

Improving 9th Grade Students' Writing Competency Using Card Lottery Games Media

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ABSTRACT

The current study was intended to use Card Lottery Games Media to improve writing ability. The design of the study is action research. The sample of the study was IX grade students in one selected school. It was found that after implementing Card Lottery Game Media in two cycles, it could be concluded that Card Lottery Games Media was effective to improve the students' competency in writing report text. There were five aspects that should be full field by the students in writing report text, there are; developing ideas (content), organizing ideas, vocabulary, grammar, and mechanics. The students' improvement could be seen from the mean score of the pre-test (56,25), post-test 1 (74) and post-test 2 (84,25). During the implementation of Card Lottery Games Media, the students were looked serious, enthusiastic, motivated and interested.

Keywords: *Card Lottery Games Media, Report text, Writing*

INTRODUCTION

Writing is one of four skills which are taught in English lesson in Junior High School and it must be paid attention. However, writing skill had the important role in preparing the students to center the real world. Besides, the students could show their language production through writing. Harmer (2007) states that there are three goals of individualized instruction in writing. The first goal is to teach students at least the minimum competencies that they will need to succeed in the school curriculum; the second goal is to instruct them in those form of writing in which ability would be require for success outside the school (letter writing, completion of form, note taking, fantasies).

In writing the students could be involved either in functional or creative writing. Functional writing refers to conveying information in a structured form, such as social and business letters, invitation, reports, or minutes of a meeting. Creative writing was the personal expression of thoughts and experiences in a unique manner. Further in English subjects, the students were requiring to become skill at the four language skills namely: reading, writing, speaking and listening, and be able to use the language communicatively. Writing is one of the skills that should be mastered by the students. Every teacher hope student should be able to write report text with correct grammar, diction, punctuation, spelling and also students must to know generic structure, social function, language features and tenses. Based on the observation of IX B SMP Negeri 1 Petang, the students are unable to write report text correctly, find out the generic structure and often students' error in grammar. They also still had problem in finding the idea, developing it, and also organizing the idea itself. They also had problem in using grammar (especially tenses) and choosing appropriate dictation and punctuation. This situation was proven from their writing test. When the students were asked to write report text about tame animals, the result was not satisfactory. The result

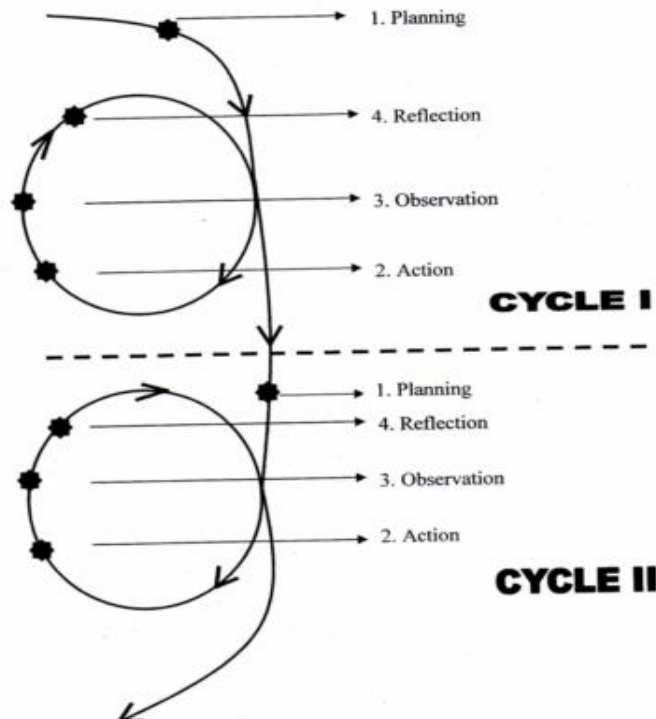
of the pre-test showed that the mean score of students was 56,25, where the standard completion score (SCC) require by the school is ≥ 75 . The students mean score was categories poor. From 32 students were following the pre-test, there were only 2 students could achieve the ideal passing score applied in the school.

