

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the principle means for human to communicate, to transmit information or to share idea. English language is important language to develop culture, science and as a means of communication with other nations in the world. Language is can said an instrument to send or exchange information and to interact with the others. Language is used by all people in the world as means of communication. Anyone cannot interact with others without language, thus it is very important to learn language.

In this globalization era, English as the world language for international communication, it used for communication in many countries. English as an international language is used to communicate, to strengthen and to nurture relationship among all countries in the world. Business, science, education and technology are all fields in which by using English, communicator will be easy to interact. Considering the important

of English today, people from various non-English speaking countries, including Indonesia, learn English either as a second language or a foreign language.

With regard to the reasons, mostly Indonesia people begin to use English in many aspects of their life, education for example. From elementary school till university, English is an obligatory subject that students have to learn.

As we know there are four language skills in teaching English; they are listening, speaking, reading and writing. Generally, language can be spoken and written, so it is also necessary to learn writing.

According to the Harmer's book "When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. In the case of the former, writing is used as an aide-memoire or practice tool to help students practise and work with language they have been studying".¹

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students

¹Jeremy Harmer, *How To Teach English*, (Pearson Education Limited 2007), 112

communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. Ulquhart and Mcler states “writing is a recursive process. Students should learns strategies for invention and discovery”.²

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. According to Marie and Nickerson that “writing is a skill that is acquired through study and practice. It can be said writing compositions are too difficult, so the student’s must be have much practice.”³ It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

² Mclver, Monette and Urquhart, *Teaching Writing: in the Content Areas*. The USA: Mid-continent Research for Education and Learning, 2005.

³ Nickerson, Louis & Marie. *All in One: Basic Writing Text Workbook and Reader*, third edition. (The United States of America: Prentice Hall, Inc, 1992), 4.

There are many text types taught in Senior High School. Each text has different social function, schematic structures, and language features. One of the texts taught for the first grade students of Senior High School is Descriptive text.

In this research the writer try to find out how good the ability of the tenth grade students of Senior High School in producing text by learning descriptive text. The writer chooses descriptive text because in the some of Senior High School, many students have difficulties in writing descriptive text; the students' problems in writing a descriptive text are: less of vocabulary, no motivation to write, and still confuse in grammar. To teach writing descriptive text that it is not easy, so the teacher need to developed their techniques in teaching writing. That is the teacher should also have fun with the students, creative and interest lesson techniques in the classroom.

The English Curriculum, especially at SMA Darunnajah¹⁴ Nurul Ilmi, it is clearly stated that one of the objectives of the English subject is developing the ability which covers listening, speaking, reading and writing. In fact has shown

that the students at SMA Darunnajah¹⁴ Nurul Ilmi is good in writing essay in Indonesian language but not in English language, they still have difficulty to arranging words in the text and selection words. And the teacher confused for use a method. Because following her, this student very obstinate.

The writer had become an English teacher especially at Darunnajah Islamic Boarding School and ever taught there around four years. Therefore, from the writer's experience, it can be concluded in generally that, in teaching writing class, students had some difficulties aspect, such as: they had difficulty to choose words to make a paragraph or essay because of less of vocabularies, they had be lazy to write, it means they have not motivation in writing and the teacher difficulties in finding the appropriate techniques or strategies for the English class especially writing class for the teacher.

Here, the role of teachers is very important to improve students' writing ability. The teacher should be able to choose a good method that is flexible and tailored to the needs of students in the classroom. So, the learning process can be done well. it is

based on what Hyland said that “writing is learned, rather than taught, and the teacher’s best method are flexibility and support.”⁴

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.”⁵

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

In teaching and learning English writing, there are many techniques (games) to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need. On the other hand, the writer assumes that the CSW game as a good appropriate technique in increasing

⁴ Hyland, *Teaching and Researching Writing*, (Cambridge University Press, 2002), 78.

⁵ Tucker, Ted&Heard, *Advanced Writing*. (An advanced writing course designed specifically for the needs of Korean University Students, 2013), 67.

students' writing skill in English learning process in the classroom.

Wright, et.all said game to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Language learning is hard work. Games in foreign language help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Therefore, games are good device for teaching language learning.⁶

CSW game is one of the games used in learning language teaching. The Catch, Speak, and Write (CSW) is the game that is adapted from "Catching up on yourABC's" game by Adam. This game is short and simple. Write the alphabet on the board. Throw a bean bag to someone and say a word beginning with the letter A. This person must catch the bean bag, say a word beginning with the letter B and then throw it to another person this third person says a word beginning with the letter C and so on. Obviously, the game is meant to be played fast. There are many

⁶ Wright, et.all, *Games for Language Learning*, 3th edition. (The United States of America: Cambridge University Press, 2006), 1.

ways to change the game to make it adaptable to each level of students.⁷

In this research, the writer uses the Catch, Speak, and Write (CSW) game. *Catch* means student has to catch a ball, *Speak* means student has to answer the question and *Write* means student has to write the answer in front of the classroom. This game focused in teaching writing a descriptive text.

From those problems of the students' writing above, the writer think one of the alternative techniques to improve the understanding in English course, to improve the education quality especially in SMA Darunnajah 14 Nurul Ilmi is to apply Catch, Speak, and Write (CSW) game as a step to reach a good and meaningful learning environment. The writer be confident that the cooperative learning with using CSW game will be effective and successful in classroom to increase 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.

⁷ Adam, 2005. *Catching up on Your ABC's*. (On line). (<http://iteslj.org/games/9880.html>). Retrieved on February 10th 2014.

Based on the explanation above, the writer assumes that this study would present Catch, Speak, and Write (CSW) Game to teach the strategy for Senior High School at SMA Darunnajah 14 Nurul Ilmi. In which it was going to be pleasant and interesting for young learners.

B. Formulation of the Research Problem

In line with the background of the study, the main purpose of this study is to find an effective method in teaching writing. So, the formulated research problem is as follows:

1. What is the CSW game for teaching learning in students' writing skill of descriptive text to students' SMA Darunnajah 14 Nurul Ilmi?
2. How does teacher apply the CSW game in increasing students' writing skill of descriptive text to students' SMA Darunnajah 14 Nurul Ilmi?
3. How is the effectiveness of using CSW game in increasing students' writing skill of descriptive text to students' SMA Darunnajah 14 Nurul Ilmi?

C. The Purpose of the Study

Based on the formulation of the problem, the purpose of the study are;

1. To know the CSW game in students' writing skill of descriptive text to students' SMA Darunnajah 14 Nurul Ilmi;
2. To describe the CSW game in students' writing skill of descriptive text to students' SMA Darunnajah 14 Nurul Ilmi.
3. To know how the effectiveness of using CSW game in students' writing skill of descriptive text to students' SMA Darunnajah 14 Nurul Ilmi.

