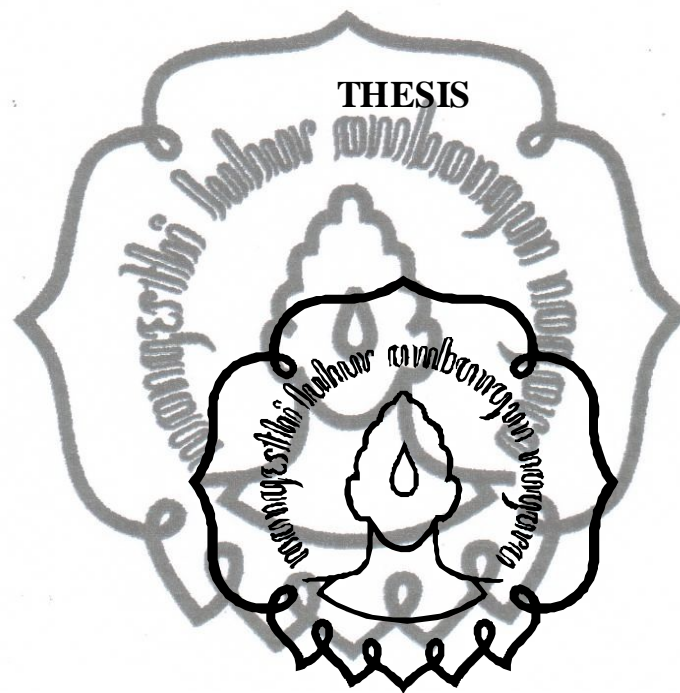


IMPROVING STUDENTS' WRITING COMPETENCE USING GAME (BOUNCING STORIES)

**A Classroom Action Research Study at Senior High School 1 Cepu
2011/2012**



THESIS

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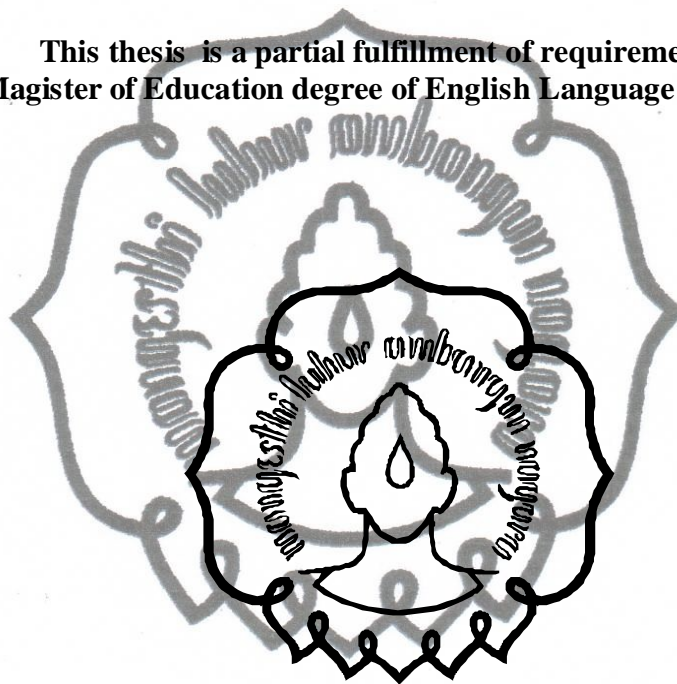
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**This thesis is a partial fulfillment of requirement for
Magister of Education degree of English Language Education**



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APPROVAL

**Improving Students' Writing Competence Using Game
(Bouncing Stories)**

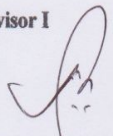
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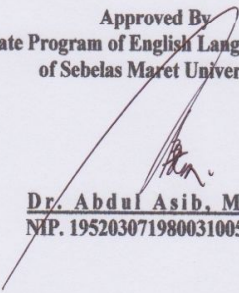
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LEGITIMATION

Improving Students' Writing Competence Using Game (Bouncing Stories)

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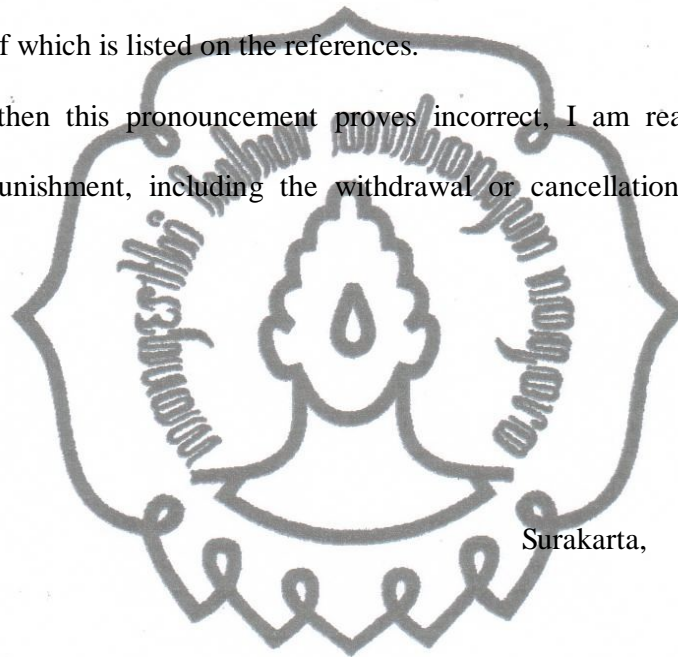

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**Improving Students’ Writing Skill Using Game (Bouncing Stories) (A Classroom Action Research Study at Senior High School 1 Cepu 2011/2012)**” . It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.



Surakarta, 2012

Dwi Indariati

ABSTRACT

DWI INDARIATI.*Improving Students' Writing Competence Using Game (Bouncing Stories) in SMA Negeri 1 Cepu: A Classroom Action Research in SMA Negeri 1 Cepu in 2011/2012.* Thesis, Surakarta English Education Department, Graduate Program, Sebelas Maret University, 2012

The objective of the research is to examine whether or not games can improve the students' writing competence in recount texts. Besides that, the research is also designed to study how the game as a media was able to motivate the student in writing recount texts.

The research was carried out at SMA Negeri 1 Cepu September to October 2011. It is a Classroom Action Research. The writer takes the data from First semester students of class X F. The data were obtained from several techniques including test, collaborative observation, interview, questionnaires, and document analysis. To analyze quantitative data, the researcher applied a descriptive statistic, comprising the following the dimensions: highest and lowest score, and mean. To analyze the qualitative data, the researcher applied constant comparative method by Glaser and Strauss.

The findings reveal that the program of the students' writing competence using game is successful in recount texts, their writing is better than that before, especially in exploring the ideas, using organization, word choice, grammar and vocabulary. It is proved from the research findings that students who are taught using games technique have better writing competence than before. In addition, they who taught using games technique have better motivation than before.

Therefore, it is recommended that English teachers are suggested to apply game technique in writing activities, to be more creative and innovative in using various kinds of interesting teaching techniques which accompany the materials. The students are suggested to apply game technique in writing and to write more by applying the technique so they will be more skillful in writing.

Key words : Game, motivation and writing competence

MOTTO

**Jadikanlah dunia berada dibawah tanganku saja, jangan
sampai masuk terfikir dalam hatiku, dan janganlah
jadikan dunia itu pusat perhatianku dan janganlah
menjadi terminal ilmuku**



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DEDICATION

This Thesis is dedicated to:

Her mother, Tri Martini, thank you for giving her love, care, endless praying and everything that has already been given to her.



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ACKNOWLEDGMENT

In the name of ALLAH SWT the writer would like to say *Alhamdulillahirabbil 'Alamiin* for blessing given in composing this thesis from the beginning to the end and powering her, so the thesis has been completed.

In this good opportunity, she would like to express her sincerest thanks and appreciation to many people who helped her finish her study. Her special thanks go to the Director of Graduate Degree and the Head of English Education Department of Sebelas Maret University Surakarta, Dr. Abdul Asib, M.Pd. who has given opportunity to conduct the research.

The sincerest and foremost gratitude and appreciation are especially for her consultants, Prof. Dr. H. Joko Nurkamto, M.Pd., and Drs. Gunarso Susilohadi, M.Ed, TESOL. She also thanks to the principal of SMA Negeri 1 Cepu, Drs. Mulyani, M.Pd., who has allowed her to take the data of the research. Thanks special are also for the students of writing Class X F for giving valuable research data. Her heartfelt thanks go to her beloved mother, Tri Martini, who has contributed to her study, her sincere love, prayers and support. Thanks for all friends who always helped her, especially, Nani Puspitasari and her family, who has given her a lift, thank you for all the kindness.

This thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study.

Surakarta, 2012

Dwi Indariati

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one part of four language skills or aspect of teaching and learning; listening, speaking, reading, and writing (Depdiknas 2005: 171). It is one part of four skills that have to be mastered by the students. The Indonesia Department of Education stated that English is one of the subject tested in National Final Examination for High School. Listening and Reading comprehension are examined through National Final Examination while Speaking and Writing skill are tested through practical examination. It is said in *Peraturan Pemerintah* No 19, 2005 that the national educational purpose for Senior High School is focused on increasing students competency in reading and writing. It is meant that the purpose of language teaching in Senior High School is expected to achieve informational level because the students are prepared to continue their education in University levels (Depdiknas 2006: 212).

Writing as a productive skill has big relation to the mind activities. Through writing we can not only communicate our ideas but also improve our writing skill. Writing is different from speaking. Although both writing and speaking are productive skills, writing is more complex than speaking. Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of

communication. However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

Based on *Standar Kompetensi Lulusan*, (Permendiknas No.23 tahun 2006), students should master the competency of listening, speaking, reading, and writing. The basic competence of writing that should be mastered by students in senior high school is expressing meanings in written texts in the form of narrative, descriptive, and argumentative accurately, fluently, and appropriately. Beside that there are a review text, a procedure text and short functional texts such as poster, banner, pamphlet, invitation, announcement, memo, and message. For the first semester of tenth grade, students should master recount, narrative, and procedure texts and short functional texts of banner, poster, announcement, and pamphlet. The result of mastering writing skills is the students are able to write about their activity in school and their environment.

School Based Curriculum (*KTSP*) gives a chance to the teacher to arrange syllabus based on their own students and school characteristics but there is still a standart of writing skills that should be mastered. *Badan Standar National Pendidikan (BSNP)* delivers *Buku Panduan Penyusunan Kurikulum*. Based on *Standar Isi*, *Standar Kompetensi Lulusan* and *Buku Panduan Penyusunan Kurikulum*, the curriculum development team of SMA Negeri 1 Cepu arrange its curriculum and syllabus. In the syllabus it is mentioned that the instructional

objectives of writing skill in SMA Negeri 1 Cepu are ideas and content, grammar, vocabulary, writing convention, and organization.

Peha (2010) points out that a good writing skills should have ideas that are interesting and important, organization that is logical and effective, voice that is individual and appropriate, word choice that is specific and effective, sentence fluency that is smooth and expressive, and conventions that are correct and communicative.

In fact, in my school, Writing becomes problem for most students's of SMA 1 Cepu, especially at the tenth grade where the researcher teaches. The main problem facing by the students is the ability to organize information systematically. Although their essays are long but it is difficult to understand. They also have problems in choice of word or vocabulary. It is known from their result of writing assignment and writing test. The scoring rate of most students are 55. The first semester *KKM* for writing skill of tenth grade of SMA Negeri 1 Cepu is 73. It is estimated that the problem can be caused by the method of teaching writing which is used by the teacher, the lack of vocabularies of the students, the problem in organizing information, and the student's low mastering sentence pattern.

To know the real cause of the problem, the researcher conducted a primarily study which was held July 26th 2011 on class X F at Senior High School 1 Cepu. The students, who involve of 37 students in a class, consist of 14 male students and 23 female students. The research was done by using pre test related to their competency on writing, questionnaire, and interview. The preliminary study

started by doing the pre-test and answering the questionnaire. It took 90 minutes. Then it was continued by having interview.

Based on the syllabus of SMA Negeri 1 Cepu, the reseacher found some writing indicators to make the instruments. From the preliminary study, it is found that most students have problems with their writing skills, especially in generating ideas or content, organizing ideas or information into appropriate generic structure of text, selecting vocabulary, using english writing convention, and using approprite grammar. The researcher had found that: students got average score of the test 66.41. The scoring rate for ideas and content is 71.89, the scoring rate for organization is 71.76, the scoring rate for selecting vocabulary is 62.84, the scoring rate for capitalization is 73.11, and the scoring rate for grammar is 52.43. The students got score 73 or more than 73 were only 11 students or 29.73% they are well classified. The rest or 70.27% of them were classified failed. The element of the worst score was grammar. Therefore, the writer can summarize that they still could not write sentences or paragraphs well. See figure 1.1.

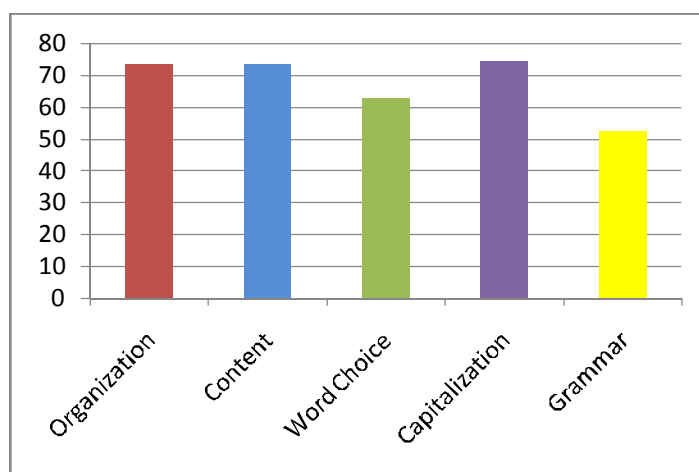


Figure 1.1. Problem of students Test in Writing Paragraph.

Fegerson and Mickerson (1992: 7) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students were not capable to make a good writing. The reason that they could not make a good writing was by poor vocabulary, difficulty in generating their idea, poor grammar, and so on.

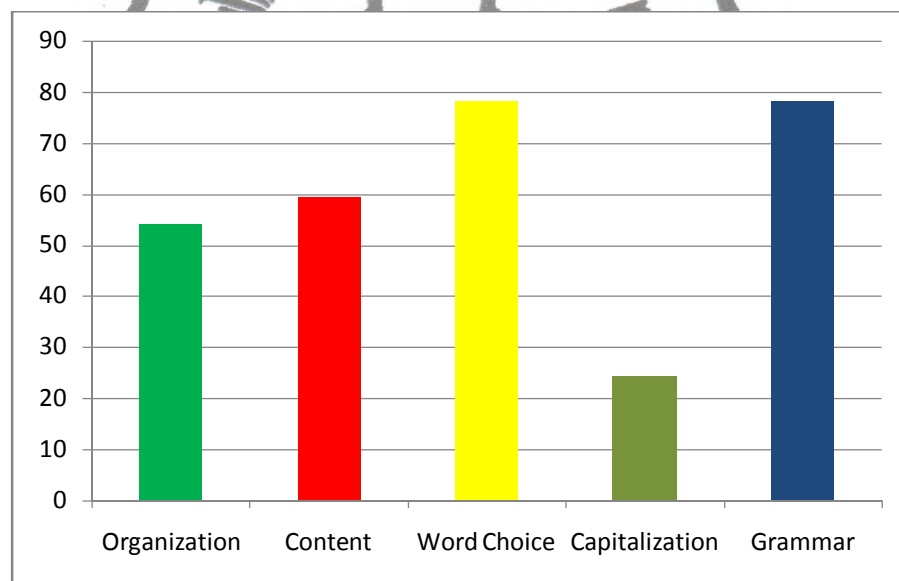


Figure 1. 2. Indicator of the Students' Problems in Writing Questioner

Furthermore, based on the questionnaire instruments, the researcher found that the students' difficulties in writing. They had difficulties in writing paragraph 54.05, in recalling of vocabulary 78.38, in determining of grammar 78.38, in determining of capitalization 24.32, and in determining of ideas 59.46. See figure

1. 2.

