

**THE EFFECTIVENESS OF USING
THE COMBINATION QUARTET CARD AND
DART GAME IN TEACHING WRITING
DESCRIPTIVE TEXT**

(An Experimental Research at the Second Grade of MTs
Al Mumtaz Pulosari Pandeglang)

A PAPER

Submitted to the English Education Department
as a Partial Fulfillment of the Requirement
for the Sarjana Degree



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A BRIEF BIOGRAPHY

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During study there, he just focus on his study and did not involve in extraculicular, he enjoyed with his decision.

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ABSTRACT

Akhmad Nihad Fauzan. 132301513. 2017. *The Effectiveness of Using The Combination Quartet Card And Dart game in Teaching Writing Descriptive text (An Experimental Research at the Second Grade of MTs Al Mumtaz Pulosari-Pandeglang in Academic Year 2016/2017).*

This research investigates the effectiveness of using the combination quartet card and dart game in teaching writing skill. This research was to find the improvement on students' descriptive text writing by using quartet card and dart game. This research used one group pre-test and post-test design and quantitative research method. The writer used tests (pre-test and post-test) as instrument. The subject of this research is the second grade of MTs Al Mumtaz Pulosari-Pandeglang.

The writer chooses two classes as sample, they are class VIII A as experimental class and class VIII B as control class . The method of this research is quasi experiment using pre-test and post-test technique to collect the data. The result of this research shows that the students' writing descriptive text who have been given treatment by using the combination quartet card and dart game (experimental class) achieved better performance than those who have not been given treatment by using quartet card and dart game.

The writer compared the result of post-test between experimental class and control class t_0 to t_t , that if $t_0 > t_t$, H_a is accepted and H_0 is rejected. If $t_0 < t_t$, it means that H_0 is accepted and H_a is rejected.

Based on the data, the value of t_o (t observation) is higher than t_t (t table) in degree of significance 5%, t observation = 14.12, t table = 2.01 or t observation 14.12 > 2.01. and in degree of significance 1% t observation= 14.12, t table= 2.68 or t observation 14.12 > 2.68.

Because " t_0 " that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative (H_a) is accepted and (H_0) is rejected.

From the interpretation above, the writer said that using the combination quartet card and dart game in teaching writing descriptive text could be better and more effective on students' descriptive writing text rather than direct instruction or traditional method.

Key words: writing, descriptive text, quartet card, dart game.

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the *Sarjana* degree and submitted to the English Education Department, The Faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' work whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

For Qalam and what they write,¹ (QS, Al-Qalam : 1)

¹ Rainbow Al-Qur'an, Mushaf Al-Qur'an Standar Kementerian Agama RI (Jawa Timur : 2012)

DEDICATION

*ALLAH Almighty and Prophet Muhammad peace
be upon Him.*

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Alhamdulillah, All praise be to Allah Who always gives His blessing upon the researcher in his life and enabled him to accomplish this thesis entitled *The Effectiveness Of Using The Combination Quartet Card and Dart Game in Teaching Writing Descriptive Text*. The prayer and salaam are always offered for the Prophet Muhammad PBUH, the noblest creature ever.

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Serang, October 27th 2017

The writer

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language has an important role in the world. It is not only used in communication, but also in transferring information. The writer thought that without mastering English well, Indonesian people can not communicate well as part of globalization era. It is difficult for them when they want to make a conversation with a stranger people such as tourist, moreover if they want to go to abroad. They will confuse how to addapt with people there.

Nowday, Indonesian people use English in every aspect thing especially media such as facebook, instagram, twiter and etc. They try to share the status through media to express their ideas an feelings and sometimes to give information to the reader. The writer thinks that the information could be effective if the reader understands what writer says in written form.

In Indonesia, English is considered as the first foreign language which is taught to the students. By using English, the students are able to know the other countries. In junior high school and senior high school, English is demanded to pass of national examination. English has been taught in elementary school till senior high school as the first foreign language for many years. However teachers never be proud of the result. Most of the students are not able to carry on a simple conversation about their daily activities or write a simple essay in English.

In evaluating the result of teaching, it will be unfair if people consider only one or two view – points. They are from the point of students or teacher only. Teachers have to admit that education in general or English teaching in particular is a combined effort of several forces to achieve a common goal. Factor like the student, teacher, time allotment, use of visual aid, methodology, teaching material and other facilities that work together in affecting the final result of teaching.

In teaching and learning process of English subject, students are required to master four English skills; they are

listening, speaking, reading, and writing. Listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills. Nevertheless, those skills have to be mastered by the students, especially writing skill, because, according to Harmer, “being able to write is a vital skill for “speakers” of a foreign language as much as for everyone using their own first language”. In addition, writing is used for a wide variety of purposes.¹ It is produced in any different forms. For examples, letter, book, etc. So, in everyday life, Indonesian people need to master writing.

Compared to other skills, writing is the most difficult skill to be learned because it needs competencies of many language aspects, include grammar, mechanic, content, diction, cohesiveness to express the writers’ opinion, so writing takes much time and energy. It can be accepted if the students get difficulty to write because it is a long process. Sometimes to find an inspiring topic might be sometimes rather difficult. To sum up

¹ Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman, 2001), 246.

the statement, the writer thinks that writing is not easy for the students to create their own writing in short time especially for beginners because they need much time in the writing steps.

In modern era as right now, writing plays an important role in the real life. There are several products of writing that human being as social creature need as media to share idea. Descriptive text is one of the examples of writing product that can be used as media to describe something. According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.²

In fact, many Indonesian students face many difficulties when they begin writing. Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.³ Because of the difficulties,

² Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (New York: Pearson Education, 2005), 2.

³ J. B. Heaton, *Writing English Language* (London: Longman, 1975), 138.

some efforts have been done to solve the problems, the purpose is to make writing become easier and interest to learn for students.

In addition when the writer had a teaching practice in MTs Al Mumtaz Pulosari Pandeglang grade VIII, the students spent much time to think what they had to write because they did not get ideas quickly. They had difficulties in generating the ideas, writing mechanic, grammar, and they lacked of vocabulary.

Concerning the experiences above, the problems faced by students in English language must be solved by english teacher. By using appropriate and interesting media in the process of teaching and learning English at class, it is expected students will easy in receiving writing materials from the teachers. The writer in this research is interested to use the combination quartet card and dart game as media in teaching writing at class especially to write a composition in writing the descriptive text. Descriptive text is a text which meant to inform readers about something or someone by giving a description about it. Generic structures of descriptive text are: 1) Identification, which tells about whom or

what people want to describe about; 2) Description, which describes about the subject.

One way to help the teacher in teaching writing descriptive text is by using media. As teachers know that games is media for teaching the class. Through games, students are brought into such an interesting and enjoyable learning activity. Games have a great educational value and it can be used in the classroom to make students use the language instead of just thinking about learning the correct forms. Games encourage students to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Students want to take part in activities; to play Games and are generally quite competitive. In order for them to take part, they must be able to understand and communicate in the target language. Games also encourage students to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

Unfortunately the teachers in modern era as right now are not able to think creatively, they are lazy to to make an inovation to help students develove their writing skill. They only depend on

the course book, it can impact on the students motivation to learn english. Furthermore the teachers of MTs Al Mumtaz Pulosari Pandeglang commonly use the conventional strategy such as explaining the generic structure, the language features, give the text example, and give a task to the students to make a text. Harmer stated that, “For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students’ attention was directed to the what other than the how of text construction”.⁴

This study focuses on students’ descriptive text writing. The researcher in this study tries to use an innovation strategy in writing. By using the combination of Quartet and Dart Games in learning activities, the students will not feel lack of confidence anymore since they play Games in which they can express their ideas. It is expected that when pupils are on free oral activities, teachers are trying to get them to say what they want to say, to express themselves and their own personalities⁵.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, 3

⁵ Scott and Ytreberg, *Teaching English to Children*. (Cambridge : Longman. 1990), 156.

Using the combination of Quartet and Dart Games for teaching writing skills is an alternative way to support English teaching and learning process because students generally like to learn happily. Hopefully, the combination of Quartet and Dart Games can be an effective learning method to develop students' writing ability. The students can take a good lesson from the learning process in the classroom as a group and practice it continuously to obtain the better achievement in their writing ability.

Based on the explanation above the writer will to conduct an experimental research in MTs Al Mumtaz by using The Combination Quartet Card and Dart Games as a media in teaching writing descriptive text. In which it was going to be pleasant and interesting for young students.

B. Statement of Problems

The researcher in this study formulates the problem as follows:

1. How is the students' descriptive text writing ability at the second grade of MTs Al Mumtaz Pulosari Pandeglang?
2. How is the effectiveness of using The Combination Quartet Card and Dart Games in teaching writing descriptive text at the second grade of MTs Al Mumtaz Pulosari Pandeglang?

C. Objectives of The Study

Based on the statetment of the problems above, the purposes of this study are:

1. To know students' descriptive text writing ability at second grade of MTs Al Mumtaz Pulosari Pandeglang.
2. To know the effectiveness of using The Combination Quartet Card and Dart Games in teaching writing descriptive text at the second grade of MTs Al Mumtaz Pulosari Pandeglang.

D. Benefit of The Research

The benefit of the study can be stated as follows :

1. For Students

Students can use this media to memorize and understand the lesson in their mind so that they will study harder and master the writing skill well.

2. For Teacher

Teacher can use Quartet card and Dart Games as a reference when they want to improve their ability in teaching writing.