D. The Scope of Limitation of the Study

This study is concentrated on analyzing the effectiveness of using Catch, Speak, and Write (CSW) Game to increase students' writing skill at 10th grade of SMA Darunnajah 14 Nurul Ilmi and the scope of this study is the students' writing skill. The study in quasi-experimental research. It describes the influence of using Catch, Speak, and Write (CSW) Game in developing students' writing ability.

E. Significance of the Study

The results of the study are expected to give contribution for English teacher, student, school, writer and next writer.

1. The school

It can improve the schools education quality, especially in English improvement.

2. Students

The result of this study can add new experience for the students in learning process especially in writing, it is hoped that the research can be one of the way to mastering English well.

3. English Teachers

It will help the English teacher to choose the appropriate method in teaching learning process especially in writing ability in order to improve students' writing ability.

F. The Previous of Study

The first research entitled "Improving Student's Writing Skills in Descriptive Text by Using Outdoor Activity (A Classroom Action Research) Of The Second Year Of Mts

Sudirman Kopeng, *Getasan In 2015 /2016 Academic Year*".⁸
Graduating Paper. English Department State Institute for Islamic Studies (IAIN) Salatiga. Based on the result of the reseach, which aims to develop the students' writing descriptive text using outdoor activity,the researcher made conclusion related to the research question which are stated in chapter I. The conclusions were obtaining through real phenomenon as the researcher did during the observation. The reseacher draws some conclusion as follow:

From the discussion the result of the pre-test and post-test, the researcher could say: That outdoor activity could increase the students' ability in writing descriptive. It is proved with the students' improvement score of the tests because mean of post-test in cycle 1 is higher than mean of pre- test ($64.53 > 56.56$), the mean of post-test 2 in cycle 2 is higher than mean of post-Test in cycle 1 ($70.59 > 64.53$) and the mean of post-Test cycle 3 is higher

⁸ Sri Suharmi, *"Improving Student's Writing Skills Indescriptive Text By Using Outdoor Activity (A Classroom Action Research) Of The Second Year Of Mts Sudirman Kopeng, Getasan In 2015 /2016 Academic Year "*. Graduating Paper. English Department State Institute for Islamic Studies (IAIN) Salatiga

than post-Test in the cycle 2 (74.56 > 70.59). The proven target is 78% or 25 students who increase their writing skill.

The significant improvement of using outdoor activity in improving students writing skill is proved from the result of t-test and t-table in cycle 1 (9.67 > 2.042) which the score of t-test was higher than the score of the pre-test and t-table in cycle 3 (15.11 > 2.042) also showed that the score of t-test was higher than the score of t-table of the cycle 1 and cycle 2. Here the result of the t-test and the t-table in cycle 2 low (8.82 > 2.042).

G. The Hypothesis of the Research

Based on the background of the study above, the writer submits the hypothesis. Muijs defined “Hypothesis can be defined as ‘a tentative explanation that accounts for a set of facts and can be tested by further investigation’, as we mentioned earlier.”⁹ And hypothesis as follow:

⁹ Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), 16.

1. The experimental hypothesis (Ha) There is a significance differences in applying Catch, Speak, and Write (CSW) game toward students' writing skill.
2. The null hypothesis (Ho) There is no significance differences in applying Catch, Speak, and Write (CSW) game toward students' writing skill.

H. The Organization of Writing

The writer divides it into several chapters and section with the systematic of writing in detail as followed:

Chapter I is the introduction which consist of the explanation of the background of the study, formulation of the research problem, the purpose of the study, the scope of limitation of the study, the significance of research hypothesis of the research and the organization of writing.

Chapter II describes the research theorist. The part contain of literature review which proposed by some expert to support the research and basic for investigating the problem.

Chapter III is a research procedure. This chapter deal with kind of research, research instrument, data collecting and data analyzing.

Chapter IV is about research finding which consists of description of data, analysis o data, and interpretation of data.

Chapter V is closing, it's about the writer gives conclusion and suggestion and information for the readers.

CHAPTER II

THEORETICAL FRAMEWORK

A. Nature of Writing Skill

1. Definition of Writing

Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

There are definitions of writing which is the writer quoted from several experts. Harmer defines states “Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities”.¹⁰

In other definition, Marie and Nickerson (1992:4) said “writing is a skill that is acquired through studyand practice. It

¹⁰ Jeremy Harmer, *How To Teach English*, (Pearson Education Limited 2007), 33.

can be said writing compositions are too difficult, so the student's must be have much practice.”

From the definition above the writer concludes that writing is an activity to giving information to others by a message which is written of forming symbols in the text. Writing is an activity that produces something from mind become meaningful a text of the sentence. It also can be defined as a way to express an ideas or fellings. In order can be a good writer is not easy. Therefore, it takes a lot of practice in writing a text.

When doing the learning process in the classroom, the teacher has an important role toward students. Beside that, Harmer states that there are some roles of the teacher when student are asked to write, the ones that are special important are as follow:

- 1) Motivator: writing task will be motivated the students, creating the right conditions for the generation of ideas.
- 2) Resource: especially during more extended writing task, we should be readyto supply information and language where necessary.

- 3) Feedback provider: teacher should respond positively and encouragingly to the content of what the student have written.¹¹

From the Harmer's explanation above, the writer concludes that, the roles of the teacher is very important in the classroom in order students' needs can be met properly. The teacher should be able to become facilitator in the learning activities in the classroom. teachers also should be a motivator to encourage the students' learning ability and most importantly is the teacher could be a source of knowledge for students.

2. The Teaching of Writing

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

In teaching of writing, Urquhart and Mciver states that "Teaching writing is unique. It benefits both teacher and the

¹¹ Jeremy Harmer, *The Practice of English Language*, (Cambridge: Longman, 2001), 330.

students, serving as communication vehicle, assessment tool, and intellectual exercise”.¹²

Based on the explanation about teaching writing above, the writer concludes that teaching writing can provide benefits for both teacher and students. When teaching writing text, the teacher should serve the material that accordance with the situation of students. In writing a text, students have to use their intellctual in order what they write has a good result.

To teach writing description text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher’s explanation. Based The psycholinguist Eric Lenneberg once noted, in a discussion of “species-specific” human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior.¹³

¹² Mclver, Monette and Urquhart, *Teaching Writing: in the Content Areas*. (The USA: Mid-continent Research for Education and Learning, 2005), 2.

¹³ Eric Lenneberg, *Teaching Writing*. 1967:334.

From the Eric's statement, the writer concludes that both of swimming and writing are culturally specific, learned behavior. It means we learn to swim if there is a body of water available and usually only if someone teach us. We learn to write if we are members of literate society, and usually only if someone teach us.