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There are several causes of the problems above namely; the students' lack of vocabulary; the teacher did not give outlines to her students to guide them in writing a sentence or paragraph, no media or game to support or guide, the students are lazy to bring dictionary at class and the student's low mastering sentence pattern.

In addition, based on the interview, the researcher asked her students "what makes you difficult to write text?" Most students answered, "I do not have enough vocabulary and I do not know the meaning." The writer found out the students difficulties were in recalling vocabulary, in making grammatical sentences, and in outlining.

Furthermore, the students of class X F come from the different schools before. However, they also have various backgrounds. Beside pre test and questionnaire, the researcher also held an interview in order to check the validity of the data. For the statement of, "*saya mengalami kesulitan dalam mencari kata-kata untuk merangkai kata menjadi kalimat yang benar*". Another students, Sinung, said that lack of vocabulary is the most problem he met when doing writing assignment, *Walah miss saya dari smp katrok, dulu nggak pernah disuruh menulis-menulis seperti ini, jadi ya kesulitan dan takut salah*. They actually have the high motivation to learn to write, but less familiar and less accustomed to doing it before. Finally, it made them a bit lazy to think and gave a stimulus to initiate in writing.

The researcher tried to find a solution by using game of bouncing stories to solve those kinds of problems. By applying game techniques, the teacher could

encourage the students to participate in the classroom activities. The teacher should be able to encourage the students to express their ideas into good writing. The teacher gave opportunities to the students to write their ideas without being afraid of making mistake. It could be done by introducing topics and a good writing process.

Game is one of the solutions to overcome the problems. The works of Janienne (2007) and Morris (2009) have added more literature in the area of teaching creative writing and essay writing skills through games (www.teachenglishinasia.net/efl-esl-games/efl-esl-writing-games, accessed on July 27th 2011). In addition, game will be an appropriate instructional media. It also will be useful; to motivate students' interest in teaching learning process of writing material.

Based on the statements above, the researcher assumed that game is suitable method to solve the problem in her class. As Janienne and Morris claimed that games can be used for problem solving, making creative in writing skills. Game helped and encouraged many learners to sustain their interest and work. Game also helped the teacher to create contexts in which the language is useful and meaningful. The learners wanted to take part, and in order to understand what others are saying or have written, and they should speak and write in order to express their own point of view or give information. Game provided one way of helping the learners to experience language rather than merely study it.

In this research, the researcher applied the game in teaching-learning English, because hopefully games could help the students to enrich base experiences and stimulus responses for the development of writing, especially in

recalling the vocabulary that they can express their idea or opinions to write a sentence or a paragraph easily. It also gave opportunity for them in practicing grammatical structure so that they could write coherent, contextual, and acceptable sentences. In addition, it is considered that game is easy to prepare and organize, interesting, meaningful, and authentic. Furthermore, they can write and organize the sentences into well paragraph using games, as product of writing ability by following the activity process: pre-writing, planning, and drafting.

B. Problem Formulation

From the background above, the statement of problems are:

1. Can Games improve students' writing competence at the tenth grade students of Senior High School 1 Cepu on writing?
2. Can games improve the students' motivation in teaching writing for tenth grade students of Senior High School I Cepu?

C. The Purpose of Study

Based on the problem statement above, there are two kinds of purposes of research:

1. General

This research is conducted in order to improve students' writing competence at the tenth grade students of Senior High School 1 Cepu

2. Specific

This research aims as following:

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- a. To know whether games can improve students' writing competence at the tenth grade students of Senior High School 1 Cepu.
- b. To know whether the games can improve the students' motivation in teaching writing at the tenth grade students of Senior High School 1 Cepu.

D. The Benefit of Study

The result of the study is expected to bring some significance and contribution in teaching and learning English as follows:

1. For English Teacher

The result of this research is expected to be useful for the teachers. The teacher can select the most appropriate technique and media to improve their students' skill, especially in writing competence.

2. For The Students

It can give input to improve their ability and competence in writing skill. The students will also learn how to write easily by using game. The students will be more motivated to come to the class because it gives them broader chance to share their ideas. The teaching learning process will be more interesting and enjoyable. The students will be more active.

3. The school

It can be used to any subjects not only in language class. For science subject, for example, it is useful to construct research report.

4. For Researcher

It can give an experience in teaching writing by using game which can motivate the students in teaching writing skill. She can enhance the teaching

learning process activities model and use the result of the study in teaching learning process.

5. For the other Researcher

This method can be developed to any other genre of text like narrative, descriptive, exposition, and report. Moreover, it is also suit to be applied to increase other skills like reading comprehension.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Nature of English Language Teaching

a. The Meaning of Language Learning

Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes (Richards :2006).

Much of the research on cognitive aspects of second language learning has focused on creative and divergent thinking, and many studies indicate a bilingual advantage in these areas (e.g. Bialystok 2001; Bialystok et al. 2005 in State of Victoria, 2008 :7). Furthermore, the traditional focus of language teaching has been on the four macro-skills of listening, speaking, reading and writing in the target language. State of Victoria, 2008 : 8).

Language learning is a process of discovery. Learner develops ability to use the language for specific communication purposes. Teacher models language use and facilitates students' development of language skills. (Alatis, 2003).

As we know that success in language acquisition is influenced by many interrelated factors. Some factors are associated with the social context of the learning, cultural beliefs about language learning, the status of the target language and the process of language learning itself (Ramirez, 1995).

This growing awareness has resulted in more recent years in what Skehan (1989, p.285) calls an “explosion of activity” in the field of language learning strategy research. In spite of this activity, however, defining and classifying language learning strategies remains no easy task. Wenden and Rubin (1987, p.7) talk of “the elusive nature of the term”, Ellis (1994, p.529) describes the concept as “fuzzy”, while O’Malley *et al* (1985, p.22 in Carol Griffiths :3) put it this way:

There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behaviour. Further, even within the group of activities most often referred to as learning strategies, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies.

Based on the theories above, it can be said that language learning is a process of mechanical habit formation to be able to use the language for specific communication purposes. It’s influenced by the social context of the learning, cultural beliefs about language learning, the status of the target language, behavior, creative and divergent thinking and the process of language learning itself.

b. The Meaning of Language Teaching

Good teaching was regarded as correct use of the method and its prescribed principles and techniques. Roles of teachers and learners as well as the type of activities and teaching techniques to be used in classroom, were generally prescribed. (Richard, 2001 :5)

Lightbrown and Spada (1999 :172 in Rubio.,*et al.* : 159) define CTL in following terms:

CTL is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. *This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms* (emphasis added).

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006 :2).

As noted by State of Victoria (2008 :8-9):

The traditional focus of language teaching has been on the four macro-skills of listening, speaking, reading and writing in the target language. From the preceding overview, it is clear that language learning has been shown to enrich students' cognitive development and their overall development of literacy skills in a number of important ways. In traditional approaches, however, the tendency has overwhelmingly been to separate language understandings of culture and 'other ways of being' represents a major paradigm shift for language teaching and learning. As Kohler (2005) notes, in traditional language teaching programs, aspects of the target language culture have generally been introduced through the study of the geography, history, famous people or works of art of the country or countries in which the target language is spoken.

Communicative language teaching (CLT) has become a term for methods and curricula that embrace both the goals *and* the processes of classroom learning, for teaching practice that views competence in terms of social interaction and looks to further language acquisition research to account for its development. (Savignon, 1991 :263).

According to Richard (2006: 1), communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

As noted by Savignon (2002: 1)

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence,” a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Habermas 1970; Hymes 1971; Jakobovits 1970; Savignon 1971). Competence is defined in terms of the *expression, interpretation, and negotiation* of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development (Savignon 1972, 1997). Identification of learners’ communicative needs provides a basis for curriculum design (Van Ek 1975).

Based on the description above, the language teaching which gives a general description of learner-centered instruction and reflective teaching practice. It related with the goals of language teaching, how learners learn a language, the kinds of classroom activities. There is social interaction to develop the understanding of the four macro-skills of listening, speaking, reading and writing in the target language.

c. The Purpose of ELT

The aim of ELT is to improve the standard of English language teaching worldwide and to increase international understanding through education. According to Littlejohn, 1992 :1), for those involved in English Language

Teaching (ELT), the commercially produced 'main coursebook' is, by now, a familiar object. Among the wide range of teaching materials now available, these types of texts claim to provide for what are assumed to be all the necessary classroom work in a general language course, offering work in each of the 'four skills', grammar, usage and so on.

The growing importance of English as an international language and as a global *lingua franca* is observable in virtually all countries of the world. In the specific case of Indonesia, there cognition by the government of the growing importance English now plays in the world can be seen in the increasing number of schools-from kindergarten to university level-in which the medium of instruction is English (Dardjowidjojo 2002:48-49).

As noted by Permendiknas, (No.22, 2006)

Since the adoption of Competency-Based Curriculum (CBC -- *KBK*) – then moved to School-Based Curriculum (SBC – *KTSP*), the standard objectives of English Language Teaching at Senior High Schools in Indonesia are: first, developing communication ability both in oral and in written media in order to get the literal informational degree. The ability covers listening, speaking, reading and writing. Second, raising awareness of the nature and the importance of English language to increase the nation's competitive ability in global society. Third, developing comprehension about the relation between language and culture then enlarging culture horizon.

English is still promoted as a tool that will assist with educational and economic advancement but is viewed in many parts of the world as one that can be acquired without any of cultural trappings that go with in. (Richards, 2-3).

Based on the description, it can be concluded that the purpose of the ELT in Indonesia is to be able to compete among the world society in global era. The multifarious goals include benefits for the learner's mind such as manipulating language, for the learner's future career and opportunities to emigrate, and effects on the society.

d. Approaches and Methods to ELT

The history of English language teaching in the last one hundred years has been characterized by a search for more useful and effective ways of teaching English as a foreign language (EFL), which lay in practicing or 'experimenting' with various methods and approaches that have evolved. Richards and Rogers (in Vystavělová, 2009: 9) described the development as follows:

...the Direct Method was enthusiastically embraced in the early part of the twentieth century as an improvement over Grammar Translation. In the 1950s the Audiolingual Method was thought to provide a way forward, incorporating the latest insights from the sciences of linguistics and psychology. As the Audiolingual Method began to fade in the 1970s, particularly in the United States, a variety of guru-led methods emerged to fill the vacuum created by the discrediting of Audiolingualism, such as the Silent Way, Total Physical Response, and Suggestopedia. While these have declined substantially by the 1990s, new 'breakthroughs' continue to be announced from time to time, such as Task-Based Instruction, Neurolinguistic Programming, and Multiple Intelligences, and these attract varying levels of support. (244)

Edward Anthony (in Richards, 2001: 19), identified three levels of conceptualization and organization, which he termed approach, method, and technique.

An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matters to be taught. Method is an overall plan for the orderly presentation of language material. A method is procedural. Within one approach, there can be many methods. A technique is implementation, that which actually takes place in classroom.

The quality improvement of language teaching often did by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. (Richards, 2001).

A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. (Richards, 2001 :73)

As noted by Richards, *et.al* (2008):

It surveys the major approaches and methods in language teaching, such as grammar translation, audiolingualism, communicative language teaching, and the natural approach. The text examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. The second edition includes new chapters on topics such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, cooperative language learning, content-based instruction, task-based language teaching, and the Post-Methods Era.

Based on the description above, it can be concluded that there are many methods of teaching languages. Language teaching often concerns to how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. Effective and good language

teaching needs method, approach, and technique which are in harmony in each other.

2. The Nature of Writing

a. The Definition of Writing

Writing is an act of communication. According to Bashyal (2009: 14), writing is a productive skill that has its own features. However, it involves better organization of meaning and also more accuracy of form than speaking. It means that writing is about expressing ideas using its features appropriately that focuses more on organization of meaning and accuracy of form than speaking.

As noted by Flower. L and Hayes. J. R. (1981: 365):

How do writers actually go about choosing diction, syntactic and organizational patterns, and content? Kinneavy claims that one's purpose informing, persuading, expressing, or manipulating language for its own sake-guides these choices. Moffett and Gibson contend that these choices are determined by one's sense of the relation of speaker, subject, and audience. Is either of these two claims borne out by the actual practice of writers engaged in drafting or revising? Does either premise account adequately for the choices writers make?²

Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

Furthermore, Brown (2001: 335) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally. Writing needs thinking that focuses students on how to generate ideas. In written product it involves thinking, drafting, and procedure.

Writing is a socio cognitive activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences (Hyland, 2004:20). Effective writing requires a high degree of organization regarding the development and structuring of ideas, information and arguments. (Hyland, 2005:7).

Hedge mentions features such as:

A high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text. Writing is more than producing accurate and complete sentences and phrases. Writing is about guiding students to: produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers (Hedge, 2005:10).

Based on the theories of writing, writing is an activity to convey content(s) and idea(s) to a certain audience in a coherent selection and arrangement of words and sentences, structured according to a system of language rules/conventions, which involves skills in organizing words and sentences. It also can be concluded that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make

them into good paragraph. It should have focus and control main ideas, logical and effective organization, specific and effective vocabulary, correct writing convention, and correct used of grammar.

b. The Purpose of Writing

When a person writes something, he or she has purposes for writing. The writer may have motivations of which he or she is unaware. The writer may also have mixed, and even contradictory, motivations for writing. The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think to motivate people to write.

The long-range purpose of writing is to communicate to a particular audience. According to Brown (2003: 219), the purpose of writing is based on the genres of writing. The genres of writing are as follows:

1) Academic writing.

Papers and general subject reports, essays, compositions, journals, short-answer test responses, technical reports, theses, and dissertation.

2) Job-related writing.

Messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, and announcements.

3) Personal writing.

Letters, emails, greeting cards, invitations, financial documents, diaries, messages, notes, questionnaires, personal journals, loan application, medical reports, forms, and fiction.

Based on the theories above, it can be said that the purpose of writing for Junior High School students is based on three basic groups of genre text which they studied.

c. Writing Skill

A good writing skill will not appear at once. Writing skill needs process which has four stages. Hogue (1999: 3) mentions them as follows:

1). Pre-writing

Pre-writing is the first stage in the writing process. There are two steps namely choosing and narrowing a topic and brainstorming.

2). Planning (Outlining)

It organize the ideas the learners generated by brainstorming into an outline. There are three steps on planning that is: making sub lists, writing the topic sentence, and outlining.

3). Writing and Revising Draft

In this stage, a writer does three steps: writing the first rough draft, revising content and organization, and proofreading the second draft.

