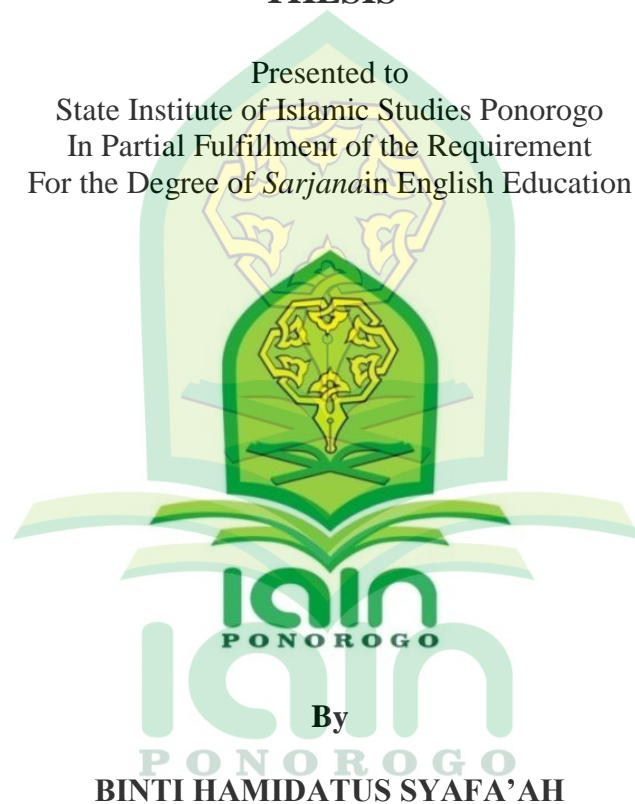


**THE USE OF BITS AND PIECES GAME TO IMPROVE  
STUDENTS' WRITING ABILITY  
(Classroom Action Research at Tenth Grade Students of SMKN 2 Ponorogo  
in Academic Year 2017/2018)**

**THESIS**

Presented to  
State Institute of Islamic Studies Ponorogo  
In Partial Fulfillment of the Requirement  
For the Degree of *Sarjanain* English Education



By  
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**2018**

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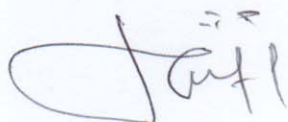
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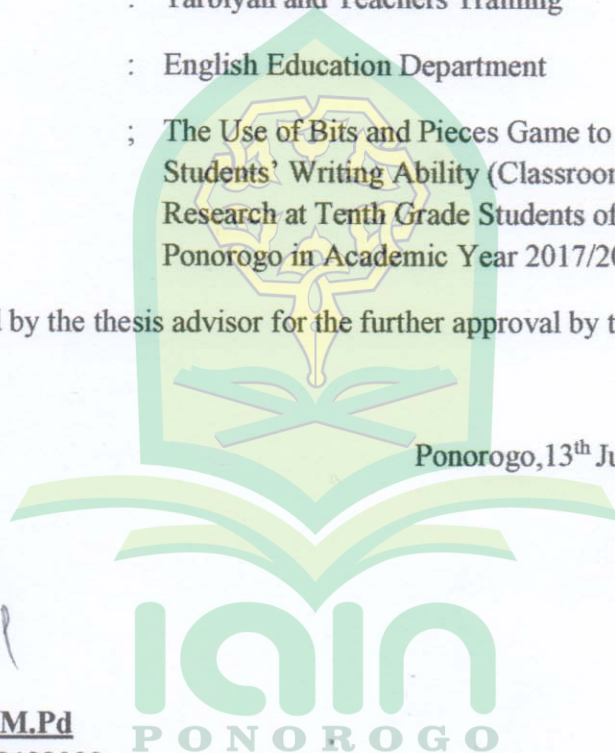
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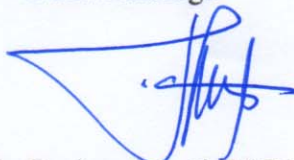
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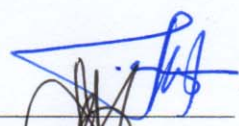

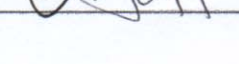
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## ABSTRACT

**Syafa'ah, Binti Hamidatus.** 2018. *The Use of Bits and Pieces Game to Improve Students' Writing Ability at Tenth Grade Students of SMKN 2 Ponorogo in Academic Year 2017/2018.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Nurul Khasanah, M.Pd.

**Key Words:** Bits and Pieces Game, Students' Writing Ability.

As one of language skills, writing can be defined as a hard skill at which to excel for many students and learners. It influences by many aspects or factors, such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way. Writing is a process to convey the ideas, feeling and thought. Writing requires mastery, not only of grammatical devices but also the conceptual and judgmental elements. Most of the students' at tenth grade of SMKN 2 Ponorogo have low in vocabulary and they do not know the meaning while they found new words. They also confuse to produce and create sentences. Beside that, students had low motivation to learn English. In vocational high school, the student thought that English lesson is not important enough to them because they think that they only need a lesson which gives them occupation because the student thinks that they are vocational student.

The researcher thinks that Bits and Pieces game can help and improve students to compose sentences and encourage student to write through picture. Through bits and pieces game will become one of the easier way to teach students how to write a narrative text because by looking many picture-strips and making a story related to the picture through writing. It will help students brainstorming and clustering in making narrative text. The objective of this study is to describe the use of Bits and Pieces game to improve students' writing ability at tenth grade students of SMKN 2 Ponorogo in academic year 2017/2018.

The researcher conduct classroom action research at SMKN 2 Ponorogo. It was done in two cycles. This research focused on the use of Bits and Pieces Game to improve students' writing ability.

Applying Bits and Pieces game in teaching writing narrative text can motivate students in the teaching and learning process. It shows by the result of students' achievement or writing scores in cycle 1 and cycle 2 as follow; in the cycle 1, the average of students achievement on writing narrative text was 51.41, and in the cycle 2, the average of students' achievement was 71.48. And students' activeness as follows; in cycle 1, the average of students' activeness was 72.5% and in cycle 2, the average of students' activeness was 83.04%. These proven that the students' activeness in narrative text had improved after followed Bits and Pieces game.

Based on the result of this study, showed that the students' writing on narrative text was improve in each cycle after they were taught by using Bits and pieces game. It was sign by their improvement of each test result.

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is an important language used by people around the world to communicate. By using English, we can understand the world easier because almost all of the countries in the world use English as their first, second and foreign language.

English has been taught in this country as the first foreign language and introduced in the curriculum of Indonesia schools. Nowadays, English is taught by teacher as subjects from elementary school, junior high school, senior high school until university level.

Learning English involves the mastery of four language skills, such as listening, speaking, reading and writing. Speaking and writing are productive skill or ability to comprehend. Otherwise, listening and reading are receptive skill that used to understand our world.

As one of language skills, writing can be defided as a hard skill at which to excel for many students and learners.<sup>1</sup> It influences by many aspects or factors, such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way.

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<sup>1</sup>Caroline Woods, *Teaching and Assesing Skill in Foreign Language*, (UK: Cambridge University Presss, 2005), 72

Porter G. Perrin states “Writing is either hard or easy, as a person makes it.”<sup>2</sup> It means that writing depends on the person that create or arrange it. A lot of people, who do not write much, are difficult to deliver their opinion or thinking through writing.

Additionally, writing is a process to convey the ideas, feeling and thought. Using writing, people can express their language in the written text. Student can take more time to think and choose words in order to express their ideas, thoughts and feelings. Then student can revise the written if it is not clear enough to express what they intend to write. Writing requires mastery, not only of grammatical devices but also the conceptual and judgmental elements. Based on the statement above, writing needs a practice to improve the skill.

In the process of writing, the method does not only emphasize the structure and organization of English text. Learners’ attention is not merely called upon the structure, style and the organization of their writing. If so, their works will be very Indonesian although the sentences are written in English.<sup>3</sup> It is necessary for us to teach them that what real writing in English should be and raise their awareness of the rhetorical

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<sup>2</sup> Porter G. Perrin, *Writer’s Guide and Index to English*, (New York: United States of America, 1942), 288

<sup>3</sup> Dolar Yuwono, *Writing 1 From Practice to Theory: Getting Smart and Creative to Write*, (Yogyakarta: Pustaka Felicha, 2015), 4

conventions of English texts.<sup>4</sup>It means that a lot of students are still use Indonesian style in writing English text. Whereas, teacher knows that the process to write English and Indonesia are different in style, structure, and the organization and the students have to make the sentence or paragraph in English style not in Indonesian.

Researcher's opinion there are a lot of students assumes that writing is the most difficult subject among the other language skills because the process of writing not only writes what they fell but also covey a message to the readers. Therefore, the students' have problem to make a good writing.

Based on the interview with one of English teachers at SMKN 2 Ponorogo most of the students' at tenth grade, students' have low in vocabulary and they do not know the meaning while they found new words. They also confuse to produce and create sentences. The process of composing sentences into paragraph make the students feel uneasy. Meanwhile, writing needs a full carefulness in order to do not make a lot of mistake when write sentences or paragraph. Beside that, students had low motivation to learn English. In vocational high school, the student thought that English lesson is not important enough to them because they think that they only need a lesson which gives them occupation because the studentthinks that they are vocational student. Because of that, the

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<sup>4</sup> ibid

researcher thinks teachers should make the teaching and learning process to be more enjoyable and make students' enthusiast to learn English.<sup>5</sup>

The researcher assumes that student needs a strategy which can make them enjoy and feel happy to learn English in the class. The researcher thinks that Bits and Pieces game can help and improve students to compose sentences and encourage student to write through picture.

Games also help and encourage many learners to sustain their interest and work. Andrew Wright states that, games also help the teacher create cotexts in which the language is useful and meaningful.<sup>6</sup> Games provide one way o helping the learners to experience language rather than merely study it. Bits and pieces game is kind of game with picture-strip story. It is suitable for narrating events and describing person, place or something, principally in the present tense. This game is appropriate to listening, speaking, and writing skills.<sup>7</sup> A key feature of educational game is the opportunity to apply subject matter knowledge in a new context.<sup>8</sup>

Andrew Wright states that bits and pieces use picture-strip story or text as an additional media.<sup>9</sup> It means that bits and pieces is something like text or picture that should be cut into small things. They can work together

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<sup>5</sup>Observation, at Februari 15<sup>th</sup> 2018

<sup>6</sup>Andrew Wright, *Games for Language Learning New Edition*,(Cambridge: Cambridge University press,1993), 2

<sup>7</sup> Ibid, 107

<sup>8</sup>Margaret E Gredler, *Games and Simulations and Their Relationship to Learning*, (University of South Carolina)

<sup>9</sup> Andrew Wright,.107



to study and brainstorm their ideas. They make simple idea one by one of students' in each group. The researcher thinks that Bits and Pieces game is a good way in conducting writing skill.