3. The Process of Writing

Harmer states, when students are writing-for-writing, we will want to involve them in the process of writing. In the real world, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and the producing a final and satisfactory version.¹⁴

In other opinion, Brian Tomlinson said, a main reason for writing a coursebook is the desire to produce more effective materials that truly engage learners, are pedagogically sound and have a general appeal beyond the tastes of one individual in his/her own teaching environment. This urge to write could be due to a dislike of current materials or to a simple mismatch between student needs and the materials available.¹⁵

¹⁴ Jeremy Harmer, *How To Teach English*, (Pearson Education Limited 2007), 113.

¹⁵ Brian Tomlinson, *Developing Materials For Language Teaching*, (Leeds Metropolitan University), 131.

According to Ann Hogue, good writing is more than just sitting down and “talking” on a piece of paper. Good writing involves thinking, planning, writing, and revising. You become good writer by always using these steps:

- a) Prewrite to get ideas and organize them.
- b) Write the first draft.
- c) Edit: Check and revise your work.
- d) Write the final copy.¹⁶

Based on the explanations of some experts above, the writer concludes that there are several processes that must be followed by writer before doing writing a text. First, freewriting. it means write freely about a topic because you are looking for a specific focus. Second, outlining. In an outline, you write down the main points and subpoints in the order in which you plan to write about them. Third, writing and revising drafts. Writing and revising several drafts until you have produced a final copy to hand in. Each time you write a new draft, you will refine and improve your writing.

¹⁶ Ann Hogue, *First Steps In Academic Writing, The Longman Academic Writing Series*, (Pearson Education, inc), 28.

4. Analytic Scoring of Writing

Analytic scoring is based on an in-depth analysis of aspects of writing such as focus/organization, elaboration/support/style, and grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. The General Rubric for Analytic Evaluation can be used to score a piece of writing in this way as can the rubrics for specific writing types. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way:¹⁷

Focus/Organization 35 points

Elaboration/Support/Style 35 points

Grammar, Usage, and Mechanics 30 points

¹⁷ Glencoe.McGraw-Hill, *Writing Assessment and Evaluation Rubrics Grade 9*.(Columbus, Ohio), 8.

5. Teaching Descriptive Writing

Rather than teach writing using a singular approach (e.g. process writing, rubrics, study of models, collaborative writing, self-regulation strategies, scaffolds, etc.) Employing a variety of experimentally proven strategies (see Reference section).

While your students will experience elements of process writing, study of models, rubrics, collaborative writing, and self-regulation strategies, the guiding instructional approach in this book is called Goals and Progress Feedback (Schunk & Swartz, 1993).¹⁸

The Goals and Progress Feedback writing approach includes, 1).introducing the writing goal, 2). modeling the writing skill, 3). practicing the skill out of context, 4). using the skill in context, 5). receiving immediate feedback, 6). reteaching and/or extending skill use.

6. The Assessing Writing

We know the second key component of writing assessment procedures for scoring the written product. The scoring procedures are critical because the scores is ultimately what will be used to make decision and about writer.

¹⁸ John Schacter, Ph.D. *The Master Teacher Series Descriptive Writing*, p. 5.

Assessing writing is one of the best known and most widely used analytic scales in ESL was created by Jacobs. In Jacobs scale, writing is related to five aspects: content, organization, vocabulary, language use, and mechanics.¹⁹ These specific criteria of assessing writing according to Jacobs are used in English Second Language.

The content is about knowledge of subject, and mostly relevant to the topic. The organization is about fluency of expression, ideas clearly stated/supported, well organized and complete sequencing. The vocabulary is about effective word/idiom choice and usage, word form mastery and appropriateness. The language use is about mastery of sentence construction rules, communication or enough to evaluate. Mechanics is about mastery of spelling, punctuation, capitalization, and paragraphing.

From the explanation above, the writer concludes that in assessing writing there are some criteria that will help the teacher to make assessment to the students in the learning process.

¹⁹Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 116.

and the as the assessment as a result of students in task in learning process, use task in learning language is very important to measure students ability in learning process. Like the elements of assessment above. Hopefully, the students will make good descriptive text in learning the material.

B. Decriptive Text

1. 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 others. 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."²⁰

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

²⁰Heard, James & Tucker, Ted. *Advanced Writing*. (An advanced writing course designed specifically for the needs of Korean University Students, 2013), 67.

description about it.”²¹According to Cahyono, writing descriptive text is one of the genres in writing texts. A descriptive text, in particular, functions to describe people, places, or things by identifying and describing what they look like. In reality, writing, compared to other language skill, is considered as the most difficult and complicated language skill to learn (cited in Cahyono, B.Y. 2009:126).

On the other hand, McDougal claims that “descriptive writing describes an object, place, or person in a way that creates a vivid impression in the reader’s mind, enabling the reader to visualize what is being described, and to feel that he/she is very much part of the writer’s experience.”²²

Based on the explanations above, the writer 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.

²¹ Raninditya, 2014. *Generic Structure of Descriptive Text and Example*. (On line). (<http://ranindhitya.blogspot.com/2014/03/generic-structure-of-descriptive-text.html>). Retrieved on March 30th 2014.

²² McDougal, Littell’s *The Language of Literature and Writer’s Craft*.

2. Generic Structure of Description Text

The writer has been ever reading from several English writing books about generic structure of descriptive text. Rananditya explains that “Generic structures of descriptive text are: 1.) Identification, which tells about whom or what we want to describe about; 2.) Description, which describes about the subject.”²³ 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.”²⁴

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

²³ Rananditya, 2014. *Generic Structure of Descriptive Text and Example*. (On line).

²⁴ M. Mursyid, PW, *Learning Descriptive Text*, 2011.

3. Language Features

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

Significant Grammatical Features:

- 1) Focus on specific participants (My English teacher, Andini's cat, My favourite 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 behaviour (fast, at tree house).

9) Use of Figurative language (John is as white as chalk).²⁵

C. Catch, Speak, and Write (CSW) Game

1. Definition of CSW Game

The CSW (Catch, Speak, and Write) is the game that is adapted from “Catching up on your ABC’s” game by Adam. In Catching up on your ABC’s game, the students have to write the alphabet on the board. Throw a bean bag to someone and say a word beginning with the letter A. This person must catch the bean bag, say a word beginning with the letter B and then throw it to another person. The third person will say a word beginning with the letter C and so on.²⁶

However, the CSW game means *Catch, Speak, and Write*. *Catch* means the student has to catch a ball that is thrown by a member of another group as the media in order to make the class relax and enjoyable. Then *Speak* means the student has to speak after she or he caught the ball. The student has to speak or say what she or he see from the picture of a person that is shown by

²⁵ M. Mursyid, PW, *Learning Descriptive Text*, 2011.