3. For The Writer

The writer can use this media to improve her skill in mastery writing.

4. For The Readers

It is hoped that this media can give more information and contribute the knowledge

5. For The School

It can be alternative method to improve the teaching and learning process.

E. The Hypothesis of the Research

Based on the background of the study above, the researcher submits the hypothesis. Muijs defines that “Hypothesis can be defined as a tentative explanation that accounts for a set of facts and can be tested by further investigation’, as mentioned earlier.”⁶ And hypothesis as follow:

1. The experimental hypothesis (Ha) There is a significance effect of using The Combination Quartet Card and Dart Games on students’ descriptive text writing ability.
2. The null hypothesis (Ho) There is no significance effectiveness of using The Combination Quartet Card and Dart Games on students’ descriptive text writing ability.

F. Organization of Writing

The paper consists of five chapters. **The first chapter** discusses introduction that consists of the background of the study,

⁶ Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), 16.

the statement of problems, the objectives of the study, the hypothesis and the organization of writing.

The second chapter explains regarding to the theoretical review consisted of definition of quartet Card and Dart Games, the explanation about writing and the explanation of descriptive text.

The third chapter discusses methodology of the research consisted of place and time of the study, subject of the study (population and sample), method of the research, types of collecting the data, technique of collecting the data, technique of analyzing the data.

In the fourth chapter deals with the result of the study that contains analysis of the data.

The fifth chapter is closing that consists of conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEW

1. Writing Skill

a. Definition of Writing

Writing is functional communication, making learners possible to create imagined worlds of their own design.¹ It means that, through writing, students can express thought, feeling, ideas, experiences, etc. to convey a specific purpose.

Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it.

¹ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), 172.

Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. Writing is a two – step process. First, the figure out the meaning, then puting it into language.² Writing has a maximum corelation with the mind, because before writing, it is demanded to find the idea in the mind. Writing is composition that involves thinking process which is written in varied and complex ways, transcribes, evaluates, and revises.³ It is one of the basic skills in language teaching which put the ideas into papers or other media to show to reader what inside the brain is.

According Robert Keith Miller, writing can change the life. It can help deepen the understanding of self as well as achieve the goals in set for self. It can help makes sense of the information that assaults in the every day and present ideas so that others will take seriously. And it can broaden world by enabling to

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed (London: Longman, 2001), , 336-337.

³ Ronald V White, *New Ways in Theacing Writing*, (Alexandria : TESOL, 1995), 54.

communicate effectively with people have never met.⁴ So writing has important role for life.

According to Kern, writing is different from reading. Writing involves designing texts to construct a potentiality for that realized discourse, while reading involves creating discourse from texts, although the both writing and reading involve the use of available designs as resource in dialogic negotiation between internal and external representation of meaning. Available designs has been intended in here are for example the residual voice and language forms having internalized, the knowledge of rhetoric and stylistic device, genres, formatting convention, and so on.⁵

H. Douglas Brown states, writing was primary a convention for recording speech and for reinforcing grammatical and lexical features of language.⁶ By writing people are taking time to think, trying to put the idea into paper, choosing the correct words,

⁴ Robert Keith Miller, *Motives of Writing* :Fifth Edition, (New York, 2006), 1.

⁵ Richard Kern, *Literacy and Language Teaching* (London: Oxford University Press, 2000), 171

⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco: Pearson Education, 2004), 218.

reading what people have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. Making good writing, must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place⁷. Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express their ideas, feelings, experience, message and opinion through words by words.

b. Types of writing

Type of writing system exists in the native language in an important factor in determining to easy of speech with which

⁷ M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching* (New York: Cambridge University Press, 2000), 142.

students learn to write. According to Finnochiaro, there are two types of writing⁸.

1. Factual or Practical Writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

2. Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.

The type of writing above which are given to the students to do will depend on their age, interest and level. For example, teachers can ask beginners to write a simple sentence. When the teacher sets a task for young students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

⁸ Marry Finnochiaro, *English as a Second Language: from Theory to Practice* (New York: Regents Publishing Company Inc, 1974), 85.

c. Purposes of writing

According to O' Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning,⁹ those are:

1. Informative

It is represented by “informative writing,” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative

It is represented by “expressive writing” or “narrative writing is” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or

⁹ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Students* (London: Longman, 1996), 137-138.

essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3. Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

d. Writing Process

When writing, people do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing.¹⁰ There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make the writing better and systematic.

1. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to

¹⁰ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan Publishers Limited, 2003), 3.

gathering the ideas to write about. There are several ways to warm up before writing.¹¹

a. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, writing down every single thing that passing through or comes into minds.¹²

Brainstorming is a way of gathering ideas about a topic.

b. Clustering

Clustering is another technique to bind ideas. visualizing the ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around.¹³ There are the steps of clustering process:

1. Write topic in the center of a blank piece of paper and draw a circle around it.
2. Write any ideas that come into mind about the topic in circles around the main circle.

¹¹ Karen Blanchard and Christine Root, *Ready to Write*, 3rd Ed (New York: Pearson Education, Inc, 2003), 41.

¹² Barli Bram, *Write Well Improving Writing Skills* (Yogyakarta: Penerbit Kanisius, 1995), 64.

¹³ Karen Blanchard and Christine Root, *Ready to Write*, 42.

3. Connect those ideas to the center word with a line.
4. Think about each of the new ideas, and then connect them.
5. Repeat this process until run out of ideas.¹⁴

Based on the prewriting process above, the writer takes only brainstorming in his research as a process to get the topic. He stimulates the students in order to warm up their idea before writing.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph.¹⁵ When writing, the first draft in the paragraph is using idea, generated from prewriting as a guide. When write, it should remember to:¹⁶

- a. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

¹⁴ Karen Blanchard and Christine Root, *Ready to Write*, 42.

¹⁵ Karen Blanchard and Christine Root, *Ready to Write*, 43.

¹⁶ Karen Blanchard and Christine Root, *Ready to Write*, 43.

- b. Stick the topic does not include information that does not directly support the main idea.
- c. Arrange the sentences so that the other ideas make sense.
- d. Use signal words to help the reader understand how the ideas in paragraph are connected.

These process is important to be applied in teaching writing, so that the writing product is attractive.

3. Revising

The last step is revising, it is the important step to do after producing a draft. It has to be analyzed that the content of the draft may unclear, ambiguous or confusing. Make sure that the paragraph is unified and coherent and improve the grammatical accuracy. So, in this step can be enrich the writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.¹⁷

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Edition (Cambridge: Longman, 2002), 5.

It is almost impossible to write a perfect paragraph on the first effort, so it needs to be revised. The steps are:

- a. Add new ideas to support the topic.
- b. Cross the sentences that do not support the topic.
- c. Change the order of the sentences.
- d. Using the following checklist to revise the paragraph.
 1. Make sure have a topic sentence.
 2. Cross out sentences that do not relate to the main idea.
 3. Check to see if the sentences are in the right order.
 4. Add new ideas if they support the topic sentences.
 5. Make sure you have included signal words to help guide the reader.
 6. Check the punctuations, spelling and grammar.¹⁸

The purpose of writing is to get the reader understand what writer says. That's why revising must be done in order to make writing product as perfect as possible.

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, 44.

e. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as teachers as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, should be known what a paragraph is. "A paragraph is a group of sentences which contain relevant information about one main or central idea".¹⁹

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, it should be concerned two things.²⁰ They are:

a. Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a

¹⁹ Barli Bram, *Write Well Improving Writing Skills*, 13.

²⁰ Barli Bram, *Write Well Improving Writing Skills*, 20-21.

paragraph should state on the one thing in the topic sentence.

All of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the writer needs to use some transitions, such as and, because, or, and if.

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1. Content : the substance of writing, the ideas expressed.
2. Form : the organization of the content.
3. Grammar : the employment of grammatical form and syntactic patterns.

4. Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5. Mechanic : the use of graphic conventions of the language.²¹

The components above should be considered while giving score to the students. Teachers are also demanded to understand every single point of these components, so the assessment will be subjective and clear.

f. Assesment for Writing

The criteria of assessment that is since the content of students, writing covered the generic structures. The element of writing is content, organization, grammar, vocabulary, and mechanics, the teacher will give score for each item bellow²².

Categories	Score	Explanation
Content	30-27	Excellent to very good: knowledgeable substantive, thorough development of thesis, relevant to assigned

²¹ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra* (Yogyakarta: PPFY Yogyakarta, 2001), 306.

²² Arthur Hughes, *Testing for Language Teachers*, 2nd Ed (New York: Cambridge University Press, 2003), 104.

		topic.
	26-22	Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledgeable of subject, title substance, inadequate development of topic.
	16-13	Very poor: doesn't show knowledgeable of subject, non substantive, non pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated, 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 to poor: not-fluent, ideas confused/disconnected, lacks logical sequencing and

		development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured.
	13-10	Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage but Language Use meaning confused or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
	25-22	Excellent to very good effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

Language use	21-18	Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
		10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to very good: demonstrates mastery of 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,

The items above is clearly guide the teachers when they want to give score to the students, the teacher must consider each item carefully.

g. Strategy for Writing Teaching Process

There are a number of strategies which need to consider for concentrate on the process of writing, they are:

1. Get students to plan writing

Before getting students to write teachers can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper

(or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning, teachers can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.²³

As well as writing descriptive text, the writer asks the students to imagine what they have seen based on the picture, then they put their knowledge on the book.