Through bits and pieces game will become one of the easier way to teach students how to write a narative text because by looking many picture-strips and making a story telated to the picture through writing.It will help students brainstorming and clustering in making narrative text. So, researcher thinks it will be interest writing class. From all of the problem, the researcher will conduct a study that is classroom action research (CAR) which entitle "The Use of Bits and Pieces Game to Improve Students' Writing Ability at Tenth Grade of SMKN 2 Ponorogo".

## **B. Limitations of the Study**

To avoid a deviation of the discussion, this study focus on some concern identified as follow:

1. The subject of the study is at tenth grade students of SMKN 2 Ponorogo in academic year 2017/2018
2. The object of this study is bits and pieces game to improve students' writing ability.
3. The material of this study is concern in narrative text.

### **C. Statement of the Problem**

Regarding to the background of the study, statement of the problems formulated into :

How can bits and pieces game improve students' writing ability at tenth grade students of SMKN 2 Ponorogo in academic year 2017/2018?

### **D. Objective of the Study**

Related to the statement of the problem above, this study has some objectives described as follows:

To describe the use of Bits and Pieces game to improve students' writing ability at tenth grade students of SMKN 2 Ponorogo in academic year 2017/2018

### **E. The Significances of the Study**

#### 1. Theoretical significance

This analysis is hoped can be one of resource for teaching writing or the same theme. This process of analysis also is able to be the reference in scientific method and other lesson which is related.

#### 2. Empirical significance

##### a) The teachers

This study is expected to improve the use of learning technique form of game in learning process which is suitable with each subject that the teacher teaches especially of Bits and Pieces

game as a technique which is appropriate in teaching and learning writing.

b) The Student

It is hoped to be able to create more enjoyable learning for the students. The students can get the new experience especially writing by using bits and pieces game to study, so they can improve their writing ability by themselves.

c) The Readers

For the readers, particularly the students of English department of IAIN Ponorogo are expected be able apply this learning technique form of game to teach English writing in the future.

d) The researcher

The result of this research can be used as reference for those who want to conduct other classroom action research in similar field.

## F. Organization of the Thesis

As description of the researcher ideas design that is poured in this action research, researcher organizes of it that is divided into five parts and every part consists of sub points that are connected and an entire unity. In order be able to more understand of observations as follows:

Chapter I is Introduction. This chapter consists of Background of Study, Limitation of the Study, Statements of the Problem, Objectives of the Study, Significances of the Study and Organization of the Thesis.

Chapter II is Previous Research Findings, Theoretical Background, Theoretical Framework and Hypothesis. This chapter consists of Previous Research Findings, Theoretical Background, Theoretical Framework and Hypothesis. Furthermore, Theoretical Background consists of The Nature of Writing, Teaching Writing, Bits and Pieces Game.

Chapter III is Research Method. This chapter consists of Classroom Action Research Design, Research Setting and Research Procedure that constructed by Planning, Acting, Observing, Reflecting.

Chapter IV is Findings and Discussion. This chapter consists of Research Setting, Cycles Explanation, Data Analysis and Discussion.

Chapter V is Closing. This chapter consists of Conclusion and Suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE, PREVIOUS RESEARCH FINDING, THEORETICAL FRAMEWORK, AND HYPOTHESIS

#### A. Review of Related Literature

##### 1. Concept of Writing

Writing is one of four basic skills of English that has to be mastered by the students. However, it is not as easy as it seems. There are some stages to make a good writing. Therefore, some teachers introduced many aids or techniques of teaching to help their students easy to compose a good writing.

##### a. Definition of Writing

Writing is a combination of process and product. The process refers to the act of gathering idea and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>10</sup> Raimes says, writing is a skill in which we express ideas, feeling and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands.<sup>11</sup> It means

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<sup>10</sup>Caroline T Linse, *Practical English Language Teaching: Young Learners*, (North America: McGraw-Hill, 2005), 98

<sup>11</sup> Ann Raimes, *Techniques in Teaching Writing*, ( New York: Oxford University Press, 1983), pg 3

that writing as a tool of communication when we cannot explain our desire by spoken, we can explain by written form.

Writing can be defined by a series of contrasts. It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.<sup>12</sup>

Writing is either hard or easy, as a person makes it.<sup>13</sup> It means that writing depends on the person that create or arrange it. A lot of people, who do not write much, are difficult to deliver their opinion or thinking through writing.

Additionally, writing is a process to convey the ideas, feeling and thought. Using writing, people can express their language in the written text. Student can take more time to think and choose words in order to express their ideas, thoughts and feelings.

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<sup>12</sup> David Nunan, *Practical English Language Teaching, 1<sup>st</sup> Edition*, (New York: McGraw-Hill Education, 2003), 88.

<sup>13</sup> Porter G. Perrin, *Writer's Guide and Index to English*, (New York: United States of America, 1942), 288

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skill necessary for writing good prose into five general components or main areas.

- a) Language uses : the ability to write correct and appropriate sentences
- b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language. e.g. punctuation , spelling.
- c) Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information.
- d) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- e) Judgment : the ability to write in a appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.<sup>14</sup>

### **b. Processes of Writing**

Writing is also a process. The process refers to the act of gathering ideas and working with them until they are presented in

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<sup>14</sup> J. B Heaton, *Writing English Language Tests New Edition*, (New York :Longman),135

manner that is polished and comprehensible to readers.<sup>15</sup> Jeremy Harmer states that the process has four main elements.<sup>16</sup> They are planning, drafting, editing and final version.

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try or decide what it is they are going to say. There are main issues that have to be thought by the writers. These issues include purpose, audience and content structure.

b) Drafting

The next process is to make a draft of the plan previously. It becomes a first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft may be produced on the way to the final version.

c) Editing

In editing process, there are activities of reflection and revision. 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.

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<sup>15</sup> Caroline T. Linse, 98

<sup>16</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004),4



d) Final version

After writers make a draft and pass through editing, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in editing process.

Furthermore, the five-step process writing approach by Donald Graves will provide a context for the writing activities such as;

1) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas,

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times,

#### 4) Editing

This is where grammar, spelling and punctuation errors are connected.

#### 5) Publishing and sharing

This is where the students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class news papers, school or class magazines, or displaying short samples of writing in the hall or out in the community.<sup>17</sup>

### c. Characteristics of Good Writing

In addition to organization, writing in English must also have the characteristics. The characteristics are :<sup>18</sup>

#### 1) Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the readers can understand writers ideas easily. The principles for ordering depend on the type of paragraph that written by the writer.

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<sup>17</sup> Andrew P Johnson, *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*, (United States of Amerika, 2008), 179-180

<sup>18</sup> Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays* Third Edition, (PEARSON: Longman), 18-25

## 2) Cohesion

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the cohesive devices. Four important cohesive devices are connector, definite articles, personal pronouns, and demonstrative pronouns.

### a) Connector

There are many kinds of connector that provide cohesion. Such as ; coordinating conjunctions, subordinating conjunctions, transitions and preposition.

### b) The definite Article

A second way to connect sentences is to use the definite article *the*. A noun with a definite article often relates to a previously mentioned noun.

### c) Personal Pronouns

Another way to help a paragraph have good cohesion is by using personal pronoun. A pronoun usually refers back to a previous noun.

### d) Demonstrative Adjectives and Pronouns

Another way to provide cohesion is to use the demonstrative adjectives and pronouns such as ; this, that, these, and those.

### 3) Unity

All the supporting sentences should relate to the topic sentence and should be part of the description. A sentence that does not belong in paragraph is called as irrelevant sentence.

#### d. Types of Writing Performance

There are several types of writing performance according to Douglas Brown:<sup>19</sup>

##### 1) Imitative

This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are secondary of concern.

##### 2) Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within context, collocations and idioms, and correct grammatical features up to length of a sentence. Meaning and content are of some importance in determining correctness and appropriateness, but most assessment tasks are

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<sup>19</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2003), 220

more concerned with a focus on form, and are rather strictly controlled by the test design.

### 3) Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, list of criteria, outlines and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the writer text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

### 4) Extensive

Extensive writing implies successful management all of the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and

developing ideas logically. Using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.<sup>20</sup>

**e. The Components of Writing**

Mark Baker posted that there are three components to writing skill. Many people may be able to get by with two out of three, but the greats have all three. These components are: grammatical skill, compositional skill, and domain knowledge.<sup>21</sup>

1) Grammatical skill

Grammatical skill means the ability to construct meaningful sentences. It is the ability to construct sentences, not the ability to diagram them, which is necessary for writing. Students must have a basic degree of grammatical skill. They could not communicate without it. When people say that everyone can write, they suspect that they mean simply that everyone can construct meaningful sentences and record them on paper. Not quite everyone qualifies to this standard, but in the developed world, most people do. Develop

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<sup>20</sup>ibid.

<sup>21</sup>Mark Baker, *Three Component of Writing*, Posted on 2011/09/15, <https://everypageone.com/2011/09/15/three-component-of-writing-skill/>, accessed on 11th February 2018.

and possess a much higher level of grammatical skill than mere literacy requires. Some people can construct complex and beautiful sentences with ease. A certain elegance, fluidity, and grace in the construction of a sentence are one of the hallmarks of a good writer in all fields.

## 2) Compositional skill

Compositional skill is the ability to organize words to produce an effect. Storytelling is a compositional skill. A compelling lecture or blog post displays compositional skill. The ability to write beautiful prose is common; the ability to tell a compelling story is rare, and those who have it can't always write beautiful prose. Compositional skill is not an extension of grammatical skill. It is a separate skill.

## 3) Domain knowledge

Many technical writers would vehemently deny that domain knowledge is a component of writing skill. Some even go so far as to suggest that ignorance of the subject domain is an asset, that it allows them to appreciate the perspective of the user.

Domain knowledge is important for other reasons than knowledge of the subject matter, as important as that may be. Every decent writer will acknowledge that it is important to know your reader. Technical writers often go to great lengths to collect data on

their audience, to construct personas so that they have a model of who they are writing for. But there is a great shortcut to knowing your reader, and that is to know the domain in which your reader works.

And there is still another component to domain knowledge. Every domain has its communication conventions. This is in part its language, its jargon, but it goes beyond this. Particular domains have compositional conventions that guide how communications in the field are structured. The ability to overcome the curse of knowledge is one of the foundational elements of compositional skill. It is something students need in order to communicate successfully between domains.

