IMPROVING STUDENTS` WRITING DESCRIPTIVE TEXT THROUGH PICTIONARY GAME TECHNIQUE TO THE FIRST YEAR STUDENTS OF SMA NEGERI 1 SAMALANGA
(A Collaborative Classroom Action Research)

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ABSTRACT

The title of this research is Improving Students` Writing Descriptive Text through Pictionary Game Technique to the First Year Students of SMA Negeri 1 Samalanga. The background of this research was come from the phenomena that the first year students of SMA Negeri 1 Samalanga did not understand what the teacher taught in English, and when the teacher gave them the text or paragraph, the students did not understand the meaning of the text or paragraph. Therefore, they could not answer the question from the teacher. Other than that, they were not be able to write the text or paragraph by paragraph. From the problems above the researcher draw the research purposes (1) to know whether the Pictionary Game technique can improve the first year students of SMA Negeri 1 Samalanga (2) to know the student response toward the implementation of the Pictionary Game technique to the first year students of SMA Negeri 1 Samalanga. The research subject was the first year students of SMA Negeri 1 Samalanga. This research was a collaborative classroom action research that was done in two cycles, which consisted of four steps: planning, implementing, observing, analyzing and reflecting. In collecting the data, the researcher used quantitative and qualitative data. The quantitative data were taken from writing test that was scored based on content, organization, vocabulary, language use and mechanics. The qualitative data were taken from; field note, observation checklists, and questionnaire. From the result of test in the first cycle, students mean score was 54 and the second cycle was 75. From the observation checklist and field note in the first cycle, the researcher found that students shown good attitude and running their activities well during the actions, the progress of students' activities and students' attitudes were 3.8 and 4, and then increased to 4.2 to 4.9 in the second cycle. The teachers' performances in the first cycle were 3.9 and 4.3 and then increased to 4.6 to 4.8 in the second cycle. From the questionnaire, the researcher found that the mean score of students' respond were 3.5 belonging to criteria "agree". From the result of the research could be concluded that the implementation of Pictionary game technique had succeeded and improved the students writing skill. In another words that Pictionary game is a good technique, which is proved as an effective technique to improve writing skill especially for teaching writing descriptive text.

Key words: Writing, Pictionary Game Technique, Descriptive Text.

INTRODUCTION

In learning English especially in SMA Negeri 1 Samalanga, we could find a lot of problems in teaching and learning process where the students still had the problem in understanding about kinds of text. Usually, most of students still consider that English was difficult lesson, especially in writing activity. Many students did not understand what the teacher taught in English when the teacher gave them text or paragraph. The students did not understand the meaning of the text or paragraph. So they could not answer the question from the teacher. Although the teacher explained the material clearly, the student still confused because they were lack of vocabulary.

This case happened because many students were not accustomed to read the English book, listening English music and watching the English movie. The students needed habit and aware about their problem to increased their vocabulary in English. However, the teacher had an important role, they must create the classroom situation become interesting and make the students feel enjoy in the classroom. To create the good situation in the classroom, certainly the method of teaching and learning process also support the situation. Most of the student

were taught not memorize the vocabulary, usually if English is taught by appropriate methods, the student would easily receive a lesson for example by using game in learning.

Based on 2013 curriculum, the first grade students are able to express the meaning in short functional written text, simple essay like as descriptive, recount, narrative and procedure text. The students are able to express the meaning and rhetoric procedure accurately, fluently, and acceptable by using several written language. However, in fact is the student often made mistakes in doing the writing activity conducted by the teacher. It was also caused by some weakness of the teaching and learning process and the frequency of the teaching process. As the result, the students could not have the receptive and productive skill as the skill in writing. Therefore, based on the condition, in this case the researcher tried to solve the problem by offering one teaching technique namely Pictionary Game to improve students' writing skill.

This technique believed can give positive effect, such as; can make the students interested and the teacher can motivate them for engaging the students in writing activities. Additionally, this game provides opportunities for students to study while play fun game in the classroom. Using game in learning English is very important in order to make students easily to catch the materials.

Before conducting the research, there is a previous research relevant with this research. The first was conducted by Inggit Sekti Oktaviya, under the title *"Improving Students Vocabulary Mastery through Pictionary Game in English Language Teaching at the Second Grade Students of SMPN 3 Salatiga (2013)"*. The result of the research showed that there was a significant improvement of students' vocabulary through Pictionary game technique.

Based on the explanation above, the researcher want to know the improvement of students in writing ability by using Pictionary Game Technique to the first year students of SMA Negeri 1 Samalanga. Furthermore, based on the research findings of the previous research, it indicated that the technique was successful and could be applied to increase student writing ability.

RESEARCH METHODOLOGY

This research is designed as classroom action research where the researcher start doing this research from the problem in learning-teaching process in the classroom. The problem here can be divided into students problem and teachers problem in learning-teaching process in the classroom. In another word that classroom action research here is designed for solving the students problems and also teachers problems. Furthermore, the procedure of this research adopted from Kemmis and Mc Taggart model (1998) by following some steps such as: 1). Preliminary study 2). Planning the action 3). Implementing the action 4). Observing the action, and 5). Reflecting on the action.

RESULT AND DISCUSSION

This chapter deals with the presentation of the data and finding of the research which conducted at the SMA Negeri 1 Samalanga. The data drawn out from the result of the research which was already discussed with collaborative teacher. The researcher had got data presentation and research finding through two cycles to get more accurate data. The application of each cycle was: planning, implementing, observing, analyzing and reflection.

The Application of Pictionary Game Technique in Cycle 1

The result of writing-test could be seen on the achievement of students' writing test was still low. 1 of 21 students (4.7%) got score 85, 1 of 21 students (4.7%) got score 75, 2 of 21 students (9.5%) got 70, 1 of 21 students (4.7%) got 65, 6 of 21 students (28.5%) got 60, 5 of

21 students (23.8%) got 50. The score was taken from the second meeting in writing test session.