2. Encourage Students to Draft, Reflect and Revise Writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as

²³ Jeremy Harmer, *How to Teach Writing* (Oxford: Pearson education limited, 2004), 11.

finishes product. Teacher may want to train them in using and responding to correction symbols, teachers may offer them revision checklist to use when looking through what they have written with a view to make revision.²⁴

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finishes product.

3. Respond to Students' Writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, will other members of the group are working on their own. Alternatively,

²⁴ Jeremy Harmer, *How to Teach Writing*, 12.

teachers can read through a draft and then make written suggestions about how the text could be reordered.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome alternative to the teachers' feedback as well as offering a fresh perspective on the writing.²⁵

The writer concludes that the teachers must give students reward in order to build their motivation, so they will be happily and feel that their effort is appreciated by teachers.

2. General Concept of Genre

a. Definition of Genre

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text,

²⁵ Jeremy Harmer, *How to Teach Writing*, p. 12

defined in terms of its social purposes; also the level of context dealing with social purpose”.²⁶ The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of Genre

There are fifteen types of genre text, they are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

²⁶ Rudi Hartono, *Genres of Text*, (Semarang: UNNES Press, 2005), 4.

5. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
6. Spoof is a kind of genre used to retell an event with a humorous twist.
7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
8. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in the environment.
10. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter. about an issue.
11. Discussion is a kind of genre used to present (at least) two points of view about an issue.

12. Description is a kind of genre used to describe a particular person, place or thing.
13. Review is a kind of genre used to critique an art work or event for a public audience.
14. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
15. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.²⁷

From the kinds of genre above, the writer takes descriptive text as a text which is taught to the students in his research. This text can be found in the syllabus at the second grade of junior high school.

The writer thinks that descriptive text is a basic for young learners because this text is about description something.

²⁷ Rudi Hartono, *Genres of Text*, 6.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one of the text types which is the text consist of sentences or paragraphs in describing something. It has a different significant method of organization each other. According to Heard & Tucker said that "there are several kinds of paragraphs: narrative, descriptive, process, compare and contrast, cause and effect, problem analysis and solution, and persuasion. Each kind of paragraph has a different purpose and different method of organization."²⁸

Raninditya defines that "descriptive text is a text which meant to inform readers about something or someone by giving a description about it."²⁹

Descriptive is usually used by writers to create lively object, scene, and place in their work as they give readers more experience while reading it. Hence, the readers will be easier to explore their imagination if the writing is described in a well

²⁸ Heard, James & Tucker, Ted. *Advanced Writing*. (New York: Pearson Education, 2013), 67.

²⁹ Raninditya, *Generic Structure of Descriptive Text and Example*, March, 30th 2014 (<http://ranindhitya.blogspot.com/2014/03/generic-structure-of-descriptive-text.html>).

vivid description. In line with the writers' opinion about description, it has been defined by philosophers as "a mode of perception," or a means of knowing. It gives the writer to record sensory details, to reflect on an experience and think about its advantage. Furthermore, in a book *Students' Writer* it states that "Description adds an important dimension to the lives because it moves the emotional and expands the experience by taking us to place might not otherwise know much about".³⁰

Based on the explanations above, the researcher concludes that descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

b. Generic Structure of Description Text

The researcher has been ever reading from several English writing books about generic structure of descriptive text.

³⁰ Barbara Fine Clouse, *The Student Writer*, (New York: McGraw-Hill, 2002), 142.

Raninditya explains that “Generic structures of descriptive text are: 1.) Identification, which tells about whom or what people want to describe about; 2.) Description, which describes about the subject.”³¹ According to Mursyid PW, he explains that “The Generic Structure of Descriptive Text consists of identification and description. Identification: Identifies phenomenon to be described. Description: Describes parts, qualities, characteristics, etc.”³²

Based on the some experts’ explanation above, the researcher claims that in generally, the generic structure of descriptive text consists of two parts, identification and description. Identification means what people want to describe about something. Description tells us about describing the object.

c. Language Features of Descriptive Text

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore.

³¹ Raninditya, . *Generic Structure of Descriptive Text and Example*.

³² M. Mursyid, PW, *Learning Descriptive Text*, (Jakarta: Erlangga, 2011), 3.

Significant Grammatical Features of descriptive text consists of:³³

- 1) Focus on specific participants (My English teacher, Andinis' cat, My favorite place)
- 2) Use of Simple Present Tense
- 3) Use of Simple Past Tense if Extinct.
- 4) Verbs of being and having, 'Relational Processes'. (My mum is really cool, She has long black hair)
- 5) Use of descriptive adjectives (strong legs, white fangs)
- 6) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
- 7) Use of action verbs 'Material Processes' (It eats grass, It runs fast)
- 8) Use of adverbials to give additional information about behavior (fast, at tree house)
- 9) Use of Figurative language (John is as white as chalk).

³³ M. Mursyid, PW, *Learning Descriptive Text*, 4.

4. Quartet card

a. Definition of quartet card

Quartet is a card Games. There are totally 32 Card (8 themes and one theme is presented with four Card). Quartet Games is played by two until four players. If this Games is played by two players, so each player gets ten Card and twelve remaining Card in the stack. But if it is played by four players, so each player gets five and there are twelve remaining Card in the stack. The goal of this Game is to collect a set of Quartet Card as many Quartet Card as possible.³⁴ Each card indicates to what set it belongs. According to Subhani in Amin Syahputras' journal, Quartet card is a form of game which is played by two until four players. Picture that is provided has variety such as cartoon, superstars, animal, actors, and also formed as a knowledge. Quartet card can be designed by using computer and printer, so that teachers can design quartet card as expectation.³⁵

³⁴ Agustika, Ultari. *Efektivitas Teknik Permainan Kuartet dalam Pembelajaran Kosakata Bahasa Jerman*. (Skripsi, Bandung: FPBS UPI, 2001), p. 7.

³⁵ Amin, Syahputra, *Penggunaan Media Permainan Kartu Kuartet pada Pembelajaran Menulis Karangan Narasi*, (Jurnal, 2012), p. 10.

In addition, Quartet card has identical shape with domino, consist of several sets of card, each set of card has four suit cards. The difference is the total number set of card is unlimited, adjusted to the necessary.³⁶ As far as quartet concerned, Agustika explain:³⁷

“Quartet card is a card game which provides the pictures and tittle, the tittle is written on the top of card using text bold. This tittle is a theme or topic of quartet card. Whereas on the top of picture there are words, two rows on the right and two rows on the left. One of the words are referring to the pictures usually has different colour of text”.

Hertog, Kil, and Haverkate states that In designing the Card, colorful pictures are chosen to spark the children’s interest. For every card, a brief description is provided on what is shown on the picture. While waiting for their turn, it is the idea that the children will read these explanations. The class discussions at the end of the Games can further stimulate the children’s thinking³⁸.

³⁶ Rokhmat, Joni. ”Pengembangan Taman Edukatif Berbasis Permainan untuk Permainan di TK dan SD”. (Jurnal Dinamika Pendidikan, 2006), p. 50.

³⁷ Agustika, Ultari. *Efektivitas Teknik Permainan Kuartet dalam Pembelajaran Kosakata Bahasa Jerman*.

³⁸ Hertog, Luna, & Kil, Monique, *Quartets: Learning by Playing Card*. (Manchester: Global Citizenship, 2013), p. 2.

Quartet card can be designed by teacher as the media for the class.

Based on the explanation above, it can be stated that quartet card is a card game consist of picture card which is referring to the same topic. In each card provided an explanation about the picture.

The writer can conclude that by using color full pictures make students are interested. For example, there is a rabbit picture, so there is brief description about rabbit. Actually colorful pictures create students are able to hint the meaning of brief descriptive provided. While waiting for their turn, the students can see the picture and read the text.

In addition, picture has important role in developing students' knowledge especially writing, they can imagine what they have seen in the picture then they write their own ideas based on the topic. That's why quartet card and dart came can be used by teacher to help students writing ability.

Beside it, if quartet game is designed for teaching media of descriptive text, students are interested to learn. Then when the game is played, they will be stimulated to write about descriptive text. Teachers ask the students to observe the picture, then imagining the description about the picture. So, quartet card will develop students' interest to learn and stimulate their creativity in writing ability.

2. Disadvantages of quartet card

Quartet card is made from paper, so it has no good durability. If teachers don not keep it carefully, it will be broken. In addition, to design quartet needs much time and cost the money. It is not easy to be made, need patient and creativity.

Moreover, during teaching by using this game, the situation in the class will be uncontroled, many students are noisy.

c. Procedure for applying quartet card

In this game, a player who are quickly collect quartet card is the winner. Steps of game are:

Negeri 1 Rancaekek. (Skripsi, Fakultas Pendidikan Bahasa dan Sastra, UPI Bandung, 2010), p. 28

1. Teacher divided students into several group, each group consists of four students. Teacher gives a set of quartet card to each group.
2. A player of each group are asked to shuffle the card randomly, then give it to other players eight cards. The rest of card is placed in the middle of game arena.
3. Each player checks the card, if the players get a complete card with the same topic or picture, so that they are considered as the winner. But if they don't get a complete card, they will be taking the other card in the middle of game arena until the card is complete and become quartet.
4. After quartet card is collected, the students observe the picture and analyse the explanation about the picture such as description about the picture and understand the grammatical structure of it.
5. The teacher gives an explanation to help the students understand about the material.

