

IMPROVING DESCRIPTIVE TEXT WRITING SKILL AND ACTIVE PARTICIPATION OF STUDENTS BY USING WORD WALL GAMES ON THE SEVENTH GRADE STUDENTS OF MTS AKBAR KRANJINGAN IN THE 2015/2016 ACADEMIC YEAR

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ABSTRACT

Keywords: Writing Skill and Word Wall Games.

Writing is one of the important skills in teaching English. But in doing writing there is long process needed to construct sentences and generating ideas that make students feel difficult. Besides the students have some problems in grammar, content and organization. Many people are protective of their thoughts and therefore, prefer to keep them hidden inside their heads. Many great ideas and observations were never born because they will not express them. To face this common problem there must be some ways and solutions to improve the students' writing skill through available methods, in this case the researcher used word wall games to help them in writing especially in making descriptive text. The undertaking of the present classroom action research was mainly intended to figure out whether word wall game can improve descriptive text writing skill. The subjects of the present study were the seventh grade students of MTs. Akbar Kranjingan in academic year 2015/2016 that consisted of 32 students in VIIB class, 11 females and 21 males.

Based on the result of the research, the writing skill of the students by using word wall games was low in first cycle. In the cycle one the percentage of the students who were passive was 37.5 % while the percentage of the students who were active was 62.5%. Based on calculation in the second cycle the percentage of active students was 89.06% while 10.94% were passive. It could be stated that the students had better improvement on their involvement in the writing skill. This condition happened because some weaknesses that appeared in the cycle one had been revised and implemented well in cycle two. Afterward, the present classroom action research was then carried out through implementing word wall game in the cycle I. The significant result was different in each cycle. In cycle I the result has been slightly increased and in cycle II has been greatly improved.

Furthermore, the researcher made observation checklist to check students' participation in classroom activity during teaching and learning process. The students were more active because when the teacher gave instruction, they interest to do that.

ABSTRAK

Kata kunci: keterampilan menulis dan permainan kata dinding

Menulis adalah salah satu keterampilan penting dalam mengajar bahasa Inggris. Namun dalam melakukan penulisan ada proses panjang yang diperlukan untuk membangun kalimat dan menghasilkan ide-ide yang membuat siswa merasa kesulitan. Selain itu, siswa memiliki beberapa masalah pada konten, tata bahasa dan organisasi. Banyak orang yang melindungi pemikiran mereka dan karena itu lebih memilih untuk menyimpannya di dalam kepala mereka. Banyak ide-ide besar dan pengamatan yang tidak pernah lahir karena mereka tidak akan mengungkapkannya. Untuk menghadapi masalah umum ini harus ada cara dan solusi untuk meningkatkan kemampuan menulis siswa melalui metode yang tersedia, terutama dalam membuat deskriptif teks. Penyelenggaraan penelitian tindakan kelas ini, dimaksudkan untuk mengetahui apakah permainan kata dinding dan meningkatkan kemampuan menulis deskriptif teks. Subjek penelitian ini adalah siswa kelas tujuh di MTs. Akbar Kranjingan pada tahun akademik 2015/2016 yang terdiri dari 32 siswa di kelas VIIB, 11 perempuan dan 21 laki-laki.

Berdasarkan hasil penelitian, kemampuan menulis siswa dengan menggunakan permainan kata dinding sangat rendah dalam siklus pertama. Di siklus persentase siswa yang pasive adalah 37.5%, sementara persentase siswa yang aktive adalah 62.5%. Berdasarkan perhitungan pada kedua siklus persentase siswa yang aktive adalah 89.06% sementara 10.94% adalah yang pasive. Bisa dinyatakan bahwa, siswa mengalami perbaikan yang lebih baik pada keterlibatan mereka dalam keterampilan menulis. Kondisi ini terjadi karena beberapa kelemahan yang muncul dalam siklus pertama dan telah direvisi dan diterapkan dengan baik dalam siklus kedua. Setelah itu, penelitian tindakan kelas ini kemudian dilakukan melalui penerapan permainan kata dinding dalam siklus pertama. Hasil yang signifikan berbeda di setiap siklus. Pada siklus pertama hasilnya telah sedikit meningkat dan siklus kedua hasilnya sudah sangat meningkat.

Selanjutnya, peneliti membuat observasi checklist untuk memeriksa partisipasi siswa dalam kegiatan kelas selama proses mengajar dan belajar. Siswa lebih aktif karena ketika guru memberikan instruksi, mereka tertarik untuk melakukannya.

INTRODUCTION

This chapter presents some aspects which underpin the topics of the research. It includes: background of the research, problem of the research, objective of the research, operational definition of the terms, significance of the research, and scope of the research. In recent globalization era English is an important part of the world because we can communicate or express our ideas. In English is the first foreign language taught at school. In learning language, someone should have two skills there are receptive and productive. The receptive skill includes listening and reading, and productive skill includes speaking and writing. The four skills which has mentioned above are very important to learn, because through learn the four skills we will be easier in mastering the English language. From the four English skills, writing is one of four skills needs given attention, because writing is very difficult.