Based on the students' score of the pre-test, the teacher trays to find interesting media to guide the students in writing report text. Moreover, in teaching English we had to create innovative media when teaching English, to avoid students feel bored in learn English especially in writing. Many medias could use in teaching English but in this case the teacher takes one of media, it is Card Lottery Games Media to improve writing ability. Cards Lottery Games Media was one of media to teach writing. This media is a media developed by Hamzah (2011) with focused in how to write paragraph correctly. The main aim of this media was to developed student ability in write report text. And this media makes the students easy to write report text because they helped from the picture. Card Lottery Games Media was stated that could raise learner interest. That was why the teacher then, also conducted action research by using this media to improve students' competency in writing report text. And the subject of the study was the students of IX B SMP Negeri 1 Petang in the academic year 2019/2020.

METHOD

Since the study would be improving the students' competency in writing report text, a classroom-based action research program was then chosen to be conduct in this class; this study would be applied of two cycles.

Figure 1. Line of the cycle Adopted from Kemmis and Taggart (1998)



The above diagram could be further explained as follows:

1) *Planning*

According to Kemmis and Targgart (1998). Planning was the process refers to determining the step of action, the instrument used for collecting data. As parts of planning process, participants must collaborate in discussing to build a language by which they must analyzed and improves their understanding and action in the situation.

2) Action

Kemmis and Targgart (1998) define that action refers to what the researcher does in the classroom and how the class is managed based on teaching learning scenario planned.

3) Observation

Observation refers to the actively to observe the classroom situation and to know the students' behavior during teaching learning process.

4) Reflection

Reflection was the way to diagnose the cause of unsuccessfulness of the action given. In this case, the researcher found out some problems and tries to found out solution for those problems.

FINDINGS & DISCUSSIONS

There were two types of data finding gathered in this study, those were quantitative and qualitative. The quantitative showed the students achievement in terms of means score that could be reached by students from pre-test, post-test 1 and post-test 2. Those scores were shown in form of table and graph, and were interpreted descriptively. Before doing the action, the researcher conducted preliminary observation and preliminary test.

1. The Finding in Pre-test

The pre-test was given to the students before implementing Card Lottery Games Media. This pre-test was conducted in order to know the students' competency in writing report text. In the pre-test, the researcher gave a general topic for the students in developing their paragraph. During the pre-test, most of the students of IX B SMP Negeri 1 Petang got confused when they were asked to write report text. In the process of writing, the students found difficulties in developing their ideas. Most of them seemed to get confused in organizing their ideas in their paragraph. They found difficulties when choosing words, using grammatical structure, and using punctuation in their paragraph.

Moreover, from the table, the score of pre-test (Appendix 1), it shows that the mean score of the students' competency in writing report text was 56.25. It was categories poor. Moreover, it could be described that 23 students (72%) were categorized poor and 7 students (22%) were categorized as being insufficient, and 2 students (6%) were categorized sufficient. The score of pre-test was far from SCC in which students had to achieve that was equal or above 75. There were only two students can achieve the SCC. It means the students' competency in writing report text were low.

Concerning of the result of pre-test, it can be seen that the students had low competency in writing report text. The students also did not understand to write report text. The researcher would improve the students' competency in writing report text by using Card Lottery Games Media as guidance in their writing.

And also by the media the researcher wants to improve students writing competency in finding ideas, organizing ideas, vocabulary, grammar, and mechanics. Moreover, the treatment of the researcher would be done in cycle since the researcher design of the present study was an action-based research.

2. The Finding in Cycle I

In this cycle, Card Lottery Games Media was implemented in the classroom. This cycle consisted of four steps: planning, action, observation, and reflection.

a) Planning

In this cycle, the researcher prepared some things that were needed in implementing Card Lottery Games Media; there were teaching learning scenario, Card Lottery Games Media, a bottle, writing test, writing instrument, example of report text (Tame animal), and teacher's diary. It was used to facilitate the classroom activity in order to help the students to improve their ability in write report text. After the implementation of Card Lottery Games Media, the students were hope to be able to write report text with passing score equal or above 75% of the maximum score. The complete teaching learning can be seen on the appendix 4.

b) Action

This step referred to what researcher did in the classroom and how the process of writing was managed. This step was done in 2 meetings. The time allotment of each meeting was 2 x 40 minutes. First meeting was use to implemented Card Lottery Games Media and the second meeting was used to conducted post-test 1. There were some steps in the teaching learning process of the first meeting namely;