6. In the end of lesson, teacher gives a student a task to make a description text about what they have seen in the picture to measure their writing ability.⁴⁰

5. Dart Games

a. Definition of Dart game

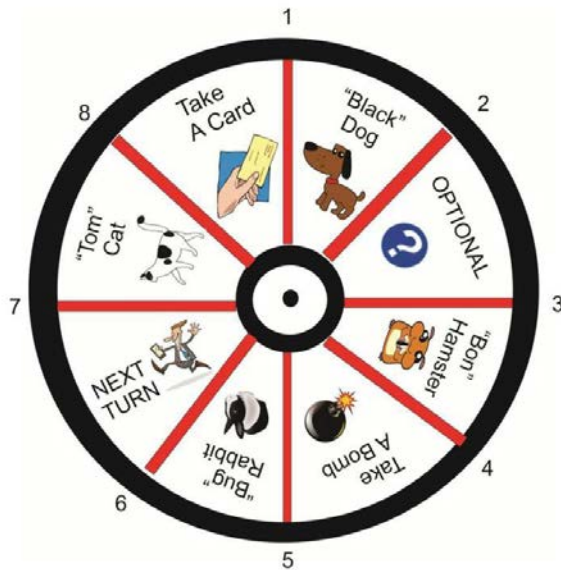
Dart is a board Games. Dart Games can be played by many players. They can play Dart board and wait a pin will stop. After the pin stopped, the task of player is doing based on the picture provided. Lunzer defines that Dart is an activity that is designed to challenge pupils to engage with text. They ask them to read closely and to interpret the information carefully⁴¹. They can often go beyond the comprehension question, which can sometimes only ask students to move information, rather than to understand it. .Therefore, Dart Game makes students ready when they are going to express their ideas based on the instruction of Dart board. For example, the picture of the dartboard is “dog”, so the task of the students is to describe the dog. The students are

⁴⁰ Amin, Syahputra, *Penggunaan Media Permainan Kartu Kuartet pada Pembelajaran Menulis Karangan Narasi*, p. 13

⁴¹ Lunzer, *DART, (Direct Activities Related to Text)*.1984. [http://www. swanseagfl.gov.uk](http://www.swanseagfl.gov.uk), p. 1

supposed to write and to interpret the information carefully based on the Dart Games.

Here is an example of dart game.



b. The advantages of DARTS

The advantages of Dart activities are many:⁴²

1. They are problem-solving activities and therefore they promote and develop thinking skills.
2. They can be linked to physical activities, as pupils manipulate the text. This may increase engagement.

⁴² Lunzer, *DART*, (*Direct Activities Related to Text*), p. 1

3. They provide active learning situations, in which pupils collaborate and cooperate to solve problems.
4. They help to internalise learning and so support the subject teachers' aims.
5. Pupils are encouraged to be analytical.
6. Pupils are interacting with text and not practising poor reading skills, if they are weak readers.
7. The work is shared and supportive and so aids the less able.
8. The tasks enable pupils to go beyond the literal level of understanding.
9. They provide many ICT opportunities, as pupils manipulate text.
10. They are an excellent way to introduce a new topic or to revise and consolidate a topic at the end of a unit.

Some Darts activities can take time to prepare, but are invaluable resources once they have been produced. Pupils take time to learn how to debate and discuss so the teacher needs to draw their attention to the rules of good group work. Finally, to

ensure that the learning goals have been reached draw out the explicit teaching.⁴³

Dart can be used as brainstorming of the students. The writer in this study uses darts game in the begin of the lesson, it is good for motivating them to study well. The students are asked to play the dart by spinning it until the pin stop, so they will know what the picture they are going to learn.

6. Quartet and Dart Game as Media for Teaching Writing

For writing learning role, students write predominantly to augment their learning of the grammar and vocabulary of the language.⁴⁴ Partly because of the nature of the writing process which need for accuracy in writing. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on using language accurately.

⁴³ Lunzer, *DART, (Direct Activities Related to Text)*, p. 2

⁴⁴ Jeremy Harmer, *How to Teach Writing* (Oxford: Pearson Education Ltd, 2004), 31.

a. The Importance of Teaching Media

There are many good ideas about English teaching by using game as media or teaching aids. Among others, using the combination of Quartet and Dart Games in the English class is the one which is easily accepted by students and also a useful and helpful communicative method.

To achieve the effective classroom learning under the condition of compulsory secondary education, the teacher must use all the accessories that he has in order to arouse the interest of his pupils and retain it throughout the lesson which is possible only if the pupils are actively involved in the very process of classroom learning.

To teach a foreign language effectively, the teacher need teaching aids and teaching materials. By teaching aids, teachers mean various devices which can help the foreign language teacher in presenting linguistic material to his pupils and fixing it

in their memory; in testing pupils knowledge of words, phrase, grammar item, their habits and skill in using them.⁴⁵

Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs. An aid is any person, material or event, which established condition to enable the student to acquire the knowledge, skills, and attitude. Effective communication can no longer be considered possible with word alone. Sometimes, teachers need something that can help them in teaching learning process. They need something that helps transfer their ideas better than only words.

Teaching aids as many substances which play an important role in teaching learning process. They help the students master the material presented by the teachers more easily. It also can defined as any material which is employed as a vehicle to support the presentation of the stimulation, which makes up the event of

⁴⁵ GV Rogova, *Method of Teaching English* (New York : Poroba TB, 1975), 156.

instruction from the definitions above the writer concluded that aids are the material such as pictures, flashcard, charts, graphs, toys, etc which are used by teachers during teaching learning process.

A teaching aid is a tool used by teachers, facilitators, or tutors to help students to improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and to relieve anxiety, fears, or boredom. It must be said that the use of teaching aids is very demanding on the teacher. He must know about each aids described above be able to operated it, and train pupils to use it. He should also know what preparation must be made for classroom use of each of these teaching aids, and what teaching material he has at his disposal.⁴⁶

b. The Advantages of Using Teaching Media

It can be said that teaching aids in education is important. Using teaching aids in order to make their student more understand and interesting in their study help teachers transfer

⁴⁶ GV Rogoba, *Method of Teaching English*, 57.

their ideas, minds even advises. According to Kemp as quoted by Apprilia the function of teaching aids is as follow:⁴⁷

a. The instruction can be more interesting

Teaching aids can attract the students, interest. If they are interested, they will give much attention to what is taught or discussed. They will be curious to know about the lesson.

b. Learning becomes more interactive

Many activities can be created through applying environmental media in the teaching learning process. A teacher can guide students to go outdoor source. This activity is relatively more interesting than the activity of listening to or writing the teacher explanation in the class in long time. lass to learn and recognize environmental media as learning

c. The quality of learning can be improved

If there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant; as a result, the students' knowledge and skill can be improved.

⁴⁷ K. Apprilia, *Teaching Vocabulary Using Pictures as Teaching Aid*. (A final Project: English Department of UNNES. Unpblished), p. 18.

The positive attitudes of students toward what they are learning and to the learning process itself can be improved. One of the ways in improving their attitudes and skill especially in writing procedure text is by using The combination quartet Card and dart Games in teaching learning process.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of The Research

Research method is a systematic activity using certain method to find new thing or to prove a theory. This research is experimental research, it is kind of research that is carried out in order to explore the strength of relationship between variable. A variable as the term is self suggest, is anything, which does not remain constant.

According to Muijs defines that “Experimental research is a test undercontrolled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.”¹ Furhermore, Nunan stated that “Experiment is a procedure for testing an hypotesis by setting up a situation in which the strenght of the relationship between variable can be tested.”² It means that experimental is a research method that test the hypothesis.

¹ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (Second Edition. 2010) p. 11.

² David Nunan, *Research Method In Language Learning*, (New York : Cambridge University Press, 1992), p. 230.

In this research the researcher uses quasi-experimental research, because the aim of the method is to find the effectiveness of using The Combination Quartet Card and Dart Game toward students' writing descriptive text ability. To get the data the writer uses pre-test and post-test toward the subject of research. Two classes were involved in this research are experimental class and control class. The experimental class consists of the students who received treatment and control class nontreatment. To make this research more clear, the writer provided the research design as follows:

Table: Research Design

No	Class	Pre-test	Treatment	Post-test
1.	Experimental class	X	X	X
2.	Control class	X	0	X

B. Place and Time of The Research

The researcher conducted an experimental research, located at MTs. Al Mumtaz. The researcher assumes that the experiment will be starting on September 2017 for about three weeks. This school selected as the research setting because when the researcher teaches there, he finds difficulty of the students in writing simple essay, especially descriptive text, so he tries to help the students to find the solutions of their difficulty.

C. Population and Sample

1. Population

According to Nunan, Population as the set of all possible data on the observations recorded by a researcher. In other word population is all the cases, situation, or individuals who shares one or more characteristic.³ The population of this research is the eight grade of MTs Al Mumtaz. They are VIII A and VIII B, with the total population are 50 students.

³ David Nunan, *Research Method In Language Learning*, p. 231.

2. Sample

Sample is important because in almost cases, it is not practical to study all the members of population. Nunan state that “Sample is subset of individual or cases from within population.”⁴ The researcher uses two classes which have 50 students. The first is as Experimental Class and second is as Control Class. The writer chooses class VIII A as experimental class that is consist 25 students and class VIII B as control class that is consist 25 students.