After analyzing the result in cycle I, some processes had not achieved properly. The teacher and the students need to perfect some activities in the process of teaching and learning writing to get the expected achievement. The teacher had to give more material about grammar especially about simple present; teacher had to introduce a right conjunction or preposition to combine the words into a good sentence.

The researcher got some problem that occurred while teaching and learning process in the classroom. The students needed to pay more attention to the teacher's explanation so they could get comprehensive understanding to the material. When the explanations not clear yet, students had asked question to the teacher, not to their friends. Some students were enthusiasm and gave their best contribution when did the task in groups while the other did nothing. Few students cheated because they were not confident to their own work. That meant the meeting of the cycle 1 was not enough to improve the students' writing skill that why the researcher and the collaborative teacher decided to revise the plan and continued to the second cycle.

The Application of Pictionary Game Technique in Cycle II

The student's Result of Writing Post-Test in Cycle II, the achievement of students' writing skill was increased. 3 of 21 students (14.3%) got score 90, 5 of 21 students (24%) got 80, 2 of 21 students (9.5%) got 75, 8 of 21 students (38%) got 70, 1 of 21 students (4.8%) got 68 and2 of 21 students (9.5%) got 65. It indicated the students had improved their ability in writing descriptive text through Pictionary Game technique.

The mean score for each variable from several items toward the maximum score could be presented as follows:
1. Interesting technique included to criteria: agree
2. Students understand the material clearly included to criteria: agree
3. Students enthusiasm and motivated included to criteria: agree
4. Increased students' writing skill included to criteria: agree
5. Students cooperative in groups included to criteria: agree

Generally, the mean score of the students' respond toward the implementation of Pictionary Game Technique were3.5belonging to criteria "Agree". It meant that students had a good respond toward the implementation of the technique in writing. The result was shown that the research had been reached the success criteria, it could visually from the criteria of success was 3.01-4.00 on the criteria *Agree*.

Based on the result of cycle II, the researcher made reflection to determine whether the second cycle was succeeds or not. First, the students has shown a good attitude during the learning process through Pictionary Game Technique compared with the first cycle, the progress of students' activities and student's attitudes increased from 4.2 to 4.9. The teacher's performance also increased than the first meeting 4.6 to 4.8 in the second meeting.

Second, students' average score was higher than the first cycle in the writing test. The students' score in writing test of second cycle improved from 54 became 75. The last, students' motivation and interest in writing in the class activities had shown very good result. The mean score of the students' respond toward the implementation of Pictionary Game Technique was 3.5 belong to criteria "agree". It meant that students had a good respond toward the implementation of the technique in writing.

Discussion

After all of the cycles were done and the researcher had the data of both cycles, the researcher and the advisor discussed about the result of the research. The researcher used the observation checklists, field note, and writing test to collected data. The result of the first cycle were shown that the students' ability still low and the students did not interesting in writing process, it had shown from their average score in the first cycle was 54. After done the first cycle, the researcher and collaborative teacher decided to continue the research to find the expected result. In the second cycle, the researcher not only use the observation checklist, test and field note as the instruments but also used questionnaire to got the real data of students respond in improved their writing skill through Pictionary Game Technique. The result of cycle two had showed that the result of students' writing test was increasing significantly; it was 75 higher than the criteria of success.

The students also had shown a good attitude during the learning process through Pictionary Game Technique. The students were motivated, enthusiasm and gave a good responds to the teacher in learning process through Pictionary Game Technique. Furthermore, teaching descriptive text through Pictionary Game Technique for the second semester students of SMA Negeri 1 Samalanga has been succeed and improved students' writing skill. It could be said that the expected result when conducting this research were reached.

CONCLUSION AND SUGGESTION.

Conclusion

The researcher would like to conclude some important points from the research with the title "*Improving Student' Writing Descriptive Text by Using Pictionary Game Technique to the First Year Students of SMA Negeri 1 Samalanga*". This conclusion based on the analyses in the previous discussion above. This research has done in two cycles, based on the result of the research, the researcher got some points as follows:

1. Pictionary Game Technique was able to improve the first year students writing skill. It has been proved by the result of post-test from the cycle II was increased from the result of the post test in the first cycle. It is proved by the score of the first cycle average score was 59 mean while the second post test average score was 74.
2. Pictionary Game technique was effective in teaching and learning writing skill. This technique could make students enthusiasm; memorize new vocabulary, students also learnt to arrange key words into good sentences. By using Pictionary Game technique students did not consume many time. The students need to arrange the word that has been giving by the teacher into good sentences and then complete it in a good descriptive text.

Suggestion

In the end of this research, the researcher would like to give some suggestions to whomever concern in the education field, the suggestion are as follows:

1. For the Students: the result of this research can motivate the students to improve their writing skill. Teachings writing through Pictionary game could make the students more enjoy, relax and fun in following teaching learning process,
2. For the Teacher; english teacher is expected to apply this Pictionary game technique in teaching writing especially in writing descriptive text, because this technique interactive, effective to stimulate students brain to arrange sentence. This technique also can create fun situation and make it more interesting.

3. For the other Researcher; the result of this research can be used as input by the other researchers who want to make research about teaching writing as reference.

4. For Educational Field; this research can be used as one reference in adding a new technique in improving students' writing skill. It is hoped that this research will develop other skill not only writing skill, but also the other skills. Furthermore, the researcher hopes this research can be useful for many people and give good contribution towards the development of English teaching quality in the school, especially in writing and to solve the problem that usually faced by students or teacher in in learning English.

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