
THE EFFECTIVENESS OF DART GAME IN TEACHING WRITING DESCRIPTIVE TEXT

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ABSTRACT

The study aimed to investigate the effectiveness of the Dart game in teaching writing descriptive text. Pre-experimental research in the form of one group pre-test and post-test design was employed. The sample was selected through cluster random technique toward one of State Senior High School (SMAN) in west Borneo, Indonesia. Writing pre-test and post-test were conducted to gather the data. The data were, then, analyzed by using descriptive statistics. The result indicated that the Dart game was positively effective to teach the descriptive text. It is recommended that teachers should be aware that the use of Dart games does not necessarily guarantee better performance among EFL students when it comes to writing descriptive text. Therefore, they should create a language learning environment in which they encourage students to write in the target language to improve the quality of their writing.

KEYWORDS: EFL, descriptive text, dart game.

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INTRODUCTION

The importance of learning English is growing up since the government includes it in the senior high school curriculum. Based on the standard of graduate competency, in Kepmendiknas No.23/2006, one of the language skills taught to students is writing skills. The graduate of senior high school must be able to write short written functional texts and simple essays in the forms of a recount, narrative, procedure, descriptive text news item, report, analytical exposition, spoof, explanatory, discussion, and review in the daily life context. The activity of writing is not only action but also a complex activity. The student has to write what they think in their mind and state it on a paper by using the correct procedure. Brown (2001) emphasizes that the criteria for good writing are content, organization, vocabulary, grammatical use, and mechanics, such as spelling and punctuation. In line with the statement, the teacher should encourage the students to achieve good writing.

One of many English text types is descriptive text included in the school curriculum program. Descriptive text explains how someone or something looks or feels (Zemach and Rumisek, 2005). Descriptive text is one of the text types consisting of sentences or paragraphs to describe something. Descriptive text is a text type can be used to teach writing skill. Through teaching descriptive text, the students will write a text about everything they see, think, feel hear, touch, smell, or taste. It gives broad insight to the students so that they can explore their knowledge.

There are some ways in teaching descriptive text interestingly, one of them is using games. Games are very interesting to teach the descriptive text. Games can help the teacher in teaching writing descriptive text is by using media. By using appropriate and interesting media in the process of teaching and learning English in class, it is expected students will easy in receiving writing materials from the teachers. According to Ersoz in Mubaslat (2012), games are highly motivating because they are amusing and interesting. They can be used to give practices in all language skills and be used to practice many types of communication. Through games,

students are brought into such an interesting and enjoyable learning activity. Games have great educational value and it can be used in the classroom to make students use the language instead of just thinking about learning the correct forms.

The researcher in this research is interested to use the Dart game as a medium in teaching writing. Dart is a game of throwing small arrows on the board. Dart games can be played by two or more players. They can play dartboard and wait for the dart to stick to the target. The tasks of the players were based on the picture on the board. The researcher had conducted a preliminary study by using the same game in one of State Senior High School (SMAN) in Kalimantan Barat, Indonesia. The researcher implemented the Dart game to have a picture of the effect of that game in teaching writing.

The modification of using Dart Game has previously conducted by Fauzan (2017) who combined the quartet card and dart game to teach writing. The researcher used pre-test and post-test to measure the students' writing quality before and after applying the treatment. This result of the study indicated that this game was effective to teach descriptive text in the experimental group was higher than the control group.

Those previous studies used as references for the researcher in conducting this research and also as the comparison between those relevant research with the research conducted by the researcher this time. The recent research was conducted to fill out the gaps of the previous study which applied the Dart game in the level of Secondary school. While a few studies on the effectiveness of the Dart game in teaching writing descriptive text at the Senior High school level.

RESEARCH DESIGN

The research design of this study is experimental research. The experiment design means the researcher wants to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Creswell, 2012). The type of this research was the experimental design of one-group pre-test and post-test.

Table 1 One group pre-test and post-test

Pre-Test	Treatment	Post-Test
Y1	X	Y2

Taken from Ary *et al.* (2010: 304)

This research design had examined the experimental group only. As mentioned by Ary *et al.* (2010) there were three steps in conducting this pre-experimental study of one group pre-test and posttest, the steps were (1) administering a pre-test measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a post-test, again measuring the dependent variable. A population was a group of individuals who had the same characteristic (Creswell, 2012). In this research, the population of the study was the students from the tenth-grade students of SMAN in Kalimantan Barat, Indonesia.

There were 216 SMAN Students. One class (experimental groups) with 36 students was selected randomly. The pre-test and post-test were also conducted on the experimental groups. the present study was carried out in September 2019. To determine the score, a rubric with five aspects of writing: content, organization, vocabulary, grammar, and punctuation, were utilized. Furthermore, validity and readability were gathered from the essay pre- and post-tests. The data were then collected at four meetings through the following procedures: (1) at the first meeting, the researcher gave the pre-test to identify the students' prior achievement of descriptive text; (2) at the second, the first treatment was carried out to the experimental class, (3) the researcher gives a second treatment to the experimental class in another meeting. (4) the researcher gave a post-test to both groups. The post-test given is the same as a descriptive writing test conducted to know the significant difference in students' results after the treatment was given. All of the data were then, calculated from the individual score of both pre-test and post-test, starting from identifying mean score, standard deviation, hypothesis, and effect size.