D. The Research Instrument

Reserch instrument is for fasilitation that use by researcher to collect the data. Resercher uses test to know the students writing skill. The instrument is a process of selecting or developing device and method appropriate to give evaluation and getting the data. To know the effectiveness of using The Combination Quartet Card and Dart Games towards students’ writing skill, the researcher gives a writing test to the students. In this research, the researcher gives two kind of test, there are as follows:

⁴ David Nunan, *Research Method In Language Learning*, p. 232.

1. Pre-test : the test that is given to both class, control class and experimental class before the treatment is given.
2. Post-test : the test that is given to both class, control class after given nontreatment and experimental class after given a treatment.

E. The Technique of Collecting Data

The researcher uses test as the research instrument. But, in collecting data, the researcher does:

- a. Test

Test is method of measuring persons' ability or knowledge in a give domain.⁵ to get the data of the students, the writer will take pre-test and post-test. They are as follow:

1. Pre-Test

The pretest will conduct one only to experiment and control class, that is conduct in the first meeting in

⁵H. Douglas Brown, *Teaching by Principle; As Interactive Approach in Language Pedagogy*, (New Jersey: Practice Hall Regent, 1991), 384

order to know basic of students writing comprehension. The writer will give one topic of descriptive text and it is about describing animal.

2. Post-Test

Post test also will conduct once to experiment and control class. The post test will give after treatment. The post test also about the topic of descriptive text about animal that then will be described by the students in writing text.

The researcher gives the score for each element of writing follows:

Content	The lowest score is 13 and the highest score is 30
Organization	The lowest score is 7 and the highest score is 20
Vocabulary	The lowest score is 7 and the highest score is 20
Grammar	The lowest score is 5 and the highest score is 25

Mechanic	The lowest score is 2 and the highest score is 5
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b. Observation

The writer observed around September 2017 of the second grade at MTs Al Mumtaz Pulosari Pandeglang and the writer observed about the learning process of class VIII A and VIII B.

c. Document

Documentation is needed to know about the school situation and students. Documentation includes observation sheet, work plans, lesson plan, photos during teaching the class and answer sheet of pre-test and post-test.

F. The Hypothesis

Hypothesis is provided to explain the relationship between two or more variable. And hypothesis as follow:

1. The alternative hypothesis (Ha) There is a significance effectiveness of using The Combination Quartet Card and

Dart Games towards students' writing descriptive text ability..

2. The null hypothesis (Ho) There is no significance effectiveness of using The Combination Quartet Card and Dart Games on students' writing descriptive text ability.

G. The Technique of Data Analyzing

The experimental class will be given a treatment using The Combination Quartet Card And Dart Games in teaching writing, and the control class will be given a treatment with strategy that usually is used by the teacher in the class. After students are given the treatment, there is a post-test present to measure the effectiveness of using the The Combination Quartet Card And Dart Games in teaching writing descriptive text.

To analyze the data, the writer uses statistical approach for quantitative data. To compare the result of research between experimental class and control class, the writer uses step as follow:

The steps and formula for statistical analysis are: ⁶

- a. Determining mean of variable X (variable I) with formula:

$$M_1 = \frac{\Sigma X}{N_1}$$

- b. Determining mean of variable Y (variable II) with formula:

$$M_2 = \frac{\Sigma Y}{N_2}$$

- c. Determining deviation standar of variable I with formula:

$$SD_x = \sqrt{\frac{\Sigma x^2}{N_1}}$$

- d. Determining deviation standar of variable II with formula:

$$SD_y = \sqrt{\frac{\Sigma y^2}{N_2}}$$

- e. Determining standar error of mean variable I with formula:

⁶ Anas Sujiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p, 324.

$$SE_{M_x} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

- f. Determining standard error of mean variable II with formula:

$$SE_{M_y} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

- g. Determining standard error of mean difference variable I and variable II with formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

- h. Analyzing the result by using calculation of the t-test as follow:

$$t_o = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

- i. Determining degrees of freedom (df) with formula:

$$df = (N_1 + N_2) - 2$$

Note :

t_o = t-test

M_x = Mean Of The Experimental Class (X)

M_y = Mean Of The Control Class (Y)

$SE_{M_1-M_2}$ = Standard Error Of Variable X And Y

df = Degree Of Freedom

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

In this chapter the writer explains the result of the research. The writer will attempt to submit the data as outcomes of research has hold in second grade MTs Al Mumtaz Pulosari. The writer takes 50 students as a subject this research. It is divided into two classes. They are 25 students from class A as the experimental class and 25 students from class B as the control class.

In experiment class, the researcher use the combination quartet card and dart game to know weather it effectiveness on students' writing skill, and in control class the researcher did not apply the combination quartet card and dart game as media in teaching descriptive text.

To find out the effectiveness of using the combination quartet card and dart game in teaching descriptive text writing, the researcher uses test, they are pre-test and post-test to measure

the students' ability on writing before and after applying the treatment. Pre-test was given to the students which is aimed to know students' writing skill before giving the treatment, and the post-test which is aimed to know students' writing skill after they have been given the treatment. The result of post-test in experimental class is named variable (X_2) and the result of post-test in control class is named variable (Y_2).

1. The score of pre-test and post test of experimental class

The student's score of pre-test and post test of class VIII A as the experimental class will be described in the following table.

The Students' Score in Experimental Class

Table 4.1 experimental class' score

No	Name	Pre-test Score	Post-test Score
1	ADF	60	75
2	AK	50	70
3	AY	45	70
4	EV	50	75
5	FR	65	80
6	IR	75	85
7	MDJ	80	95
8	MI	60	75
9	MU	70	90
10	ND	45	75

11	NP	75	80
12	OS	60	85
13	PF	80	90
14	RA	55	80
15	RF	60	85
16	RM	80	95
17	RN	50	75
18	RP	55	80
19	RR	70	85
20	SA	60	75
21	SN	65	85
22	SU	45	75
23	WFJ	75	90
24	YR	75	80
25	ZU	55	65
Σ		1560	2015
μ	$M_1 = \frac{\Sigma x_1}{N_1}$	62.4	80.6

Based on calculation in the table of pre-test and post-test assessments of experiment class above, it shows that the cumulative value assessment result before using quartet card and dart game is 1560. The mean of pre-test (M_1) result is 62,4 and the cumulative of assessment result after using csw is 2015. The mean of post-test (M_2) result is 80.6.

Determine mean by formula:

$$\begin{aligned} M &= M_1 - M_2 \\ &= 80.6 - 62.4 \\ &= 18.2 \end{aligned}$$

Note :

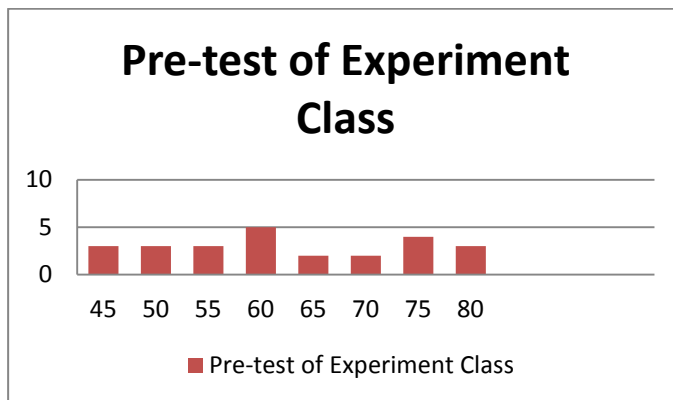
M = Mean

M_1 = mean of post – test

M_2 = mean of pre – test

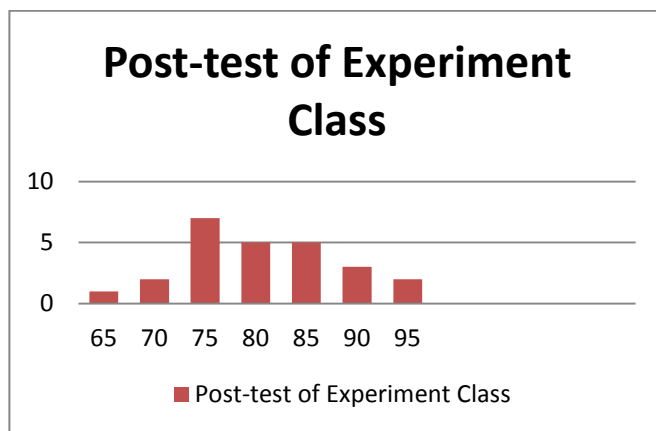
From the calculation of determine mean above has known that the average of pre-test and post-test at experiment class increase in amount of 18.2 points.

Diagram 4.1 Pre-test of Experiment Class



The diagram above shows the lowest of pre-test in experiment class is 45 points, it was gotten by three students and the highest score of pre-test is 80 gotten by three students as well.

Diagram 4.2 Post-test of Experiment Class



The diagram above shows that from the experiment class, the pre-test shows low score is 45 and the high score is 80. From the post-test shows low score is 65 and the high score is 95. There are rising score among pre-test to post-test, and their scores are very good and increasing significantly.

2. The score of pre-test and post test of control class

The student's score of pre-test and post test of class VIII B as the control class will be described in the following table.