²⁶ Adam, 2005. *Catching up on Your ABC's*, 2014.

the teacher through power point. The last is *Write*, that means the student who stand besides the student whose has caught and spoke has to write what his or her friend has said in one word. This game will be lead by some questions in order to make the students and the game match each other. This game will be helpful for teacher and students in teching and learning process.

This game is focused in teaching writing a descriptive text about a person. Using the CSW (Catch, Speak, and Write) game for Senior High School students of the tenth grade is being considered as the alternative way to teach writing, especially in writing a descriptive text about a person.

2. The Use of CSW Game

The use of the Catch, Speak, and Write (CSW) game in teaching writing a decriptive text about a person helps the students to make a descriptive text easier. The student will be lead to make a good descriptive text about a person based on the generic structures and language features of the text. Thus, the students will feel enjoy while learning especially in learning writing.

Based on the explanation above, the CSW (Catch, Speak, and Write) game is a kind of game that can be used to motivate students in writing skill in learning English. By throwing the ball the students will feel more relax and enjoy while learning. It will be motivating and challenging for students in the classroom activity, especially in doing writing a descriptive text about a person. It makes the students more easily to do writing a descriptive text about a person where ball and pictures are the media that will be used in this activity.

3. The Procedures of Teaching by Using CSW Game

The procedures of teaching by using the CSW (Catch, Speak, and Write) game are as follows: First, the teacher will divide students into three groups, each group consists of eight students, the teacher explains the CSW (Catch, Speak, and Write) game, after students understand the rules, and the game will be started. Teacher shows a picture to the students through power point with some questions which will lead students in describing the picture. *Catch*: The ball will be thrown from the right corner (Group A); the student in group B has to catch the ball. Then

Speak: the student who catches the ball will answer one of the questions which he or she likes by saying the answer in one word. After that *Write*: her or his friend besides has to run to the front and write what has been said by his or her friend in the white board. Next, group B continues throwing the ball to Group A again. It will be done in turn till the students finish in answering the questions.

Next, the teacher and students will correct the spelling of students writing in the white board together. The teacher will guide students to make the words into good sentences. The next step of making the sentences into a good paragraph is students should arrange it by themselves in group. At the end of game, one of student expects to write the text to the while board where as others students are taking attention to their friend's writing. This game will make students enjoy while they are writing because it will be easy, relax and helpful.

Using a picture as a media in the classroom is very useful to encourage students' interest in learning process. According to Raimes, he says that the use of pictures in the classroom provide a stimulating focused for student's attention. A picture can be a useful resource if it provides some criterions. First, a shares experience in the classroom. Second, a need for common language form to use in the classroom. Third, many of tasks and the last is interestingfor students.²⁷

Based on explanation above, the writer assumes that the appropriate pictures that are used by a teacher in teaching is very important, because it will increase student's interest when they are learning. So that an interesting picture that appropriate with the students' level must be the main focus when a teacher will use pictures in teaching.

4. The Advantages of Using the CSW (Catch, Speak, and Write) Game in Teaching Writing a Descriptive Text

There are some advantages of the CSW (Catch, Speak, and Write) game in teaching writing a descriptive text. First, students feel more interested in writing because they feel fun and enjoy while studying. The student get easy to explore their ideas because the teacher's technique and medias are very helpful.

²⁷ Ann, Raimes, *Techniques in Teaching Writing*. (New York: Oxford University Press, 1983), 27-28.

Moreover, in writing process the students not only will write but also they will get new words or vocabularies in describing a person. Next, it helps the students to explore and generate their idea about the object to be described. The last is the technique and media are easy to be applied. These technique and media are very simple. Therefore, the students feel enjoy while studying. The teacher use the technique and media to help the students, it also leads the teacher in teaching. Thus, it is very helpful for students even for the teacher.

According to Louise, in her article *Using Games in the English Second or Foreign Language classroom*, games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners 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 learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.²⁸

²⁸ Louise, *Teaching Tips Using Games in the English Second foreign Language Classroom*, 2012. (Online). (<http://www.witslanguageschool.com/NewsRoom/ArticleView/tabid/180/ArticleId/85/Teaching-Tips-Using-Games-in-the-English-Second-or-Foreign-Languageclassroom.aspx>). Retrieved on Februari 15th 2014.

In other opinion, according to Uberman, he said that “games can be a good way in practicing the language that being learned by the children since they are able to provide a model of language on what the learners will use in the real life.”²⁹

Related to the statement, Kim presents six advantages of using the language games in the classroom, which are:

a) Games are motivating and challenging, b) Games are as a welcome break from the usual routine of the language class, c) Games help the students to make and sustain the effort of learning, d) Games provide language practice in the various and integrated language skills, e) Games encourage students to interact and communicate to each other, f) Games create a meaningful context for language that is being learned by the students.³⁰

Similarly, Kim, Mei and Yu Jingsay that through playing games, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stress, the students can learn a lot in learning the target language.³¹

²⁹ Agnieszka, Uberman, *The Use of Games for Vocabulary Presentation and Revision*. Forum Vol. 36 No. 1 January-March 1998:20.

³⁰ Lee Su, Kim, *Creative Games for the Language Class*. Forum Vol. 33 No. 1 January-march 1995:35.

³¹ Yu-jing, Jangand Mei, Yin Yong, *Using Games in EFL Class for Children*. Daejin University. ELT Research Paper. Fall 2000.

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

In this research, the writer uses Experimental research. When hearing the term experimental designs, most of us think back to school experiments in science. Experimental research in the social sciences follows the same basic pattern as those (natural) science experiments. Experiment are 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.”³² Nunan stated that “Experiment is a procedure for testing an hypotesis by setting up a situation in which the strenght of the relationship

³² Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, Second Edition.2010:11.

between variable can be tested.”³³ It means that experimental is a research method that test the hypothesis.

In this research the writer uses quasi-experimental research, because the aim of the method is to find effectiveness of a method. So there is two classes which are equal in their ability. Sample decision is conducted do not have randomly and the result is decided from pre test and post test from both control and experimental class. In order the writer want to know further the influence the effectiveness of using CSW games toward students writing ability. Beside that, to get the data the writer uses pre-test and post-test toward the subject of research.

Research Design

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

Table 3.1 Quasi Experiment design

³³ David Nunan, *Research Method In Language Learning*, (New York: Cambridge University Press, 1992), 230.