Tabel 2 Category of effect size

Value	Level
0-0.20	Weak Effect
0.21-0.50	Modest Effect
0.51-1.00	Moderate Effect
>1.00	Strong Effect

Then, the results of the test (pre-test and post-test) were analyzed by using SPSS.

FINDINGS AND DISCUSSION

the results of the comparison of pre-test and post-test of the independent sample of the experimental group showed that 43 as minimal score and 74 as the maximum, and the mean score 59.22 which was categorized as medium or average level of achievement. The standard deviation was 7.484. The researcher analyzed the score of the pre-test through SPSS version 16.

The result of the post-test of the second treatment was identified as the minimum score, 62 and 90 as the maximum. The mean score of the post-test was 77.64 (good level) and the standard deviation was 6.758.

Table 2 Descriptive statistics for pre-test and post-test

	Descriptive Statistics				
	N	Range	Sum	Mean	SD
Pre-test	36	31	2132	59.22	7.484
Post-test	36	28	2795	77.64	6.758

The result showed that the mean score improved from 59.22 to 77.64. The value of the standard deviation of post-test seemed lower than its value on the pre-test and which was 6.758 compared to 7.484 the comparison of the pre-test and post-test score.

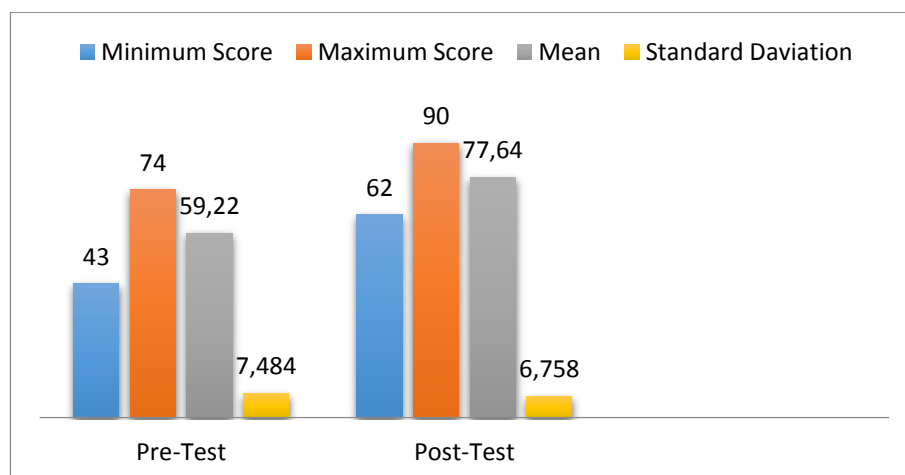


Figure 1 The comparison of pre-test and post-test result

A paired sample test had been carried out by SPSS version 16.0. In this case, the researcher compared the mean score of pre-test and post-test results in purpose to answer the first question of whether or not the Dart game was effective to teach the descriptive text. The result of the paired sample-test is provided in table 3.

Tabel 3 Paired Samples Test Result
Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Interval of the Difference Lower	Confidence of the Upper			
Pair 1	pretest - posttest	18.417	7.496	1.249	20.953	15.880	14.74	35	.000

Based on the table paired samples test result, it can be seen that the t-value is 14.741. Meanwhile, the t-table with 0.5 significance and degree of freedom 35 was 2.03. It means that the t-value 14.741 was higher than t-table 2.03 which was required to reject the null hypothesis at the level of α (0.05) and the difference was significant. Thus, the alternative hypothesis (H_a) was accepted because the significant value was lower than α ($0.000 < 0.05$). In other words, there was a statically significant difference between the means of pre-test in writing descriptive text after the treatment by using the Dart Game. Furthermore, the researcher examined the standardized differences between the scores of the control and experimental groups by using the effect size formula.

$$d = \frac{X_2 - X_1}{SD_{pooled}}$$

$$d = \frac{77.64 - 59.22}{7.484 + 6.758}$$

$$d = \frac{18.42}{14.242}$$

$$d = 1.2933576745 = 1.29$$

The effect size had a strong effect (1.29). It could be stated that the Dart Game in teaching descriptive text is effective, by means the treatment was well implemented and successful in teaching writing descriptive text. Although the quality of writing of most Indonesian EFL students (Rudiyanto & Dayat, 2019), the students still engaged in learning writing through the Dart game. This recent study has shown its effectiveness to improve the quality of student writing. Also, The Dart game is effective not only for teaching writing as a whole but also for teaching vocabulary (Puspasari & Malik, 2017). This study has important implications for writing teachers. Writing teachers should use an attractive teaching method for students to engage in the teaching-learning process. The Dart game may apply as one of the teaching writing methods to improve the quality of student writing.

CONCLUSION

In conclusion, considering the findings of this study, foreign language writing teachers need to pay particular attention to students' writing skills, including all aspects of writing as described in the research design of this study because to create good writing, those aspects may be as the main focus in teaching to write. In addition, the use of interesting and meaningful teaching methods can make EFL students engage in learning so that they feel they have a good experience in learning. The Dart game may be used as an alternative for teaching writing because this research has proven its effectiveness. Because this research was only conducted in a classroom with a small sample and no control group, it is necessary to conduct future research with a more complex experimental research design.

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