Nonetheless, for those whose task it is to communicate the knowledge of a domain to those outside of it, grammatical skill, compositional skill, and domain knowledge are all essential to true mastery of the craft.

## **2. Narrative Text**

In this section, the researcher is going to explain about the definition of narrative text, generic structure, and language features of the narrative text.

### **a. Definition of Narrative Text**



Narration paragraph is a paragraph to tell a story or events chronologically (though sometimes use flashbacks): a sequential presentation of the events that add up to a story. A narrative differs from mere listing of events. Narration usually contains characters, a setting, a conflict and a resolution.<sup>22</sup>

The definition of narrative seems to have been known by all of us. It relate to what stories and narrative are, so it is questionable whether one should define it at all or not.<sup>23</sup>

From the statement above the writers conclude that the definition of narrative is different each other people. But most of the experts agree that narrative text is containing about stories, events, or cases.

Related to the definition above Mary Jo Reiff and Anis Bawarshi give the example of narrative text such as; fairy tales, novels, short stories, newspaper reporting.<sup>24</sup>

#### b. Generic Structure of Narrative Text

The generic structure of narrative text are :

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<sup>22</sup>DolarYuwono, *Writing 1 From Practice to Theory: Getting Smart and Creative to Write*, (Yogyakarta: PustakaFelicha, 2015), 30

<sup>23</sup> Ibid, 35

<sup>24</sup> Anis S Bawarshi and Mary Jo Reiff, *Genre: An Introduction To Hystory, Theory, Research and Pedagogy*, (Indiana : Parlor Press, 2010), 38

- 1) Orientation: It is about the opening paragraph where the characters of the story are introduced, describe the setting, and explain the situation.
- 2) Complication: Where the problems in the story developed and describe what happen in the story.
- 3) Resolution: where the problems in the story is solved. It can be happy ending or sad ending.

According to Ken Hyland, Introduction-Body-Conclusion and particular organizational patterns such as narration, description and exposition are described and taught. Typically, courses are organized according to common functions of written English.<sup>25</sup>

Title	The Legend of Toba Lake
Orientation	In one village on North Sumatra, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman.
Complication	The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would

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<sup>25</sup> Ken Hyland , *Second Language Writing*, (Cambridge University Press, 2004), 7

	<p>marry him. Then they got married and soon had one child named Samosir. This boy liked to much food.</p> <p>One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “you, the fish kid, you are so greedy!”. Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid.</p>
Resolution	<p>The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It's called Toba lake. The land in the middle of the lake is called Samosir Land.</p>

c. Grammatical Features

The grammatical features that narrative text uses are :

- 1) Using Simple Past Tense. For example : I **walked** to school yesterday, I **bought** a new car three days ago, The book **was** expensive, Those books **were** in my bag.
- 2) Usually begin with Adverb of Time. For example : long time ago, once upon a time, one day,... etc

3) **Bits and Pieces Game**

a. **Definition of Bits and Pieces Game**

Game is one of media that can be applied in language teaching and learning. All people are like games either young or adult. But different age or group requires various topic material, competence and model of game. For example, the children like fun game, then the adult more like challenging game. So, as a teacher has to choose the appropriate game for all students in order to be fun learning and active class.

Bits and pieces game is kind of game with picture-strip story. It is suitable for narrating events and describing person, place or something, principally in the present tense. This game is appropriate to listening, speaking, and writing skills. All students can play this game. To play this game we spend 15-40 minutes

only, the material that we need are picture strip stories, or text.<sup>26</sup> Writing “bits and pieces” was a closely related technique and again manual or computer generated sections of work were reorganized and linked.<sup>27</sup> Games increase students’ involvement, motivation, and interest in the material and allow the instructor to be creative and original when presenting topics.<sup>28</sup>

The researcher used picture strip story in teaching writing narrative text to make students interested in teaching learning process. By using this game make students easier to tell a story according to the picture completely. Students have to describe and narrating or comment on the pairs or groups of information. It can be said that the students is challenge to telling and identifying picture-strip-story and find the new idea and new word by looking picture, also collecting information by every members of a group of students to integrate their ideas and make the best paragraph.

#### **b. Teaching Bits and Pieces Game**

Bits and pieces game is one of method which is effective to be used in foreign language learning especially in teaching writing.

It is important for the teacher to be creative and innovative.

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<sup>26</sup>Andrew Wright, 107

<sup>27</sup> Paul Hager & Susan Holland, *Graduate Attributes, Learning and Employability* (Springer, 2006), 135

<sup>28</sup>Mania Moayad Mubaslat, *The Effect of Using Educational Games on the Students Achievement in English Language for the Primary Stage*, (Jordan,2011/2012), journal

The researcher makes this game in a group. These groups involve five students because the students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction.

Group work can be applied in the classroom because of many advantages; first, like pair work, it dramatically increases the amount of talking for individual students. Second, unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than pair work. Third, it encourages broader skills of cooperation and negotiation than pair work, and yet is more private than working front of the whole class. Then, it also promotes learner autonomy by allowing students to make decision in the group without being told what to do by the teacher. Last, although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole class or pair work situation. Although group work has many advantages but it has many disadvantages too. The disadvantages of group work is include; it is likely to be noisy (though not necessarily as a loud as pair work can be). Some teacher fell that they lose control, and then not all students enjoy it

since they would prefer to be the focus of the teacher's attention rather than working with their peers. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate, group also take longer to organize than pairs.<sup>29</sup>

There are many aspects to be considered in playing this game, those are instruction to the students and the identification of the winner.

#### c. **The steps for Teaching Bits and Pieces Game**

These are the following steps in teaching using bits and pieces game, are;<sup>30</sup>

1. The teacher divides students into 6 groups.
2. The teacher distributes to every group, one striping pictures and many paper to stick the picture and writing about the picture.
3. It group should arrange the striping picture in order to be good picture in 10 minutes.
4. After the striping pictures have been arranged, the teacher gives 20 minutes for every group to describe it and write it in a piece of paper.

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<sup>29</sup> Jeremy Harmer, 117

<sup>30</sup> Andrew Wright, 107

5. After that, he or she asks every group to stick the arranging picture on the board and the writing under it.
6. Then he or she checks what they have done, and tells them the winner of this game based on arranging picture and detailed describing of their writing.

**d. The Strength and The Weakness of Bits and Pieces Game**

The bits and pieces game has little different with the scrabble game. It can see from the definition that is scrabble is more of a puzzle type of activity that can be fun for English learners as a break from traditional worksheets. Create a target word that you wish the students to discover (this can be an answer to a key question as well, if you wish). Use various vocabulary words that contain letters to be used in the target word. Then, scramble the vocabulary words so that the students must discover from each scrambled word the vocabulary to go letter-by-letter in the boxes behind it. The target word can then be placed in a vertical fashion using those letters from the vocabulary.<sup>31</sup>

The researcher concludes that the difference between those is on the media. Bits and pieces game use picture-strip as a media and

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<sup>31</sup><https://www.tefl-online.com/tefl-jobs/online-tefl-articles/games-in-teaching/> accessed on 8<sup>th</sup> February 2018



students' have to arrange it. But scrabble game is only use random words or letters to get new words and does not use picture also.

From all the statements above the researcher divide the strengths and weaknesses of the Bits and Pieces Game;

#### 1) The strengths of Bits and Pieces Game

- a) Bits and pieces involve several useful skills including listening, speaking and writing.
- b) Games bring in relaxation and fun for students, thus help them learn and retain new words and idea more easily.
- c) To exercise creatifity and imagininity.
- d) Bits and pieces is appealing to all levels.
- e) The students cam share their idea to develop their writing ability in their group.
- f) Another benefit of using bits and pieces game in classroom that is teacher can apply this game in some variation.

#### 2) The Weaknesses of Bits and Pieces Game

- a) This game is really hard if the teacher can not give instruction clearly
- b) Use bits and pieces game sometimes to be noisy class.
- c) The teacher's feel that they lose control.

- d) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- e) Some students are passive whereas others may dominate.

## **B. Previous Research Finding**

To support this study, researcher appends some previous studies related to the variable of this thesis. The researcher select the previous research findings as follows:

The first is thesis written by Ninik Kholifah entitle "The Effectiveness of Strip Stories to Help Student' Sequence Events In Recount writing". She uses an experimental study at MTs Margoyoso Pati Grade VIII in the academic year of 2008/2009. In this study, she used strip stories to teach writing recount text in the form of strip of pictures completed with key words under each strip as guide. She used documentation and test as an instrument to collect the data. The result of her study was there was an improvement of the students' achievement in writing recount text by using strip stories as a media was better than writing recount text without strip stories.<sup>32</sup>

In this case, the researcher used a different game as a medium in teaching in class that is Bits and Pieces game. The researcher took different

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<sup>32</sup>Ninik Kholifah, *The Effectiveness of Strip Stories To Help Students' sequence Events In Recount Writing (An Experimental Study at Mts N MargoyosoPati Grade VIII in The Academic Year 2008/2009)*, (Semarang: English Language Department of Tarbiyah Faculty Walisongo State Institute For Islamic Studies, 2009), thesis

genre of the text also that is narrative text but, researcher took same purpose to improve students' writing ability.

The second study is conducted by Nurkhayatun, the student of IAIN Walisongo Semarang had ever written the thesis entitle “ Using Bits and Pieces Game to Improve Students' Writing skill on Descriptive Texts at the Seventh Grade of MTs.Darul Mujahadah Prupuk-Margasari-Tegal in the Academic Year of 2010/2011”.The research written by Nurkhayatun used classroom action research. It was done through three cycles and used observation checklist, documentation and test to collect the data. She also used descriptive qualitative to analyze the data. Statistic analysis was used to analyze the data about the result of observation checklist and the result of test on descriptive text.

This thesis used similar game with the thesis conducted by the researcher but researcher take different kind of text that is narrative text. In this research, the researcher focused on improving students' writing ability on narrative text and researcher used classroom action research.<sup>33</sup>

The last, Teaching and Learning Descriptive Paragraph Writing Through Bits and Pieces Game at the Second Semester of SMP Islam Nurul Iman Lampung Timur in the Academic Year 2016/2017 written by Rojiyah. This thesis used descriptive, qualitative research. She used

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<sup>33</sup>Nurkhayatun, *Using Bits and Pieces Game to Improve students Writing Skill on Descriptive Texts a Classroom Action Research at seventh Grade of MTs DarulMujahadahTegal in Akademik Year of 2010/2011*(Thesis Walisongo States Institute for Islamic Studies, Semarang)

observation, interview and questioner guideline as the data collection. The result from the thesis are; the process of teaching and learning descriptive paragraph writing by using bits and pieces game did not run well, the teacher did not follow the procedure well by using bits and pieces game. Researcher thinks that teacher still difficult to apply this game. The teacher believe that bits and pieces game is a good game for teaching descriptive paragraph writing but, in teaching and learning process the students' still had difficulties in learning descriptive text.<sup>34</sup>

From the previous study above, the researcher took same way that is Bits and pieces game in improving students' writing ability but researcher took different genre. The genre which the researcher choosed is narrative text at tenth grade of students. Beside that, the researcher used classroom action research, and for collecting the data the researcher used observation, test and documentation.

