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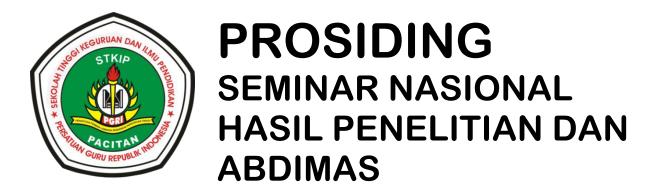
Pacitan,
14 Oktober
2017

"Manifestasi Saintifik untuk Meningkatkan
Daya Saing Bangsa pada Era Konseptual"

**STKIP PGRI PACITAN
TAHUN 2017**

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SEMINAR NASIONAL HASIL PENELITIAN DAN ABDIMAS

Artikel-artikel dalam prosiding ini telah dipresentasikan
pada Seminar Nasional Pendidikan
pada tanggal 14 Oktober 2017
di STKIP PGRI Pacitan

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Lembaga Penelitian dan Pengabdian kepada Masyarakat
STKIP PGRI Pacitan
2017

PROSIDING

SEMINAR NASIONAL
HASIL PENELITIAN DAN ABDIMAS

"Manifestasi Saintifik untuk Meningkatkan Daya Saing Bangsa pada Era Konseptual"

KATA PENGANTAR

   Puji Syukur ke Hadirat Tuhan Yang Maha Esa atas segala Karunia dan Rahmat-Nya sehingga prosiding ini dapat diselesaikan. Prosiding ini merupakan kumpulan makalah yang dipresentasikan pada Seminar Nasional tanggal 14 Oktober 2017,dengan tema "Manifestasi Saintifik untuk Meningkatkan Daya Saing Bangsa pada Era Konseptual".

   Sesuai dengan tema seminar, semua makalah menyajikan berbagai ragam kajian teoritis maupun hasil penelitian yang diharapkan dapat memberikan wawasan, inovasi pengembangan keilmuan, utamanya dalam menyikapi era konseptual yang sedang bergulir.. Makalah yang dimuat dalam prosiding ini telah melalui tahap seleksi, yakni melalui proses review oleh tim yang nama anggotanya tercantum pada halaman awal di prosiding ini.

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Pacitan, 14 Oktober 2017

Panitia

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QUARTET CARD GAME: IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Quartet Card Game mampu meningkatkan kemampuan menulis siswa dalam teks deskriptif. Bermain Quartet Card Game adalah salah satu kegiatan menyenangkan yang dilakukan beberapa orang di waktu senggang. Dengan mengadaptasi aktivitas santai yang menyenangkan ini ke dalam kelas dan menjadikannya sebagai teknik mengajar, tentunya akan mewarnai proses belajar mengajar. Populasi penelitian adalah siswa kelas 1 TPHP di SMKN Pringkuku pada tahun ajaran 2016/2017. Sampel adalah 20 siswa yang diambil dengan menggunakan teknik populasi tunggal. Penelitian ini menggunakan metode penelitian pra-eksperimental, yaitu one group pre-test post-test design. Data dikumpulkan melalui tes writing deskriptive text. Pada uji prasyarat, hasil normalitas adalah 0.126 untuk pre-test dan 0.155 untuk post test, yaitu Lt = 0,199 pada tingkat signifikansi α = 0,05. Sedangkan, pada hasil homogenitas menunjukkan bahwa nilai observasi chi-square adalah 0,675 sedangkan nilai tabel chi-square pada tingkat signifikansi α = 0,05 adalah 3,841. Hasil uji t sampel menunjukkan bahwa perbedaan rata-rata antara pre-test dan post-test siswa adalah 4,80, dengan nilai signifikansi 0,05. Hasil penelitian ini menunjukkan bahwa pengajaran menulis deskriptif dengan menggunakan Quartet Card Game memiliki pengaruh yang signifikan terhadap nilai writing siswa.

Keywords: *quartet card game, kemampuan menulis, teks descriptif*

INTRODUCTION

The objective of English teaching and learning is to enable students to do English communication in both oral and written forms. Therefore, the emphasis of English teaching and learning is on developing students' four language skills, they are listening, speaking, reading, and writing. As stated by Grundy (1991: 1), writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape. It means that writing is one of the activities that are productive and expressive. In writing, the writer must master content, organization, grammar, mechanic, and vocabulary.