4). Writing the Final Copy to Hand in.

As the final activity in a writing process, a writer has to rework the written drafts and polish them for the presentation or publication.

Brown (2003: 218) says that writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.

Peha (2010) points out that a good writing skills should have ideas that are interesting and important, organization that is logical and effective, voice that is individual and appropriate, word choice that is specific and effective, sentence fluency that is smooth and expressive, and conventions that are correct and communicative.

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Lennenberg in Brown (2001: 334) says that writing is similar to swimming which means that somebody is able to swim if someone else teaches him how to do so and so is writing. Briefly, if a student is willing to be able to express his ideas in the written form, he needs someone else to guide and teaches him how to do so well and appropriately.

A good writing skill will not appear at once. Writing skill needs process which has five stages.

1) Pre-writing; Where Good Ideas Come From

Pre-writing is the first step in the five-step writing process. Pre-writing is the planning stage of the writing process. It should result in some sort of a product – an outline, a timeline (if the students is writing a narrative composition), or perhaps a graphic organizer that conveys the relationship between ideas in an essay.

2) Drafting: Putting Thoughts to Pixels

Drafting is the second step of the five-step writing process. It is the point in time when students turn their ideas into sentences and paragraphs.

3) Revising and Editing

Students often have difficulty with the distinction between revising and editing. Revising is the third step in the writing process. Editing is the fourth step. When students revise their work, they focus on whether their composition conveys their ideas effectively.

4) Publishing

The last step in the five-step writing process is publishing. It's a fancy word, but in context it basically means that students turn their work in – or perhaps hit the "submit" button.

Baruah (1991: 246) states that the main aim of developing the skill of writing is to train the student in expressing himself effectively in good English. The learners who have a good writing skill can:

- 1) write the letters of the alphabet at a reasonable speed,
- 2) spell the words correctly,
- 3) recall appropriate words and put them in sentences,
- 4) use appropriate punctuation marks, link sentences with appropriate sentence connectors and sequence signals (e.g. pronouns, definite article, etc.),
- 5) organize thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences,
- 6) evaluate the significance of a word or a sentence in the overall materials of the written passage,
- 7) use the form and register appropriate for the subject matter and the audience.

Brown (2004: 221) adds the statements in the following:

- 1) Using rhetorical forms and convention of written discourse

commit to user

- 2) Appropriately accomplish the communicative function of written texts according to form and purpose;
- 3) Convey links and connection between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 4) Distinguish between literal and implied meanings when writing;
- 5) Correctly convey culturally specific references in the context of the written text;
- 6) Develop and use of writing strategies, such accurately assessing the audience's interpretation, using pre-writing devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Micro skills are part of the academic writing that focus on working at the sentence and paragraph level e.g. defining, classifying, and exemplifying. Here are some of the micro-skills involved in writing:

- 1) Use the orthography correctly, including the script, and spelling and punctuation conventions.
- 2) Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- 3) Put words together in correct word order.

- 4) Use vocabulary correctly.
- 5) Use the style appropriate to the genre and audience.
- 6) Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- 7) Make the main ideas distinct from supporting ideas or information.
- 8) Make the text coherent, so that other people can follow the development of the ideas.
- 9) Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know

Six micro skills presented in teaching principle by brown (2004: 221):

- 1) Produce grapheme and orthographic patterns of English;
- 2) Produce writing at an efficient rate of speed to suit the purpose;
- 3) Produce an acceptable core of words and use appropriate word order patterns;
- 4) Use acceptable grammatical systems (e.g tense, agreement, pluralization patterns and rules);
- 5) Express a particular meaning in different grammatical forms;
- 6) Use cohesive devices in written discourse

Micro skills of writing are appropriately applied to imitative and intensive types of writing task, while macro skills writing are essential for the successful mastery of responsive and extensive writing. Macro skills are parts of academic writing that focus on working at the section and whole text level (e.g. structure/ organization). English Language Centre (2008: 1) presents macro skill as follows:

- 1) Selecting and order information
- 2) Writing explanation

- 3) Summarizing academic texts
- 4) Writing in an impersonal style
- 5) Understanding the difference between an abstract and a summary
- 6) Learning how to approach exam questions
- 7) Analyzing assignment titles
- 8) Using cohesive devices to link paragraphs/ideas throughout a piece of writing
- 9) Producing a discursive/argumentative essay
- 10) Using appropriate tense

Based on the theories above, it can be concluded that writing skill is an ability to say the ideas, information, data, and argument in written form. Writing is a process not a product. It needs some stages and process to be competent in writing.

3. Motivation

a. The Definition of Motivation

Motivation is a basic psychological process. Pearson Education in Michael, (2006), defines that motivation provides a source of energy that is responsible for *why* learners decide to make an effort, *how long* they are willing to sustain an activity, *how hard* they are going to pursue it, and *how connected* they feel to the activity.

According to Luthans (1998 in Tella 2007: 2) asserts that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired

task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Motivation can be considered the state of having encouragement to do something.

Furthermore, according to Module –II of *Key Psychological Processes* , motivation is one of the most frequently used words in psychology. It refers to the factors which move or activate the organism. We infer the presence of motivation when we see that people work toward certain goals. For example, we might observe that a student works hard at almost every task that comes to him/her; from this we infer that the person has motive to achieve.

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. According to Stewart (2004: 1), motivation is what drives a person into doing something. Motivation is based on your emotions and achievement-related goals.

Elliot, et al. (2000: 332) define motivation as an internal state that arouses people to action, pushes them in particular directions and keeps them engaged in certain activities. Furthermore, Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001:51)

Based on the theories above, it can be concluded that motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is generally defined as the *driving force* behind our actions, fueled by our *desire* for something. It is that internal

strength that gets us to move, and take action, to whatever goal or end we desire or plan to achieve.

b. Types of Motivation

Motivation is typically studied using two approaches: psychological studies manipulate environmental events and monitor the resulting patterns of motivated behavior; physiological studies are aimed at clarifying the neural or endocrine origin of motivation. (Dorman, C and Gaudiano, P, 2). Furthermore, according to Guay, F, Chanal, J, and Ratelle, C. F., (2010: 712), there are two approaches to the differential examination of school motivation. The first is to examine motivation towards specific school subjects. Another approach is to examine school motivation as a multidimensional concept that varies in terms of not only intensity but also quality.

According to (Ryan and Deci, 2000, pp.56), there are two main kinds of motivation: intrinsic and extrinsic.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external product, pressures or reward. Extrinsic motivation is construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus construct with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

In 1992, Vallerand and colleagues proposed and showed that there are at least three types of intrinsic motivation: intrinsic motivation to know, intrinsic

motivation toward accomplishment, and intrinsic motivation to experience stimulation.

Maslow (1954) in Nader. R (p.p 3-4) developed a theory that humans have five sets of needs that are arranged in a hierarchy. He contends that people start by trying to satisfy their most basic or compelling needs and progress toward the most fulfilling. These needs are as follows:

1. *Physiological needs*: These include the need for food, water, shelter, clothing and money.
2. *Safety needs*: These include security, stability, and a structured environment.
3. *Relationship needs*: Relationship needs include socialization, affection, love companionship, and friendship.
4. *Esteem needs*: These include feelings of adequacy, competence, independence, confidence, appreciation, and recognition by others.
5. *Self-actualization*: This area is the most difficult to define and therefore, may be the most difficult to explain.

Based on the theories above, it can be concluded that there are two main kinds of motivation: intrinsic and extrinsic. Intrinsic motivation is internal. Intrinsic motivation is motivation that comes from within. It comes from the personal enjoyment and educational achievement that we derive from doing that particular thing. It occurs when people are compelled to do something out of pleasure, importance, or desire. Extrinsic motivation occurs when external factors compel the person to do something. Extrinsic motivation is motivation that comes from things or factors that are outside the individual.

c. Motivation in Learning

When learners are given some freedom to choose one way of learning or another, they might do better than those who find themselves forced to learn in environments where a learning style, which does not suit them, is imposed as the only way to learn. One of the views put forward by the initiators of humanistic approaches to learning was that teachers should be allowed to adapt their programmes with due attention to the objectives of their students and the needs of the area where they are teaching. (Veronica. A. C. S., p.p 561)

As Keller (1979 in Keller. J. M., 2008: 176) said:

In brief, we can say that in order to have motivated students, their curiosity must be aroused and sustained; the instruction must be perceived to be relevant to personal values or instrumental to accomplishing desired goals; they must have the personal conviction that they will be able to succeed; and the consequences of the learning experience must be consistent with the personal incentives of the learner. (pp. 6–7)

These four conditions were based on a comprehensive review and synthesis of motivational literature, which resulted in a classification of motivational concepts and theories into four categories depending on whether their primary area of influence is on gaining learner attention, establishing the relevance of the instruction to learner goals and learning styles, building confidence in regard to realistic expectations and personal responsibility for outcomes, or making the instruction satisfying by managing learners' intrinsic and extrinsic outcomes. Everyone has a life-time of experience with learning, especially finding out how to get what we want. We seem to have inherited a

brain that is especially adept at learning to cope, but we also learn many self-defeating behaviors.

Gardner in Liuolienè,. A (2006) describes core second language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (affect), the desire to learn the language (want) and motivational intensity (effort). According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. (Gardner 1985).

Basically, more motivated students achieve higher levels of achievement. **Elliot, et al (2000: 332)** says that motivation affects learning and performances in four ways. They are:

- 1) motivation increases an individuals' energy and activity level;
- 2) motivation directs an individual toward certain goal;
- 3) motivation promotes initiation of certain activities and persistence in those activities;
- 4) motivation affects the learning strategies and cognitive processes an individual employs. Thus, motivation is very important learning.

The ways used by teacher to motivate the students were:

- 1) choosing game as the media in teaching English,
- 2) letting the students choose the topic that they really like to study,
- 3) giving response (reward and punishment) to what the student did,
- 4) publishing the students' work in the wall magazine after selecting the best of them

To encourage students to become self-motivated independent learners, instructors can do the following:

- 1) Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- 2) Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- 3) Help students find personal meaning and value in the material.
- 4) Create an atmosphere that is open and positive.
- 5) Help students feel that they are valued members of a learning community.

Based on the some theories above, it can be concluded that motivation is a crucial factor in learning a foreign language, which is influenced by different variables: personality variables, the attitudes of learners, their learning styles, and even the power relationships between languages. Motivation in learning is to make students active participants in learning. Motivation can be a goal and a tool in learning, motivation as a factor that could determine the success of student learning in the field of knowledge, skills, and values. There are three main components of the motivation is; the need, encouragement, and purposes. The need occurred when an individual feels that there is an imbalance between what is owned and expected. Encouragement is also the mental strength oriented wish fulfillment or achievement. Goal-oriented encouragement is the core motivation. While the goal is to be achieved by individuals.

4. Game

a. Definition of Game

According to Wright (2006: 1), the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. The writer believes that game can play an important part in the language learning process generally.

Further, a definition of game is structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. As noted by J. Huizinga in his classical work *Homo Ludens* (1938), in Smed,. J (2003) gives the following definition for play [Hui55, p. 132]:

[Play] is an activity which proceeds within certain limits of time and space, in a visible order, according to rules freely accepted, and outside the sphere of necessity or material utility. The play-mood is one of rapture and enthusiasm, and is sacred or festive in accordance with the occasion. A feeling of exaltation and tension accompanies the action, mirth and relaxation follow.

According to Theodore (2001) defines that the object of study in game theory is the *game*, which is a formal model of an interactive situation. It typically involves several *players*; a game with only one player is usually called a *decision problem*. The formal definition lays out the players, their preferences, their information, the strategic actions available to them, and how these influence the outcome.

As Sopie (2010), games are a valuable activity for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities

which are usually familiar to children as regards structure, rules etc. Due to this familiarity they link back to the children's home background.

When thinking about the teaching of writing, it is important to have a reason for writing, and we believe that game can provide a useful answer to the question. Game provides a clear short term achievable aim for students, and by incorporating game into the writing process to be able to overcome one of the difficulties.

Based on the some theories, game is a form of play, especially a competitive one played according to rules and decided by skill strength. Games are distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas. Games generally involve mental or physical stimulation and often both.

b. The teacher's Role

The teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing and if necessary, correcting. If you have not organized group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to this game in which rows of learners (if that is how they are seated) play against you or between themselves. Finally, after perhaps several weeks, ask the rows of learners to group themselves together to play a game between them. To minimize difficulties, it is essential that the learners are very familiar with the game they are asked to play. (It is helpful if they are familiar with the game in their own language.) Once the

learners are familiar with group work, new game are normally introduced in the following way

- 1) explanation by the teacher to the class
- 2) demonstration of parts of the game by the teacher and one or two learners.
- 3) trial by a group in front of the class
- 4) any key language and/or instructions written on the board
- 5) first 'try out' of the game, by groups
- 6) key language, etc., removed from the board
- 7) the game continues

c. Procedure of Game

Invite learners to get into pairs and silently bounce two stories between them, each one adding a sentence to the text passed to them by their partner.

Here are some conditions you might like to specify.

- 1) You determine the amount of time allowed for reading the text already written and adding a sentence to it by ringing a bell and insisting that the text bounce back immediately, even if the sentence is only half written, in which case it must be continued by the partner.
- 2) You insist in all the theories relating to three pictures that you display on the board. The stories will all be different in detail, but will be related in theme through their relation to same pictures.
- 3) Instead of adding a sentence, you can specify that the learners are only allowed to add a single word to the story before passing it back again.

Instead of bouncing between two learners, the text can bounce along a line of learners, for example, all passing the text they have initiated to their right, at the same time. It should go through about eight people, who each add a line and pass the paper to their right, before finally being returned to the learner who wrote the initial sentence.

B. Review of Relevant Study

Lailatus Sa'adah (2008) conducted a Classroom Action Research, this study presents the procedure of Picture Game and Finding Five Differences Game to enhance students' ability to speak English High School. The research was conducted at Al-Ihsan MTs Kalijaring Jombang. Research in using the instrument in the form of observation, field notes, respondent, and independent assessments of students used to get data. The results of using these language game demonstrate an increase of 9 students (20%) of 45 students to 25 students (55.55%) at the Game and of the 11 students (28.88%) of 45 students to 26 students (57.77%) on Finding Five Differences Game. In addition, many students (34 students from 45 students) raised their hands, indicating that they participate at the time of the game implemented. Independent assessment of students also showed an increase as more students (from 3 students to 12 students from the entire student 45 students) to write sentences and more students (from 6 students to 26 students) to write the word.

Another research conducted a Classroom Action Research in the title of Improving the quality of learning English vocabulary through the media puzzle in

SMP. Based on experience, observation and questionnaire results of a questionnaire that author gives to the student of 38 (86%) of 40 students had difficulty in learning English. This is because there is no motivation, lack of instructional media, the use of methods that are less variable, monotonous, and conventional, so the students are indifferent and passive in following the learning process, they are also lazy to bring dictionary.

Referring to the problems, it needs new strategies in the teaching of English that are for used by teachers so that students do not find it difficult to learn. A solution will be used in form of a puzzle game. The study is divided into two cycles. In the first cycle obtains good results with the average value in the classical 85. In the second cycle increased to 96.82. Based on the recapitulation of the questionnaire obtained results that 100% of students stated that they like English and their vocabulary increases after learning these subjects using a puzzle.

