

THE USE OF SENTENCE RACE GAME TO IMPROVE STUDENTS'  
WRITING ABILITY AT EIGHTH GRADE STUDENTS OF SMPN 09 JEMBER  
IN THE 2016/2017 ACADEMIC YEAR

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2017

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**Abstract**

Writing is one of four language skills. Writing is perhaps the most important skill of English. Unlike listening and speaking, it is not something which is natural to human. Because in writing, people should write something that can make the reader understand what they write. It can be concluded that writing is not easy. Therefore, it is important to do a research entitled "The Use of Sentence Race Game to Improve Students' Writing Ability at Eight Grade Students of SMPN 9 Jember in the 2016/2017 academic year.

Design of this research was Classroom Action Research. The research subjects is the eighth grade students of SMPN 09 Jember in the 2016/2017 academic year, consists of 30 students. Data were obtained by giving test to the students of eight grade in SMPN 09 Jember after implementing the sentence race game. The data are collected using writing test, the instrument used is writing test and observation checklist. To analyze the data of students' writing score, the mean score formula is used.

The result showed that the use of sentence race game improved the students' writing ability in two cycles. For students' activeness have been increased from the 47% to 77%. While the average score of students writing score is 66 in cycle one and 74 in cycle two.

Based on the research result, it can be concluded that the sentence race game can improve the eighth grade students' writing ability at SMPN 09 Jember in 2016/2017 academic year by explaining more detail the generic structure and language feature of recount text, and also reviewing and revising their writing directly in front of the class when the sentence race game applied in the teaching and learning process.

**Key words:** writing ability and sentence race game

## INTRODUCTION

In learning English, the students of junior and senior high school need to learn the four skills of English. Based on the Kurikulum Tingkat Satuan Pendidikan (KTSP), English instruction aims at developing students' competence to be able to communicate in English, both orally and written. Writing is one of English language skills that should be mastered by the students in academic context. As tool of communication, this skill demands the students to be able to deliver message in written language since writing is actually a word transaction in which it is freely to presently think, feel, and perceive (Peter Elbow, 1973, in Brown, 2001:337). Writing as one of English skills is very important to learn because it has important role. According to Nation (2009:113), he said that writing is an activity that can usefully be prepared for by working in the other skills of listening, speaking and reading.

When the researcher did the preliminary study in the eighth grade of SMPN 09 Jember, the researcher found the fact that the eight grade students of SMPN 09 Jember had difficulties in writing ability especially in writing recount text. They difficult in developing their ideas, because students have less vocabulary. They also difficult to arrange sentence in English using grammatical well, in the other hand they can't organize sentence well. They also difficult to choose the appropriate vocabulary to make sentences in recount text. The English teacher have had some problems in teaching writing. They are limited media and cannot find the appropriate method to teach writing in recount text. Beside that the students felt bored to study English language, because they felt making a recount text is too hard. In addition, most of students at eight grade of SMPN 09 Jember were not actively involved in the teaching learning process of writing.

Therefore, to overcome these problems, the teacher needs to teach writing using an attractive method which suitable and unique for the students of junior high school and it can improve their writing ability. The researcher assumes that game is the suitable method to apply in teaching and learning process of writing. Talak (2010:4) defines games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Games can be a good teaching method and games, such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning.

The writer choose this game, because according to Tria R (2013:325) this game suitable for junior high school students, which the activity of this game not only write, but also we write something to achieve some purposes such as, students can write their writing in front of the class then teacher revise it directly and by using this game students can know their mistake because teacher explains it directly after students write their writing. It is a way of getting something done. Then, by using this game as one of the activity in writing process, it is hoped that students are able to know their mistakes and they are able to revise it and can write well. This game is useful in reviewing or revising vocabularies and sentences structure (Tria R, 2013:328). By using this game, students can know which sentence that is correct or wrong. From all of the information above, the writer would like to write this research in titled "The Use of Sentence Race Game to Improve Students' Writing Ability at Eighth Grade Students' of SMPN 09 Jember in the 2016/2017 academic year".

## **RESEARCH METHOD**

In this thesis, kind of research uses a Classroom Action Research, because this research is intended to improve the students' writing ability during the teaching learning process. Arikunto (2013:135), Classroom Action Research is a research that is conducted by teacher in the class related to complete and improve teaching learning process. This action research aims to improve effectively of the method in teaching learning process.