The Students' Score in Control Class

Table 4.2 control class' score

No	Name	Pre-Test Score	Post-Test Score
1	ALP	60	65
2	AMN	80	80
3	AN	50	65
4	AU	65	75
5	FA	60	65
6	HHS	50	65
7	MA	55	75
8	MG	45	50
9	MJR	40	60
10	MRS	55	65
11	MU	70	75
12	OTN	60	70
13	PA	55	50
14	PP	60	75
15	RD	50	50
16	RO	65	65
17	RR	45	55
18	RU	65	70
19	SA	55	65
20	SC	60	70
21	SM	50	70
22	SR	60	75
23	TY	50	60
24	UH	60	60
25	WY	60	75
Σ		1430	1650
μ	$M_1 = \frac{\Sigma x_1}{N_1}$	57.2	66

Based on calculation in the table of pre-test and post-test assessments of control class above, it shows that the cumulative value assessment result before using the combination quartet card and dart game is 1430. The mean of pre-test (M_2) result is 57.2 and the cumulative of assessment result after using csu is 1650. The mean of post-test (M_1) result is 66.

Determine mean by formula:

$$\begin{aligned} M &= M_1 - M_2 \\ &= 66 - 57.2 \\ &= 8.8 \end{aligned}$$

Note :

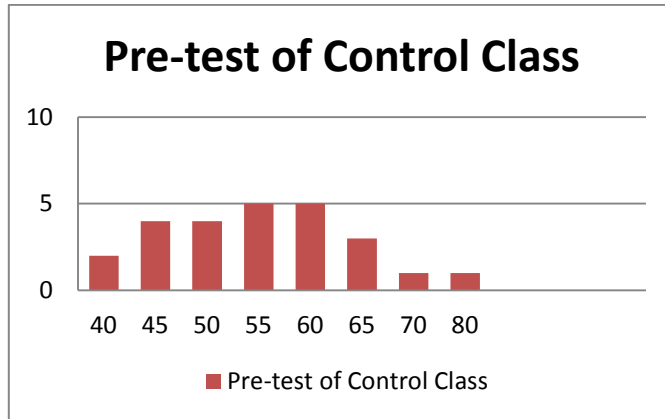
M = Mean

M_1 = mean of post – test

M_2 = mean of pre – test

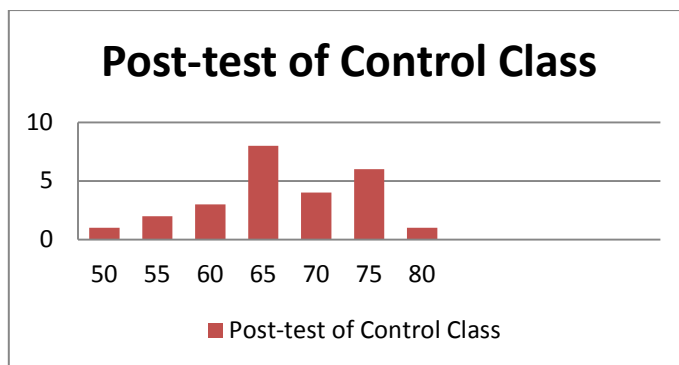
From the calculation of determine mean above has known that the average of pre-test and post-test at control class increase in amount of 8.8 points.

Diagram 4.3 Pre-test of Control Class



The diagram above shows the lowest of pre-test in control class is 40 points, it was gotten by two students and the highest score of pre-test is 80 gotten by 1 student.

Diagram 4.4 Post-test of Control Class



From the post-test shows low score is 50 gotten by one student and the high score is 80 gotten by one student. In control

class that is not using quartet card and dart game as media. The process of learning writing seems to be not significantly improved.

B. Analysis of Data

1. The score of pre-test and post-test of experimental class

The students score of class VIII A as the experimental class obtained 59.44 for mean of pre-test and 81.3 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

Table 4.3

The Result of Pre-test and Post-test in Experimental Class

No	Name	Pre-test Score	Post-test Score
1	ADF	60	75
2	AK	50	70
3	AY	45	70
4	EV	50	75
5	FR	65	80
6	IR	75	85
7	MDJ	80	95
8	MI	60	75
9	MU	70	90
10	ND	45	75
11	NP	75	80
12	OS	60	85

13	PF	80	90
14	RA	55	80
15	RF	60	85
16	RM	80	95
17	RN	50	75
18	RP	55	80
19	RR	70	85
20	SA	60	75
21	SN	65	85
22	SU	45	75
23	WFJ	75	90
24	YR	75	80
25	ZU	55	65
Σ		1560	2015
μ	$M_1 = \frac{\Sigma x_1}{N_1}$	62.4	80.6

The table above shows the result pre-test and post-test in experimental class. The highest score in pre-test is 80 and post-test is 95. While the lowest score in pre-test is 45 and post-test is 65.

2. Result of pre-test in Experimental class

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

45 45 45 50 50 50 55 55 55
 60 60 60 60 60 65 65 70 70
 75 75 75 75 80 80 80

1. Find out the range with formula:

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 80 - 45 + 1 \\
 &= 36
 \end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{36}{i} = \text{it is had better getting result between 10-20}$$

So, it got $i =$ because $\frac{36}{3} = 12$ (between 10-20)

$i = 12$ (be completed)

3. Making distribution frequency table

Table 4.4

The Distribution Frequency of Pre-Test in Experimental Class

Interval	F	X	x'	f.x'	f.x'2
45 – 47	3	46	+5	15	75
48 – 50	3	49	+4	12	48
51 – 53	0	52	+3	0	0
54–56	3	55	+2	6	12
57–59	0	58	+1	0	0

60 – 62	5	61 (M')	0	0	0
63 – 65	2	64	-1	-2	2
66 – 68	0	67	-2	0	0
69 – 71	2	70	-3	-6	18
72 – 74	0	73	-4	0	0
75 – 77	4	76	-5	-20	100
78 – 80	3	79	-6	-18	108
	25 = N			$\sum f \cdot x' = -13$	$\sum f \cdot x'^2 = 363$

4. Determine Mean Score of Mx_1

$$\begin{aligned}
 Mx_1 &= M' + i \left(\frac{\sum fx}{N} \right) \\
 &= 61 + 3 \left(\frac{-13}{25} \right) \\
 &= 61 + (-1.56) \\
 &= 59.44
 \end{aligned}$$

5. Determine Deviation Standard

$$\begin{aligned}
 SDx_1 &= i \sqrt{\frac{\sum f \cdot x'^2}{N} - \left(\frac{\sum f \cdot x'}{N} \right)^2} \\
 &= 3 \sqrt{\frac{363}{25} - \left(\frac{-13}{25} \right)^2} \\
 &= 3\sqrt{14.52 - 0.27} = 3\sqrt{3.77} = 3 \times 1.94 = 5.82
 \end{aligned}$$

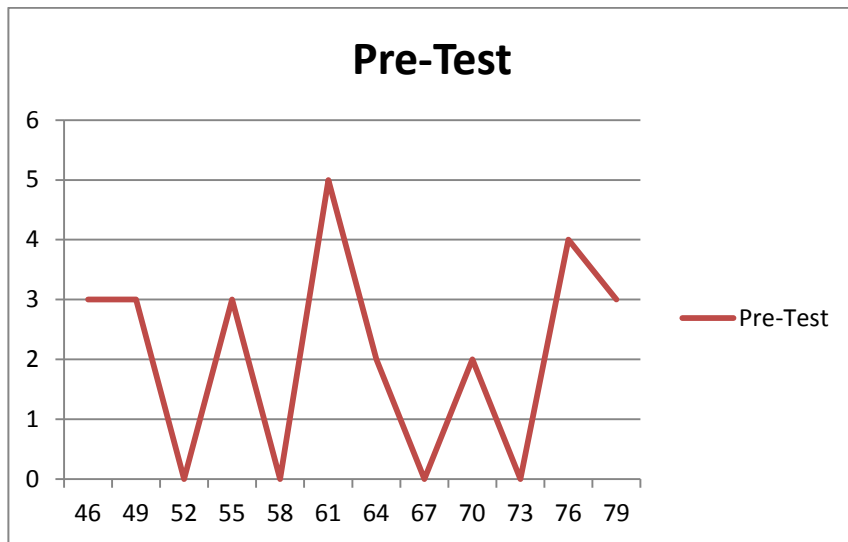
6. Determine Error Standard

$$SEx^1 = \frac{SDx^1}{\sqrt{N-1}} = \frac{5.82}{\sqrt{25-1}} = \frac{5.82}{4.89} = 1.19$$

7. Making Polygon Graphic

Graphic 4.1

Pre-Test in Experimental Class



The polygon graphic above describes pre-test in experimental class. The mean of the interval class is the biggest 5. It's 61. This is refers to that Mean of pre-test in experimental class is 61.

