword puzzle game, (b) there was difference between the students' writing descriptive result to the high English national evaluation score taught by using matching game strategy and the high English national evaluation score taught by using crossword puzzle game, (c) there was difference between the students' writing descriptive result to the low English national evaluation score taught by using matching game strategy and the low English national evaluation score taught by using crossword puzzle game, (d) there was not interaction between the use of matching game strategy and crossword puzzle game to the students' English national evaluation score. Nevertheless, the different students' learning result between experimental and control class became the achievement of this research. It can be concluded that learning result of writing descriptive text taught by using matching game strategy was higher than using crossword puzzle game.

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Padang, 27 Mei 2011
Saya yang menyatakan,

FAKHRUL HADIB

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Padang, 27 Mei 2011
The researcher,

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is an essential skill in language learning since it is a way to express ideas, feelings and messages. Good writing skill is also very important for the English students to improve students' communication skill to enter the global challenging era such as in the educational environment, social system and to prepare students skill for the future professionals in particular disciplines. It is important for language teachers to train the students to write a good composition so that there will not be misunderstanding of the information given.

The language learners in the level of senior high school in Indonesia have chance to develop their English writing skill for it is stated in the 2004 Curriculum that the objectives of learning English in Senior High School are developing fluently and accurately the students' ability to communicate in spoken and written language. The forms of language skill can be transactional and interactional and/or short monologue especially in descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review text. Graduates of senior high school are expected to master the four English skills (listening, speaking, reading, and writing) in those forms of texts.

However, the researcher found some problems related to the students English writing skills at SMA 11 Merangin Jambi. The students have not used any teaching media properly yet that is able to increase the students' interest to find ideas, opinion, and the students' mind set to convey them in writing composition. Besides, using the appropriate media with the material will influence to the learning process that also consequently to the learning result. Moreover, the students think that it is difficult to express ideas both spoken and written without any stimulation. They feel shy, afraid, anxious to make mistake in expressing their English. The teaching and learning strategies implemented by teacher tend to be rigid, not creative, and do not improve students' skills. The teacher only asks the students to read the text then answer the questions based on the text, then express it in spoken and written activities. This strategy must be done by the teacher without any other good learning strategy. Consequently, the result of formative test which conducted to the grade tenth students was under the passing grade, that from 68 students, only 13 who passed the test. The last is the given materials are not suitable with the students' condition and situation. The teacher often gave the materials by following the book series without paying attention to the students' needs. The teachers thought that teaching only how to achieve teaching target not how to give a chance to the students to improve the students' writing skill.

Based on the problems stated above, the researcher looked at the strategy as one of the reasons why the problem of writing happens to the language learners. It means that this problem appears because their learning was not supported by the appropriate teaching strategy that could stimulate the students to express the desire, ideas or opinion in a written form. Therefore, it was necessary for both teachers and learners to select language learning strategy suitable with the materials and to expect it can help the students to express English in the written form fluently. By giving a game strategy to the students was expected to solve the problem of inappropriate learning strategy and the materials. Thus, the researcher wished to give more appropriate game strategy with the writing skill, especially descriptive text.

It was necessary to provide learning strategy of writing to add any other strategy promoted by some other authors to stimulate the students' language learning so that they can achieve their expected goal. The researcher purposed to examine the effectiveness of using matching game strategy compared to another game. It was aimed especially the English teacher to be able to select a proper game strategy in accordance with the material given. Because the improper game strategy with the material given by the teacher influenced the students' learning result.

The students were motivated to follow the game because it was played in group; it was a communicative game which required the students to mention the

things or objects orally, cooperate to each other in a group to construct a composition spoken and written. Thus, to reach their personal objective, members of group should help to each other in order to get their success. This strategy was based on the cooperative learning concept promoted by Sanjaya (2009:241) ,"cooperative learning model is a series of learning activities done by the students in a specific group to get their guided learning achievement". The students were easy to write the composition because they have got guidance how to describe the characteristics of an object they mentioned before.

B. Limitation of the Problem

This research would decide the effectiveness of matching game strategy compared to the crossword puzzle game related to the improving the students' skill of writing descriptive text. The researcher would prove that this game was an interesting game which provided teaching strategy that could stimulate the students' interest to speak and also write English at the last performance. This strategy was intended to increase the students' writing descriptive text and it would be applied on the grade tenth students of SMA 11 Merangin Jambi

C. Hypotheses of the Research

Based on the description of the background, identification, and limitation of the problems, the researcher identified the problems in the form of questions. Specifically the researcher could state the research problems as follows:

1. Is there any difference between the students' writing descriptive result taught by using matching game strategy and taught by using crossword puzzle game?

2. Is there any difference between the students' writing descriptive result to the high English National Evaluation score taught by using matching game strategy and the high English National Evaluation score taught by using crossword puzzle game?

3. Is there any difference between the students' writing descriptive result to the low English National Evaluation score taught by using matching game strategy and the low English National Evaluation score taught by using crossword puzzle game?

4. Is there any interaction between the use of matching game strategy and crossword puzzle game to the students' English National Evaluation score?

D. Purposes of the Research

Specifically, the purposes of the research based on the research problem's statements above were to know:

1. The difference between the students' writing descriptive result taught by using matching game strategy and the crossword puzzle game

2. The difference between the students' writing descriptive result to the high English National Evaluation score taught by using matching game strategy and the high English National Evaluation score taught by using crossword puzzle game

3. The difference between the students' writing descriptive result to the low English National Evaluation score taught by using matching game strategy and the low English National Evaluation score taught by using crossword puzzle game?

4. The interaction between the use of matching game strategy and crossword puzzle game to the students' English National Evaluation score.