A research was also conducted by M.M. Ikwan (2008) in SMP Negeri 2 Baron, Nganjuk, East Java. The research was carried out at Class IX of SMP Negeri 2 Baron, Nganjuk, East Java. Improving the students' writing capability using picture is successful viewed from some dimensions. First, pictures can develop the students' writing capability in descriptive text very effectively, their writings are better than before, especially in exploring the ideas, using organization, word choice, and vocabulary. In addition, the capitalization and correct grammar improved. The second, motivation and interest of students are higher when joining in every discussion of task in English Class.

Learning language through game is one effective and interesting way that could be used in any class. The game is used not only for pleasure, but also the more important to practice and relearn the language lessons, which led to the achievement of the goal of increasing communication skills. Therefore, it is advised for teachers of English in order to use the game in teaching students to improve language skills.

C. Rationale

The result of preliminary study showed that the students had problems mostly in organizing the idea and information, choice of words, and grammar. The students tended to arrange sentences without understanding the coherent between sentences. It was difficult to find main idea in a paragraph, or even there is no main idea at all. The researcher tried to find the strategy to help students organizing their idea systematically and logically, choosing appropriate word, and organizing the sentence structure.

Here, the game was used in recombination practice by giving and answered works/plays, substitution, and transformations that the students should adapt the basic sentence pattern. It was meant the activities challenge of the students remember and manipulate or arrange the language forms correctly. The activities were hoped to help the students can write grammatically sentences and capitalization correctly.

Based on the theoretical description and review of related literature above, game could be assumed that game was able to improve students' writing

competence and give motivation to students in writing texts. Game could help concentrate the concepts of abstract writing. It was expected that students could more easily capture and understood these concepts. Thus it was understood when the use of game could improve students' writing competence and students' motivation at the tenth grade students of Senior High School 1 Cepu. They are more motivated to explore their ideas, recalling words, and determining. Game helped and encouraged many learners to sustain their interest and work.

D. Hypothesis

The hypothesis of the research is that game was able to improve students' writing competence focus in ideas and content, vocabulary, organization and convention (capitalization and grammar). Using the game, the students could write a recount text. Students were asked to tell from game. Game helped and encouraged many learners to sustain their interest and work. Based on the rationale and exploration of the theories above, it could be formulated that teaching English using game could improve the students' writing competence and give motivation to students in writing text.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher carries out the research methodology, which includes: (1) Setting of the Research; (2) Subject of the Research; (3) Research Method; (4) Procedure of the Research; (5) Technique of Collecting the data; and (6) Technique of analyzing the data

A. Place and Time of Research

1. Place

Setting of the research is at Senior High School 1 Cepu that is located at Jl. Diponegoro No 55 Cepu – Blora – Central Java, Tlp. (0296) 421058. This school is located very strategically and easily accessible from all over the city Cepu. It has 21 classes, class twelve consists of 7 parallel classes, class eleven consists of 7 parallel classes, and class ten consists of 7 parallel classes too. For class eleven and twelve, each class consists of three classes of science and four classes of social. It is the most favorite school in Cepu. Its category is A. The location of the school is 37 km from the town of Blora. Cepu is a border town of East Java and Central Java province where Cepu is the most eastern tip of the city of the province of Central Java. It is well-known for its oil because Cepu is one of the small cities that produces the petroleum.

2. Time

This research was held on September 2011 until November 2011. Time schedule of the research could be seen the table 3.1 below:

Table 3.1

Time Schedule of Research

No	Activity	Time Schedule												
		July	Aug	Sep			Oct				Nov	Des	Jan	Feb
				2	3	4	1	2	3	4				
1.	Pre-research	√												
2.	Preparation		√	√										
3.	Doing Research of Cycle 1				√	√	√							
4.	Analysis Cycle 1						√							
5.	Doing Research of Cycle 2							√	√	√				
6.	Analysis Cycle 2										√			
7.	Reporting										√	√	√	

B. Subject of Research

The subjects of research are the students of Class X F Senior High School 1 Cepu of the first semester in academic year of 2011/2012. The class has 37 students: 23 girls and 14 boys. It is chosen because all classes have the same terms of achievements in English, as the placement of the students was not based on the academic achievement in the first year they come in the school Subject. Class X F is one of seven parallel classes where the researcher teaches English. The researcher is an English teacher in class X F. They come from families that middle to upper economic strata, and they are highly motivated students. They are diligent and motivated students. They are interested in coming to the English class.

According to preliminary research, the students of X F were classified as average achievers. In that case, the researcher chose Class X F due to the problem covered in that case that was writing problem. They got many difficulties in writing such as generating idea, arranging a sentence, lacking of vocabulary, knowing coherence, error grammar, and organizing the sentences. That was why the researcher conducted that classroom action research in order to solve the problems. The researcher is as a teacher of Class X F.

C. Research Method

In the research, the researcher used Classroom Action Research method. According to Eileen Ferrance (2000, 1) states that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is a reflective process that allows for inquiry and discussion as components of the “research.” Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.

There are some reasons why the researcher used classroom action research in this study. She used Classroom Action Research because, to find the solution of problem finding in preliminary research significantly. The researcher wants to change the practice in teaching learning in the classroom. As long as the researcher thought there, English teacher never used games model as a technique in teaching English.

According to Stephen Kemmis in <http://www.web.net/~robrien/papers/arfinal.html>, accessed on July 26th 2011 shows that has developed a simple model of the cyclical nature of the typical action research process (Figure 3.1). Each cycle has four steps: plan, act, observe, and reflect.

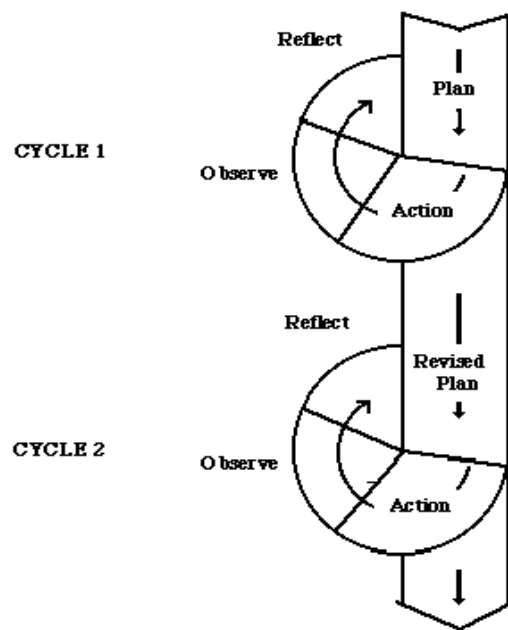


Figure 3.1. Simple Action Research Model

Here the researcher conducted 2 cycles to the research; the first cycle covered six meetings to solve the problems in the preliminary. The second cycle covered five meetings to solve the problem which be recommended from the first cycle. The researcher could not continue in third cycle because the subjects had to be prepared in the final examination test intensively.

There are reasons why the researcher used classroom action research in the study. She used a classroom action research because, to find the solution of the problem finding in preliminary research significantly. The research wanted to

change the practice in teaching learning in the classroom. Here, the researcher considered the solution when it was applied, it might not be going as the planning, but she tried to do it effectively, so the solution gave better and more functionally.

D. Procedure of the Research

The researcher presented the procedure of the research as follows:

1. Early reflection

Nowadays, the researcher found that most students do not have progress in their writing skill. They still had difficulties in arranging words into good and correct sentences, organizing the topic of ideas into good paragraph, organizing paragraph into proper generic structure of text, correct grammar, choosing and recalling of vocabulary. In doing writing test or writing assignment, the same problems seemed always show up. The text is unsystematic, and difficult to understand. Even, they repeated to write the same idea more than one in the same paragraph. Sometimes it was found that they chose the words directly from the dictionary, wrote them in the sentences without thinking the context of the sentence. The result is, their sentences did not make sense. Grammar and choice of words then became big problem for them.

Then, the writer interviewed and gave questionnaire to students to get the causes of the problem. The results of both interview and the questionnaire were shown: firstly, they were lack of vocabulary. Secondly, teacher did not give a model of writing to write a sentence, or paragraph that made the students knew what to do for writing. Thirdly, the teacher did not give outlines to her /his

students to guide them in writing a sentence or paragraph. He/she seldom asked them to write a paragraph. Finally, some of the students did not bring a dictionary to school, and time for writing was limited. Some students even gave up and did not try to solve their problems.

2. Field analysis

Based on the preliminary study, there were some indications, which showed the poor ability in writing. Firstly, they felt difficult in determining correct grammar, which is shown in average score of their result of test in preliminary research was 66.41. Secondly, they felt difficult in recalling of vocabulary, they felt difficult in finding the topic or idea. Thirdly, they felt difficult writing paragraph. Finally, they were frequent grammar error. Based on the questionnaire and interview, it showed the same result.

3. Planning

Based on the problems and the cause, the researcher planned to use games to teach writing. In this stage, the researcher does some steps:

- a. Looking for references to games and writing skill.
- b. Arrange the schedule.
- c. Making the instrument: test, questionnaire, and interview.
- d. Choosing topic and writing lesson plan.
- e. Making students sheet.
- f. Making scoring rubric.
- g. Making field observation.

4. Acting

Based on the problem encountered, the researcher applied games in teaching writing. The games were used in some stages. That research is a classroom action research. Therefore, it was done in 2 cycles, the number of cycles predicated, and problem solved. In that case, the researcher gave focus only on the recount text. Therefore, the research began to explain the recount and their model, how to develop their vocabulary to write recount text based on games, how to organize the paragraph, how to make outline, and how to mechanics, especially grammar, and capitalization were used.

5. Observing

The researcher used test, observation, and interview to see the effect of games model to teach writing. The data then were analyzed descriptively. In a whole, the program was evaluated based on the data analysis.

6. Reflecting

The researcher and the collaborator analyzed the strengths and weaknesses of the action in the first cycle. If there is found unsatisfying result, the action is continued to the second cycles. Based on the reflection of the first cycle, it was then started from planning then continued to acting and reflection. It held on September 2011. Based on the test, the researcher identified the problems.

E. Technique of Collecting the Data

1. Type of data

There were two data which were collected in this research, namely quantitative and qualitative data. Quantitative data were in the form of writing test scores where it was done three times, while the qualitative data which contained information about the motivation of learning in the classroom when the researcher taught writing using games.

2. Technique of collecting the Data

To analyze the data, the researcher presented the result of the two cycles. To determine whether the learning in each cycle is successful or not, there were some criteria require as follows:

a. Quantitative Data

Quantitative data were collected with test techniques which they were done three times. The researcher used written product of the process of writing to measure the students' achievement in writing competence. She gave pre-test and post-test to know the students' writing competence before and after teaching writing using game. It is meant to know whether the students' writing competence is improving or not.

b. Qualitative Data

1) Observation

In that research, the observation was done to cover the process of implementation of game in teaching writing. The observation noticed

classroom events and classroom interaction. It meant that it was done nine times of observations. In that research, the researcher is a teacher who teaches writing using game. She is as a direct observer who observes the activities during the implementation of games.

2) Questionnaire and Interview

The interview and questionnaire were done to get information from the students. The interview was done three times. They are in the form of written questions. But, questionnaire was done only once. The information covered their understanding of the game, the implementation the students' writing competence, and the strengths and weakness of the implementation of game.

F. Technique of Analyzing the Data

The result of cognitive test was analyzed by using statistic descriptive. Descriptive statistics included the numbers, tables, charts, and graphs used to describe, organize, summarize, and present raw data. Descriptive statistics were recommended when the objective is to describe and discuss a data set more generally and conveniently than would be possible using raw data alone. They are routinely used in reports which contain a significant amount of qualitative or quantitative data. Descriptive statistics helped summarize and support assertions of fact.

1. Quantitative Data

- a. Analyzing the product of process writing, students' writing competence improved in which the score of each student should increase for each cycle that the researcher is able to identify the students' competence in writing compositions. The writer accounted the post-test individually at the end of each cycle. That is intended to decide whether the cycle has been successful or not. Thus, the students' individual score were computed by the using a simple formula:

$$\frac{\text{gained score}}{\text{maxscore}} \times 100$$

- b. The researcher applied a descriptive statistics, comprising the following the dimension; highest, lowest score, and means.

$$M = \frac{\sum}{N}$$

Where:

M = Mean (the score)

\sum = the total score

N = number of the students

If the mean score result increases, the students' writing competence was considered improving and could solve students' problems in writing.

The researcher applied the analytic method that components of writing are scored separately based on the scoring purpose of compositions such as ideas or contents, organization, word choice, and conventions as indicators of the scoring

rubric of writing recount of the analytical method, which covered four levels for each item. The target of the researcher that the students achieved as the indicator of success is the fourth level that is considered fair:

Table 3.2
Writing Rubric

Score			4	3	2	1
	Components	Ideas/Content	Clearly and concisely presents central ideas and the most significant Details	Includes central ideas and most significant details	Central idea is underdeveloped	Central idea is absent; includes irrelevant
		Organization	Structure is skillfully organized based upon the genre, purpose, audience, and format requirements	Structure is effectively organized based upon the genre, purpose, audience, and format requirements	Structure is underdeveloped/ formulaic	Structure is random and/or confusing
		Word Choice	Words/phrases convey precise meaning appropriate to purpose, audience and genre	Words/phrases convey meaning appropriate to purpose, audience and genre	Words/phrases are vague or repetitive	Limited use of vocabulary/phrasing
		Convention	capitalization • Shows creativity and flexibility when using capitalization to enhance Meaning	Uses grade level appropriate capitalization	Uses grade level appropriate capitalization	Limited understanding of grade level appropriate capitalization
			Grammar • Shows creativity and flexibility when using grammar to enhance Meaning	Uses grade level appropriate grammar	Uses grade level appropriate grammar	Limited understanding of grade level appropriate grammar

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Based on the description rubric above, the students' individual score were computed by using a simple formula: $\frac{\text{gained score}}{\text{maxscore}} \times 100$, so the formula has a categories system as follows:

Table 3.3

The System of Score Category

Percentage	Interpretations
$93 \geq$	Excellent
83 – 92	Good
73 – 82	Fair
63 – 72	Poor
≤ 62	Very Poor

The researcher used the system of score category of KKM SMA N 1 Cepu that the students were successful if they got the minimum score 73.

2. Qualitative Data

The qualitative data is analyzed by using Constant Comparative Method as suggested by Glaser and Strauss (1980: 105). This method has four steps namely:

a. Comparing incidents applicable to each category

The process was analyzed by coding each incident in the data into as many categories of analysis as possible. Coding needed to consist only of nothing categories on and the properties emerge, the analyst would discover two kinds: constructed and abstracted of language research situation.

b. Integrating categories and their properties

The researcher started to note the relationship among the concepts then the relationships to be emerged, therefore, it was necessary for the researcher noticed all concepts.

c. Delimiting the theory, and

As soon as possible, the formula of the relationship among the concept were clear, the researcher ignored some of the concepts initially but evidently irrelevant to the inquiry and reduced the categories of theory that the theory became simple.

d. Writing the theory.

Finally, the researcher shared with the others about her findings into words. These steps regarded of the process of the researcher of the study.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present research finding to answer for the initial problem which has been mentioned in the first chapter. The aims of the research are to prove whether the implementation of games can improve students' writing competence in the writing class of the eleventh year students of SMA Negeri 1 Cepu.