## **RESULT AND DISCUSSION**

### **RESULT**

After conducting two meetings teaching writing by using sentence race game, the researcher gave a test to measure the students writing recount text after implementing sentence race game. It was found that the average score of students' writing is 57 before implementing the sentence race game in teaching writing, but after the researcher implemented sentence race game the average score of students' writing improved to 66 in cycle one and 74 in cycle two. After implement this technique, there were improvements in each aspect such as grammar, content, organization. It can improved because the researcher gave revising or reviewing about their writing directly in front of the class, when the sentence race game applied in the teaching and learning process in writing class.

### **DISCUSSION**

Based on the research result in chapter IV after implementing the actions in cycle one and cycle two, it was found that there was a gradual improvement on the students' writing ability in recount text. It could be said that the use of sentence race game was able to improve the students' writing ability.

In the first cycle, the students' writing ability after being given the action by sentence race game was unsatisfied. It was found that the average score of students' writing ability was 66. In this case, the research is successful if the average score of students' writing ability was 70. This result indicated that the action in cycle one was unsuccessful because the students have difficulties in writing recount text, in this case the researcher give more explanation about the generic structure of the recount text and the example of recount text. The other problem is the tenses used, students still difficult make a sentence using simple past tense in recount text, so the researcher gave more explanation about simple past tense, gave example to make sentence about simple past, and also gave students more exercises about simple past tense. Students also do not feel comfort when the team selected by the researcher, it makes them less confidence and afraid of making mistakes when the students playing the sentence race game in front of the class.

Based on the problems in cycle one, the researcher revised the problems occurred in the first cycle and changed the learning techniques to get better result in the second cycle because the first cycle has not fulfilled the purpose of the research. In the cycle two the researcher decided to do a new way to make the students understand about recount text by using sentence race game. The researcher focuses on giving more explanation about the generic structure of recount text, and giving more example of recount text. Raimes (1998:6) organization is not only about paragraph, topic and support idea but also contains of cohesion and unity. In making

good text, students should know how to organize the sentence well to make their writing readable by the reader. The researcher also explains about the language feature or simple past tense more detail to make the students more understand. As Knapp and Watkins (1994:8) in Hyland (2004:123) observe: "Grammar is a name of the resource available to users of a language system for producing texts". It means that to make a good text, students should focus on the grammatical structure of the text also. Students given a freedom way to choose their own teams to make them feel comfort in playing sentence race game.

After the action in the second cycle was implemented, the result of the writing test showed that the average score of the students' writing was 74, because the students more understand about the generic structure and language feature of recount text, so they can make recount text better than the first cycle. Students feel comfort in playing sentence race game because they can choose their own teams by themselves. Based on the actions in cycle two that the result of cycle two had been successful in achieve the target score of the writing test.

By considering the results above, it could be said that the sentence race game can improve students' writing ability in recount text. The result of this action research in two cycles had verified by action hypotheis that the use of sentence race game can improve students' writing ability at SMPN 09 Jember in the 2016/2017 academic year, because this game helps students in reviewing or revising their writing directly, so they can know their mistakes in their writing. Such as Tria R (2013:328) said that "this game aims for reviewing or revising vocabularies and sentence structures, because the teacher directly revise the sentence in the process of writing".

## CONCLUSION AND SUGGESTION

### CONCLUSION

Based on the results of the writing test that was done in cycle two, it can be concluded that the use of sentence race game could improve the eight grade of students' writing ability.

The sentence race game activities that arrange the sentences by using one word fastly. In this game, the students will be divided into five teams, and those teams will fight each other to be the winner. In the process of writing, teacher give revising about the students' writing directly in front of the class. So the students will know which one is the correct and wrong sentence. In the end, students will re-write the sentence that have been written by students became a paragraph. This game is aims for reviewing or revising vocabularies and sentence structure. Finally, it can also help students to arrange the sentence easier in writing text.

### SUGGESTION

Knowing the results that the use of sentence race game could improve the students' writing ability, some suggestion are given for *the English teacher*, it is suggested for the English teacher especially in SMPN 09 Jember to use sentence race game in teaching writing because it can make students easier to arrange the sentence in writing text. The sentence race game also motivate the students to learn writing and improve their writing ability and also they enthusiastic in teaching learning process. Beside that, the sentence race game aims for reviewing or revising vocabularies and sentence structure. For *the students* are suggested to use sentence race game as a technique in writing activities because it can help students to organize sentence before making a paragraph in writing text. Beside that, sentence race game can make students interesting and enthusiastic and more motivated in writing activities. For *the future researcher*, who are interested in improving the students writing abilities, they can employ the sentence race game. Beside that, they have to continue and make this activity even better in order to get more satisfying results. Furthermore, the other researchers can use this game for other kinds of text and also for higher grades so they can make the best out of this game.

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