### **C. Theoretical Framework**

Writing is one of the basic four skills that demand skill. Need many times for people to master in writing, for it needs exercises. Student wants the learning process is enjoyable, especially learning English. But teacher does not understand what the students want. Learning method that is used

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<sup>34</sup>Rojiyah, *Teaching and Learning Descriptive Paragraph Writing Through Bits and Pieces Game at the Second Semester of SMP Islam Nurul Iman Lampung Timur in the Academic Year 2016/2017*,( Thesis State Islamic Studies University RadenIntan Lampung)

unvaried. If the learning just focused in teacher, it makes students bored. Consequently, teachers have to find out the innovation in their teaching.

Using bits and pieces game in teaching-learning process is also one of method that can be used by teacher in order to improve students' writing ability. It is an approach to guide students to go out from the class for introducing them with their environment. Using this game of learning can make students more excited. Moreover, in teaching narrative text, teachers cannot ask their students to compose narrative text in the class without introducing picture that will be narrated in detail.

The technique in this research refers to cooperative learning. The researcher uses "Bits and Pieces Game" to stimulate the students' skill in writing. The students' can be active and enjoy in the class. If this technique is applied, the students can improve their skill in writing.

Teacher asks students to arrange the striping pictures in order to be good picture in group. Then, every group narrates it and writes it in a piece of paper. After that he or she asks every group to stick the arranging picture on the board and the writing under it. Then he or she checks what they have done, and tells them the winner of this game based on arranging picture and detailed narrating of their writing.

#### **D. Hypothesis**

Hypothesis in this research as follow: The use of Bits and Pieces game can improve students' writing ability at tenth grade students of SMKN 2 Ponorogo in academic year 2017/2018.



## CHAPTER III

### RESEARCH METHOD

#### A. Classroom Action Research Design

The study in this Classroom Action Research will be focused on the use of Bits and Pieces Game to improve students' writing ability. The students have many problems that influence students' writing ability especially at tenth grade students of SMKN 2 Ponorogo.

Action research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. Although there are many types of research that may be undertaken, action research specially refers to a disciplined inquiry done by teacher with the intent that the research will inform and change his or her practices in the future. In addition, this research is carried out within the context of the teacher's environment – that is, with the students and at the school in which the teacher works – on question that deal with educational matters at hand. Teacher should be constantly researching and educating themselves about their area of expertise, this is different from the study of more educational questions that arise from the practice of teaching.<sup>35</sup>

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<sup>35</sup> Eileen Ferrance, *Action Research* (Brown University Press: Northeast and Island Regional Educational Laboratory, 2000), 1-2.

Classroom action research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problem get solved by the strategy.

### **B. Setting and Research Subject**

This research aimed to tenth grade students of SMKN 2 Ponorogo in academic year 2017/2018. The researcher will apply this Classroom Action Research at X D1 class which consist 36 students. The material was narrative text on second semester.

### **C. Research Variables**

The researcher focused to observe several things that became research variable. They are the process of variable in this study. There are two kinds of research variable can be explained as follows:

- a) The students' activeness in teaching learning process by using Bits and Pieces Game.
- b) The students' achievement in writing by using Bits and Pieces Game.

### **D. Classroom Action Research Procedure**

Action research in education is any systematics inquiry conducted by teachers, principals, school counselors or other stakeholders in the teaching-learning environment that involves gathering information about the ways in which



their particular school operate, the teachers teach and the students learn.<sup>36</sup> Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic. It has a practical, problem-solving emphasis. It is carried out by individuals, professionals and educators. It involves research, systematic, critical reflection and action. It aims to improve educational practice.<sup>37</sup>

Action research is research done by teachers for themselves, is not imposed on them by someone else. Action research engages teachers in a four-step process. They are: (1) identify an area of focus; (2) collecting the data; (3) analyze and interpret data; and (4) develop and action plan.<sup>38</sup> Kemmis and Mc Taggart opine that the process of action research is only poorly described in term of a mechanical sequence of steps. They describe the spiral of self-reflective cycle of planning a change, acting and observing the process and consequence, and then re-planning, acting and observing, reflecting and so on.<sup>39</sup>

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<sup>36</sup> L. R Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research Competencies Analysis and Applications Tenth edition* (PEARSON, 2012), 507

<sup>37</sup> Patrick J.M. Costello, *Action Research* (New York: British Library Cataloguing-in-Publication Data, 2007), 5

<sup>38</sup> Geoffrey E. Mills, *Action Research: A Guide for The Teacher Researcher Sixth Edition* (Boston: PEARSON, 2018), 10-11

<sup>39</sup> Kemmis, et al., *The Action Research Planner: Doing Critical Participatory Action Research* (Singapore: SpringerScience+Business Media, 2014), 18

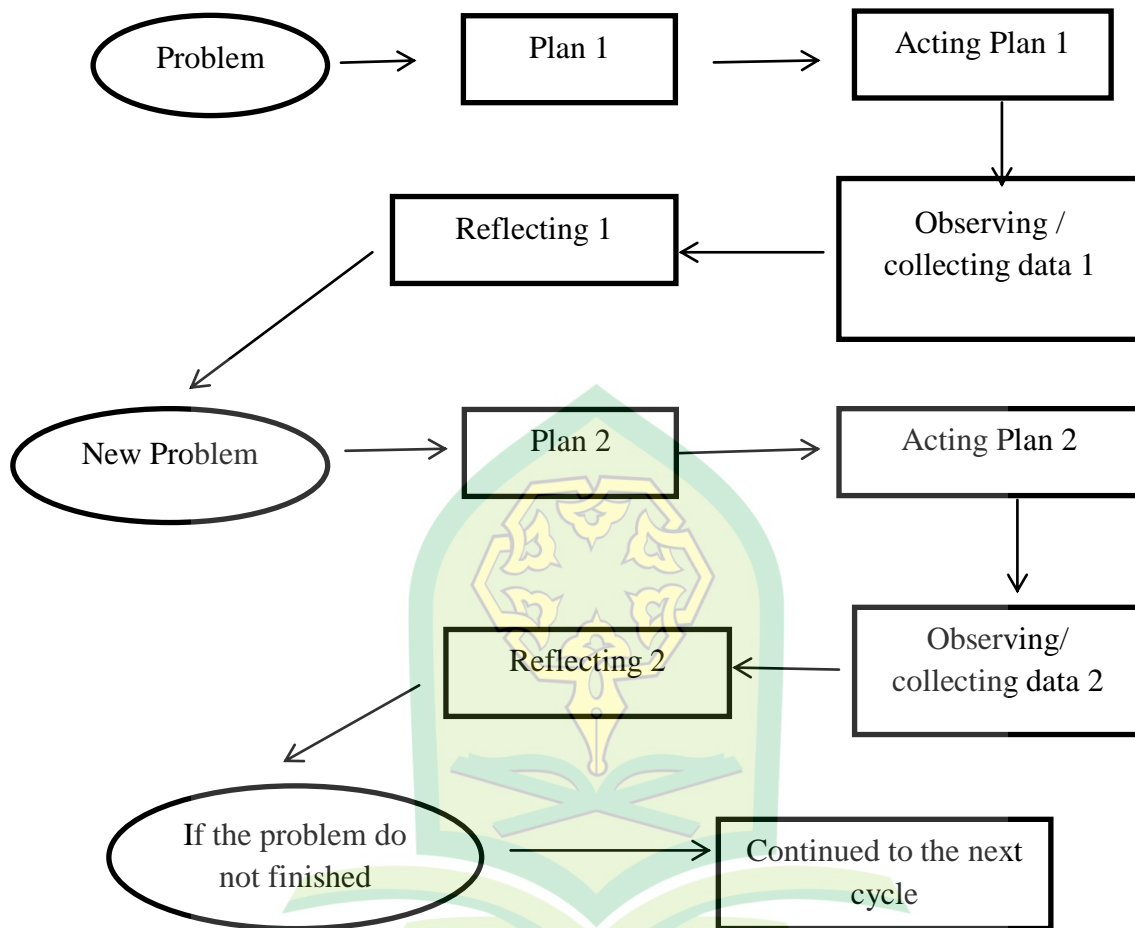


Figure 1  
The Action Research Spiral

Classroom action research is done by teachers in their own classrooms. As English teachers, they have to solve their classroom practice to result in better English achievement of their students. As researcher, they have to innovative classroom strategy that contributes to the some level.

The researcher starts with observing and identifying classroom problem. A classroom problem refers to a classroom practice that can still be improved to the

result in better learning achievement of the students. A professional teacher can always see which classroom can still be improved. Then the teacher search for alternative instructional strategies for references, by discussing with their colleagues, or by joining seminars or workshop. One best alternative strategy is then selected, and translated into an instructional scenario. All necessary instructional media and assessment instrument are developed to the implement the instructional scenario. The teacher-researcher has to learn well how to implement the scenario in the classroom before the action started. And this stage, there should no question anymore about how well the teacher can implement the scenario; otherwise the action cannot be started.

The researcher is commended to choose a collaborator to help in observing the implementation of the scenario in the classroom before the action is started. The researcher is recommended to choose a collaborator to help in observing the implementation of the scenario. Then the action is started with to help in observing the implementation of the scenario. Then the action is started with the collaborator to help in observing the process of instruction to record any information indicating the success or failure of the strategy in solving the classroom problems. The result of the observation is analyzed to reflect how successfully the implemented strategy has solved the problem.<sup>40</sup>

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<sup>40</sup>Mevi Indah Purnama Sari, Etheses.iainponorogo.ac.id/2295, 38-39 accessed on 18<sup>th</sup> April 2018

## 1) Planning

The main focus of this step is on what, when, where, why, and how this action research would be done. The activities in planning are:

- a. Plan the implementation of Bits and Pieces game in teaching writing. The teacher needs some preparation, for example need one picture-strip story to groups of students, cut the strip-picture into separate picture, or cut your text into separate sentences, paragraph or single words.<sup>41</sup> It can be said that the teacher just needs simple preparation to apply this game, the researcher just need pictur-strip-story and make the picture-strip-story separate in the structure. Bits and pieces game can be applied in group work or class work.<sup>42</sup> In this case, it is can called as cooperative games. It supported by Hadfield, that there are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.<sup>43</sup> It means that bits and pieces game can do by some students' in a group to achieve the goals by work together.
- b. Making lesson plan.