B. Place and Time

This research was conducted on the second semester in the academic year 2016/2017 for about six meeting from April 04th until May 09th, 2017. It was conducted in SMA Darunnajah 14 Nurul Ilmi, which was located on Jl.Palka KM.07 Ds. Pabuaran Kec. Pabuaran Kab. Serang.

C. Population and Sample

1. Population

According to Nunan says that “Population as the set of all possible data on the observations recorded by a writer. In other word population is all the cases, situation, or individuals who shares one or more characteristic.”³⁴The population of this research is the 10th grade of SMA Darunnajah 14 Nurul Ilmi. They are X A and X B, with the total population are 50 students.

2. Sample

Sample is important because in almost cases, it is not practical to study all the members of population. Nunan state

³⁴David Nunan, *Research Method In Language Learning*, 231.

that “Sample is subset of individual or cases from within population.”³⁵The writer uses two classes which have 50 students. The first is as Experimental Class and second is as Control Class. The writer chose class X A as experimental class that is consist 25 students and class B as control class that is consist 25 students.

D. The Research Instrument

Reserch instrument is for fasilitation that use by writer 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 CSW game to improve students writing skill, the writer give the writing test to the students. Because with this test the writer would like to gives the score of vocabulary, grammar and writing comprehension on writing.

A study using quantitative method usually processed by systematically manipulating its specific variable to test the

³⁵ David Nunan, *Research Method In Language Learning*, 232.

prediction made by theory informing the study. In this research, the writer gives the interview and two kind of tests, there are as follows:

1. Questionnaire is not a sort of questions which has been usually and casually jotted down without any thought. We should think that questionnaire is the important instrument of research, a tool for data collection. It has jobs to do; its function is measurement.
2. Pre-test: the test that is given to both of control class before giving treatment non communication game as a technique and experiment class before given treatment with CSW game as a technique.
3. Post-test: the test that is given to both of control class after given the treatment non CSW game as technique and experiment class after given treatment with game as a technique.

E. The Technique Data Collecting

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

1. Questionnaire

Questionnaire is not a sort of questions which has been usually and casually jotted down without any thought. We should think that questionnaire is the important instrument of research, a tool for data collection. It has jobs to do; its function is measurement.³⁶

This research is going to have “Group Administered Questionnaire”. Where group administered questionnaire is largely self-explanatory, and is given to groups of respondents assembled together. It means that the writer will separate the questionnaire to the samples in order them to fill and answer it by real.

2. Test

Test is consist of some question that related to the material, to get the data improvisations of the students, also

³⁶ Oppenheim, A. N, “*Questionnaire Design, Interviewing, and Attitude Measurement; New Edition*, (2002) Library Congress. p. 100.

diagnostic test can be used expose learner difficulties, gaps in their knowledge and skill deficiencies. In this research, the writer will take pre-test and post-test. They are as follow:

a. Pre-Test

The pretest will conduct one only to experiment and control class, that is conduct in the first meeting in order to know basic of students writing comprehension. The writer will give one topic of descriptive text and it is about describing someone. The writer analyzes the vocabulary, grammar and writing ability all of the students.

b. 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 several topics of descriptive text about person, place and something that then will be describe by the students in writing text.

F. The Technique Data Analyzing

To analyze the data, the target of this research is the comparison between variable X and Y. The writer takes

technique of comparison bivariate because have two variable, and uses t-test for analyze data. Before using t-test the writer to do quantification of data from result of the test is qualified. The writer uses step as follow:

1. The result of post-test in experiment class is named variable X_1 .
2. The result of post-test in control class is named variable X_2

To find out the effectiveness of CSW game toward students' writing skill on descriptive text, the writer will be using quantitative method on this research. Quantitative is analyzed by statistic calculation of t-test with the formula are follow: ³⁷

- a. Determine Range, Interval class.
- b. Make distribution frequency.
- c. Determine mean, by formula:

$$\text{Mean} = M' + i \left(\frac{\sum fx}{N} \right)$$

- d. Determining standard deviation, by formula:

³⁷Anas Sudjiono, *Pengantar Statistika Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), p. 52.

$$SD = \sqrt{\frac{\sum f \cdot x_i^2}{N} - \left(\frac{\sum f \cdot x_i}{N}\right)^2}$$

- e. Determine error standard:

$$SE_{x^2} = \frac{SD_{x^2}}{\sqrt{N-1}}$$

- f. Make the polygon graphic.

- g. Determine average score:

$$M = M_2 - M_1$$

- h. Determine difference of error standard:

$$SE_{MX} - SE_{MY} = \sqrt{SE_{x^2} + SE_{y^2}}$$

- i. After getting the data from pre-test and post-test, the writer analyze it by using statistic calculation of t-test with the degree of significances 5 % and 1 %. The formula of T-Test as follow:

$$t_o = \frac{M_x - M_y}{SE_{MX} - SE_{MY}}$$

- j. Comparison scores of experimental and control class.

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 of SMA Darunnajah14 Nurul Ilmi. 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 csw game treatment to know the effectiveness of using csw game instudents' writing skill, and in control class the researcher did not use using csw game instudents' writing skill.

To find out the effectiveness of using csw game instudents' writing skill, the researcher uses test, they are pre-test and post-test to measure the students' ability on writing before and after giving the treatment by using csw game. Pre-test was gave to the students which is aim to knowing students' writing

skill before giving the treatment, and the post-test which is aim to knowing students' writing skill after they have 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).

Pre-test contains just one topic (essay), which retell student descriptive text about person minimal in 50 words. Students have to describe their experience with recount text. Meanwhile post-test contains 3 topics (essay) which is choose one of them minimal in 150 words.

The student's score of class X A as the experimental class will be described in the following table.

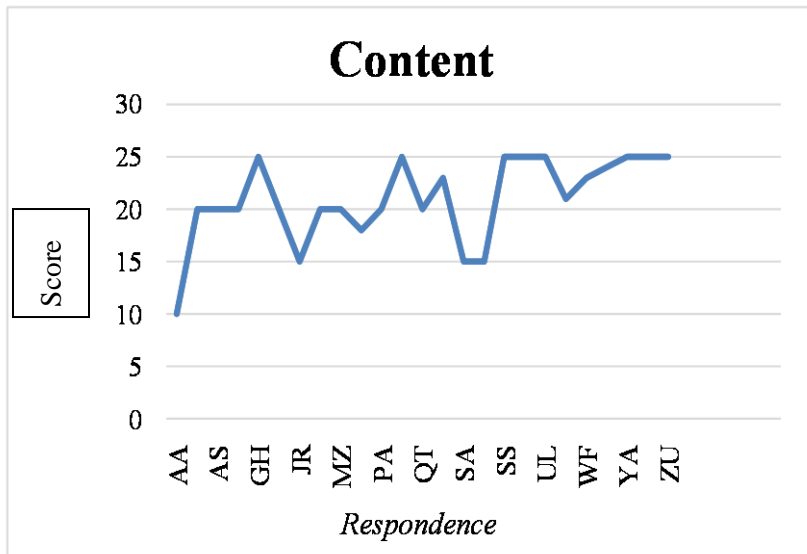
Table 2.2.
Result of Post-Test in Experimental Class