- 1) Teacher greeted the students and checked the students' attendance.
- 2) Guided the students to the topic/ theme (tame animal) of the lesson
- 3) Informed the students about the instructional objectives
- 4) Gave the students an example of report text, and explained the component of report text.
- 5) The teacher divided all students into some groups which were consisted four until five members in different ability.
- 6) After that, the teacher prepared one bottle and card of picture, the theme tame animals in size 10 X 10 cm. and the card rolled and input into the bottle, after that the teacher whisked the bottle until card on the bottle mixed.
- 7) The teacher called the leader of each group comes to front of the class to take one picture that fell from the bottle.
- 8) After the students got one picture from the bottle, they back to their sit and made report text with their friends in group.
- 9) The teacher gave 30 minutes to the students for making report text, and the teacher helped the students when they found difficulty in finding new words.
- 10) After all the groups finished, in making report text, every group stuck their work in the white board.
- 11) Teacher discussed and evaluated the group work.
- 12) Checked students understanding toward the lesson by asking some questions related to the lesson.

- 13) Teacher concluded the lesson.
- 14) Asked the students to prepare themselves to have a writing test next week about making report text which theme 'tame animals' individually.
- 15) Teacher closed the lesson by saying good bye.

c) Observation

The result of the observation at cycle I, in the first meeting, When the teacher entered the class, the students were bit noisy but they look very happy. The leader of the class asked the other students to quiet and gave command to great the teacher. Then, most of the students (85%) greeted the teacher and the teacher replied it. After greeting, the teacher checked the presence list of the students by calling their names one by one. Before starting the lesson, the teacher asked the students about pre-test which was conducted on the preliminary observation. All of students that they confused in finding ideas in a form of report text.

After that, the teacher introduced Card Lottery Games Media and, generic structure of report text, tenses that used in report text and gave them example of report text. Before explain all of component in report text the teacher asked the students answer question that given by the teacher to measured their ability about report text. Only five students raised their hand and answered the question, other students (84%) kept silent. The teacher continued giving an example of report text, the situation was very quiet: they paid attention to the teacher and very active to know more about report text. After all of discussion was finished, the teacher started to implement the media to the students and the students gave positive response. After that the teacher divided students into some group consist of four until five members with different ability. And the teacher called the leader of each group to come to the front of the class to take one picture that fall from the bottle, after all of group got one picture, they started to make report text with their group. When all of the group finish their report text, then the leader of the group stuck it on the white board. The teacher discussed and evaluated their report text. Teacher concluded the lesson. And then, the teacher asked the students to prepare themselves to have a writing test next week about making report text which theme 'tame animals' individually. Teacher closed the lesson by saying good bye.

In the second meeting, the teacher conducted post-test 1 to the students to measure the students' competency during the application of the technique. The test was certainly a writing test. Teacher asked the students to make report text individually. The students look much enjoyed when making report text because helped by the picture from the Card Lottery Games Media that they got from the bottle. The teacher always walked around the class, while looking at the student's work, after 90 minutes the teacher asked the students to stop work because the time is up. And the teacher asked the students to collect their report text. Finally, the teacher said good bye to end the lesson

d) Reflection

From the table, the result of the students' written test in the first cycle indicated that there was an improvement of students' competency in writing report text after implementing Card Lottery Games Media (see appendix 2). Moreover, it could be described that 1 student (3%) were categorized insufficient and 26 students (81%) were categorized as being sufficient, and 5 students (16%) were categorized good. The mean score obtained was 74. It was categorized sufficient

in the level of students' mastery. This showed that there was increase 17,75 point comparing to the result of test 56.25. The result of the students' competency in writing report text in this cycle toward to SCC show that 23 students (72%) can achieve the SCC and 9 students (28%) can't achieve the SCC.

Based on the reflection on the cycle I, the second cycle would be conducted with Card Lottery Game Media but the theme of report text in cycle II was wild animal. And the teacher would give more explanation of the 5 aspects of writing namely; content, organization, vocabulary, grammar and mechanics.

3. The finding in cycle II

This cycle was conducted since the improvement of students' competency in writing report text in cycle I was not satisfying enough. This cycle consisted of four steps: planning, action, observation, and reflection.

a) Planning

In planning of cycle II, the researcher prepared some things that were needed in implementing Card Lottery Games Media; there were teaching learning scenario, Card Lottery Games Media, a bottle, writing test, writing instrument, example of report text (wild animal), and teacher's diary. It was used to facilitate the classroom activity in order to help the students to improve their ability in write report text. After the implementation of Card Lottery Games Media, the students were hope to be able to write report text with passing score equal or above 75% of the maximum score.