3. Result of post-test in Experimental class

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

65	70	70	75	75	75	75	75	75
75	80	80	80	80	80	85	85	85
85	85	90	90	90	95	95		

1. Find out the range with formula:

$$R = H - L + 1$$

$$= 95 - 65 + 1$$

$$= 31$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{31}{i} = \text{it is had better getting result between 10-20}$$

So, it got $i = 3$ because $\frac{31}{3} = 10.3$ (between 10-20)

$i = 10$ (be completed)

3. Making distribution frequency table

Table 4.5

The Distribution Frequency of Post-Test in Experimental Class

Interval	F	X	x'	f.x'	f.x' ²
65 - 67	1	66	+5	5	25
68 - 70	2	69	+4	8	32
71 - 73	0	72	+3	0	0
74 - 76	7	75	+2	14	28
77 - 79	0	78	+1	0	0
80 - 82	5	81 (M')	0	0	0
83 - 85	5	84	-1	-5	5
86 - 88	0	87	-2	0	0
89 - 91	3	90	-3	-9	27
92 - 94	0	93	-4	0	0
95 - 97	2	96	-5	-10	50
	25 = N			$\sum f \cdot x' = 3$	$\sum f \cdot x'^2 = 167$

4. Determine Mean Score of Mx^2

$$\begin{aligned} Mx_2 &= M' + i \left(\frac{\sum fx}{N} \right) \\ &= 81 + 3 \left(\frac{3}{25} \right) \\ &= 81 + (0.36) \\ &= 81.3 \end{aligned}$$

5. Determine Deviation Standard

$$\begin{aligned} SDx_2 &= i \sqrt{\frac{\sum f \cdot x'^2}{N} - \left(\frac{\sum f \cdot x'}{N} \right)^2} \\ &= 3 \sqrt{\frac{167}{25} - \left(\frac{3}{25} \right)^2} \\ &= 3 \sqrt{6.68 - 0.01} = 3 \sqrt{6.67} = 3 \times 2.58 = 7.74 \end{aligned}$$

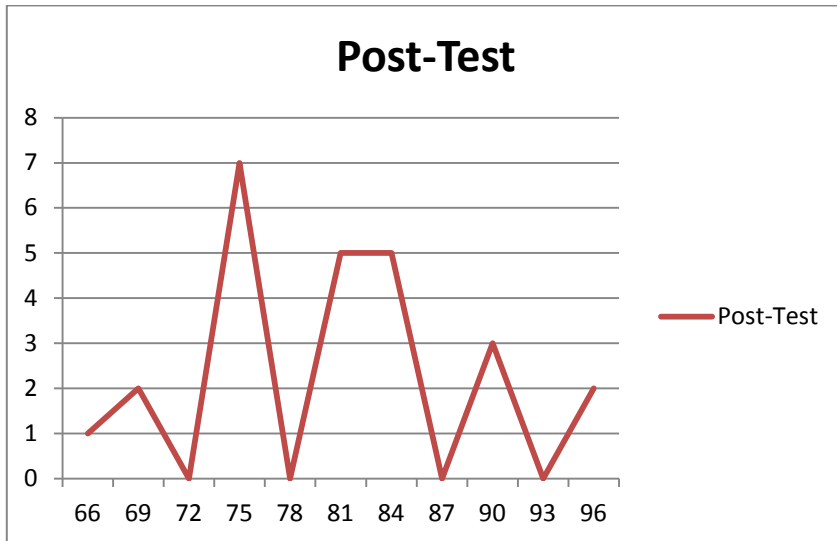
6. Determine Error Standard

$$SEx^2 = \frac{SDx^2}{\sqrt{N-1}} = \frac{7.74}{\sqrt{25-1}} = \frac{7.74}{4.89} = 1.58$$

7. Making Polygon Graph

Graphic 4.2

Post-Test in Experimental Class



The polygon graphic above describes post-test in experimental class. The mean of the interval class is the biggest

7. Just one interval class include of 7, it's 75. Mean of post-test in experimental class is 81.

4. The score of pre-test and post-test of control class

The students' score of class X B as the control class obtained 67.58 for mean of pre-test and 64.72 for mean of post-

test. The scores of pre-test and post-test will be described in the following table.

Table 4.6

The Result of Pre-Test and Post-Test in Control Class

No	Name	Pre-Test Score	Post-Test Score
1	ALP	60	65
2	AMN	80	80
3	AN	50	65
4	AU	65	75
5	FA	60	65
6	HHS	50	65
7	MA	55	75
8	MG	45	50
9	MJR	40	60
10	MRS	55	65
11	MU	70	75
12	OTN	60	70
13	PA	55	50
14	PP	60	75
15	RD	50	50
16	RO	65	65
17	RR	45	55
18	RU	65	70
19	SA	55	65
20	SC	60	70
21	SM	50	70
22	SR	60	75
23	TY	40	60
24	UH	60	60

25	WY	60	75
Σ		1430	1650
μ	$M_1 = \frac{\Sigma x_1}{N_1}$	57.2	66

The table above describes the result pre-test and post-test in control class. The highest score in pre-test is 80 and post-test is 80. While the lowest score in pre-test is 40 and post-test is 50.

5. Result of pre-test in Control class

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

40 40 45 45 45 45 50 50 50
50 55 55 55 55 55 60 60 60
60 60 65 65 65 70 80

1. Find out the range with formula:

$$\begin{aligned}
R &= H - L + 1 \\
&= 80 - 40 + 1 \\
&= 41
\end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{41}{i} = \text{it is had better getting result between 10-20}$$

So, it got $i = 4$ because $\frac{41}{4} = 10.25$ (between 10-20)

$i = 10$ (be completed)

3. Making distribution frequency table

Table 4.7

The Distribution Frequency of Pre-Test in Control Class

Interval	F	X	x'	f.x'	f.x' ²
40-43	2	41.5	+5	10	50
44-47	4	45.5	+4	16	64
48-51	4	49.5	+3	12	36
52-55	5	53.5	+2	10	20
56-59	0	57.5	+1	0	0
60-63	5	61.5 (M')	0	0	0
64-67	3	65.5	-1	-3	3
68-71	1	69.5	-2	-2	4
72-75	0	73.5	-3	0	0
76-79	0	76.5	-4	0	0
80-83	1	80.5	-5	-5	25
	N=25			$\sum f \cdot x' = 38$	$\sum f \cdot x'^2 = 202$

4. Determine Mean Score of My_1

$$\begin{aligned} My_1 &= M' + i \left(\frac{\sum fx'}{N} \right) \\ &= 61.5 + 4 \left(\frac{38}{25} \right) \\ &= 61.5 + (6.08) \\ &= 67.58 \end{aligned}$$

5. Determine Deviation Standard

$$\begin{aligned}
 SDy_1 &= i \sqrt{\frac{\sum f \cdot x_i^2}{N} - \left(\frac{\sum f \cdot x_i}{N}\right)^2} \\
 &= 4 \sqrt{\frac{202}{25} - \left(\frac{38}{25}\right)^2} \\
 &= 4 \sqrt{8.08 - 2.31} = 4 \sqrt{5.77} = 4 \times 2.40 = 9.6
 \end{aligned}$$

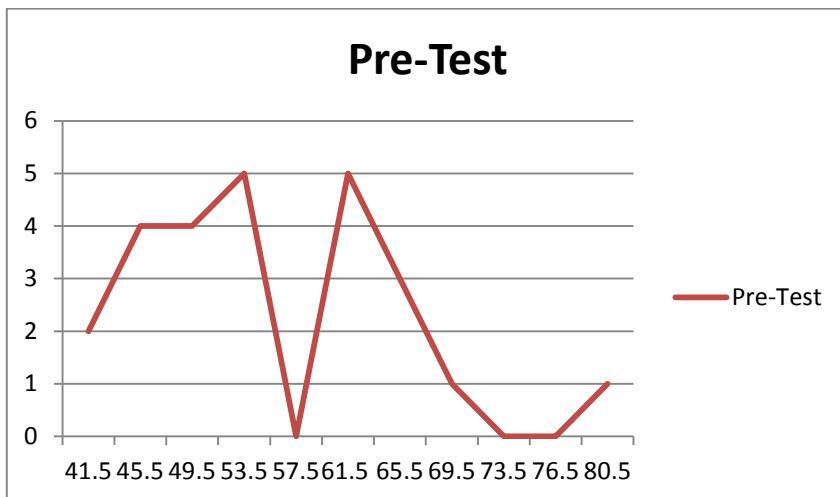
6. Determine Error Standard

$$SEy_1 = \frac{SDx^2}{\sqrt{N-1}} = \frac{9.6}{\sqrt{25-1}} = \frac{9.6}{4.89} = 1.96$$

7. Making Polygon Graph

Graphic 4.3

Pre-test in Control Class



The polygon graphic above describes pre-test in control class. The mean of the interval class is the biggest 5. Just two interval class include of 5, they are 53.5 and 61.5. This is refers to that 61.5 is mean of pre-test in control class.

6. Result of post-test in Control class

Based on the table above the writer will arrange the score from the lowest to the highest score as follow:

50	55	55	60	60	60	65	65	65
65	65	65	65	65	70	70	70	70
75	75	75	75	75	75	80		

1. Find out the range with formula:

$$\begin{aligned}
 R &= H - L + 1 \\
 &= (80 - 50) + 1 \\
 &= 31
 \end{aligned}$$

2. Looking for the class interval (k), with formula:

Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{31}{i} = \text{it is had better getting result between 10-20}$$

So, it got $i = 3$ because $\frac{31}{3} = 10.3$ (between 10-20) $i = 10$ (be completed)

3. Making distribution frequency table

Table 4.8

The Distribution Frequency of Post-test Control Class

Interval	F	X	x'	f.x'	f.x' ²
50-52	1	51	+5	5	25
53-55	2	54	+4	8	32
56-58	0	57	+3	0	0
59-61	3	60	+2	6	12
62-64	0	63	+1	0	0
65-67	8	66 (M')	0	0	0
68-70	4	69	-1	-4	4
71-73	0	71	-2	0	0
74-76	6	74	-3	-18	54
77-79	0	77	-4	0	0
80-82	1	80	-5	-5	25
	N=25			$\sum f \cdot x' = -8$	$\sum f \cdot x'^2 = 152$