No	Initial Name	The Writing Assessment					Score
		C	O	V	L	M	
1	AA	10	15	15	20	5	65
2	AN	20	20	20	15	10	85
3	AS	20	15	10	15	10	70
4	FP	20	15	17	23	10	85
5	GH	25	22	16	17	10	80

6	IR	20	15	15	20	10	80
7	JR	15	10	15	20	10	75
8	LR	20	15	15	15	5	70
9	MZ	20	17	16	12	10	75
10	NF	18	17	18	15	12	80
11	PA	20	15	15	15	10	75
12	PS	25	20	20	20	10	95
13	QT	20	10	15	20	10	75
14	RA	23	17	15	15	5	75
15	SA	15	15	20	15	10	75
16	SN	15	15	20	15	10	75
17	SS	25	20	15	20	10	90
18	TA	25	20	15	20	10	90
19	UL	25	20	20	20	5	90
20	UM	21	18	16	17	8	80
21	WF	23	17	18	15	7	80
22	WK	24	18	20	10	8	85
23	YA	25	15	18	22	5	85
24	ZN	25	15	20	23	7	90
25	ZU	25	20	20	20	10	95

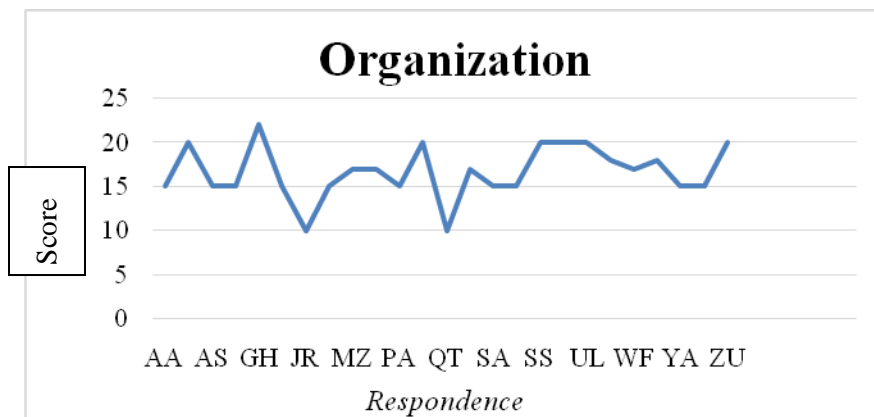
After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

Graphic 3.1.
Content of post-tes in Experimental class



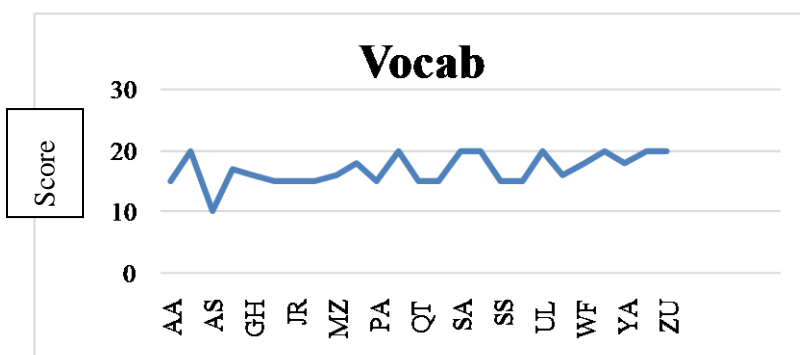
From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **content** is 25. Whereas, the lowest score in **content** is 10. There is student does not show knowledge of subject, non substantive, or not enough to evaluate.

Graphic 3.2.
Organization of Post-tes in Experimental Class



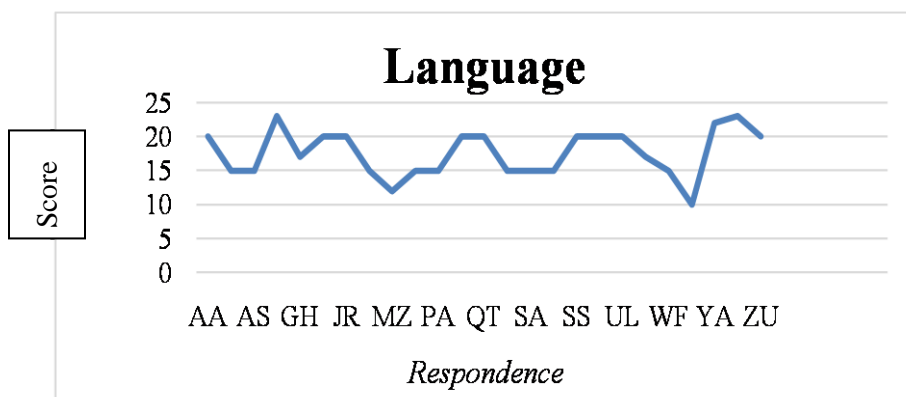
From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **organization** is 20. Whereas, the lowest score in **organization** is 10. There are several students have little knowledge of English vocabulary, idiom, words form, ideas confused or disconnected.

Graphic 3.3.
Vocabulary of Post-Tes in Experimental Class



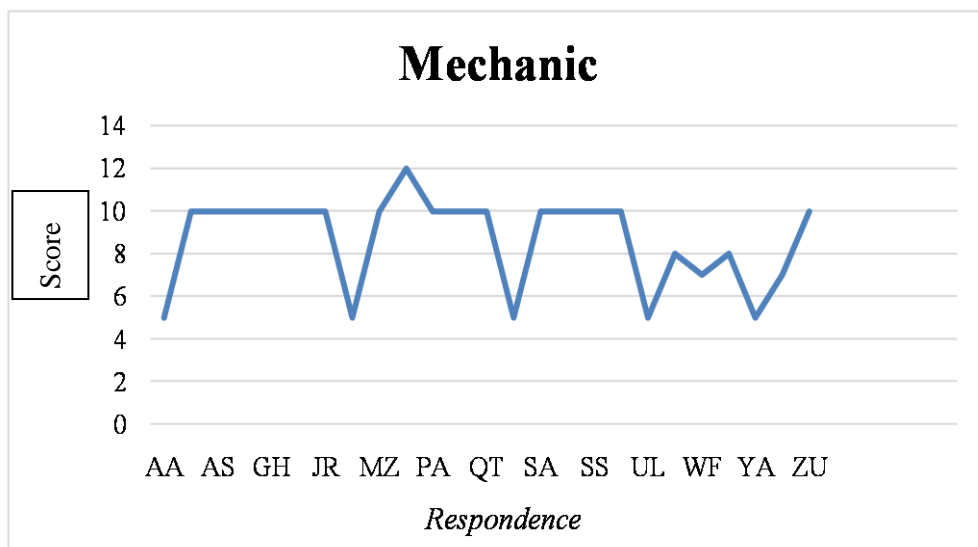
From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **vocabulary** is 20. Whereas, the lowest score in **vocabulary** is 10. There are several students do not know yet about English vocabulary, idioms, word form, meaning confused or obscured.