A. Introduction

This study began when the researcher realized that the students had problem in English especially in writing. It was based on the preliminary interview to students that most of them reacted that writing is regarded difficult. Then, the researcher conducted preliminary observation. The preliminary observation was conducted from July, 26th 2011 to the tenth grade of SMA Negeri 1 Cepu. The choice of the class was under consideration that the researcher teaches them. The preliminary observation was conducted in order to find out the problems faced by the students who came from the different SMP/ Junior High Schools.

Based on the preliminary research done by the researcher in the X F of SMA Negeri 1 Cepu through observation, the researcher used product approach in teaching writing before. It meant she just explained the pattern of sentences. Then, she asked them to write a certain topic in limited time. The time allocation in

teaching writing was also very insufficient. It was only given fewer portions than other language skills.

The researcher also conducted interview and gave questionnaire to students in order to find out the students' perception toward writing skill. From the result of interview and questionnaire to the students, it could be concluded that writing is regarded difficult. Most of them found difficulties in making grammatical sentences and finding appropriate vocabulary. They also did not know to organize the words or sentence to be a text/paragraph and determining ideas. They did not revise what they had written. Furthermore, the teacher gave limited time to accomplish their writing and the teacher did not guide them in the process of writing.

As a result, they could not make a correct sentence. They also could not continue their writing and their writing was often incoherent. Moreover, they seldom read their writing after they finished writing. Consequently, the result of their writing was under average and still far from what was expected. This finding was supported by the result of the students' writing. The average score of the students' writing test was 66.41.

Based on the preliminary research done by the researcher in the X F of SMA Negeri 1 Cepu through observation, it can be concluded that there were two main causes from both teacher and students. The causes from the teacher were as follow: (1) She only demanded the students writing product: (2) She only gave fewer portions for writing though writing is complex skill: (3) She did not give sufficient attention to teach them how to write a text in English correctly: (4) the

students were seldom taught to make a better writing by using various techniques. The causes from the students were as follow: (1) the students' competence writing mastery was still low: (2) The students' competence how to organize was low: (3) they sometimes lost their ideas and stuck: (4) They got difficulty how to start to write so they could not continue their writing: (5) They were lacked of vocabulary. It could be seen that students did not organize their writing well. Their ideas were constructed incoherently. They often lost their ideas and got stuck. (6) They did not know the correct grammar. As a result, they could not continue their writing. Consequently, the result of their writing was under average and still far from what was expected. This finding was supported by the result of the students' writing, the average score of the students' writing test was 66.41. The students got score 73 or more than 73 were only 11 students or 29.73% they are well classified. The rest or 70.27% of them were classified failed. The element of the worst score was grammar. The grammar and word choice elements were considered difficult.

Furthermore, based on the questionnaire instruments, the researcher found that the students' difficulties in writing. They had difficulties in writing paragraph 54.05, in recalling of vocabulary 78.38, in determining of grammar 78.38, in determining of capitalization 24.32, and in determining of ideas 59.46.

Based on the fact above, it is necessarily needed to make an attempt to improve students' writing competence by applying other teaching technique. English teacher should also be able to improve students' interest and motivation to study English better by creating an interesting atmosphere that makes them enjoy

the teaching-learning process and gives a piece of cake and a bit fun. One of the teaching techniques which cover such kinds of those activities is *Games*.

According to Wright (2006: 1), the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. The writer believes that games can play an important part in the language learning process generally. A definition of game is structured activity, usually undertaken for enjoyment and sometimes used as an educational tool (<http://www.lintasberita.com/Fun/Humor-Hiburan/Definition-of-Game>, accessed on August 9th 2011).

The researcher chose this technique and this text type because they were easy to be carried out in a writing text and the students have been familiar with them so it was easy for the researcher to carry out the teaching-learning process. The researcher wanted to meet the target which the first semester *KKM* for writing skill of tenth grade of SMA Negeri 1 Cepu is 73. It was known that their scores of all five elements of writing that covered organization, content, word choice, and convention (capitalization and grammar) improved significantly. The average score of the pre-test was 66.41, the average score in the first cycle was 69.93, it could be summarized that there was a significant improvement of the students' competence in constructing a recount text using game.

B. Implementation of the action

1. Cycle

a. Planning

In this part, the researcher did many kinds of activities in order to obtain the data needed such as: interviewing the students, giving questionnaire, designing treatment, and pos-test.

1) Interviewing the students

The researcher interviewed the students before she did treatment in order to obtain information about them. The interview had more concerns on their difficulties in writing text and how they solved their problems. The researcher also interviewed them about their responses toward the teaching-learning process activities they joined. Their answers helped the researcher plan the treatment to solve their problems.

2) Giving Questionnaires

The researcher gave questionnaires the students before she did treatment in order to obtain information about them. Their answers had more concerns on their difficulties in writing text and how they solved their problems. They were meant to know how far the students had their difficulties in writing text. Their answers helped the researcher plan the treatment to solve their problems.

3) Designing treatment

In this part, the researcher would apply a bouncing stories to improve students' writing competence. There were four stages in this approach, namely are:

- a) Determine the amount of time allowed for reading the text already written and adding a sentence to it by ringing a bell and insisting that the text bounce back immediately, even if the sentence is only half written, in which case it must be continued by the partner.
- b) Insist in all the theories relating to three pictures that the researcher displays on the board. The stories will all be different in detail, but will be related in theme through their relation to same pictures.
- c) Instead of adding a sentence, the researcher can specify that the learners are only allowed to add a single word to the story before passing it back again.
- d) Instead of bouncing between two learners, the text can bounce along a line of learners, for example, all passing the text they have initiated to their right, at the same time. It should go through about eight people, who each add a line and pass the paper to their right, before finally being returned to the learner who wrote the initial sentence.

As it was stated in the title that the researcher conducted game technique to improve the students' writing competence. This technique would be implemented in the steps of pre-writing and planning. In this phase the students were divided into groups to start writing an essay. It would be aimed to build the students' self confidence before they were asked to construct their own essay individually.

Based on genre based approach, the step of grouping is in line with the stage of Joint Construction of Text. There were two cycles implemented. Each meeting started with opening, then main activities and ended with closing.

b. Acting

As it was stated in the designing of treatment, the researcher implemented the Games. It was consisted of four phases, namely;

- 1) Determine the amount of time allowed for reading the text already written and adding a sentence to it by ringing a bell and insisting that the text bounce back immediately, even if the sentence is only half written, in which case it must be continued by the partner.
- 2) Insist in all the theories relating to three pictures that you display on the board. The stories will all be different in detail, but will be related in theme through their relation to same pictures.
- 3) Instead of adding a sentence, the researcher can specify that the learners are only allowed to add a single word to the story before passing it back again.
- 4) Instead of bouncing between two learners, the text can bounce along a line of learners, for example, all passing the text they have initiated to their right, at the same time. It should go through about eight people, who each add a line and pass the paper to their right, before finally being returned to the learner who wrote the initial sentence.

These four phases were done in 540 minutes which were divided into six meetings. Each meeting was conducted in 90 minutes. The last meeting was for post- test.

1) First Meeting

It was September, 19th 2011, at 12:00 a.m. The bell rang at the seventh period. The researcher entered and brought LCD the classroom. The researcher was their English teacher themselves. She told that the English class would be researched. She took a position in the middle of the class; it was aimed that her voice could equally cover the whole class.

a) Opening

She began the lesson by greeting them asking their condition today “How are you doing?”, then, they replied by answering that they were fine, thank you and they also asked the researcher condition “What about you?”, she replied that she was fine too, thank you. Afterwards, the researcher checked the students’ attendance by asking them whether or not there was somebody absent today. They replied that there was nobody absent today. There were 37 students attending the class. They consisted of 23 male students and 14 female students.

b) Main Activity

The situation seemed to be tense then the researcher tried to break it by giving simple question to engage them to the topic that was going to be discussed

in the class that was about their experience going somewhere/their holiday themselves. The questions that were asked to them, such as:

Researcher : “Where have you ever taken vacation at holiday?”

Students : “Going to WBL”, they said,

“Going to Bali”, one said.

“Going to Jogjakarta”, she said.

“Going to Jakarta”, he said.

“Going to Surabaya”, they said.

“Going to my grandmother”, they said.

Researcher : “When did you go there?” she asked.

Students : “July”, they said.

“At holiday”, they said.

“After final test”, they said.

Researcher : “With whom?” she asked.

Students : “My teacher and all friends”, they answered.

“My family”, they answered.

The situation was really melted after they had been able to answer the given questions freely even they excitedly and enthusiastically answered the teacher’ questions. In short, it could be said that the opening was successfully done.

From small talk led the students to the topic that we were going to talk about. The researcher told that the experience of having holiday could be written down in the form of recount text. The researcher then showed them the example

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of recount text. The first, the researcher showed the title of Going to Jogjakarta on LCD. By using the text in title a going to Jogjakarta, the researcher explained about what recount text was. The researcher explained them a series of events that occurred in the past. It related to the title of Going to Jakarta. She also explained them that it is used past tense in recount text. Then, one of them raised her hand and asked “*Why do we use past tense, Miss?*”. Afterwards, the researcher asked them “who answers? (the students still kept silent). A girl said “*because recount text told events that occurred in the past*”. Then, the researcher explained the generic structure of the text, the function of the text, and the language features of the text. To make it sure that the students understood the explanation, the class then divided into six groups. One group consisted of seven students because there are 37 students. Each group was given a recount text and they should discuss to analyze the text based on the explanation given by the researcher. They analyzed the text by answering some questions as the clue. They discussed with their friends enthusiastically.

After doing their discussion, they were asked to present it in front of the class. They rushed forward to the presentation. The other groups paid attention to the presentation and gave their comments. Before closing the class, the researcher gave time for the students to ask if they did not understand the explanation. In this stage, the researcher also gave the confirmation to what was right and what was wrong in order to avoid misunderstanding.

c) Closing

The time showed at 13:20, before closing the class, the researcher gave time for the students to ask if they did not understand the explanation. In this stage, the researcher also gave the confirmation to what was right and what was wrong in order to avoid misunderstanding. The bell rang at 13:30, the researcher closed the meeting by saying goodbye to their students.

2) Second Meeting

It was September 20th 2011, at 07:00 a.m. The bell rang at the first period. On that day, the researcher was accompanied by a collaborator. She was asked to observe the teaching learning process by using game to teach writing. The collaborator was needed in this case in order to get more valid and objective data.

a) Opening

As usual, the researcher opened the class by greeting the students and checking the list of attendance. After that, the researcher introduced the collaborator who sat down in the back row, and the reason why she was here in the class. She started the lesson by asking the students' condition.

Researcher : "Good Morning, my students," she asked.

Students : "Good Morning, Miss", they answered.

Researcher : "How are you today?" she asked.

Students : "I'm fine, thanks" they replied.

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“What about you, miss?” they asked.

Researcher : “I’m very well, thank you”, she answered.

After that, the researcher asked them who were absent. There was no student absent. There were 37 students present.

b) Main activity

Before engaging in the material, the researcher reviewed to the material discussed in the previous meeting. The researcher asked them whether they had the same experience like what their friend told in the last meeting. Then, she asked them what they had learned at the previous lesson.

Researcher : “Do you still remember what learned yesterday?” she asked.

Students : “Of course, we still remembered miss”, they answered.

“We got a recount text, miss.

Researcher : “That’s right”, she said.

“Did you study this last night?” she asked.

Students : “Yes, I did” some students said.

“No, I didn’t”, some students said.

Researcher : “Well, everybody, we would like to continue our lesson.

In short, it could be said that the students had understood what a recount text. Then, the researcher told them what they were going to do. The researcher asked them whether they had some unforgettable experiences in their life. The experiences could be a happy, funny, sad, frightening, or embarrassing experience. Most students said, “*of course, Miss*” The researcher then asked them

to mention the experiences while writing them down on the whiteboard. There were some topics appeared on the whiteboard such as: having holiday, visiting Bali, Going to WBL, going to Malang, camping, my mother' birthday, an unlucky day, my adventure, my horrible experience, etc.

From the list of topics above, the researcher asked the students to choose the topic that they would like to discuss about. Some of them chose going to Jogjakarta, the other chose visiting Bali. Finally, they chose one topic, visiting Bali. The reason why they chose this topic was that talking about visiting Bali was always interesting for them and most of them ever went there. Therefore, they thought that the story was unforgettable experience. It is the first experience for them.

Then, the researcher asked them to make a group again. They had to make a group again which consists of five students to do a group project. So, there were seven groups of consisting of five students and two groups consisted of six students because there were 37 students in their class. The researcher then wrote the topic in the middle of the whiteboard. The researcher asked them to look for some words that related to visiting Bali. They quickly found the vocabulary related to going to Bali and they were eager to get more vocabulary than any other group. Their words were written down in game form. First of all, the researcher told that they would like to play a game by using some words. She gave some instructions to make some sentences by playing a game. They were given some roles for playing a game to make a sentence. They were given a word to be made a sentence in past form with the limited time. Each sentence was only two

minutes. If the time was over, the researcher said “stop” and gave another word. If one of students had not finished yet, it was continued by her/his friends. One of students said, “*Wah harus cepet- cepet dong Miss?*”. “Of Course,” she said. It was a game in sequence. Then, she gave some words that related to visiting Bali before they played game by using their some words themselves. The researcher started by giving them some words to make a sentence. They were some words that were given from the researcher to make sentences:



Famous	tourist	visit	go
leave	spend	arrive	enter
enjoy	take pictures	amazing day	fell interview
buy	call	come back	a rest
return a trip	join	an amazing nice memories	
happy	beach	stay	decide to
drive	stop	see	select

Then, the researcher gave a word “leave” for each group. She gave only two minutes for making sentence. Zella’s group said, “finish”, her group only had 1 minute to do it. She said. “*Asyik....pertama*”. The game finished and each group had to discuss with their group to report their result of discussion. The game stopped when the researcher watched her watch that showed 08:20. The bell rang at 09:30; it is meant that they should break time and continued the next meeting. But, one of groups said, “*koq dah habis waktunya....I am happy Miss, I hope everyday like this*”. The researcher said, “our lesson would be continued next meeting.

c) Closing

Before closing the class, the researcher asked the students what they had studied. This was aimed to make sure or confirm whether they had understood or not to make a sentence in past form, the researcher also gave them opportunities to ask some questions they had. The researcher asked how they felt to be taught using game method in writing a sentence. This was aimed to know the differences or comparison of their feeling before and after being taught using game in writing a sentence. Most of them said that game was very helpful to construct a sentence since they only had to organize the words in the game to become a sentence. In the end, the researcher said good bye, and reminded them to study harder, to do more exercises, and it was continued the next meeting.

3) Third Meeting

In this part, the students continued the last meeting. They had to make their sentences to become some paragraphs, from them making a recount text based on their group the last meeting. It was September 26th 2011, at 12:00 a.m. The bell rang at the seventh period. The researcher entered the classroom.

a) Opening

She started the lesson by asking the students' condition.

Researcher : "How are you today?" she asked.

Students : "I'm fine, thanks" they replied.

"What about you, miss?" they asked.

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Researcher : “I’m very well, thank you”, she answered.