Enre (in Faisal, 2010: 18) states the importance of writing, such as it helps us find new ideas. Through writing, we stimulate our thought to find out connection and analogy of things with the result that the new ideas then come into our mind. Second, writing helps organize our thought by understanding a blurred concept just because we write about it. Writing a concept into written form helps us to enlighten our understanding. Furthermore, writing also helps us get new information and make it stay longer in our thought because we remember it when we write. Last but not least, writing helps solve the problem by enlightening it in the form of visualization so we can analyze it easier.

More specifically, Byrne (1995: 6) states the importance of writing for teachers and students. First, the practice of some forms of writing enables teachers to present space for different learning styles and needs. Therefore, the students who have the bad mark in speaking feel more comfortable and relaxed when they are allowed to write. Second, written work provides students with some real evidence that they make progress in the language process. Third, writing gives various classroom activities, such as a break from oral activities and increase the amount of language contact through work that can be set out from the classroom. The last, writing is also needed for formal and informal testing of students' competency in the language.

Because of the importance of writing, it is urgently needed to underline that writing is a skill of language that needs to be improved. This statement then becomes the foundation of the issue in this research.

The preliminary study of writing skill conducted at tenth graders students of SMKN Pringkuku showed that the ability of students' writing skill is still considered to be far from being expected, especially in teaching writing. For example, when a teacher teaches writing course, the students get silent and feel confused to start writing. These factors will influence it, whether the teacher who uses methods or techniques is not attractive or the students who are not creative in writing. Both of them are the things that do not trigger the students to write so that some students always think of resistances in writing, such as: (1) they are still confused to organize their ideas when they begin to write, (2) they must use good grammar to make a good sentence, (3) the choice of vocabulary is sometimes not appropriate in writing paragraph, (4) they are still confused to write relevant topic with the content of the paragraph. In addition, they lacked the self-confidence to ask whenever they still had something they do not understand. Therefore, to overcome these problems, the researcher used quartet card game as an alternative teaching technique to improvetheir writing skill, especially in descriptive text.

LITERATURE REVIEW

Writing is something that a writer wishes to express in a written form. It explains that writing is putting down words on a piece of paper into the sentence of a topic so that readers can comprehend what a writer wishes to convey about (Brown, 2001:35). According to Hyland (2003: 9) says that writing which one produces is a combination of words to a sentence then it is formed into a paragraph with a function of delivering his/her meaningful message related to his or her personal demand to readers. It means that writing is purposes to deliver informationMeanwhile, Byrne (1995: 1) states that writing is the act of forming symbols. However, writing is not merely the formations

of graphic symbols just as speech is not merely the production of sounds. More than that, writing involves the act of arranging symbols accordingly to certain conventions to form words and the words have to be arranged in such a way to form sentences.Furthermore, Bell and Burnbay in Nunan (1998: 36) point out that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level-include control of content, spelling, and letter formation and beyond the sentence structure and integrate information into cohesive and coherent paragraph and text. From those theories, it can be concluded that writing is the complex cognitive activity using the graphic symbol in which the writer takes ideas.

Writing is one of the language skills in learning English where a student should master despite its difficulties considering the fact that there are some aspects needed to score in writing. Hughes (1996: 91) states that there are five aspects of writing: grammar, vocabulary, mechanics, fluency, and form (organization). 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). Meanwhile, Raimes (1983: 6) explains that as writers produce a piece of writing, they have to deal with syntax (sentence structure, sentence boundaries, stylistic choices, etc), content (relevance, clarity, originality, logic, etc), the writer's process (getting ideas, getting started, writing drafts, revising), audience (the reader/s), purpose (the reason for writing), word choice (vocabulary, idiom, tone), organization (paragraphs, topic and support, cohesion and unity), mechanics (handwriting, spelling, punctuation), and grammar (rules for verbs, agreement, articles, pronouns, etc).

Based on the indicators stated by some experts, the indicators which are used in assessing writing are grammar, vocabulary, mechanics, organization, and content.

According to Weigle (2009: 109-114), there are three types of rating scales used in

scoring writing, namely primary trait scales, holistic scales, and analytic scales. In Primary Trait scoring,the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment. In Holistic scoring, each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria. In Analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar or mechanics. Thus, this scoring provides more detailed information about a test taker's performance in different aspects of writing.

If a student's writing is meant to be assessed based on the aspects of writing which include content, organization, vocabulary, grammar, and mechanics, the analytic scoring covering those aspects is considered appropriate.