Graphic 3.4.
Language Use of Post-Tes in Experimental Class



From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **language** is 23. Whereas, the lowest score in **language** is 10. There are several students error of tense, no mastery of sentence construction rules, meaning confused or obscured.

Graphic 3.5.
Mechanic of post-tes in Experimental Class



From the graphic above can be seen the scores from 25 students in the experimental class, the highest score in **mechanic** is 10. Whereas, the lowest score in **mechanic** is 5. Almost of students frequent error of punctuation, capitalization, paragraphing, poor hard writing, meaning confused or obscured.

From the conclusion above can be seen the scores from 25 students in the experimental class, it shows that in experimental class, the students' score **content** got increasing from 5 aspect of assessing writing.

B. Analysis of Data

1. The Score of Pre-Test and Post-Test of Experimental Class

The students score of class X 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 4.1
The Result of Pre-test and Post-test in Experimental Class

No	Initial Name	Pre-test Score	Post-test Score
1	AA	60	65
2	AN	50	85
3	AS	45	70
4	FP	50	85
5	GH	65	80
6	IR	75	80
7	JR	65	75
8	LR	60	70
9	MZ	70	75
10	NF	80	80
11	PA	45	75
12	PS	70	95
13	QT	75	75
14	RA	55	75
15	SA	75	75

16	SN	60	75
17	SS	60	90
18	TA	45	90
19	UL	75	90
20	UM	80	80
21	WF	60	80
22	WK	55	85
23	YA	50	85
24	ZN	55	90
25	ZU	80	95

The table above describe 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.

a. 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 4.2
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			$\Sigma f.x' = -13$	$\Sigma f.x'^2 = 363$

4. Determine Mean Score of Mx_1

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

5. Determine Deviation Standard

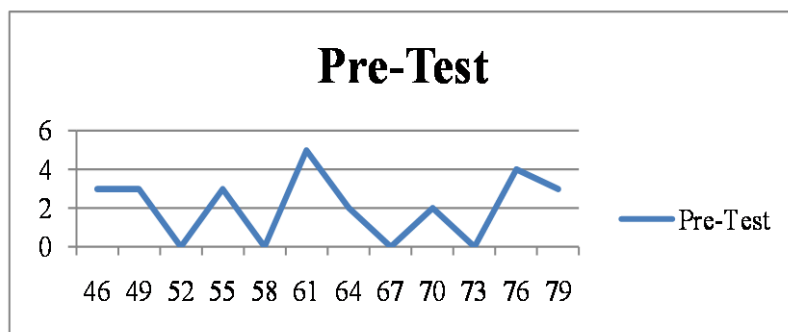
$$\begin{aligned} SDx_1 &= i \sqrt{\frac{\sum f \cdot x'^2}{N} - \left(\frac{\sum f \cdot x'}{N} \right)^2} \\ &= 3 \sqrt{\frac{363}{25} - \left(\frac{-13}{25} \right)^2} \\ &= 3 \sqrt{14.52 - 0.27} = 3 \sqrt{3.77} = 3 \times 1.94 = 5.82 \end{aligned}$$

6. Determine Error Standard

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

7. Making Polygon Graph

Graphic 4.1
Pre-Test in Experimental Class



The polygon graphic above describe 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.

b. 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:

$$\begin{aligned} R &= H - L + 1 \\ &= 95 - 65 + 1 \\ &= 31 \end{aligned}$$

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 4.3
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			$\Sigma f.x' = 3$	$\Sigma f.x'^2 = 167$

4. Determine Mean Score of Mx^2

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

5. Determine Deviation Standard

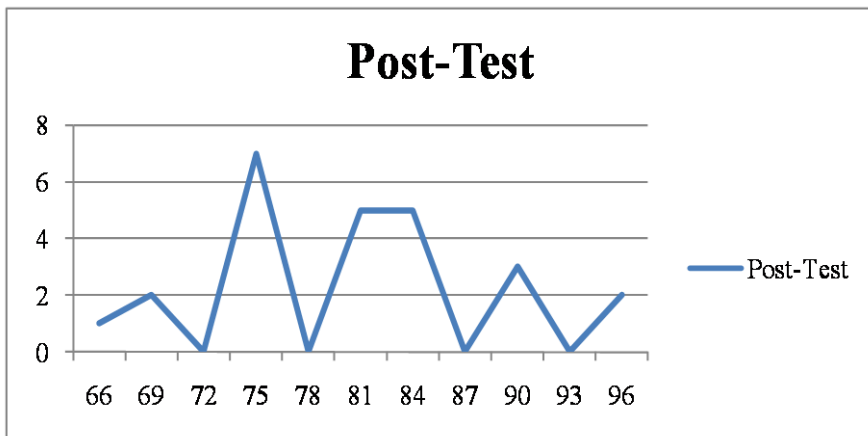
$$\begin{aligned}
 SDx_2 &= i \sqrt{\frac{\sum f \cdot x_i^2}{N} - \left(\frac{\sum f \cdot x_i}{N}\right)^2} \\
 &= 3 \sqrt{\frac{167}{25} - \left(\frac{3}{25}\right)^2} \\
 &= 3 \sqrt{6.68 - 0.01} = 3 \sqrt{6.67} = 3 \times 2.58 = 7.74
 \end{aligned}$$

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 describe 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.