b) Action

This step referred to what researcher did in the classroom and how the process of writing was managed. This step was also done in 2 meetings. The time allotment of each meeting was 2 x 40 minutes. First meeting was use to implemented Card Lottery Games Media which theme wild animal, and the second meeting was used to conducted post-test 2. There were some steps in the teaching learning process of the first meeting namely;

- 1) Teacher greeted the students and checked the students' attendance.
- 2) Guided the students to the topic/ theme (wild animal) of the lesson
- 3) Informed the students about the instructional objectives
- 4) Gave the students an example of report text (wild animal), and explained the component of report text. And also, the teacher explained the 5 aspects of writing namely content, organization, vocabulary, grammar and mechanics.
- 5) The teacher asked the students to sat with their group like cycle I.
- 6) After that, the teacher prepared one bottle and card of picture, the theme wild animals in size 10 X 10 cm. and the card rolled and input into the bottle, after that the teacher whisked the bottle until card on the bottle mixed.
- 7) The teacher called the leader of each group comes to front of the class to take one picture that fell from the bottle.
- 8) After the students got one picture from the bottle, they back to their sit and made report text with their friends in group.
- 9) The teacher gave 30 minutes to the students for making report text, and the teacher helped the students when they found difficulty in finding new words.

- 10) After all the groups finished, in making report text, every group stuck their work in the white board.
- 11) Teacher discussed and evaluated their report text.
- 12) Checked students understanding toward the lesson by asking some questions related to the lesson.
- 13) Teacher concluded the lesson.
- 14) Asked the students to prepare themselves to have a writing test next week about making report text which theme 'wild animals' individually.
- 15) Teacher closed the lesson by saying good bye.

c) Observation

In the first meeting of cycle II, the teacher (in this case the researcher) entered the class and the students greeted the teacher. Then, the teacher checked the students present list by asked the students who are absent today. To warm up the students the teacher asked what is the difficulty when they made report text. The students gave many problems, there were students said when made report text, they found difficulty in choosing appropriate word and some students said they found difficulty used tenses and conjunction when made report text. Then, the researcher explained the tenses, conjunction and also the teacher explained 5 aspects of a good paragraph namely; content, organization, vocabulary, grammar and mechanics. The students paid attention to the teacher explanation. The teacher explained slowly and clearly until the students really understood. Whenever they did not understand yet, they raised their hand and asked the teacher to repeat once again. It was 89% students gave positive responses in this activity.

Then, the teacher asked the students sat with their group like in cycle I. After that, the teacher called the leader of each group to come to the front of the class to take one picture that fall from the bottle, after all of group got one picture (theme 'wild animals') they started to make report text with their group. When all of the group finish their report text, then the leader of the group stuck it on the white board. The teacher discussed and evaluated their report text. Teacher concluded the lesson. Before concluding the lesson, the teacher asked the students to prepare themselves to have a writing test next week about making report text which theme 'wild animals' individually. Teacher closed the lesson by saying good bye.

In the second meeting, as usual, after greeting the teacher checked the students' presence list there were no students absent. The teacher was reviewed the previous meeting then told the students that they were going to have a writing test which theme 'wild animals'. But the step in cycle 2 almost same with step in cycle 1, first the teacher prepared the bottle and the card of picture with size 10 x 10 cm and rolled the picture after that the teacher put the picture into the bottle and mixed it. The teacher called every student to come front of the class to take one picture that fall from the bottle. After all students got one picture the teacher asked them to start make report text. The students look very seriously in making report text. While saw the students made report text, the teacher walked around in the class to avoid noisy and the students gave positive response. After 90 minutes all of the students had finished in making report text, the teacher asked them collected their report text. After that the teacher conclude the lesson with the students. Finally, the teacher said good bay to end the class.

