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KATA PENGANTAR

Kehadiran Jurnal Humaniora (J-H) Volume 04, Nomor 03, bulan Juni 2017 pada hakikatnya merupakan bentuk konsistensi komitmen LPPM STKIP PGRI Pacitan untuk ikut serta berpartisipasi secara aktif dalam mencerdaskan kehidupan bangsa melalui ide, gagasan, konsep, dan temuan hasil penelitian di bidang pendidikan, kebudayaan, dan sosial kemasyarakatan. Atas dasar itulah penyunting berharap seluruh elemen masyarakat yang memiliki visi yang sama, untuk dapat berpartisipasi dengan mengirimkan artikelnya. Baik berupa hasil kajian kritis maupun hasil penelitian.

Artikel J-H Volume 04, Nomor 03 sebagian besar hasil penelitian di bidang pendidikan, baik yang dilakukan oleh para dosen maupun para Bapak/Ibu guru di Kabupaten Pacitan. Seluruh artikel yang dimuat pada jurnal ini telah melalui serangkaian penyuntingan dan telah di-*review* oleh pada Mitra Bestari dari berbagai universitas di Indonesia. Ke depan, diharapkan artikel-artikel yang termuat pada J-H semakin lebih berkualitas dan mampu memberikan pencerahan bagi seluruh masyarakat.

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Penyunting

INCREASING STUDENTS' PROFICIENCY TO DEVELOP IDEAS AND BUILD COHERENCE IN WRITING DESCRIPTIVE TEXT BY APPLYING QUARTET GAME

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Abstract

We are a research team who explore the application of quartet card game to enhance students' proficiency in mastering descriptive text. We conducted the research through a classroom action research frame work. We got students of Class X of SMK Pringkuku Pacitan in the academic year 2016-2017 as our research subject. In our research, we explore the effect of quartet card game to increase students' writing proficiency and motivation in writing descriptive text. Overall, we got the fact that quartet card game could increase both of them In this article, we present two aspect of the students' writing proficiency. First, it is the ability to develop ideas. Second, it is the ability to build coherence. We got the data from: students writing score. In the students' ability to develop ideas in writing descriptive text, we got the fact that the application of quartet game could give effect to students as follow: 1).Students could get creative idea, 2).Students could develop idea in every paragraph, 3).The situational idea based on descriptive text character is easy to be got by students, 4).Students could limit their ideas into descriptive text demand, so it does not exist the case of out of context ideas, 5).The content is informative to present descriptive text, 6).The quality of descriptive text is very interesting for readers. In the students' ability to build coherence in writing descriptive text, we got the fact that the application of quartet game gives effect as follow: 1).The ideas were presented in a well coherence story, 2).The use of cohesion technique to correlate ideas to one another, 3).The arrangement seems to be prepared very well, 4).The organizations of story make readers to be able to understand the text story easily, 4).The structure of texts follows the generic structure of descriptive text or genre.

Key words: Developing Ideas, Coherence, Descriptive Text, Quartet Card Game

INTRODUCTION

Writing is one of essential skills for students and general a foreign language learner to be acquired and practiced. It is caused that writing is the main media and activity to communicate in written communication. Writing also has formal and detail criteria so that we call it as an essential skills. It seems to be a complex and integrated skills. Writing as an essential skill also needs essential attention.

As a complex skill, writing needs consistent training, attention, and evaluation. Brown (2000: 335) proposes a good deal of attention on how well a student's final product is in four criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations (spelling and punctuation). It is part of a teacher's job to give the students this skill (Harmer, 2006: 80). In our research, we also applied Brown's criteria to train and assess students for writing. Content, organization, vocabulary. grammar, and mechanical are the standard for us to give score for our data findings. In this article, we explore and present two of them which will be explained in the

next part completely. We also got another similar statement from an expert who is Hughes (1996). Hughes (1996: 91) states that there are five aspects in writing: grammar, vocabulary, mechanics, fluency, and form (organization).

In order to give good and appropriate mind set and work system of writing to students, we need to choose appropriate schema. We got one good reference of steps of writing that belong to Harmer. Harmer (2006: 4-5) proposes four processes of writing as follows: 1).Planning: In this process, writers have to think about three main issues; the purpose of their writing, the audience, and the content structure, 2).Drafting: Writing a draft is necessary for writers on the assumption that it will help them develop the writing they intend to do, 3).Editing: (Reflecting and Revising). Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions to help the writers make appropriate revisions, 4).Final version: Once writers have edited their draft, making the changes

they consider to be necessary, they produce their final version which is ready to send to its intended audience. In our research, we also applied step by step teaching activities to teach our students or object of the research. There are no impromptu or accidental happening in the research writing. It could happen to informal writing work.

Because of the challenging and important of writing proficiency, we taught writing to our students of our research data by exploring two items. First, it is descriptive text type or genre. The second is the exploration of quartet card game.

A descriptive text, according to Emilia (2011:82), is a text which is used to describe a particular person, place or thing or something in writers' mind. Similar to Emilia, Wardiman, Jahur, and Djusma (2008: 16) state that a descriptive text is a text that describes the features of someone, something, or a certain place. The main purpose of descriptive text is to describe and give detail information about an object to readers. The object could be human and non-human being. One of the main requirements of descriptive text grammar is to use present tense because it informs about the truth of an object.

The generic structure of descriptive text is identification and description. Zaida (2013: 61) states the structure of a descriptive text is as follows: 1).Identification. This part gives an introduction or general information about the person, the thing, or the place we are going to describe. It contains only one paragraph., 2).Description. This part gives detailed information, such as the physical appearance, the job, the habit and so forth. Thus, it may consist of more than one paragraph.