4. Determine Mean Score of M_{y_2}

$$\begin{aligned}
 M_{y_2} &= M' + i \left(\frac{\sum fx'}{N} \right) \\
 &= 66 + 4 \left(\frac{-8}{25} \right) \\
 &= 66 + (-1.28) \\
 &= 64.72
 \end{aligned}$$

5. Determine Deviation Standard

$$\begin{aligned}SDy_2 &= i \sqrt{\frac{\sum f \cdot x_i^2}{N} - \left(\frac{\sum f \cdot x_i}{N}\right)^2} \\&= 3 \sqrt{\frac{152}{25} - \left(\frac{-8}{25}\right)^2} \\&= 3 \sqrt{6.08 - 0.10} = 3 \sqrt{5.98} = 3 \times 2.44 = 7.32\end{aligned}$$

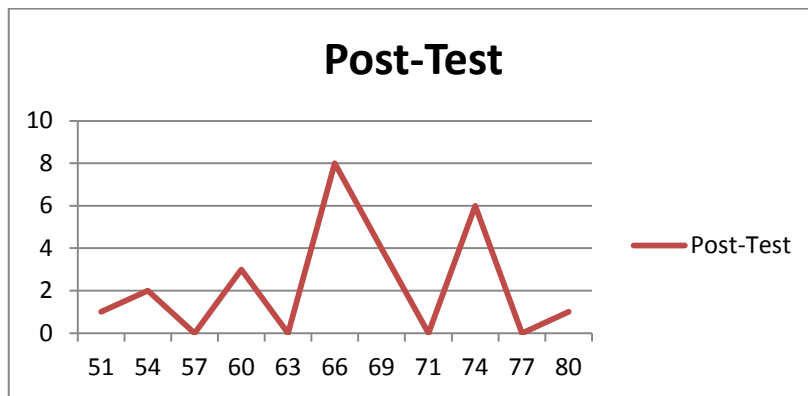
6. Determine Error Standard

$$SEy^2 = \frac{SDx^2}{\sqrt{N-1}} = \frac{7.32}{\sqrt{25-1}} = \frac{7.32}{4.89} = 1.49$$

7. Making Polygon Graph

Graphic 4.4

Post-test in Control Class



The polygon graphic above describes post-test in control class. The mean of the interval class is the biggest 8. Just one

interval class include of 8, it's 66. This is refers to that 66 is mean of post-test in control class.

After the writer calculated them based the t-test formula:

1. Determine average from experimental class

$$\begin{aligned}MX &= Mx_2 - Mx_1 \\ &= 81.3 - 59.44 \\ &= 21.86\end{aligned}$$

2. Determine average from control class

$$\begin{aligned}MY &= My_2 - My_1 \\ &= 64.72 - 67.58 \\ &= -2.86\end{aligned}$$

3. Determine difference of error standard from X and Y

$$\begin{aligned}SE_{mx} - SE_{my} &= \sqrt{SE_x^2 + SE_y^2} \\ &= \sqrt{1.58 + 1.49} \\ &= \sqrt{3.07} = 1.75\end{aligned}$$

4. Determine t_0 (t observation)

$$\begin{aligned}t_0 &= \frac{M_x - M_y}{SE_{MX} - SE_{MY}} \\ &= \frac{21.86 - (-2.86)}{1.75}\end{aligned}$$

$$= \frac{24.72}{1.75} = 14.12$$

5. Determine T-table with significance 5 % and 1 %

$$DF = N1 + N2 - 2$$

$$= 25 + 25 - 2$$

$$= 48$$

$$= 50 \text{ (be completed and consult to "t" table score)}$$

Based on t table that three is 50. With df as number 50 is got t table as follow:

- At significance level 5% : $t_t = 2.01$

- At significance level 1% : $t_t = 2.68$

6. The writer compared t_0 to t_t that if $t_0 > t_t$; H_a is accepted and H_0 is rejected. If $t_0 < t_t$, it means that H_0 is accepted and H_a is rejected.

$t_0:t_t$: $14.12 > 2.01$ in degree of significance 5%

$t_0:t_t$: $14.12 > 2.68$ in degree of significance 1%

Because "t₀" that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative (H_a) is accepted and (H_0) is rejected.

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If $t_o > t_t$: The alternative hypothesis is accepted. It means there is a significance effectiveness of using The Combination Quartet Card and Dart Games on students' writing descriptive text ability.

If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no significance effectiveness of using The Combination Quartet Card and Dart Games on students' writing descriptive text ability.

Table 4.9

Comparison Scores of Post-Test in Experimental and Control Class

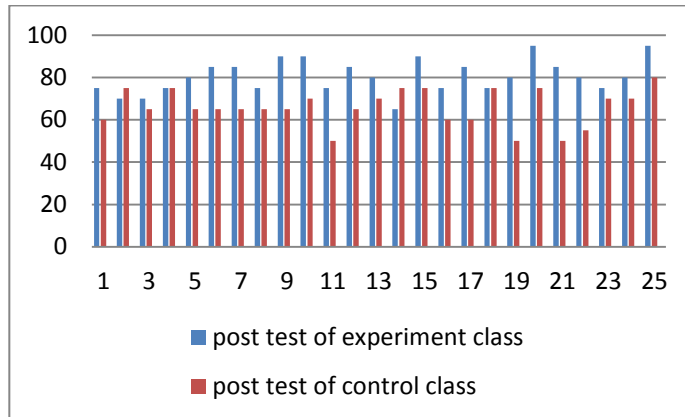
No	Post-Test Experimental Class	Post-Test Control Class
1	75	60
2	70	75
3	70	65
4	75	75
5	80	65
6	85	65

7	85	65
8	75	65
9	90	65
10	90	70
11	75	50
12	85	65
13	80	70
14	65	75
15	90	75
16	75	60
17	85	60
18	75	75
19	80	50
20	95	75
21	85	50
22	80	55
23	75	70
24	80	70
25	95	80

The table above describes the comparison scores of post-test in experimental and control class. The highest score in post-test in experimental class is 95 and pos-test in control class is 80.

Graphic 4.5

Comparisons' score of Experimental Class and Control Class



The graphic above describes the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 95, while the highest score in control class is 80. And the lowest score in experimental class is 65, control class got score 50.

C. Interpretation Data.

Based on the data, the value of t_o (t observation) is higher than t_t (t table), t observation = 14.12, t table = 2.01 or t observation 14.12 > 2.01 or t observation 14.12 > 2.68, so H_o is rejected and H_a is accepted.

From the interpretation above, the writer said that using the combination quartet card and dart game in teaching writing descriptive text could be better and more effective to make easy for students writing descriptive text rather than direct instruction or traditional method. This could be seen after comparing the score of pre-test and post-test.

Based on the data obtained from experiment and control class among the average scores, and t observation, the writer summarizes that teaching writing using the combination quartet card and dart game as media is effective toward students descriptive text writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

From all of paper statement above, the writer can take the conclusion as follows:

1. The student's descriptive writing before using the combination quartet card and dart game is less, but after using it, students' descriptive writing is better and show increasing significantly. It can be seen from the average score in pre-test and post-test. The lowest score of experiment class in pre-test is 45, the highest score is 80, in post-test the lowest score is 65, and the highest score is 95. The lowest score of control class in pre-test is 40, the highest is 80, in the post-test the lowest score is 50, and the highest score is 80.
2. Using the combination quartet card and dart game as media of learning can gives new experience in studying English

with different atmosphere and situation especially in MTs
Al Mumtaz Pulosari Pandeglang.

3. Writing is one of skills that difficult to study, because in writing skill students have to master the grammatical use and vocabularies. So, the writer uses the combination quartet card and dart game to make students interest in learning writing descriptive text. After using it, there is increasing on students descriptive text writing, based on the result of the data, the class that was given treatment was higher than the class which was not given treatment, and the analysis of t-test states that the hypothesis alternative (H_a) is accepted and (H_o) is rejected the mean that teaching writing using the combination quartet card and dart game has significant influence toward students descriptive text writing.

B. Suggestions

After doing the research and collect the data, then the writer gives suggestion for increasing writing descriptive in the place of research:

1. English Teacher

It is recommended for other English teachers in MTs Al Mumtaz Pulosari Pandeglang to apply this media as an alternative and interactive technique in teaching writing. It can help the students to write their descriptive text more attractive.

2. For the school

The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well.

3. Other researchers

For the future researcher, before go to the field, do the observation correctly and must have appropriate the technique in teaching English. This paper can be used as a reference for next researcher to develop the students especially in teaching descriptive text writing. There are many problems on students, not only in the field of writing skills, but the writer found the others problem such as their motivation to learn english is less. Hopefully for the text researcher can be considering to

find the solution of that problem. This problem is very good
to be observed.

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Observation Sheet
Students' Learning Process

School : MTs Al Mumtaz Pulosari Pandeglang

Class : VIII

Observer : A. Nihad Fauzan

No	ASPECT	POINTS				
		1	2	3	4	5
1.	Students pray before beginning the lesson					✓
2.	Students pay attention to the teacher during study				✓	
3.	Students ask to the teacher while lesson is began			✓		
4.	Students answer the question from teacher				✓	
5	Students follow the instruction from teacher				✓	
6.	Interaction Among students				✓	
7.	Interaction between students and teaching media (quartet card and dart game)					✓
8.	Students do the discussion about the material				✓	
9.	Students answer the exercise descriptive text writing					✓

Note:

1. Very poor
2. Poor
3. Fair
4. Good
5. Very good

Observer,

Akhmad Nihad Fauzan