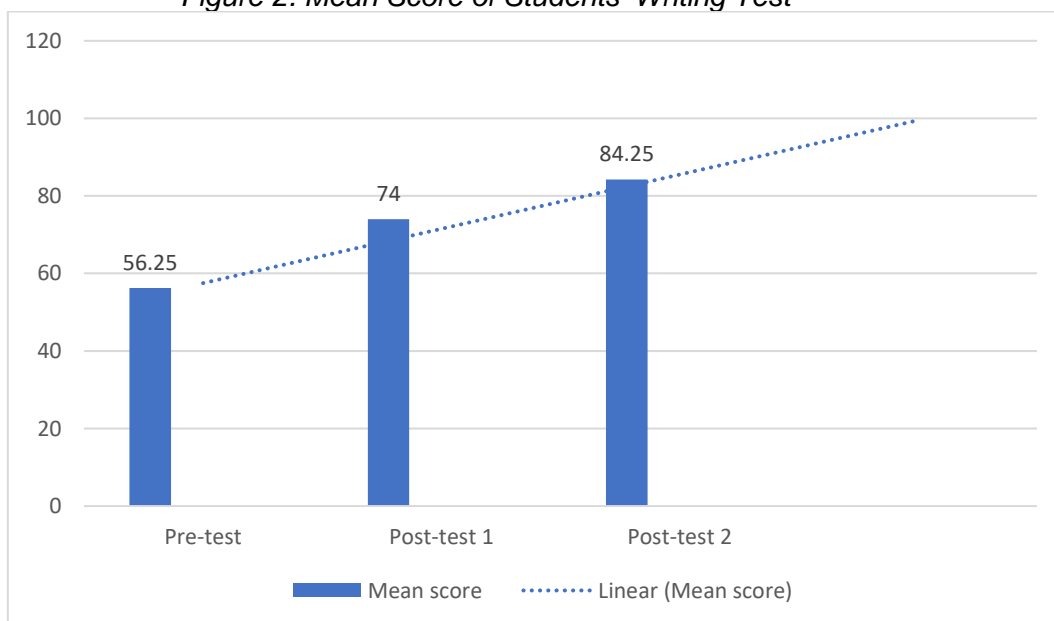
d) Reflection

There was a good improvement of students' competency in writing report text using Card Lottery Games Media. It could be seen compared with the result of post-test 1 and post-test 2. The mean score of post-test 1 was 74 and the mean score of post-test 2 was 84,25 (see appendix 5). The mean score of post-test 2 (84,25) was categorized good in the level of students' mastery. From the post-test 1 to the post-test 2 the mean score was increased 10,25 points. Moreover, the result of the post-test 2 could be described that 1 student (3%) were categorized sufficient, 28 students (88%) were categorized as being good and 3 students (9%) were categorized very good. The result of the students' competency in writing report text in this cycle toward to SCC show that all students (100%) can achieve the SCC.

The students' improvement was supported by the result of teacher diary. The teacher diary showed that the teaching learning process in the class ran in very good way. There were 98% students were active during the activities of teaching learning being conducted. It could be seen that a round 98% students paid attention to the teacher explanation. For example, when the teacher reviewed the previous meeting, 96% students gave positive response and enjoyed the activity. Another example, when the teacher explained the material to the students' they paid attention to the teacher explanation and it was around 94% students gave positive response. They were also very anxious and felt confident in writing report text with their group. In this cycle, after each group finished their work, they swap their work with order group and made correction about what other group should be write. All students said that Card Lottery Games Media helped much them in writing report text. So, from those results above, the researcher would stop this research.

Based on the findings already explained above, it could be seen that there was improvement to the students in writing report text since Card Lottery Games Media was implemented. The improvement could be seen from the result of the pre-test, post-test 1, and post-test 2 in the diagram below.

Figure 2. Mean Score of Students' Writing Test



From the above chart, can be seen that there was an improvement about the mean score of students' writing test from pre-test, post-test 1 and post-test 2. In the pre-test, the mean score was 56,25. And after the implementation of Card Lottery Games Media to the IX B students of SMP Negeri 1 Petang in the academic year 2018/2019 in post-test 1 (cycle I), the mean score become 74. It meant that there was improvement about 17.75 point from the pre-test. From post-test 1 to post-test 2, there was also improvement about 10,25 points in which the mean score of the post-test 1 was 74, and the mean score of post-test 2 was 84,25. The result of the students' competency in writing report text in post-test 2 toward to SCC show that all students (100%) can achieve the SCC.

CONCLUSION

Based on the findings and discussion, it could be concluded that Card Lottery Games Media was effective to improve the students' competency in writing report text of IX B SMP Negeri 1 Petang in the academic year 2019/2020. There were five aspects that should be full field by the students in writing report text, there are; developing ideas (content), organizing ideas, vocabulary, grammar, and mechanics. The students' improvement could be seen from the mean score of the pre-test (56,25), post-test 1 (74) and post-test 2 (84,25). During the implementation of Card Lottery Games Media, the students were looked serious, enthusiastic, motivated and interested. At last, the students score of writing report text in post-test 2 show that all students could achieve the school SCC (75).

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