After that, the researcher asked them who were absent. There was no student absent. There were 37 students present.

b) Main Activity

Then, she asked them what they had done at the previous lesson.

Researcher : “Have you finished making your sentence?” she asked.

Students : “Yes, I’ve finished, miss”, they answered.

Researcher : “That’s good. All of you are good students”, she said.

After they finished making sentences at last meeting, then they had to make sentences from some words and arrange them to become a recount text. Before it, the researcher asked them to join in a group again. The researcher gave a new game to make a recount text. The researcher gave and displayed three pictures on the classroom wall. Then, she asked them to make some sentence based on the pictures. The pictures were used to guide in making or arranging sentence. The researcher determined the amount of time allowed for reading the recount text already written and adding a sentence to it by ringing a bell and insisting that the text bounced back immediately, even if the sentence was only half written, in which case it had to be continued by the partner. Then, the researcher insisted in all the theories relating to three pictures that you displayed on the board. The stories would all be different in detail, but would be related in theme through their relation to same pictures. Instead of adding a sentence, the researcher could specify that the learners were only allowed to add a single word

to the story before passing it back again. Instead of bouncing between two learners, the text could bounce along a line of learners, for example, all passing the text they had initiated to their right, at the same time. It should go through about six people, who each added a line and pass the paper to their right, before finally being returned to the learner who wrote the initial sentence.

Then, the researcher gave a sentence to each of group that had to be continued. They were given two minutes to continue the sentence. They were ready to do it. One of them said, *“Miss ...I am delighted at having to get it over with, but I must be hurry up in making sentence.”* After sixty minutes, they had to report their discussion. The researcher offered them who want to be volunteer to report it. A group, Rajib’s group, raised his hand. The researcher asked other group to give pay attention to him. They had to give comments too. The time showed at 13:20, the researcher would close this meeting. She said that time was up. There was a student raising his hand and said, *“Wah...waktu habis....Aduh...kurang sedikit tadi buat kalimatnya, waktunya cepet ya, nggak terasa udah bel”*

c) Closing

Before closing the class, the researcher asked the students what they had studied. This was aimed to make sure or confirm whether they had understood or not to make a sentence in past form and continue story to become a recount text, the researcher also gave them opportunities to ask some questions they had. And,

the researcher reminded them that they would construct their essay based games which they had played before for next meeting.

4) Fourth Meeting

It was September, 27th 2011, at 07:00 a.m. It was the first period. In this phase, the students were asked to construct a recount text based on games which they played before. The researcher entered the classroom, and then she checked her students by calling one by one their name. One girl was absent because her mother was hospitalized.

a) Opening

Researcher : “Good Morning, my students?” she asked.

Students : “Good Morning, Miss?” they replied. (together)

Researcher : “Are you fine?” she asked.

Students : “Yes. Miss. And you?”

Researcher : “So-so”. Who’s student absent today?

Students : “Shinta.”

Researcher : “Why?”

Students : “Her mother was sick”. She was hospitalized two days ago.

b) Main Activity

After that, the researcher reminded to her students that this time was to construct their essay.

Researcher : “Have you been ready to begin constructing your essay?” she asked.

Students : “Of course, Miss.” They answered.

They were given eighty minutes to finish their recount text. They did the group project enthusiastically and seriously. They helped one another to finish it. They were asked to write a recount text based on the games which they had played the two meetings ago. The text had to consist of one paragraph of orientation, two paragraphs consisted of events, and one paragraph of reorientation. The students were asked to see the modelling text which had been studied in the first meeting.

After they were in groups, then they began to work. The class started to be noisy when the discussion was going on. The researcher let them enjoyed their discussion. It seemed that it was going well. At the fifteenth minutes of the grouping assignment, the researcher walked from group to group to know whether they had difficulties or not. The researcher gave more explanation for whom got difficulties. One of groups asked the researcher, “*Miss, May I ask You? What is the meaning of mentertawakan in English?*” Then, the researcher asked to other group. In fact, from Ayu’s group could answer it. She reminded the students to check again their task. As the second period almost over, the researcher made a summary to what was done before and repeated again that today the students applied game technique to help them to generate and organize the ideas, chose the proper vocabulary and wrote it down as an essay. The researcher asked them whether this technique help them or not. Most of them said ‘yes’. One girl said

that this technique helped her a lot: *kita jadi mudah menyusun kalimat dari permainan kata – kata yang diberikan untuk dijadikan kalimat. Miss. Kita tidak berhenti dalam satu kalimat saja dan bisa tidak mengantuk. Another student, a girl from group five said: saya jadi lebih mudah membuat kalimat karena dibantu dengan kata- kata yang diberikan maupun yang kita cari sendiri untuk melengkapi kalimat. Apalagi permainan yang kedua yang diberi kalimat dan kita disuruh meneruskan...walaupun tegang menunggu giliran tapi mengasyikkan.”*

c) Closing

Before closing the meeting, the researcher asked them to prepare their essay for the next meeting. Finally, they had to present the result of their group discussion in front of the class; it was represented by one of the group members. each group had ten minutes to present its work and another group gave comments and correction.

5) The fifth Meeting

In this phase, it was Monday, October, 3th 2011, at 12:00 a.m. The researcher expected that the students would be able to present the result of their discussion in front of the class. When the researcher came to the class, and each group was busy to prepare the presentation.

a) Opening

As usual, the researcher opened the class by greeting the students and asking their conditions. After that, the researcher checked the attendance list.

Researcher : “How are you doing, my students?”, she asked.

Students : “Very fine, Miss.” They said.

Researcher : “Well, my students, Are you ready to present your task yesterday?”, she asked.

Students : “Yes, Miss. They said. (They said together)

Researcher : “Good.”

b) Main Activity

Then, the researcher asked one by one of preventatives of the group to present the result of their discussion.

Researcher : “Who group wants to be a first volunteer to present?”, she asked.

Students : (keep silent all)

Researcher : “Who’s?”, she asked again.

Students : “Zella’s group”, some of them said.

Researcher : “Are you?” (asking to Zella’s)

Zella’s : “Yes, I’d like to try it”, she said.

The researcher asked them to prepare for presentation. They were given 10 minutes to present it each group. This group divided the job well. One of them became the presenter, one girl acted as moderator, and the rest members had to answer the questions from other groups. While the first group presented their

essay the other groups paid attention and made some notes to give their comments at the last presentation.

In the first presentation, there were given time for two questions or comments from other groups. Rosa's group said, *"I don't know what you say, because your vocabularies are difficult to understand."* The second comments came from the second group which asked the meaning of the sentences. The fifth group gave comment that the first group had good arrangement of presentation and they presented the material well. Indeed, Zella was good in presentation, she was masterful from junior high school. They also asked about the sentence pattern which were used to tell the past event. She could explain clearly and enthusiastically.

All groups had chance to present on that day and every group had opinion from others. Not all groups presented them well. There were three groups of six groups which had not arranged it well yet. The researcher gave comments to all presentation by giving compliment and thanked for what they had done. The researcher gave confirmation to what was right and wrong and emphasized to the sentence structure they applied in writing recount text. Basically, they had done what the researcher instructed to do well. However, there were still mistakes they made on these sentence patterns. They forgot to make the past sentence in making a recount text. The researcher gave the students ten minutes to revise their texts based on the suggestion they got from the resaercher and the friends.

c) Closing

Before closing the class, the researcher asked the students what they had studied. This was aimed to make sure or confirm whether they had understood or not what a recount text was, the researcher also gave them opportunities to ask some questions they had. The researcher asked how they felt to be taught using games technique in writing a recount text. This was aimed to know the differences or comparison of their feeling before and after being taught using games in writing a recount text. Most of them said that games were very helpful to construct a recount text since they only had to organize the words in the games to become a recount text. In the end, the researcher said good bye, and reminded them to study harder and to do more exercises. The researcher also reminded to the students that the next meeting they would have post test.

6) The Sixth Meeting

It was October, 4th, 2011. In this part, the researcher designed a post-test for the students to construct a recount text. The researcher gave the students a post-test in order to know the students' achievement and progress in constructing a recount text. There were 37 students who took a post-test. She told them to do the test individually based on the instruction given. They were asked to write a recount text going to somewhere or a factual experience that they had. They were given ninety minutes to finish it. They were asked to pay attention to the writing elements to score. They were organization, content, word choice, and convention (capitalization and grammar).

c. Observing

The researcher did it by using test, observation, questionnaire, and interview. This part was very important; it was used as the indicators to know the students' achievement process. It was also aimed to know how far games were able to improve the students' writing competence and give motivation to the students in writing a recount text.

In this phase, the researcher and her collaborator acted as the classroom observer and they observed the teaching-learning process during the implementation the action occurred. The observation was concentrated on students' learning progress during the teaching-learning process and the teaching-learning process. The progress could be seen the result of students' writing competence had improved.

The students' learning progress in the stage of post-test, it was done on Tuesday, October, 4th 2011. It seemed that they had enough confidence to have post-test since they had got enough exercises and experience from the previous activities. The progress could be seen since the first meeting, where the students more active to give response to each questions the researcher gave to them. The scores of post test of cycle 1 could be reported that the highest score was 88.5, the lowest was 55, and the average score was 69.93. The result of the post-test of cycle 1 could be reported as follows. The complete data could be seen on the table 4.1 below.

Table 4.1**Post-test average score of cycle 1**

No.	Explanations	Scores
1.	The highest score	88.5
2.	The lowest score	55
3.	The average score	69.93

There were five writing elements that were analyzed: organization was 72.84, content was 72.70, word choice was 68.18, convention (capitalization was 76.22, and grammar was 59.70). It showed that grammar was still low although it had increased. The result of the analysis can be seen on the table 4.2 below.

Table 4.2**Post-test scores of writing elements of cycle 1**

No	Writing Elements		Average Score
1.	Organization		72.84
2.	Content		72.70
3.	Word Choice		68.18
4	Convention	Capitalization	76.22
		Grammar	59.70
	The average score of writing elements		69.93

The result of the students' learning progress could be seen from the individual project. The average score from pre-test was 66.41 and the average score from post-test of cycle 1 was 69.93. Each indicator also increased. But for

indicator of grammar, the increasing was very low. Here is the table of increasing:

Table 4.3. Table of the increasing of average scores.

	The highest score	The lowest score	The average score
Pre-Test	87.5	51	66.41
Post-Test	88.5	55	69.93

Table 4.4. Table of the increasing of indicators' average score

Indicators	Pre-test	Post-test of cycle 1
Content/ideas	71.89	72.70
Organization	71.76	72.84
Vocabulary	62.84	68.18
Capitalization	73.11	76.22
Grammar	52.43	59.70

Based on the table above, it could be concluded that the students still had a problem on generating idea, organization, recalling vocabulary, and grammar since the average score of them were lower than other writing element despite the fact that there was a bit increase on the students' achievement.

The result of collaborator's observation was that the researcher was able to manage the class well. The class situation was under her controlled. There are some indicators that showed the students get motivation;

1) The students joined the class actively.

It showed at the first meeting that the situation was really melted after they had been able to answer the given questions freely even they excitedly and
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enthusiastically answered the teacher' questions. And, then, one of them raised her hand and asked *"Why do we use past tense, Miss?"*. Afterwards, the researcher asked them *"who answers? (the students still kept silent)*. A girl said *"because recount text told events that occurred in the past"*.

2) The students enjoyed the lesson.

It showed at the second and third meeting. At the second meeting, the researcher gave only two minutes for making sentence. Zella's group said, *"finish"*, her group only had 1 minute to do it. She said. *"Asyik....pertama"*. But, one of groups said, *"koq dah habis waktunya....I am happy Miss, I hope everyday like this"*. At the third meeting, the researcher said that time was up. There was a student raising his hand and said, *"Wah...waktu habis....Aduh....kurang sedikit tadi buat kalimatnya, waktunya cepet ya, nggak terasa udah bel"*

3) The students did group project enthusiastically and seriously.

It showed at the fourth meeting. The researcher asked them whether this technique help them or not. Most of them said 'yes'. One girl said that this technique helped her a lot: *kita jadi mudah menyusun kalimat dari permainan kata – kata yang diberikan untuk dijadikan kalimat. Miss. Kita tidak berhenti dalam satu kalimat saja dan bisa tidak mengantuk. Another student, a girl from group five said: saya jadi lebih mudah membuat kalimat karena dibantu dengan kata- kata yang diberikan maupun yang kita cari sendiri untuk melengkapi kalimat. Apalagi permainan yang kedua yang diberi kalimat dan kita disuruh meneruskan....walaupun tegang menunggu giliran tapi mengasyikkan."*

d. Reflecting

As the researcher stated in the previous discussion the students' achievement in the first cycle had shown a better progress. Based on the description above, the researcher made reflection to find what had been achieved or the improvement, what had not achieved and recommendation in implementing games technique to improve students' writing competence. Through analyzing the them, the researcher made a plan to eliminate the problems which was applied in the second cycle.

Then, she was eager to find the motivation and consistency of game to improve the students' writing competence to construct a recount text. After observing the implementation of action in the first cycle, the researcher would like to know whether there was a better progress or not, there was a consistency or not. The result of the evaluation and the implementation of game in the first cycle were used: to find what had been achieved or the improvement and what had not achieved the implementation of game during in first cycle in the teaching-learning process to motivate students. It was also used to answer why did it happen and how it be then?

1) What had been achieved on the first cycle?

As it was stated before that the time allocation to teach writing during teaching learning process was limited. Then, the researcher gave them take home assignment. Consequently, the students didn't have time to share, to discuss, or to ask whenever they found problem in their writing assignment. Even they didn't have time to discuss with his/her friends. Moreover, they were not involved in the

process of revising. In short, the researcher needed a product and didn't care the process of writing.

Giving much more time for students to involve in the process of writing, by using implementation of game in the first cycle was successful to improve the students' achievement scores if it was compared with the result of a pre-test in which the average score was 66.41 and the result of a post-test in the first cycle that the average score was 69.93. The average score of capitalization was 76.22. In fact, games gave so many benefits. First, the atmosphere of the class was more alive, and the students were more active. They also gave a piece of cake and a bit fun for the students. Second, games enabled the students to generate the ideas and needed words to construct a text. Third, it enabled the students to organize the ideas and the words into good paragraph. Finally, the students felt easy to construct a recount text through games. They were not bored in making an essay.

2) What had not been achieved on the first cycle?

In spite of the fact that there were many benefits when game was implemented in the teaching-learning process, the researcher still found problems faced by students. The students' problems in the first cycle were as follows:

- a) A few the students still thought that writing was still an uninteresting activity.

The students of X F came from different school before. It made their intelligence was also diverse. There were never asked to write text at their junior high school, there were occasional in order, and also ever asked to make it but it

remained difficult to find the vocabulary. This made them not interested in writing activities.

b) Some students still found difficulties in organizing, exploring and expressing their ideas, and recalling words.

Some of them basically did not have a lot of vocabulary to develop a sentence to be a paragraph, which eventually made the text. They were not accustomed to looking for new vocabulary, to be used as a sentence. They rarely brought and opened a dictionary when learning English. With the limited vocabulary that they had, it made them difficult to explore their ideas. It was showed that the average score of generating ideas was 72.70, the average score of organization was 72.84, and the average score of recalling words was 68.18. The teaching-learning activities were still dominated by the teacher.