Quartet card game is card game that contains 28 cards or more. The cards are divided into different subject quartets. The objective is to complete quartets by subject game. The dealer divides the cards among the participants and determines the order of the players. Kamil, Suharno, and Karsono (2013) mention that quartet card game is a kind of card game like containing a number of pictorial cards which its highlighted or bold topic on top represents the theme of the quartet card and some other information about the picture written between the theme and the picture.

In our research, we focus to increase students' grammar mastery and motivation to learn writing descriptive text by using quartet game. We could ensure that we have finished the research completely and we could prove that quartet card game could increase students' grammar and motivation to learn and create descriptive text. *In this article, we would inform 2 aspects of them; 1). The effects of*

using quartet card game to teach descriptive text to develop ideas in writing descriptive text, and 2). The effect to increase students' proficiency build coherence in writing descriptive text.

RESEARCH METHOD

In our research method, we would like to explain some important points. First, our research design is a classroom action research which was conducted in cycle system. Second, Our research subject is 20 students of Class X of SMK Pringkuku Pacitan in the academic year 2016-2017. Third, we used test and observation note and list as our research instrument and technique of collecting data. The last, we analyzed our research findings by using descriptive qualitative and descriptive quantitative.

FINDINGS AND DISCUSSION

We would like to present 2 aspects of our research findings and discussion as discussed in the introduction part. The first about the effect of using quartet card game to increase students' proficiency to develop ideas. The second is the effect to increase students' ability to build coherence. Both of data were taken from the analysis of students' writing work.

1. The effect to students' proficiency to develop ideas

Based on students' score of content, we analyzed and concluded the effect of using quartet card game to students' proficiency of developing ideas in writing descriptive text are;

a. Students could get creative idea
    Students could develop and find creative ideas for their writing descriptive text. This seems the first step of successful writing. They could get some interesting and challenging candidate of main ideas for their writing descriptive text. One little problem is that they have to determine which one as the main ideas of their writing descriptive text. They cannot combine more than one main topic to write a descriptive text. One example is that a student who get 3 main ideas of writing a descriptive text which are "Klayar beach at Pacitan, My new motorcycle, My lovely domestic animal", then the student must determine which one as her main topic.

b. Students could develop idea in every paragraph
    This step is actually the continuation of the first finding. Students could develop their

main ideas into some micro ideas for every paragraph easier by using quartet card game. They fell enjoy to spread the main idea to be some micro ideas. The can limit their micro ideas development not to get out of the main ideas. The problem is that they have to be wise to decide how many paragraphs of their writing work would be.

c. The situational idea based on descriptive text character is easy to be got by students
This is a unique benefit got by students from the research. They can play the quartet card game again in the middle of constructing and writing the descriptive text. It could give positive impact that students could renewal their ideas. Sometimes, we found that students could revise their writing work after finishing it completely. It could make them to be able to correct their own work. We just need to remind them not to change all of their ideas after finishing their work, because it will not effective for them.

d. Students could limit their ideas into descriptive text demand, so it does not exist the case of out of context ideas
This is the fourth benefit of using quartet card game to teach and learn writing descriptive text. Students always could limit their ideas when constructing their ideas and developing it. Students could identify themselves when they were "out of the book of descriptive text writing". It seems to be a reflection for themselves as writers. It build natural limitation proficiency.

e. The content is informative to present descriptive text
The content both the main idea and the idea inside every paragraph seem to be informative. They could gain their creativity to give information to readers. They seem to get responsibility that readers must understand their intention to write the descriptive text. it could train them to be responsible writers.

f. The quality of descriptive text is very interesting for readers
Most of their descriptive topics are very interesting. Readers could be attracted to continue read every utterance till the end of the story of every text. By playing quartet card game, students seem to be able to open their mind to express as large as their ideas of writing a descriptive text. They want to attract readers as deep as possible. The criteria of quality of writing descriptive text ideas is good.

2. **The effect to students' proficiency to build coherence**
Based on students' individual writing work and score, we identify the students' ability improvement to organize ideas:

a. The ideas were presented in a well coherence story
The application of quartet card game could make students to be able to explain their ideas in a chronological order. They explain it step by step in a easy-understood story. They have two kinds of chronological order story; first, it is a deductive system, and second, it is inductive system. Both of them are as qualified as accepted. The order of story never makes us to be misunderstood when correcting it. They understand when to present the ideas in a good order of time.

b. The use of cohesion technique to correlate ideas to one another
The cohesion technique application could be described to be successful for them. They could make all utterances related to one another in every paragraph. The cohesion makes readers to be effective and efficient to read and understand the story of descriptive text. It indicates that students also give attention to detail quality of their writing work. Cohesion is detail material in writing.

c. The arrangement seems to be prepared very well
The arrangement of the story is mostly prepared very well. They follow our suggestion that they must prepare their ideas in a basic schema of writing. In the writing practice, it makes them to be easier to develop their ideas. It is caused that they have got the limitation of every paragraph. It also helps them to keep their chronological order to build coherence.

d. The organizations of story make readers to be able to understand the text story easily
Good organization of the writing makes readers to be easy to identify the main story and understand the overall ideas. They make us to be able to get their passion and intention very well. It brings us to enter their ideas completely. It seems that they really care about readers' understanding of the text. It gives good impression to us as readers of the text.

e. The structure of texts follows the generic structure of descriptive text or genre
This is the last and important benefit of using quartet card game to build coherence.

Students did not construct their writing as they would like. They still follow the generic structure of descriptive text. It could be a bridge for them to connect their ideas of coherence with the rules of writing descriptive text.

CONCLUSION

We conclude some point from the data findings and discussion;

1. The application of quartet card game could make student or our research object to be creative to develop ideas in writing descriptive text
2. The application of quartet card game could make them to build good and qualified – complete descriptive text
3. The consequence is about to build wisdom for students in writing when they could increase their level of writing proficiency

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