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<sup>41</sup> Andrew Wright, 107

<sup>42</sup> Ibid.,

<sup>43</sup> Jill Hadfield, *Beginners' Communication Game*, (Longman: Addison Wesley Longman, 1999), 8

In making lesson plan teacher must pay attention to the basic competence that they will achieved. The basic competence which achieved in writing skill are :

- 1) Responding to the meaning and steps of rhetoric in essays that use the variety of written language accurately, smoothly, and acceptable in the context of everyday life and to access science in text form, report, narrative, analytical exposition.
- 2) Express the meaning and steps in the essay by expressing the variety of written language accurately, smoothly, and acceptable in the context of everyday life in text form, report, narrative, analytical exposition.

In English subject especially in writing competence there are some criteria of success in learning that must be mastered by the students. We evaluate the students' ability in teaching learning process. Evaluation is a disciplined inquiry to determine the worth of things.<sup>44</sup> So, by evaluate the students, the teacher will know whether the students have achieved the criteria or not. Evaluation is a judgment of worth. The criterions are:

- 1) Achieving social function
- 2) Fulfilling the exposition structure comprehensively and systematically

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<sup>44</sup>Pryla Rochmawati, *English Curriculum Material and Development*, ( Ponorogo: Stain Po Press, 2016), 71

- 3) Providing appropriate language elements: structure, vocabulary, pronunciation, intonation, spelling, and handwriting
- 4) Providing appropriate writing form

## 2) Acting

In this stage, researcher implemented some procedures. The main activities conducted at this stage are implementing Bits and Pieces Game in teaching writing. The implementation of this game are:

- a) The teacher divides students into 6 groups.
- b) The teacher distributes to every group, one striping pictures and many paper to stick the picture and writing about the picture.
- c) It group should arrange the striping picture in order to be good picture in 10 minutes.
- d) After the striping pictures have been arranged, the teacher gives 20 minutes for every group to tell the story it and write it in a piece of paper.
- e) After that, he or she asks every group to stick the arranging picture on the board and the writing under it.
- f) Then he or she checks what they have done, and tells them the winner of this game based on arranging picture and the story of the picture.

### 3) Observing

Observing is done during the learning and teaching process. It includes the results used as an indicator to know the students' progress of writing skill in each cycle. The activities are:

- a. Observing the activities of learning and teaching process during the researcher use Bits and Pieces game as a technique in teaching writing. In observation stage, the researcher was helped by the teacher in observing what happened in the class during the lesson from opening until closing. Activities in this step are :
  - a) Observing students' activeness during teaching and learning process
  - b) Observing students' discussion and cooperation in a study group and team competition
  - c) Observing students' reading comprehension.
- b. Evaluating the students' writing skill by using written tests in each cycle.<sup>45</sup>

**Table 3.1**

Score	Level	Criteria
Content	30-27	Excellent to very good:

<sup>45</sup>Adopted from [http://onsearch.id/Record/IOS2754.2313?widget=1&repository\\_id=3369](http://onsearch.id/Record/IOS2754.2313?widget=1&repository_id=3369)  
accessed on 18<sup>th</sup> January 2018

		knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not permanent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but



		main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair-poor: non-fluent , ideas focused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning

		confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language use	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple/complex constructions, frequents errors of negation,

		agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons deletions, meaning confused or evaluate.
	10-5	Very poor: vitually no mastery of sentence constructions rules, dominate by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation,

		capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
Total score	1-100	

Then, the researcher calculated it with use this formula:

$$\text{The average of the students result} = \frac{\text{The total of students score}}{\text{The number of students}} \times 100\%$$

**Table 3.2**

**The Category of Writing Master**

No	Interval	Scale Change of Live		Category
1	81- 100	5	A	Excellent
2	61- 80	4	B	Good
3	41 – 60	3	C	Fair
4	21 – 40	2	D	Low
5	0 – 20	1	E	Poor

#### **4) Reflecting**

In this stage, researcher conclude the result of acting stage in order to know the unsolved problem in the previous cycle and make a better plan for the next cycle.

After conducting first cycle, researcher conducts second cycle. The second cycle will be done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness.

In the second cycle, the students look more anthusias in teaching and learning process. Students try to take a part in learning process and asking to the teacher when they still did not understand about the lesson. This cycle was done in two face of meetings. The basic competence that researcher took is express the meaning and steps in the essay by expressing the variety of written language accurately, smoothly, and acceptable in the context of everyday life in text form, report, narrative, analytical exposition.

#### **1) Planning**

- a. The reseracher arranging the lesson plan based on the teaching material
- b. Preparing the teaching material
- c. Preparing the intruments.

#### **2) Acting**

The researcher gave the material about “Sura and baya” story. Then student have to analyze the story suitable with the generic structure. After that, researcher explain about grammatical features of narrative text.

The last meeting, researcher repeated the lesson and tries to brainstorm the student to remember the course before. After that researcher makes group study and gave them a task to make a simple narrative text related to the picture that researcher gave. In this situation, researcher use bits and pieces game to guide the students create their own ideas to be an essay (narrative essay). In last meeting, students looked relax while doing this activity. They feel that they like playing at that time while tried to find the secret picture in the pieces of picture.

### **3. Observing**

- a. The researcher observe the teaching and learning process.
- b. Researcher observung the students respond toward bits and pieces game.

### **4. Reflecting**

Then researcher and teacher discussed about the teaching and learning process that have been done to find the weakness and how to improve in the next cycle. Teacher and researcher evaluate the steps in learning process and discussed the result of student’s assignment.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of Research Setting, Cycles Explanation, Data Analysis and Discussion.

#### **A. Research Setting**

##### **1. General Location**

SMKN 2 Ponorogo is located at Laks. YosSudarso street number 21A Kepatihan Village, Ponorogo, East Java. This location is near totown center. It's around 1km south from town center. This school was built in 1978 and get upgrading and improvement in every sector especially in class buildings until now.

##### **2. Vision, Mission, and Goals**

###### **a. Vision**

To be center of education which produce professional graduate and stand alone that have a science knowledge and technology conception, be based on IMTAQ, caring and cultured surrounding.

###### **b. Mission**

- 1) Create nationality character of graduate.
- 2) Create entrepreneurship graduate.
- 3) Create caring and cultured surrounding graduate with doing action for live area protection, live area management, and live area restraint to create comfortable work area and study area.

**c. Goals**

- 1) To produce professional, strong and honest graduate.
- 2) To produce superiority, comparative, and competitive graduate in their sector.
- 3) To produce brave entrepreneur graduate
- 4) School as a information center and service society in education area.
- 5) Create caring and cultured surrounding graduate with doing action for live area protection, live area management, and live area restraint which integrated with lesson and school activity.

**B. Cycles Explanation**

The description of the classroom action research process of each cycle as follows:

**1. Cycle1**

**a. Planning**

For the first cycle, the researcher planned everything that needed for the research. The meeting had planned in the first cycle was twice meetings on Wednesday, 11<sup>th</sup> April 2018 and 18<sup>th</sup> April 2018. Based on the observation, the researcher prepared treatment in improving students' writing skill of tenth grade. The activities that were done in these points were as follows:

- 1) Make lesson plan based on the theme



The teacher made lesson plan as a foundation in teaching learning process. The teacher prepared subject matter, manage time, choosing method, choosing of determine of evaluation system, determine of study source, prepare the tools to support teaching learning process etc. the researcher prepared the lesson plan for the first cycle with “Snow White” as the theme.

In making lesson plan teacher must pay attention to the basic competence that they will achieved. The core competencies, basic competence and indicators which achieved in writing skill the core competencies are:

- 1) Consider and interpret religious teachings.
- 2) Appreciate the behavior (honest, disciplined, responsible, caring, courteous, ingenuous, trustworthy, tolerant, internal motivation, lifestyle, and environmentally friendly) in interacting effectively with the social environment and within the reach of the fraternity and its existence.
- 3) Understanding knowledge (factual, conceptual, and procedural) in science, technology, art, culture, and society with religious, national, state, and civilization inspirations are identical moments.
- 4) Trying, processing, and managing in a concrete context (using, parsing, composing, modifying, and making) and extracting (writing, reading,

computing, drawing, and writing) are the same as those studied in school and from other sources in the same perspective / theory.

The basic competencies are:

- 1) Responding to the meaning and steps of rhetoric in essays that use the variety of written language accurately, smoothly, and acceptable in the context of everyday life and to access science in text form, report, narrative, analytical exposition.
- 2) Express the meaning and steps in the essay by expressing the variety of written language accurately, smoothly, and acceptable in the context of everyday life in text form, report, narrative, analytical exposition.

The indicators are:

- 1) Identify the meaning of ideas (ideational) and factual information in text, main ideas, supporting ideas, details.
  - 2) Identify grammar, main idea in text report, narrative, analytical exposition.
  - 3) Elaborate the main ideas in text report, narrative, analytical exposition
  - 4) Analyze grammar, main idea in text report, narrative, analytical exposition.
- 2) Prepare the material

The material used was the narrative text about Snow White. It was made by the researcher for the students. In the next meeting, researcher gave the definition, language features and kind of narrative text.

### Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

### 3) Prepare the research instruments

The teacher made evaluation instruments to know students' development such as:

- a) Observation sheet. It was used to observing the student's activities in the classroom during English language teaching and learning.

- b) Test. It was used to measure skill, knowledge, quality, or talent possessed by an individual or group. It contains a sequence of questions or practices or other instruments.

**a. Acting**

Cycle 1 conducted on 2 meetings on 11<sup>th</sup> April and 18<sup>th</sup> April 2018 with reference on lesson plan of English Language on cycle 1 that consists of 3 stage of activity that is opening activities, core activities, and closing activities.

1) Pre Activities

- a) Say greetings and invite students to pray together
- b) Check list students' attendance.
- c) Prepare students psychic and physically to follow the learning process.
- d) Explain the learning purpose or basic competencies that would be tired and submit the material coverage and description of activities corresponding syllabus.

2) Main Activities

- a) Observing

The teacher showed the picture related to the topic then she showed the example of bits and pieces game. The students must pay attention to the pictures.

b) Asking

The teacher led students to ask questions about the topic or the bits and pieces to the students.

c) Exploration

The teacher guided the students to find and collect the information with the other friends to complete their information about the topic.

d) Communication

The teacher asked the students to arrange the picture and write the words or the sentence in the simple past form. The final activity was developing those words into a paragraph which is suitable with the generic structure of narrative text.

e) Association

The students were come forward to read their stories.