The students were less active to speak up in expressing their ideas. They were still depended on their teacher. The researcher always reminded who wants to be volunteer in presentation in front the class.

c) There were still few passive and unmotivated to get involved during the teaching-learning process: pair's project, and group project.

Some of the students felt reluctant to get involved in doing the project: pair project and group project since they had different abilities. As stated before, they came from different schools. This made some of them inferior part of joining his/her friends from the junior high schools which were in city. They had felt that the ability of the underlying. They also did not feel to have a lot of vocabulary

that would be served the sentence to develop his/her ideas. Eventually, it often made them lazy to be asked to work in groups.

d) Some of the students still found difficulties in grammar.

Even her/his basic grammar was also not strong. Their average was difficult to learn grammar. They were still difficulties in arranging sentences based on correct grammar. It also showed that the average score of grammar was very low. It was showed that the average score of grammar was 59.70.

3) Recommendation

As the matter of fact, there was better progress of the students' achievement in constructing a recount text. The teacher, however, could not deny that there were still some problems aroused and faced by them. To overcome those problems above, it was necessary to conduct the second cycle in order to find out whether there would be a significant improvement or not. That was why the researcher tried to use a bit different way of teaching. The action plan for the second cycle had to be improved and completed in order to improve the unsuccessful activities in the first cycle. The researcher would like to give more attention exercises in teaching of organizing, exploring and expressing their ideas, recalling words, and grammar.

2. Cycle II

a. Revised Planning

Based on the reflection in the previous cycle, the researcher set some activities that were going to be done for the second cycle. In this part, the researcher did many kinds of activities in the second cycle: sharing idea with the collaborator, designing treatment, interviewing the students, and giving a post-test.

1) Sharing ideas with the collaborator

The researcher shared ideas with the collaborator in order to obtain the data needed and to make the research and the teaching-learning process activities run well. There were a lot of things discussed with her: lesson plan and teaching-aids. Here, the researcher discussed the lesson plan with the collaborator and told the treatment which would be given in the second cycle. Based on her field note in the first cycle, the collaborator gave some suggestions to the betterment of the next lesson.

2) Designing treatment

This action plan was the revision of the result of the first cycle to improve the students' achievement in the second cycle. In fact, that all indicators increased. But from indicators of vocabulary and grammar, they were seen that the increasing was low and they had not fulfilled KKM in SMA Negeri 1 Cepu. In order to overcome the problems, the researcher would apply the technique focused

on increasing vocabulary and grammar. The games would be focused on grammar, especially the use of past tense to tell the past events.

In order to improve the students' participation in every activities, the group work would be changed into pairing. It was hoped that the teaching learning process would be more effective and interesting for students. The solutions offered by the researcher were: (1) using game as interesting as possible in order to arouse the students' interest and motivation during the teaching learning process: (2) giving the students assistance to explore and express their idea to construct a recount text so that they did not get stuck to do it.

3) Interviewing the students

The researcher interviewed the students before she did the treatment in the second cycle in order to obtain enough information about them. The interview had more concerns on their difficulties faced in the first cycle and how they solved their problem. The researcher also interviewed them about their response toward the teaching-learning process activities they joined in the first cycle. Their answer would help the researcher make plans to give treatment in the second cycle in order to try to solve their problems.

b. Acting

In this part, the researcher divided the action into four phases like cycle 1. These four phases were done in 450 minutes which was divided into five meetings. The last meeting was for post-test. Each meeting was conducted in 90 minutes.

1) The First Meeting

It was October 10th, 2011 at 12:00 a.m. The English lesson in X F was held in seventh and eighth period. The researcher came to the class with the collaborator. The researcher started the lesson by asking their condition:

a) Opening

As usual, the class began by greeting each other and checking the students' attendance.

Researcher : "How are you today?" she asked.

Students : "Very well, thank you", they replied.

"What about you, miss?", they asked.

Researcher : "I'm fine, too", she said.

Afterwards, the researcher checked the students' attendance by asking them whether or not there was somebody absent today. Nobody was absent on that day. Some of them said that they eagerly to join the English lesson because they wanted to know how their post-test results were. The researcher reported to them that the result was good but it was still need improvement in grammar, especially in applying simple past form.

b) Main Activity

Afterwards, the researcher reminded them to some topics they mentioned in the first meeting of the first cycle by writing them down on the whiteboard. The

researcher also offered them to share their newest experiences which may be interesting to discuss with. Then, the researcher asked some questions such as:

Researcher : “Have you an unforgettable experience in your life?” she asked.

Students : “Yes, I have.

Researcher : “What kind of experience do you have?” she asked.

Students : “Bad”, some of them replied.

“Good”, they replied.

“Funny”, they said.

“Horrible”, they answered.

Researcher : “Can you tell me?”, she asked.

Students : “Of course, miss?”, some students answered.

“Yes, I can, miss.”, other students said.

“No, Miss”. It is very difficult to me,” another said.

The researcher asked them to make a group again. The group consisted of 4 students. One of groups consisted of 5 students because there were 37 students a class X F. The researcher offered what title that they would like to be discussed. A girl raised her hand and said that she celebrated her special person’s birthday, her mother, last month. She wanted to write about the topic. The researcher asked her why she chose it. Then, she said, “*I love my mother very much*”. Finally, the students decided to write about a mother’s birthday party. First, the topic was written down in the middle of the whiteboard. Next, the researcher asked them to look for some action verbs and adjectives that related to the topic. The researcher thought that if they looked for some word themselves, they could be easier to

remember them. Before the game started, the students were given five minutes to check their words into their dictionary. The researcher put their correct words. Afterwards, the researcher offered to class how if one of you led a game in front of the class that day. One of the students said, “Yes, Miss....Taris...Taris...Taris...” The researcher then asked the leader of the class to lead his friends on doing game. She told that we would like to play a game by using their words. The leader of the class started to give his friends some words in making sentences. He started by saying “Ready my friends?” and his friends said, “Ok. Ok. Ok...Boss!” He gave some instructions to make some sentences by playing a game. They were given some roles for playing a game to make a sentence. They were given a word to be made a sentence past form with the limited time. Each sentence was only two minutes. If the time was over, he said “stop” and gave another word. It was a game in sequence. They were some words that were given from the leader to make sentences:

Go shopping	buy	wrap	help
Make	put	cake	write
Come	present	sit	ornaments
Sing	cut	open	give
Happy			

After finishing the game, the leader was asked to go back to his seat and the researcher said thanks to him and asked other students to give him applause. It seemed the students more relax doing this brainstorming led by their own friends. The researcher took her position on handling the class back. Now students were asked to brainstorm some simple sentences using any of the words in the game.

The researcher asked them some words and she gave them to one of groups in making sentences. The researcher wrote the original sentence given by one of groups. No correction of errors was made at this stage. Students were encouraged to form simple sentences of the subject + verb + object pattern in order to avoid subordinate clauses at this stage. The researcher had around 20 sentences on the blackboard. She went through each sentence to correct any errors. The students read through all the sentences. They were given 15 minutes to rearrange the jumbled up sentences. Since it was a recount of events, students were given some of the devices used to convey chronological order. They also learnt that in a composition of chronological order, the verbs were all in the same tense. The chronological order devices that were given to them include first, second, third, then, next, after that, finally which might be used to clarify sequence to the reader. The researcher felt very delighted to have such kind of situation. It made the teaching-learning ran smoothly. The time was 13:20 a.m.

c) Closing

The researcher asked them whether they had still difficulties doing sentences in past form. The researcher stopped when the researcher heard that bell rang. It was time for them to go home. The researcher reminded them to study harder at home before she left the class, then she ended the class by saying good bye.

2) The Second Meeting

It was October 11th, 2011, at 07:00 a.m. In this part, the researcher expected that the students had more practice to compose or write a recount text using a game. They were also expected to be able to list the words which they had learnt.

a) Opening

The bell rang at third period. As usual, the researcher entered the classroom and check attendance list. She asked them who was absent today. There was a student was absent. She was sick. She started the lesson by giving some questions as follows:

Researcher : “Good morning my students”, she asked.

Students : Good morning, miss”, they replied enthusiastically.

Researcher : “How’s life, today?”, she asked.

Students : “I’m very well, thank you”, they said.

“And you?” they asked.

Researcher : “Just fine, thank you”, she said.

”Anybody absent, today”, she asked.

Students : “Yes”, they said.

Researcher : “Who and why?”, she asked.

Students : “Fira. She was sick”, one of her friend said.

Researcher : :Are you ready to study today”, she asked.

Students : “Yes, we are”, they replied happily.

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Then she asked them what they had learnt at previously lesson.

Researcher : “By the way, do you still remember what learned yesterday?”

She asked.

Students : “Of course, “We still remembered, miss”, they answered.

“You thought us sentences in past form using a game, miss”, they answered.

Researcher : “That’s right. You are good students”, she said.

“Tell me frankly, did you study this last night?” she asked.

Students : “Yes, I did”, some students said.

“No, I didn’t”, few students said.

Researcher : “The last question is there anybody who wants to explain what the goal of recount text is?” the researcher asked.

There was a girl who wanted to answer the researcher question and her answer was correct and she explained clearly. In a short, it could be said that the students had understood what a recount text was.

b) Main Activity

Then researcher told them what they were going to do. Before it, as usual, they were asked to make a group that consisting of 4 students and a group consisted of five students because there were 37 students in their class. The researcher told that she would like to give a new recount text again like the last meeting. But, the text was given a half of written text and the students had to continue it. The researcher gave them an uncompleted recount text entitled “An

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Unlucky Day” randomly. Before it, they were given ten minutes to look for some action words that related to the topic. The researcher asked them to collect their words. Then, she continued to explain some roles in playing game. Afterwards, the researcher asked them to prepare continuing the text by giving limited time. They did it in sequence. They got a text randomly and they had to continue it and arrange the jumble paragraph. They were given only 5 minutes each step to continue the sentence.

The researcher saw them anxiously awaiting their turn. One of them said, *“Th....cepet...Miss...keburu ingin tahu.”* Be patient, “she said. Then, she gave a half of written sentence to each group. She hit a table with a ruler that the time runs out and she checked all the groups that had not been completed yet. It should be continued by her/his friends. And, the groups had completed it given a new sentence again. At the researcher hit a table, some of them were surprised. They said, *“Ha...senam jantung neh.....tapi asyik nggak bikin ngantuk”*. The teaching-learning process in this phase could run well. The researcher asked them to read their result of discussion with their groups. The others groups gave pay attention and comment. Finally they all had finished their works on time. The researcher asked them whether they were happy with this game. Some of them said, *“I like and enjoy this game very much, Miss... Next time, we hope we could play like this again”*. The time showed at 09:50.

c) Closing

Before ending the class, the researcher asked the students whether the project given was difficult or not. Most of them said that they could continue a half of written text and game helped them much to put the ideas on. While others felt a bit difficult. They still got difficulties how to organize the words in sentence to become a text. The researcher tried to accommodate their difficulties in order to be able to give them a way out. Then, the researcher advised them to have more practice and reading. “Is there any questions?” the researcher asked. “*No question, miss*” some students said. OK, then, “if there is no question”, the researcher said, “goodbye,” she also reminded them to prepare and study harder and to do more exercises.

3) The third Meeting

It was October 17th, 2011, at 12:00 a.m. In this meeting, the researcher expected that the students would be able to construct a recount text since she had done the group project excellent and they had made better progress how to construct a recount text.

a) Opening

The researcher asked the students’ condition and continued to check the students’ attendance. There was no student absent on that day but there were some students who looked sleepy.

Researcher : “Well, everybody. Are You tired right now?”, She asked.

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Students : “Yes. Miss”, they replied.

Researcher : “Stand up, Please?”. She asked.

Students : (they stand up together)

Researcher : “Raise both of your hand, after that head-down, and shake your head”. She asked.

Students : (all of students do it)

b) Main Activity

Then the researcher asked them to continue the last text about “An Unlucky Day”.

Researcher : “Have You finished to arrange your text?”, she asked.

Students : “Not yet, miss”, A girl answered.

Researcher : “Why?”, she asked.

Students : “You said that we might not continue at our home and we must continue at school.”, they replied.

Researcher : “Ok, my student, I am sorry. I forget it”. She said

As usual, the researcher asked them to join a group like yesterday. Then, the researcher asked them to tell what they had in their life based on their unforgettable experience. She also told them that they were allowed to open their dictionary. Looking at the class situation, the researcher decided to show them some pictures that related to topic on LCD in order to motivate them and engage them to the lesson. It seemed that the effort succed. The students looked to be

motivated so that the lesson could be continued to the planned activity the last meeting.

The researcher asked them whether they had finished with their composition because today they would do peer correction. All of the students said 'not yet'. The researcher walked around each pair to see if they found some problems. It seemed that each pairs did their projects quite well. There were some pairs who still had problem in the grammar sentence pattern and the writing convention. The researcher walked around and stopped beside Rikha's group and one of her group asked, *"Miss, May I ask you? Our group is still confused about grammar. We do not know the second verb form and third forms. I think it is the same."* Then, the researcher explained to Rikha's group.

The researcher continued to walk around Sinung's group. Because she saw one of them always played his pen by turning on the cheek while shaking his head. She approached them and asked them whether there were difficulties and some problems to do their job. One of them said, *"sedikit kesulitan strukturnya Miss."* She then explained in accordance with something that they do not know.

At the last, the researcher heard and saw there was one group that had been relaxed and a bit crowded. As usual, she immediately walked over and asked whether they had finished. And a girl, one of them in the group, Zella said, *"We have finished working from 15 minutes ago miss ... we are the number one Do not be given time like playing game who finished first and was given reward."*

The researcher asked them whether they believed that their text completed. And, she asked them to check whether there needed to be completed. Indeed, one of

Zella's group said, *"kan menjadi lebih mudah menyusunnya dengan permainan .makanya sekarang agak lebih cepet klo mengarang, jadi sudah selesai kita."* It was unrealized that 80 minutes passed and 10 minutes later to end the lesson. In fact, some of them had finished to construct their composition yet. Finally, they had to continue the next meeting. Before ended the lesson, the researcher asked them if there were some students who wanted to say something.

c) Closing

The researcher stopped when the researcher heard that bell rang. It was time for them to go home. The researcher reminded them to prepare peer correction the next meeting before she left the class, and then she ended the class by saying good bye.

4) The fourth Meeting

It was October 18th, 2011, at 07:00 a.m. In this meeting, the researcher expected that the students would be able to revise and edit each other groups.

a) Opening

The researcher asked the students' condition and continued to check the students' attendance. There was no student absent on that day.

Researcher : "Good Morning, everybody?", she asked.

Students : "Good Morning, Miss." They answered.

Researcher : "Are you Ok?", she asked.

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Students : “Yes, Miss”, How about you?”, they asked.

Researcher : “I am fine too.

Then the researcher reminded them about the last task for revising and editing together.

b) Main Activity

The researcher asked them to do peer correction with other groups.

Researcher : “Are you ready to continue the next duty?”, she asked.

Students : “Yes,...”, they answered. (together)

Researcher : “That’s good”, she said.