A descriptive text is a kind of text which gives the description of a particular person, animal, thing, and else with a purpose to give information (Gerot and Wignell, 1995). While, Warriner (1982: 327) says that a descriptive text is giving a picture in words that appeal directly to the sense (sight, smell, touch, taste). He further explains that it is normally full of vivid verbs and precise adjectives focusing on details. The structure of a descriptive text is: 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.

All things considered, a descriptive text is a text which gives the description or lists the characteristics of a person, an animal, a place, a thing, and else using words that appeal to the sense of sight, smell, touch, and taste in order that a reader can better visualize those being described or understand a sensation or an emotion.

A game is a set of rules which guide students' actions and an element of strategy (Lewis and Bedson, 1999: 5). Richards, Platte, and Platte (1992: 153) state that a game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. So it can be concluded that games in language teaching are organized activities with rules, a goal, an element of strategy and fun, competition as well as communication by spoken or written language.

Rokhmat (as cited in Syahputra, 2012) states that quartet card game is like rummy, another card game which consists of a set of cards which contains quartets (a set of four similar cards bearing the same theme or subject). 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 on the theme and the picture.

Another key point of this game, which will definitely make the students keep engaged in the game, is that if they want to win the game, they really have to pay attention to the other team members in order to memorize who has which card. In other words, they will eventually get a strategy in order to collect as many quartets as possible. We also get to see various kinds of emotions from the students. A happiness when they obtain a card, a disappointment when they have to share their cards, a smirking face when they seem to find a card they need to make a quartet, an excited expression when they try to remember who has which card, and a lot more.

The consideration of applying quartet card game as a technique to improve the students' writing skillin the descriptive text was that the students would experience a different way in the practice of writing in a fun way. According to Weirus (as cited in Tuan and Doan, 2010: 71), it is clear that in the easy,

relaxed atmosphere which is created by using games, students remember things faster and better. Besides, card games are simple to make, easy to carry around, and take little room to store.

Playing quartet card game is one of many fun activities some people do in their free time. Bringing and adapting this fun free time activity into the classroom and make it as a teaching technique will certainly color the teaching and learning process. Without any doubts, it will attract the students'attention and make the students more interested to learn. The fun will lessen their boredom and hence it will increase their motivation to join the teaching and learning process. Moreover, by asking the students to participate in making the quartet card will help them maintain a longer retention in writing especially descriptive text that they will do.

RESEARCH METHOD

A pre-experimental research method that focused on one group pretest-posttest design was applied in this study. Creswell (2005: 160) states that "This design includes a pre-test measure followed by a treatment and a post-test for a single group". From that statement, there was no control group in this study. It could be argued that the exposure of the treatment to the students could be maximized since there was only one group. In addition, having only one group of the participant was supported by the existence of the first year students of TPHP in SMKN Pringkuku. The only group of students who got involved as the sample of the study was exposed to the quartet card game through 4 meetings, including pre-test and post-test. Each meeting covered a 45-minute teaching learning activity.

In this study, the researcher used the population-single technique. The researcher has only one class, which is the of the first year TPHP students in the academic year of 2016/ 2017. Therefore, the population in this study was also the sample. The assessment of the students' writing used an analytic rating scale that assessed several aspects of writing; content, organization, vocabulary, grammar, and

mechanics. The scale the writer uses in scoring is adapted from Nurgiyantoro (as cited in Ngadiso, 2013: 153).The indicator of students' success in writing descriptive text was when their scores reached the passing grade set for English in SMKN Pringkuku which was 75. Normality and homogeneity testing are the prerequisite test which was applied before used sample t-test to analyze the data.

FINDINGS AND DISCUSSION

The assessment of the students' writing used an analytic rating scale that assessed several aspects of writing; content, organization, vocabulary, grammar, and mechanics. Then, to analyze and compare the result of the students' skill in writing descriptive texts before and after the treatment or the result of the pre-test and post-test, the writer also will use descriptive statistics. The total scores of students' writing are 100 which are described as follow.

Tabel 1. Scoring Criteria of Students' Writing for Each Writing Aspects

No	Aspects of Writing	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammar	25
5	Mechanics	5
	Total	100

The indicator of students' success in writing descriptive text is when their scores reached the passing grade set for English.

Pre-test and Post-test Result

Before analyzing the result of the pre-test and the post-test scores, the researcher checked the normality of both the pre-test and the post-test by using Liliefors testing.