3) Closing Activity

The teacher asked to the students about the difficulty faced during the teaching and learning processes then teacher asked to the students about the materials which have been studied. Moreover teacher gave the feedback to the students' reflection about the lesson. The last, teacher concluded the lesson.

**b. Observing**

The research did observation while the students practiced the activity in the classroom. The researcher paid attention to the learning process and took notes on what happened in the classroom including the situation of the class when the activity occurred and paid attention to the treatment. To record every student's activity during the treatment, the researcher made observation sheet to get the data. The data got during the stage as follows:

a) Observation Sheet

**Table 4.1**

**Observation Sheets of students Activeness and Enthusiasm**

NO	NAMA	VARIABEL					
		Activeness			Enthusiasm		
		1	2	3	1	2	3
1	Amanda DwiOctavia		√			√	
2	Angel Reva P	√				√	
3	Anintya Kurnia	√				√	
4	Annisa Nuraini		√			√	
5	Annisah Eka A		√		√		
6	Arsita Yugha R	√			√		
7	Ayu Puspitasari			√		√	
8	Aza Anastasia F		√		√		
9	Aurika Wulandari	√			√		
10	Cindy Febrianty			√		√	
11	Desy Wahyu Sintya		√			√	
12	Devi Mariska		√				√
13	Dewi Suryaningsih		√			√	

	14	Dinda Aprilia Mutiara S			√		√	
	15	Dwi Nur Indah S		√			√	
b)	16	Elsa Fitriana Sari	√			√		
	17	Eny Safitri	√			√		
	18	Erisa Asri N	√			√		
	19	Fina Dwi Lestari	√			√		
	20	Gita Lusiana		√				√
	21	Intan Oktaviana Rahayu		√				√
	22	Kharisma Adminanti	√			√		
	23	Melly Puji Lestari	√			√		
	24	Mia Lestari	√			√		
D	25	Mita Retnanda	√			√		
	26	Nabila Rindiani Azzahra	√					√
e			13	10	3	12	10	4

s

cription :

- a. Students give attention to the teacher's explanation
- b. Students respond or answer to teacher's question.
- c. Students ask question to teacher relating the lesson.
- d. Students show their activeness and enthusiasm.
- e. Students respond the other students' question during discussion.

Criterion :

1. Students' condition far from the criteria
2. Students' condition close from the criteria
3. Students' condition exactly same as the criteria.

b) Test

The test that researcher gave for students was students should make a narrative text related to the material. And the material was “Snow white”. Researcher asks students to make a simple narrative text with the title Cinderella. Students have to make it with their own language. Then, researcher got the test result students’ understanding of the text. The result of the test in the first cycle as follows:

**Table 4.2**  
**The Test Result of Cycle 1**

No	Name	Aspects					Total
		C	O	V	L	M	
1	Amanda Dwi Octavia	13	12	10	9	2	46
2	Angel Reva P	13	10	10	12	2	45
3	Anintya Kurnia	15	11	9	10	3	50
4	Annisa Nuraini	13	11	10	10	3	50
5	Annisah Eka A	13	10	11	10	2	46
6	Arsita Yugha R	21	13	14	10	32	61
7	Ayu Puspitasari	16	10	10	10	3	49
8	Aza Anastasia F	21	9	13	11	2	56
9	Aurika Wulandari	17	8	8	7	2	42
10	Cindy Febrianty	14	10	10	5	3	42
11	Desy Wahyu Sintya	-	-	-	-	-	Out
12	Devi Mariska	15	11	13	10	2	51
13	Dewi Suryaningsih	22	14	13	15	3	67



14	Dinda Aprilia Mutiara	16	13	13	13	3	58
15	Dwi Nur Indah S	21	13	13	10	4	61
16	Elsa Fitriana Sari	13	13	16	11	3	56
17	Eny Safitri	-	-	-	-	-	Absent
18	Erisa Asri N	16	13	10	10	2	51
19	Fina Dwi Lestari	17	13	9	10	3	52
20	Gita Lusiana	13	12	10	9	2	52
21	Intan Oktaviana Rahayu	13	9	9	9	2	42
22	Kharisma Adminanti	17	13	13	14	3	60
23	Melly Puji Lestari	13	10	9	9	2	43
24	Mia Lestari	13	9	9	10	3	44
25	Mita Retnanda	13	10	10	10	2	41
26	Nabila Rindiani Azzahra	26	15	14	15	3	73
Total Score = 1234							
Mean = 51,41							

Description :

- a. C : Content which refers to the relation to the task demanded of the students
- b. O : Organization which refers to style and ease of communication.
- c. V : Vocabulary which refers to diction.
- d. L : language use which refers to appropriate tense.
- e. M : Mechanic which refers to punctuation and spelling.

Then, from the result above the researcher calculated the achievement of study used this formula:

$$\text{The average of the students result} = \frac{\text{The total of students score}}{\text{The number of students}} \times 100\%$$

$$\text{Excellent} = \frac{0}{24} \times 100\% = 0$$

$$\text{Good} = \frac{4}{24} \times 100\% = 16,67\%$$

$$\text{Fair} = \frac{20}{24} \times 100\% = 83,33\%$$

$$\text{Low} = \frac{0}{24} \times 100\% = 0$$

$$\text{Poor} = \frac{0}{24} \times 100\% = 0$$

**Table 4.3**

**The Category of Students Score and Their Percentage**

No	Interval	Freq	Percentage	Category
1	81- 100	-	-	Excellent
2	61- 80	4	16,67%	Good
3	41 – 60	20	83,33%	Fair
4	21 – 40	-	-	Low
5	0 – 20	-	-	Poor
		24	100%	

From the data above there was 4 or 16,67% of 24 students got good grade. There were 20 or 83,33% of 24 students got fair grade. To know the mean score of result of test researcher calculated the mean of the test as follow:

$$M = \frac{\sum x}{N}$$

Explanations:

M = The average of students' score

$\sum x$  = Total students' score was 1234

N = Total of students was 24

The computation of the average score was follow:

$$\frac{1234}{24} = 51.41$$

The calculation result shows that the average of students' test result of first cycle was 51.41. The highest score was 79 and the lowest score was 43. It was from 46.71 to be 51.41. Researcher concluded that students' writing skill on narrative text improved however it still under the minimum standard (KKM), it was 70. But it was unsatisfied yet, because there were many students still got under the minimum standard (KKM).

### c. Reflecting

Delivery subject matter that followed by students, some students have been quite active in writing learning process through bits and pieces game. There are many students who got under minimum standard (KKM). In this cycle, there were some of the students made noise when the researcher explaining the material and they were also confused about the game so they still difficult to express their ideas, feelings and words in written text. The

researcher found students had limited questions when they played bits and pieces game. The result of their writing was also still poor on the language use, vocabulary and organization items. So, the researcher had to continue to the next cycle.

## 2. Cycle 2

The next process of this research was second cycle. The observation of this cycle was conducted on Wednesday, 25<sup>th</sup> April 2018 until 2<sup>nd</sup> May 2018.

### a. Planning

In this stage, the researcher planned a better plan to overcome the problems in the previous meeting. The activity almost same with the first cycle:

- 1) The teacher prepared what will do in the classroom such as how to manage condition in the classroom and students' condition. Teacher must be mastered the material for better explained and understandable.
- 2) Making a lesson plan

The teacher made lesson plan as the foundation in teaching learning process in the classroom. The teacher prepared subject matter, manage time, choosing the material, choosing or determine of evaluation system, determine of study source, prepare the tools to support teaching learning process etc.

In making lesson plan teacher must pay attention to the basic competence that they will achieved. The core competencies, basic competence and indicators which achieved in writing skill the core competencies are:

1. Consider and interpret religious teachings.
2. Appreciate the behavior (honest, disciplined, responsible, caring, courteous, ingenuous, trustworthy, tolerant, internal motivation, lifestyle, and environmentally friendly) in interacting effectively with the social environment and within the reach of the fraternity and its existence.
3. Understanding knowledge (factual, conceptual, and procedural) in science, technology, art, culture, and society with religious, national, state, and civilization inspirations are identical moments.
4. Trying, processing, and managing in a concrete context (using, parsing, composing, modifying, and making) and extracting (writing, reading, computing, drawing, and writing) are the same as those studied in school and from other sources in the same perspective / theory.

The basic competencies are:

- 1) Responding to the meaning and steps of rhetoric in essays that use the variety of written language accurately, smoothly, and acceptable

in the context of everyday life and to access science in text form, report, narrative, analytical exposition.

- 2) Express the meaning and steps in the essay by expressing the variety of written language accurately, smoothly, and acceptable in the context of everyday life in text form, report, narrative, analytical exposition.

The indicators are:

- 1) Identify the meaning of ideas (ideational) and factual information in text, main ideas, supporting ideas, details.
  - 2) Identify grammar, main idea in text report, narrative, analytical exposition.
  - 3) Elaborate the main ideas in text report, narrative, analytical exposition
  - 4) Analyze grammar, main idea in text report, narrative, analytical exposition.
- 3) Prepare the material

The material used was the narrative text with title “Sura and Baya”. It was copied 26 pieces for students. The second material is about grammatical features of narrative text. Then students have to practice to make simple sentence before practice to make an essay in the next meeting.

### Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

#### 4) The researcher prepared the research instruments

The teacher made evaluation instruments to know students’ development. Such as:

- a) Observation sheet. It was used to observing the student’s activities in the classroom include activeness and enthusiasm
- b) Test was used to measure students’ achievement

## **b. Acting**

### 1. Pre Activity

The researcher as the teacher did the apperception by greeting students, checking students' attendance, giving motivation and opening the lesson. Before we started the lesson, students should gather with their groups like the first cycle. Then teacher reviewed the last lesson by ask and give explanation about the purpose of the study in cycle II.

### 2. Main Activity

#### a. Observing

The teacher gave instruction related to the topic then showed the example of another story of narrative text and grammatical features of narrative text. The students must pay attention to the teachers' explanation.

#### b. Asking

The teacher led students to ask questions about the topic or the bits and pieces game to the students.

#### c. Exploration

The teacher guided the students to arrange the picture and collect the information related to the piece of picture that has been given to the student.

#### d. Communication



The teacher asked the students to write the framework about the story before they make a paragraph related to the picture. Students in each group should use the dictionary and more active with their friend in communication.

Then they start to develop their framework into good paragraph which is suitable with the generic structure of narrative text. Researcher guided them in make a paragraph.

e. Association

After finished, teacher checked these group one by one. Teacher gave instruction students to come forward directly about their story and other groups must pay attention to the group who come in front of the class. And the last, every student has to collect their work to teacher.