Based on preliminary study at MTs Akbar Kranjingan, most of the seventh grade students still had difficulties in writing. From 32 students, only 9 students who achieve the target score of 70 or more. Whereas, the success of learning if the average students score is 70. The information was gained by interviewing the seventh grade English teacher. The problem of students in English lesson are (1) Students do not like a English lesson because it is difficult, (2) Students rarely open and read the English dictionary to develop and found new vocabulary, (3) Most of students do not have English dictionary, (4) Students are afraid to make a sentences or new paragraph by using their own word, (5) Students are afraid to read and perform in front of class. In observation, the researcher showed each student a picture of a word wall while asking the interview questions. When asked to identify the word wall, only 13 students used the term word wall games and approximately 19 students could not identify the word wall games. The results of observation was the most of the seventh grade students have difficulties experienced in writing such as developing and organizing the sentence, expressing their ideas into written form and lack in vocabulary. To solve the students' problem with writing English, the English teacher should arouse the students' motivation to improve their writing skill by using word wall games in teaching writing, because writing is one of important skill in English and also writing score in that school it is very low.

Writing can be divided into sub-skills like descriptive, narrative and expository writing skills (Wilcox, 2002). Based on the explanation above, students at MTs Akbar Kranjingan should makes a paragraph, especially in descriptive text, therefore researcher want to improve the student's writing skill in making descriptive paragraph by using word wall games. Hywel (2003) bifurcated the sub-skills of writing such as descriptive skill (description of people, places and things), narrative skill (narrating stories, incidents, and events with proper sequence in chronological order) and expository skill (writing with the purpose to justify, explain, define, classify, compare and contrast). Sagala (2013:9) stated that teaching method is used by the teacher generally to manage the class and especially to convey the lesson. In addition, researchers want the

students feel interested and enjoy in writing. This game not only helps students in making paragraph but also able to know the vocabulary such as nouns, adjectives and verbs. Therefore, in teaching writing we need good strategy to make our students know about manner of writing in English, understand and remember all the words.

Based on the explanation above, the researcher tries to apply the word wall games as a technique in order to improve descriptive text writing of the seventh grade students in MTs Akbar Kranjingan.

RESEARCH METHOD

Participants

The participants of this research consisted of 32 students with 20 male students and 12 female students, especially class V11B at seventh grade students of MTs. Akbar Kranjingan.

Instrument

The instruments of the research are writing test and Observation checklist. Arikunto (2014:192) states that research instrument are some tools used when a research is conducted in a particular method. Instrument of the research is guide to get the data include of the students' scores.

Procedure

Based on the research design, the action of the research is started by doing preliminary study and continued with planning of the action, implementing of the action, observing and the last activities is reflecting.

RESULT AND DISCUSSION

It can be conclude that in the first cycle the percentage of the students who were active was 62.5% while the percentage of the students who were passive was 37.5 %.

Table 1 The Average Result of Students' Participation in Cycle One

	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	56.25%	43.75%
2	Meeting 2	68.75%	31.25%
	Average	62.5%	37.5%

It can conclude that in the second cycle the percentage of the students who active was 89.06% while the percentage for passive students was 10.94%.

Table 2 the Average Result of the Students' Participation in Cycle Two

No.	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	84.37%	15.62%
2	Meeting 2	93.75%	6.25%
	Average	89.06%	10.94%

The result of writing test was found that the students did not achieve the target 70 as a minimum score and this research would stop if the average score had achieved the standard score requirement of the research. Based on the calculation the mean score in the first cycle is 62.93 or only 19 students who got score ≥ 70 . In the second cycle the mean score of students writing test was 72.12 or 30 students got the score ≥ 70 . The result showed that average score of the students' writing skill fulfilled the objective of the research was the average is 70, as presented table below:

Table 3.Improvement of Students' Writing ability

Cycle	Mean Score
1	62.93
2	72.12

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of research and discussion, it could be concluded as follow: The use of word wall games could improve students' descriptive text writing. In word wall games students worked in group. In this method they could share, discuss and check their task together. The students' grammar and vocabulary would improve when they wrote the text. Checking the answer would improve the aspect of mechanics in writing because checking the mistakes helped the students understand about a set of rules in writing that they used. Compared their task with another group also made students could share their idea. The use of word wall games also could improve the seventh grade students' participation by motivating and explaining the descriptive text writing because the students worked in group. The students were more active because they were interested when the teacher gave instruction about the lesson.

Suggestion

Realizing that there was better improvement of using word wall games, it seems that it brings a change to the progress of the teaching and learning process in the classroom. Therefore, the researcher proposes some suggestion to the English teacher, students, and for other researcher.

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