E. Significance of the Research

This research promoted the effectiveness of teaching strategies, it was matching game strategy for both teachers and learners who were dealing with teaching writing skill especially descriptive text at Senior high school. The expected contribution could be seen from the points below:

1. Teachers:

    a. The teachers might choose this kind of game to add the teaching and learning strategy which could improve the students' writing skill especially writing descriptive text.

    b. The teachers could implement this game as a one of the mediums to enrich the teaching and learning strategy so that the expected skills are able to be reached easily by the students especially the students' writing skill.

    c. The teachers who might have similar problem about their students' writing skill were expected to select an interactive game as an alternative strategy to solve their problem.

2. Students:

    a. The students would have an alternative game media to solve their problem of writing descriptive text.

    b. The students were expected to be able to produce the descriptive text easily, because by using this game, the students were stimulated to take a part in the game activities by giving the name of the pictures and describing them orally and written. These activities were appreciated by the score of the game.

    c. The students would get better result on writing descriptive text because they were used to describe something orally and written.

G. Definition of the Key Terms

There were some key terms that the researcher found based on the topic of writing. Those key terms were

a. Effect is the condition in which changed event after getting the treatment

b. Matching game strategy is the game that played in groups; each group competes to match between the alphabets with the picture, and then describe the characteristics of the mentioned word.

c. Strategy is teaching plan to reach a goal of teaching and learning process.

d. Writing is a process which encourages the students to express the language in a written form.

e. Descriptive text is a kind of text or genre that describes thing, place and someone.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This research applied two kind game strategies which were associated with the writing descriptive text. These two game strategies had different specific characteristics. Nevertheless, there was also similar such as both of them ask the students to increase students' vocabulary. But the matching game strategy offered more completely skills to the students than crossword puzzle game. One of the skills that given by this game was writing descriptive text.

After the research was gotten by using measured instrument arranged by the researcher, conducted the hypothesis test and the result of hypothesis test were as follows:

1. The result of the students' writing descriptive test taught by using the matching game strategy was higher than taught by using crossword puzzle game

2. The result of the students' learning with the high English National Evaluation score taught by using matching game strategy was higher than the students with the high National English Evaluation score taught by using crossword puzzle game.

3. The result of the students' learning with the low English National Evaluation score taught by using the matching game strategy was higher than the students

with the low English National Evaluation score taught by using crossword puzzle game.

4. There was not an interaction between the use of matching game strategy and crossword puzzle game to the students' English National Evaluation score.

B. Implications of the Research

Teaching technique by using the matching game strategy gave better influence to the students writing descriptive text compared using crossword puzzle game in SMA 11 Merangin Jambi. The matching game strategy was more effective applied to increase the students' learning result of writing descriptive text not only for the students' high English National Evaluation score but also for the students' low English National Evaluation score compared with the crossword puzzle game.

The above statement could be guidance and accounting for the students, English teacher, institution manager, and society especially in learning writing descriptive text, to use the matching game strategy as the alternative teaching strategy to increase the students' skill in writing descriptive text. Besides, it was important for the teachers to pay attention the specific characteristics of this technique to be related with another genre. The matching game strategy was formed in accordance with the genre of descriptive. The form and variation in the matching game strategy which asked the students to mention the words then described the characteristics spoken and written could be paid attention, because

this skill would influence to the increasing of students' learning result of writing descriptive text.

The appropriateness to select the teaching techniques of writing especially descriptive text contributed the teachers to reach their success of the basic competence the teachers formulated on the teaching planning to get the mastery learning. Moreover, this game was very applicable for both the teachers and students in the school or out of school and even in a group or individually. They could use everywhere they wanted to break the monotonous learning situation.

In general, the matching game strategy should be the main attention for the students and teachers to increase the students writing descriptive text. Therefore, it was important for the teachers to prepare the learning planning as good as possible, and then selected the appropriate learning activities, and the last was the appropriate feedback as the measurements whether the learning objective was reached or not.

As was explained above that the matching game strategy gave more freely learning situation to the students so that they could create their own learning method in accordance with the rule of the game. The researcher was convinced that by applying the game on learning especially English as a second language (ESL), the students would experience their learning by themselves. This game was also important for the students to increase their own inner learning attitude, it was competition. The students would afford continuously to reach their goal whenever they had competitive attitude. Whereas, they would be very lazy to

express their ability although they knew all if they did not have competitive attitude.

However, the students should be stimulated with the teachers' ability and willingness to increase their competition. The stimulation could be in the form of prize, punishments, commendation and even a surprise that made the students find a different situation in their learning.

C. Suggestions

Based on the result of this research, it could be shown that the learning result of writing descriptive text using the matching game strategy was higher than using crossword puzzle game not only for the maximum students' score but also minimum students' score. Therefore, by paying attention the above statement, the researcher promoted some suggestions related to the usefulness of this research and the suggestion to the next research. The suggestions were as follows:

1. Suggestions to the usefulness of the research, ask the English teachers in SMA 11 Merangin Jambi to use the technique of the matching game strategy after analyzing the materials and genre. The matching game strategy still needed adjustment between the techniques with the other factors such as the materials and genre. Therefore, it was important for the English teachers to have good knowledge about the teaching technique and any kinds of English

games so that they had some alternative of technique before they applied to the field.

2. The suggestions to the next research. This research was done to gain better strategy of English learning. Therefore, to get better strategy of English learning for both the students' high and low English National Evaluation score, it was not enough to declare that the students' high and low English National Evaluation score had the interaction with this research. Because there were other variables that possible affected the students that could not be controlled by the researcher at all. This case was caused by the time and location that made the researcher found the limitation the result of the research.

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