3. Post activity

The teacher asked to the students about the difficultness faced during the teaching and learning process then teacher asked to the students about the material which has been studied. Moreover teacher gave the feedback to the students' reflection about the lesson. The last, teacher concluded the lesson.

**c. Observing**

From the observing in the second cycle of teaching and learning did not have serious problems. The teaching learning process was more active

than the first cycle and the class more conducive. The researcher paid attention to the learning process and noted the situation in the class. The instruments:

1) Observation sheet

**Table 4.4**

**Observation sheets of Students' Activeness and Enthusiasm**

NO	NAMA	VARIABEL					
		Activeness			Enthusiasm		
		1	2	3	1	2	3
1	Amanda Dwi Octavia		√				√
2	Angel Reva P		√			√	
3	Anintya Kurnia		√			√	
4	Annisa Nuraini		√				√
5	Annisah Eka A		√			√	
6	Arsita Yugha R	√				√	
7	Ayu Puspitasari			√		√	
8	Aza Anastasia F			√			√
9	Aurika Wulandari	√			√		
10	Cindy Febrianty			√		√	
11	Desy Wahyu Sintya		√			√	
12	Devi Mariska		√				√
13	Dewi Suryaningsih		√			√	
14	Dinda Aprilia Mutiara S			√			√
15	Dwi Nur Indah S		√			√	
16	Elsa Fitriana Sari	√				√	
17	Eny Safitri		√		√		

18	Erisa Asri N		√			√	
19	Fina Dwi Lestari			√		√	
20	Gita Lusiana		√				√
21	Intan Oktaviana Rahayu		√				√
D22	Kharisma Adminanti	√			√		
23	Melly Puji Lestari	√			√		
e 24	Mia Lestari		√				√
s 25	Mita Retnanda			√			√
26	Nabila Rindiani Azzahra			√			√
c		5	14	7	4	12	10

r

Description :

- a. Students give attention to the teacher's explanation
- b. Students respond or answer to teacher's question.
- c. Students ask question to teacher relating the lesson.
- d. Students show their activeness and enthusiasm.
- e. Students respond the other students' question during discussion.

Criterion :

1. Students' condition far from the criteria
2. Students' condition close from the criteria
3. Students' condition exactly same as the criteria.

From the data above, we know that the activity ran well than the first cycle. It means an increase and has reached the desired target. It can see from the table above that there is a significant change of the students' activeness and enthusiasm.

## 2) Test

The research got the test result as the students' writing ability in making an essay using bits and pieces game. The researcher gave the material entitle "Sura and Baya" and the students have to make an essay related to the material which include in legend story. The researcher gave the topic for students for example; Ande-ande Lumut, Timun Mas, Malin Kundang and Jaka Tarub. Students have to make by their own language. There was a significant improvement in this cycle; it could be seen from the result of the test bellow. The result of the test in the second cycle as follows:

**Table 4.5****The Test Result of Cycle 2**

No	Name	Aspects					Total
		C	O	V	L	M	
1	Amanda Dwi Octavia	19	13	14	15	3	64
2	Angel Reva P	25	16	17	11	4	73
3	Anintya Kurnia	22	13	12	18	4	70
4	Annisa Nuraini	22	11	14	17	3	67
5	Annisah Eka A	17	10	17	21	2	67
6	Arsita Yugha R	26	15	17	21	4	83
7	Ayu Puspitasari	26	19	17	19	3	84
8	Aza Anastasia F	20	13	13	13	3	62
9	Aurika Wulandari	21	13	13	12	2	61

10	Cindy Febrianty	24	17	14	15	4	74
11	Desy Wahyu Sintya	-	-	-	-	-	Out
12	Devi Mariska	19	12	13	12	4	60
13	Dewi Suryaningsih	24	16	15	18	3	76
14	Dinda Aprilia Mutiara	23	13	11	10	3	60
15	Dwi Nur Indah S	18	13	14	12	3	60
16	Elsa Fitriana Sari	15	11	10	12	3	51
17	Eny Safitri	16	9	9	10	2	37
18	Erisa Asri N	20	13	14	11	3	61
19	Fina Dwi Lestari	20	13	12	12	3	60
20	Gita Lusiana	22	13	12	14	3	72
21	Intan Oktaviana Rahayu	19	13	13	11	4	62
22	Kharisma Adminanti	21	13	12	1	3	70
23	Melly Puji Lestari	26	15	13	10	3	70
24	Mia Lestari	23	13	17	21	4	78
25	Mita Retnanda	18	14	13	12	3	65
26	Nabila Rindiani Azzahra	26	16	14	18	4	78
Total Score = 1787							
Mean = 71,48							

Description :

- a. C : Content which refers to the relation to the task demanded of the students
- b. O : Organization which refers to style and ease of communication.
- c. V : Vocabulary which refers to diction.
- d. L : language use which refers to appropriate tense.
- e. M : Mechanic which refers to punctuation and spelling.

Then from the result above the researcher calculated the achievement of study used this formula:

$$\text{The average of the students result} = \frac{\text{The total of students score}}{\text{The number of students}} \times 100\%$$

$$\text{Excellent} = \frac{2}{26} \times 100\% = 8\%$$

$$\text{Good} = \frac{15}{26} \times 100\% = 60\%$$

$$\text{Fair} = \frac{7}{26} \times 100\% = 28\%$$

$$\text{Low} = \frac{1}{26} \times 100\% = 4\%$$

$$\text{Poor} = \frac{0}{26} \times 100\% = 0$$

**Table 4.6**

**The Category of Students Score and Their Percentage**

No	Interval	Freq	Percentage	Category
1	81- 100	2	8%	Excellent
2	61- 80	15	60%	Good
3	41 – 60	7	28%	Fair
4	21 – 40	1	4%	Low
5	0 – 20	-	-	Poor
		25	100%	

From the table above the result of students' score increased significantly. There were 2 or 8% of 25 students got excellent grade, 15 or 60% of 25 students got good grade, 7 or 28% of 25 students got fair and 1 or 4% of 25 students got less fair grade. Then researcher calculates the average (mean) of the score as below:

$$M = \frac{\sum x}{N}$$

Explanations:

M = The average of students' score

$\sum x$  = Total students' score was 1787

N = Total of students was 25

The computation of the average score was follow:

$$\frac{1787}{25} = 71.48$$

From the researcher analysis, it shows that the average of students' test result of second cycle was 71,48. It means that the students' score in this cycle could be categorized increased. In this cycle, the students' improvement of writing narrative text was improved in the language use and content. The teacher and researcher that students' ability in writing narrative text were improved after being enthusiastic in learning process, they were serious in playing attention when the researcher explained the material, some of students who asked the question and responded questions were

increased, they were serious in making effort to write. The researcher decided to stop in this cycle, because she concluded that students' ability in writing narrative text was improved and reach the criteria of success.

#### **d. Reflecting**

In this cycle learning process has achieved at all aspect. The bits and pieces game is an effective way to improve students' writing ability. The activity ran smoothly, students become more active than before, and students can learn by themselves. The students' score presentage and students' learning outcomes are relatively high because all students can reach standard value. It can be seen from the students' score in cycle 1 and cycle 2. Based on reflection above, the researcher decides to stop the research because what is expected has been achieved. The result of the test was satisfying and students' activeness is very enthusiastic in following learning process. So, the learning process can be said to be maximal.

### **C. Data Analysis**

In this chapter, the researcher wants to present the result of the research, after conducted the research on cycle 1 and cycle 2. The researcher divides the result of the research into two parts, that is data analysis process cycle 1 and data analysis process cycle 2.

#### **1) Data Analysis Process Cycle 1**



The observation held on Wednesday, 11<sup>th</sup> April 2018 until 18<sup>th</sup> April 2018. During teaching and learning process, the researcher observed the students' activeness and enthusiast as well. Based on table 4.1, it can be seen that the activeness of students are as follows:

Table 4.7

Finding on the students' activeness and interest of first cycle

ASPECTS	CRITERIA		
	Poor	Fair	Good
Activeness	13	10	3
Enthusiast	12	10	4

Based on the amount above, it can be stated in percentage by a formula below:

$$\text{Percentage} = \frac{\sum fi}{n} \times 100\%$$

Explanation:

$\sum fi$  = total students appeared

N = total students in class

Here is calculating of the observation data:

a. Students' activeness

- Students with poor activeness =  $\frac{\sum fi}{n} \times 100\%$ 

$$= \frac{13}{26} \times 100\%$$

$$= 50\%$$

- Students with fair activeness =  $\frac{\sum fi}{n} \times 100\%$   
 $= \frac{10}{26} \times 100\%$   
 $= 38,46\%$

- Students with good activeness =  $\frac{\sum fi}{n} \times 100\%$   
 $= \frac{3}{26} \times 100\%$   
 $= 11,54\%$

b. Students enthusiasm

- Students' with poor enthusiast =  $\frac{\sum fi}{n} \times 100\%$   
 $= \frac{12}{26} \times 100\%$   
 $= 46,15\%$

- Students' with fair enthusiast =  $\frac{\sum fi}{n} \times 100\%$   
 $= \frac{10}{26} \times 100\%$   
 $= 38,47\%$

- Students with good enthusiast =  $\frac{\sum fi}{n} \times 100\%$   
 $= \frac{4}{26} \times 100\%$   
 $= 15,38\%$

Table 4.8

The percentage of the students' activeness and interest of first cycle

ASPECTS	CRITERIA		
	Poor	Fair	Good
Activeness	50%	38,46%	11,54%
Enthusiast	46,15%	38,47%	15,38%

## 2) Data Analysis Process Cycle 2

In the cycle 2, the observation held on 25<sup>th</sup> April and 2<sup>nd</sup> May 2018. Based on table 4.4, it can be seen that the activeness of students are as follows:

Table 4.9

Finding on the students' activeness and interest of second cycle

ASPECTS	CRITERIA		
	Poor	Fair	Good
Activeness	5	14	7
Enthusiast	4	12	10

Based on the amount above, it can be stated in percentage by a formula below:

$$\text{Percentage} = \frac{\sum fi}{n} \times 100\%$$

Explanation:

$\Sigma fi$  = total students appeared

$N$  = total students in class

Here is calculating of the observation data:

c. Students' activeness

- Students with poor activeness =  $\frac{\Sigma fi}{n} \times 100\%$

$$= \frac{5}{26} \times 100\%$$

$$= 19,23\%$$

- Students with fair activeness =  $\frac{\Sigma fi}{n} \times 100\%$

$$= \frac{14}{26} \times 100\%$$

$$= 53,84\%$$

- Students with good activeness =  $\frac{\Sigma fi}{n} \times 100\%$

$$= \frac{7}{26} \times 100\%$$

$$= 26,93\%$$

d. Students enthusiasm

- Students' with poor enthusiast =  $\frac{\Sigma fi}{n} \times 100\%$

$$= \frac{4}{26} \times 100\%$$

$$= 15,38\%$$

- Students' with fair enthusiast =  $\frac{\sum fi}{n} \times 100\%$

$$= \frac{12}{26} \times 100\%$$

$$= 46,15\%$$

- Students with good enthusiast =  $\frac{\sum fi}{n} \times 100\%$

$$= \frac{10}{26} \times 100\%$$

$$= 38,47\%$$

Table 4.10

The percentage of the students' activeness and interest of second cycle

ASPECTS	CRITERIA		
	Poor	Fair	Good
Activeness	19,23%	53,84%	26,93%
Enthusiast	15,38%	46,15%	38,47%

### 3) Discussion

Based on the research the classroom action research was done on 2 cycles. After using bits and pieces game in teaching narrative text, researcher got the data from each cycle. It was analyzed in each cycle and then the researcher got the result of the classroom action research. The result of research shows that here was significant improvement of students' ability in

writing narrative text using bits and pieces game. It can be seen from the result of the test from the first cycle until second cycle.