The researcher asked them to join with their group themselves. They were not permitted to make a group again that was different. But, they had to join with the last group. The researcher told that they had to do peer correction. She asked them to give their recount text to others. Then, they gave their composition to other group and each other’s too. The researcher gave them twenty minutes to read others. The researcher walked around to all groups. One of them said, “*Miss, May I give my text to my closed friend?*” One of them said, “*No, Miss...I do not like this.*” *We gave it randomly. Don’t choose the group who only like.*” Then, the researcher said that it would be done randomly. One of them said, “*Good, Miss...Good idea. I do agree with you*”. *So, it is fair for us*”. The researcher offered who wants to be volunteer to express their result of correction of your friend’s group. And, the first group was from Rajib’s group. The researcher gave

chance to some pairs who still had problem to present their work in front of the class. The other pairs paid attention and share their opinion.

There were some pairs who still had problem in the grammar sentence pattern and the writing convention. The researcher gave chance to some pairs who still had problem to present their work again in front of the class. Finally, the researcher gave confirmation to the students' works. Students revised and edited their composition based on the teacher's correction. The most of them had problem in determining grammar and recalling of vocabulary. Afterwards, they were asked to revise and edit their text. Then, they rearranged their text and had to collect it. The researcher asked them to present their text. Other group gave comment. Before ended the lesson, the researcher asked them if they were some students who wanted to say something. Because today was the last meeting for writing lesson, and it would be do the post – test for next meeting. The researcher asked the students whether the individual project given was difficult or not, most of them said, *“Lebih gampang bila dengan permainan seperti ini miss....kita jadi punya banyak kosakata untuk membuat kalimat dan merangkainya dalam teks recount. One of them said, “enak miss...nggak jenuh dan nggak ngantuk...seru”*. The researcher listened attentively to what they said attentively. They had not finished revising and editing, but the time is up, it was at 08:20. It was time for them to break time.

c) Closing

The researcher reminded that the next meeting was the last meeting to do post-test. Then researcher closed the meeting, she said again, “Anymore comment, my students?”, The researcher asked. “*Enough miss, time is up.*” One student said. OK, then, thank you for your excellent comment, good bye and have a nice day. “Please, don’t forget to study harder and more exercises for preparing the post-test”, she said. The bell rang, so the researcher went out the class by saying good bye.

5) The fifth Meeting

It was October 24th 2011, at 12:00. The researcher came to X F in the last period. The weather was hot outside. The researcher continued to check the students’ attendance. There was no student absent on that day but there were some students who looked tired.

Researcher : “How are you today?” she asked.

Students : “Tired, Miss.”, some of them answered.

: “Sleepy, Miss.” Some of them replied.

Researcher : “Why?” she asked.

Students : “Full of test.” They answered. (together)

In this phase, the researcher designed a post-test for students to construct a recount text as the last activity done in the second cycle. There were 37 students who took a post-test. The researcher gave the students a post-test aimed to know the students’ achievement and progress in constructing a recount text. She told

them to do the test based on the instruction given and to do individually. They were asked to write a recount text about their factual experiences themselves. They were given ninety minutes to accomplish their text. They were also asked to take more pay attention to the writing elements to score. They were organization, content, word choice, sentence and convention (capitalization, and grammar).

c. Observing

In the second cycle, the researcher did it by using test, observation, questionnaire, and interview. The observation of the action was carried out during the implementation of action. Basically, the teaching-learning process had enhanced better. The result of their writing was better than the result of the previous cycle.

The last activity in the second cycle was a post-test. It was done on October, 24th, 2011. Everybody looked ready to do the test. When the researcher came to the class, they were ready with their pens and papers. The 37 students who took part in the post-test looked really ready since they had enough confidence, exercises, experiences, and understanding of a recount text. The result of the post-test could be reported as follows:

The scores could be reported that the highest score was 92, the lowest was 58.5, and the average score was 75.31. The complete data can be seen on the table 4.5 below.

Table 4.5**Post-test average score of cycle 2**

No.	Explanations	Scores
1.	The highest score	92
2.	The lowest score	58.5
3.	The average score	75.31

There were five writing elements that were analyzed: organization was 79.59, content was 78.38, word choice was 73.04, convention (capitalization was 81.08, and grammar was 64.53). The result of the analysis can be seen on the table 4.6 below.

Table 4.6**Post-test scores of writing elements of cycle 2**

No	Writing Elements		Average Score
1.	Organization		79.59
2.	Content		78.38
3.	Word Choice		73.04
4.	Convention	Capitalization	81.08
		Grammar	64.53
	The average score of writing elements		75.31

The result of the students' learning progress could be seen from the individual project. The average score from post-test of cycle 1 was 69.93 and the average score from post-test of cycle 2 was 75.31. Each indicator also increased.

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Here are the table 4.7 and table 4.8 of increasing:

Table 4.7. Table of the increasing of average scores.

	The highest score	The lowest score	The average score
Post-Test 1	88.5	55	69.93
Post-Test 2	92	58.5	75.31

Table 4.8. Table of the increasing of indicators' average score

Indicators	Pre-test of cycle 1	Post-test of cycle 2
Content/ideas	72.70	78.38
Organization	72.83	79.59
Vocabulary	68.18	73.04
Capitalization	76.22	81.01
Grammar	59.70	64.53

Based on the table above, it could be concluded that the students' competence in constructing a recount text using game improved. The scores of all writing elements improved. But, the average score grammar had not fulfilled KKM.

The result of collaborator's observation was that the researcher was able to manage the class well. The class situation was absolutely under her controlled.

There are some indicators that showed the students get motivation;

- 1) The students joined the lesson actively.

It could be proved from the teaching-learning activities. It was showed at the third meeting. As usual, the researcher immediately walked over and asked whether they had finished. And a girl, one of them in the group, Zella said, "We

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have finished working from 15 minutes ago miss ... we are the number one Do not be given time like playing game who finished first and was given reward.”

2) The atmosphere was more alive and they were involved in the teaching-learning activities actively and enthusiastically.

It could be proved from the teaching-learning activities. It was showed at the second meeting. The researcher saw them anxiously awaiting their turn. One of them said, *“Ih....cepat...Miss....keburu ingin tahu.”* At the researcher hit a table, some of them were surprised. They said, *“Ha....senam jantung neh.....tapi asyik nggak bikin ngantuk”*. The teaching-learning process in this phase could run well.

3) The students were not bored and enjoyed the class.

It was showed at the second meeting too. The researcher asked them whether they were happy with this game. Some of them said, *“I like and enjoy this game very much, Miss... Next time, we hope we could play like this again”*.

d. Reflecting

As stated in the previous discussion, the result of the teaching-learning process of writing a recount text using games as a writing technique showed improved significantly from the first cycle to the second cycle. The result of mean of scores that they gained from the second post-test was 69.93, the mean scores that they gained from the first post-test was 75.31. It could be concluded that there was a progress than before.

Based on the result of the observation, it showed that the students' motivation improved. As stated in the previous discussion, the students got involved in every discussion actively and enthusiastically and they also listened to every single explanation from the researcher attentively since the researcher changed the way how to deliver the lesson in the second cycle. The changes were as follows: (1) The classroom atmosphere was more alive: (2) Two ways communication occurred: (3) the usage of media was very helpful to increase the students understanding: (4) Student-centered not teacher-centered applied well. In a short, it could be concluded that the second cycle had given much improvement toward student's competence in constructing a recount text using game. It also increased the students' motivation and participation in joining the class.

c. Discussing

Basically, more motivated students achieve higher levels of achievement.

Elliot, et al (2000: 332) says that motivation affects learning and performances in four ways. They are:

- 1) motivation increases an individuals' energy and activity level;
- 2) motivation directs an individual toward certain goal;
- 3) motivation promotes initiation of certain activities and persistence in those activities;
- 4) motivation affects the learning strategies and cognitive processes an individual employs. Thus, motivation is very important learning.

The ways used by teacher to motivate the students were:

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- 1) choosing game as the media in teaching English,
- 2) letting the students choose the topic that they really like to study,
- 3) giving response (reward and punishment) to what the student did,
- 4) publishing the students' work in the wall magazine after selecting the best of them

To encourage students to become self-motivated independent learners, instructors can do the following:

- 1) Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- 2) Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- 3) Help students find personal meaning and value in the material.
- 4) Create an atmosphere that is open and positive.
- 5) Help students feel that they are valued members of a learning community.

As Keller (1979 in Keller. J. M., 2008: 176) said:

In brief, we can say that in order to have motivated students, their curiosity must be aroused and sustained; the instruction must be perceived to be relevant to personal values or instrumental to accomplishing desired goals; they must have the personal conviction that they will be able to succeed; and the consequences of the learning experience must be consistent with the personal incentives of the learner. (pp. 6–7)

These four conditions were based on a comprehensive review and synthesis of motivational literature, which resulted in a classification of motivational concepts and theories into four categories depending on whether their primary area of influence is on gaining learner attention, establishing the

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relevance of the instruction to learner goals and learning styles, building confidence in regard to realistic expectations and personal responsibility for outcomes, or making the instruction satisfying by managing learners' intrinsic and extrinsic outcomes. Everyone has a life-time of experience with learning, especially finding out how to get what we want. We seem to have inherited a brain that is especially adept at learning to cope, but we also learn many self-defeating behaviors.

Gardner in Liuolienė, A (2006) describes core second language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (affect), the desire to learn the language (want) and motivational intensity (effort). According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. (Gardner 1985).

After conducting the research, the researcher could summarize that there were some important points to be discussed as follows: (1) the improvement of students' competence: (2) the establishment of the students' behavior: (3) the improvement of the teacher's role.

1) The improvement of students' competence

The students' competence in writing a recount text improved using game. It can be said that game is one of good ways to improve students' writing competence since it can help them to organize the words into a recount text, give a

piece of cake and a bit fun, make them feel more relaxed and help them to generate the needed words to construct a recount text.

The improvement of the students' competence can also be seen from the results of the students pre-test and post-test which were done in the end of every cycle. The average score of the pre-test was 66.41, the average score of the first post-test was 69.93, so there was a progress than before. It occurred after the teaching-learning process used game as teaching technique. The average score of the first cycle was 69.93, the average score of the second cycle was 75.31. It could be summarized that there was a significant improvement of the students' ability in constructing a recount text using game.

Game is a writing technique which enables the students to understand the function of the recount text and language features of the recount text. Game also helps them to construct and organize a recount text step by step chronologically.

2) The establishment of the students' behavior

There was a great change of the students' role when teaching-learning process occurred. The students got involved in every single activity actively. They interested in joining a game to hand in their writing. Based on the process approach, every stage of writing is planning, outlining, drafting, revising up to hand in their writing. In other words, based on the genre based approach, they were actively participated in the phase of Building Knowledge of the Field, Modelling, Joint Construction of Text, and Independent Construction of Text.

In the discussion or presentation, the students had enough bravery to tell their problems, express their idea, and even critics to others' opinions. Basically,

games could help to arouse not only students writing ability but also the students motivation, participation, and interest.

3) The improvement of the teacher's role.

The teacher's role during the teaching-learning process is absolutely important. The teacher should be able to find out way how to improve not only the students' achievement but also the students' motivation and interest. How to make students interested in joining the lesson is not an easy matter. So, the teacher should be creative and innovative to carry out the lesson. Students' centered instead of teacher' centered and two ways communication should be implemented during the teaching-learning process in order to avoid bad impression that the teacher is the king of the class who always knows everything. The teacher should be able to use or create various teaching techniques to carry out the teaching-learning process.

One of the criteria of a good teacher is to give assistance whenever the students need. A teacher can take many kids of roles during the teaching-learning process: a leader, manager, counselor, director, facilitator, motivator, creator or parent. The teacher should be cooperative. The teacher should be hand in hand with the students to achieve the objective of the teaching-learning process in order to achieve improvement in every single activity done. If the teacher is more creative and innovative to carry out the teaching-learning process so the students will be more interested in joining the lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this action research, the researcher could conclude that using games in writing a recount text was successful in some ways.

1. Game could improve the students' writing competence in writing a recount text.

The students understood the purpose of the text, the language features, the generic structure, and the text organizer of a procedure text well. The improvement of the students' competence could be seen in the improvement of the scores. It was known that their scores of all five elements of writing that covered organization, content, word choice, and convention (capitalization and grammar) improved significantly. The average score of the first cycle was 69.93, the average score in the second cycle was 75.31, it could be summarized that there was a significant improvement of the students' competence in constructing a recount text using game.

2. The teaching-learning process activities using game could motivate, the classroom's atmosphere was very alive.

It seemed the students enjoyed games since the researcher did not dominate the classroom activities during teaching-learning activities. She only monitored what they were doing and gave help when it was needed. She let them

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got involved actively in the teaching-learning process. They were very active to answer her questions and to present the result of group discussion.

Based on the statement above, the researcher could conclude that the students got better understanding of the teacher's instructions. Therefore, the researcher concluded that game could improve the students' writing competence in writing a recount text. The significance improvement of the students' competence in writing occurred when it was implemented in the teaching-learning process. They more interested and kept active in playing games. They were not lazy to join with their class.

Despite significant improvement achieved by the students in the first cycle, the researcher was not satisfied yet with the students' score. In fact, the students had weaknesses on the vocabulary and grammar. The average score of the grammar was the lowest. Therefore, the researcher continued the treatment to cycle II to improve the students' writing content by giving more exercises. As a result, the average of vocabulary and grammar significantly improved. Unexpectedly, the other scores also increased. The result of the test, between a post-test of cycle I and a post-test of cycle II significantly improved. The average score in the first cycle was 69.93; the average score in the second cycle was 75.31.

B. Suggestion

It is suggested for the institution to provide good teaching learning facilities. The institution should prepare place where the students feel comfortable and enjoy their learning. To optimize learning, it is better to limit the number of

students in a class. This is based on the belief that the bigger the class, the less opportunity for the learners to interact with their friends and their teacher. Despite the fact that it is always possible to optimize student-student interaction in a big class through pair work or small group work or other classroom management techniques. It is harder for the teacher to get to know the students personally if the class is too big. This small class guarantees effective progress monitoring.

The last recommendation is addressed to the other researcher to conduct further studies in different areas and topics. The further studies that are going to be conducted should be based on the difficulties faced by the learners which can be from any language skills and elements. In accordance with the conclusion above, the researcher gives some suggestions for the betterment of students' writing competence as follows:

1. For the teachers

To improve students' writing competence, they are suggested to: (1) Implement game combined with a game technique; (2) Give more attention to the five writing elements: organization, content, word choice, and convention (capitalization, and grammar) to improve students' writing quality; (3) Be careful to select and present the teaching materials precisely in accordance with students' level and need; (4) Be closed to students in order to know whether they are in trouble or not; and (5) encourage motivate them to be themselves.

2. For Students

For the benefit and betterment of students' writing competence, they are suggested to: (1) Follow the teacher' instruction obediently but critically when they are being taught to construct texts; (2) More practice and reading will absolutely help them to sharpen their ways of thinking and develop their writing competence; (3) Be opened or tell frankly to the teacher what their problem are in order to gain problems solving.

3. For the school

It is suggested for the school to provide and equip good teaching learning facilities like media room, language laboratory, laptop, book that enrich the students' knowledge, and LCD. The institution should provide place where the students feel comfortable and enjoy their learning. To optimize learning, it is better to limit the number of students in a class. The bigger the class, the less opportunity for students to interact with their friend and teachers. Although it is possible to optimize the interaction by grouping or pairing project, but it is still difficult for the teacher to monitor each of group.