The normality test is to check whether the data are in normal distribution or not. If L_o (L obtained) is lower than L_t (L table) at the level of significance $\alpha = 0.05$ on Liliefors, the sample is in the normal distribution. The researcher found out that the L_o of the pre-test was 0.126 and 0.155 for the post-test, which is $L_t = 0.195$ at the level of significance $\alpha = 0.05$. Therefore, it can be concluded that all of the values of L_o are lower than L_t. It means that

both of pre-test and post-test data were in normal distribution.

After getting the normality test, the researcher analyzed the score distribution of pre-test and post-test using Bartlett formula to find out whether the data are homogeneous or not.

The researcher found out that the value of chi-square observation was 0.675 while the table value of the chi-square at the level of significance α=0.05 was 3.841. Because χ_o^2 is lower than χ_t^2, it can be concluded that the data are homogeneous. The result of the sample t-test analysis conducted for the pre-test and the post-test is shown in Table 1.

Table 2 Result of Sample T-test

	Mean	Mean Difference	Significant Value
Pre-test	70.4		
Post-test	82	4.80	0.05

As shown in Table 1, the mean score of the students' pre-test was 70.4, while the mean score of the post-test was 82. The mean difference between pre-test and post-test was 4.80 with the significant value was 0.05. Because the mean difference is higher than the significant value (4.80 ≥ 0.05), it means that there was students' improvement before and after conducting the quartet card game as the teaching technique in this research.

Interpretations

Based on the analysis of the result of the pre-test, showed that the students' writing skill was still poor and far from being expected. Thus, the fact was also supported by the result of the informal interview that the researcher did after giving the students the pre-test. The interview revealed that most of the students found the writing test difficult because they were confused about what to write, or in other words they were difficult to develop their ideas in writing. The students admitted that the writing activities were monotonous before conducted quartet card game. After the researcher taught the students by using quartet card game as a teaching technique, all of the students' post-test score increased. The result of sample t-test also showed that there was the significant difference between the result of pre-test and post-test.This indicates that teaching writing skillby using quartet card gameas a teaching technique is effective for increasing students' writing skill.

In addition to the interpretation, theresearcher made based on the result of the pre-test and post-test, the researcher also made some interpretations based on what the researcher encountered during the study. First, the researcher found that the students were very interested to learn because of the implementation of quartet card game. As explained previously, the students were confused about what to write and difficult to develop their ideas in writing. The students also admitted that the writing activities before conducted quartet card game were monotonous. Based on the researcher experience in teaching, before conducting this research, the students' achievement in writing skill was still far from being expected. It happens because the writing technique before was not effective as much as quartet card game. The use quartet card gameas a teaching technique enabled the students to write descriptive text in the different atmosphere, where they were interest and fun in learning. This was likely the reason why the students were enthusiastic in learning.

Furthermore, getting involved in something new also made the students become more active in asking questions about the descriptive writing materials they never encountered before. They also focused on their attention to the writing in descriptive text presented through quartet card game. Their discipline and enthusiasm during the teaching and learning activities made it easier for the researcher to manage the class. These facts indicate that teaching descriptive writing through quartet card game as teaching technique can not only help in increasing the students' writing skill, but also their interests in doing and learning writing tasks. As Rotgans (2012) claims, to achieve the good result in learning English, students should be interested in the teaching and learning activities, thus it will keep their attention longer and make them easier to comprehend the materials.

Finally, based on the results of the interpretations, the researcher claims that the use of quartet card game as teaching techniquecan help the students become interested, enjoy, and easy in learning the descriptive writing materials. In addition, the use of quartet card game can help the students' experience more interesting in studying writing, especially in descriptive text. For the next, the researcher will conduct the other research, stillusequartet card game,by giving treatment or improvement.

CONCLUSION

In the result of the study, the researcher carried out at the first year TPHP students in SMKN Pringkuku shows that quartet card game is one of the teaching technique which can help the students become interested, enjoy, and easy in learning the descriptive writing materials. By using quartet card game, the students could improve their ability in writing descriptive text. They also became more active in discussing the material when they start to arrange the writing in the cards into a piece of writing. Based on the findings of the study, it can also be concluded that quartet card game significantly increases students' writing achievement, especially in descriptive text. The sample t-test result of the pre-test and the post-test showed that there was a significant difference in students' writing achievement after they were exposed by using quartet card game.

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