Chart 4.1

The Result of Students' Score

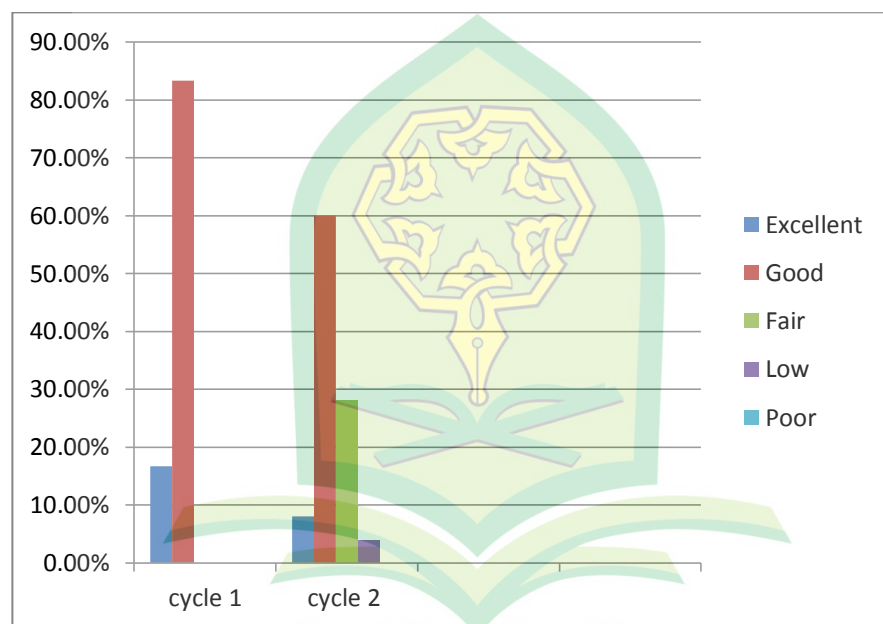


Chart 4.2

## The Result of Students' Activeness

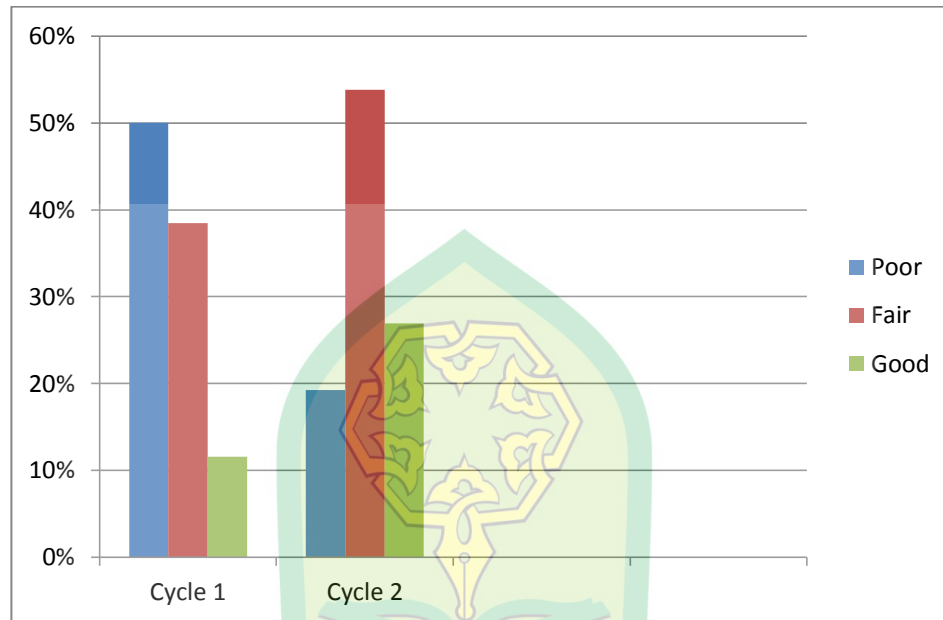
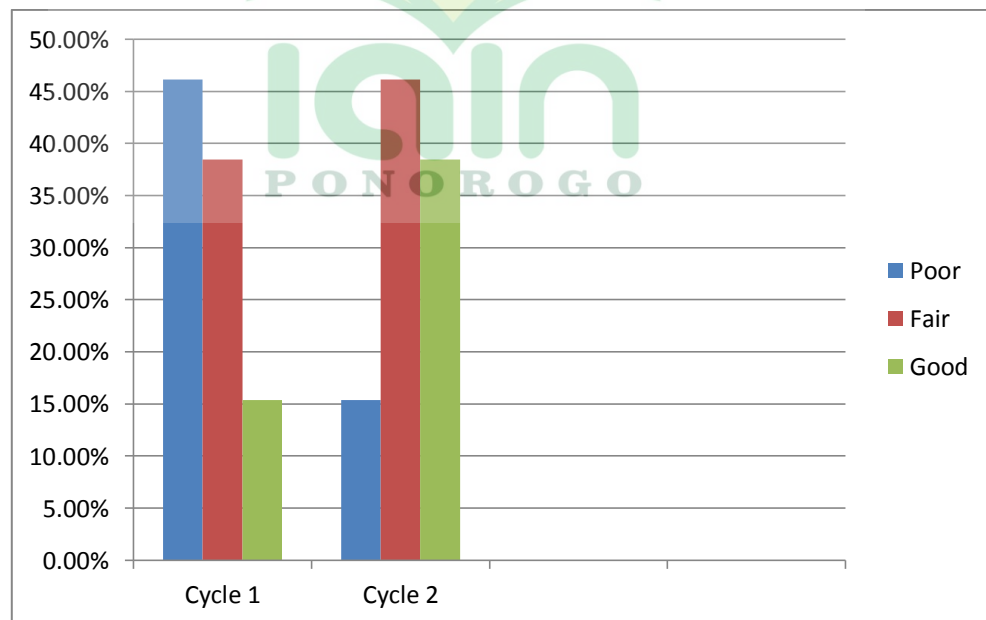


Chart 4.3

## The Result of Students' Enthusiasm



From the chart above, it can be seen that there is improvement of students' ability in writing narrative text cycle by cycle. There were many factors that influenced the result of study. The one of the factors was teaching aid or media used in teaching. If teacher employs an appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. Based on the test result had been done, it can be described that using Bits and Pieces Game as a teaching aid in the process of learning English at X D1 students' of SMKN 2 Ponorogo could improve students' writing ability in narrative text. Bits and Pieces game stimulates students' mind and is one way of encouraging creativity by involving the sense.

The use of appropriate teaching and made students easy to understand procedure text material that delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of narrative text such as the story of legend, fairy tale etc. that they known. Students can understand the steps of process in writing narrative text clearly and systematically. P O N O R O G O

Thus, in fact Bits and Pieces Game is an effective aid to improve students' writing ability on narrative text.



## CHAPTER V

### CLOSING AND SUGGESTION

This chapter discussed about research's conclusion and some suggestion in teaching writing narrative text using Bits and Pieces game:

#### A. Conclusion

1. The implementation of Bits and Pieces Game in Teaching Writing Narrative Text

Bits and Pieces game was implemented through the following steps. First, teacher divides the class into six groups. Then teacher distributed stripping pictures. The teacher divides students into 6 groups. The teacher distributes to every group, one stripping pictures and many paper to stick the picture and writing about the picture. It group should arrange the stripping picture in order to be good picture in 10 minutes. After the stripping pictures have been arranged, the teacher gives 20 minutes for every group to tell the story it and write it in a piece of paper. After that, he or she asks every group to stick the arranging picture on the board and the writing under it. Then the teacher checks what they have done, and tells them the winner of this game based on arranging picture and the story of the picture.

## 2. The students' Improvement After Being Taught Using Bits and Pieces Game

Teaching writing narrative text using Bits and Pieces game can be enjoyable for both teacher and students. In fact, students can improve their writing narrative text after being taught using Bits and Pieces game. It can be seen by students' achievement or writing scores in cycle 1 and cycle 2 as follow; in the cycle 1, the average of students' achievement on writing narrative text was 51.41, and in the cycle 2, the average of students' achievement was 71.48.

Applying Bits and Pieces game in teaching writing narrative text can motivate students in the teaching and learning process. It shows by the result of students' activeness as follows; in cycle 1, the average of students' activeness was 72.5% and in cycle 2, the average of students' activeness was 83.04%. These proven that the students' activeness in narrative text had improved after followed Bits and Pieces game.

The students' writing skills and the students' activeness after being taught using Bits and Pieces game had improves as well as their motivation to learn English. They understood how to write narrative text. The result of the research showed that the students had also improved their writing skills in five elements of writing (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging narrative text effectively and efficiently.

## **B. Suggestions**

After implementing Bits and Pieces game in improving students' writing ability on narrative text there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for both teacher and students.

Bits and Pieces game in one of media that can be applied in reaching and learning English not only for writing skill but also for listening and speaking skill. Teacher can apply this game to be a variety on teaching and learning either media or technique to solve students' boredom in the classroom. Bits and Pieces game is recommended for English teacher because it can attract students' interest and it can be motivation in teaching learning process.

For students, you should keep your spirit in studying English, especially study writing because writing is important to communicate and correspondence with other. Besides, you should be not afraid of arranging and choosing some words or sentences. You have to respond to teachers' or students' question or asks them if gets many difficulties about English material in the classroom or in the environment.

Finally, the researcher realizes that this thesis is far from being perfect. Hence, constructive critics and advises are really expected. The researcher hopes this thesis is useful for all us. Amen.

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