2. 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 4.4
The Result of Pre-Test and Post-Test in Control Class

No	Initial Name	Pre-Test Score	Post-Test Score
1	AS	50	60
2	AP	60	75
3	AR	50	65
4	AD	65	75
5	AK	60	65
6	BU	50	65
7	DP	60	65
8	DS	55	65
9	DA	55	65
10	HH	60	70
11	IF	55	50
12	IA	65	65
13	IM	65	70
14	JA	65	75
15	LA	60	75
16	MN	60	60
17	MS	50	60

18	MA	55	75
19	MG	45	50
20	PP	60	75
21	RD	50	50
22	RR	45	55
23	SC	60	70
24	SM	50	70
25	WY	80	80

The table above describe 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.

a. 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 4.5
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			∑ f.x' = 38	∑ f.x'² = 202

4. Determine Mean Score of Mx^1

$$\begin{aligned} My_1 &= M^1 + i \left(\frac{\sum fx}{N} \right) \\ &= 61.5 + 4 \left(\frac{38}{25} \right) \\ &= 61.5 + (6.08) \\ &= 67.58 \end{aligned}$$

5. Determine Deviation Standard

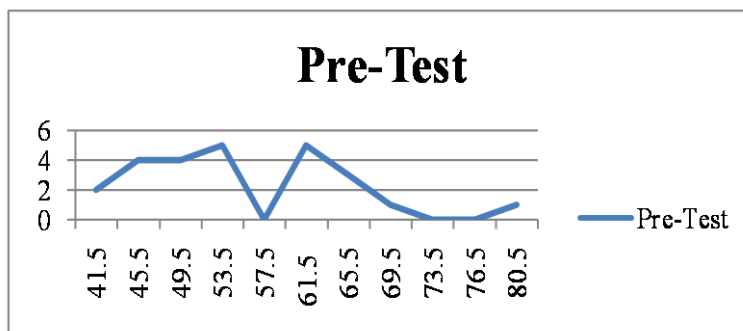
$$\begin{aligned} SDy_1 &= i \sqrt{\frac{\sum f.x^2}{N} - \left(\frac{\sum f.x}{N} \right)^2} \\ &= 4 \sqrt{\frac{202}{25} - \left(\frac{38}{25} \right)^2} \\ &= 4 \sqrt{8.08 - 2.31} = 4 \sqrt{5.77} = 4 \times 2.40 = 9.6 \end{aligned}$$

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 describe 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.

b. 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 4.6**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			$\sum f.x' = -8$	$\sum f.x'^2 = 152$

4. Determine Mean Score of My^2

$$\begin{aligned}
 My_2 &= M' + i \left(\frac{\sum f.x'}{N} \right) \\
 &= 66 + 4 \left(\frac{-8}{25} \right) \\
 &= 66 + (-1.28) \\
 &= 64.72
 \end{aligned}$$

5. Determine Deviation Standard

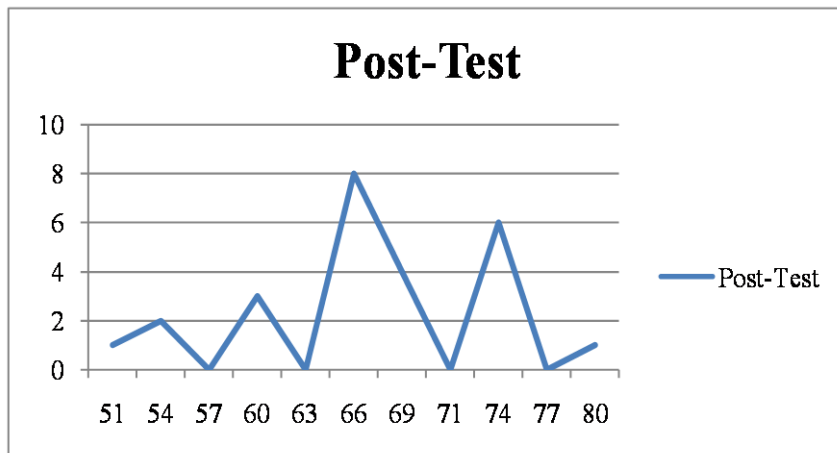
$$\begin{aligned} SD_{y_2} &= i \sqrt{\frac{\sum f \cdot x_i^2}{N} - \left(\frac{\sum f \cdot x_i}{N}\right)^2} \\ &= 3 \sqrt{\frac{152}{25} - \left(\frac{-8}{25}\right)^2} \\ &= 3 \sqrt{6.08 - 0.10} = 3 \sqrt{5.98} = 3 \times 2.44 = 7.32 \end{aligned}$$

6. Determine Error Standard

$$SE_{y^2} = \frac{SD_{x^2}}{\sqrt{N-1}} = \frac{7.32}{\sqrt{25-1}} = \frac{7.32}{4.89} = 1.49$$

7. Making Polygon Graph

Graphic 4.4
Post-test in Control Class



The polygon graphic above describe 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)

$$t_0 = \frac{Mx - My}{SE_{MX} - SE_{MY}}$$

$$= \frac{21.86 - (-2.86)}{1.75}$$

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

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 improvement in students' writing skill on descriptive text using Catch, Speak, Write (CSW) game.

If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no improvement in students' writing skill on descriptive text using Catch, Speak, Write (CSW) game.

Table 4.7

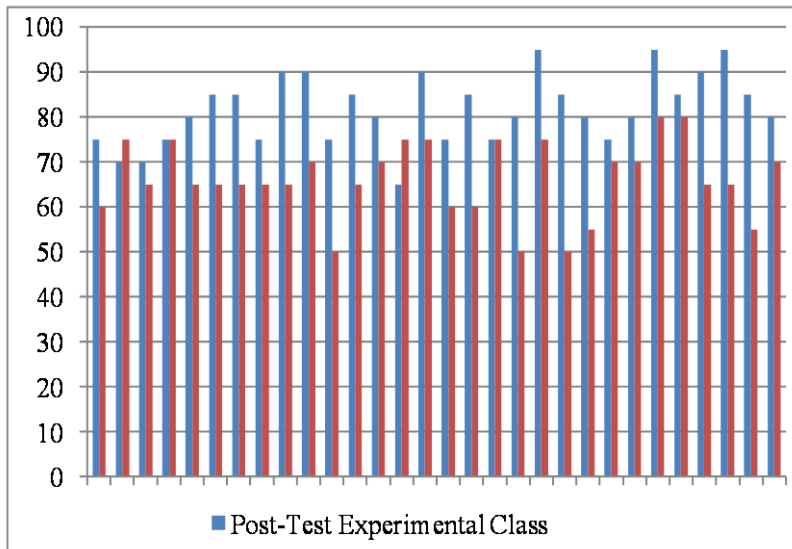
Comparison Scores of Post-Test in Experimental and Control Class

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 describe 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 describe 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

The data showed that the mean (Mx_1) of pre-test scores obtained by students score of X A as an experimental class = 59.44, it's smaller than mean score (My_1) of X B as a control

class = 67.58. The lowest score of pre-test in two classes are almost same. Class X A is 45 and class X B is 40. But mean of post-test scores of both class X A and class X B are difference. It seems significance different of Mx_2 as the experimental class and My_2 as the control class. Post-test in X A as an experimental class = 81.3 and post-test in X B as a control class = 64.72. Mean of experimental class is greater than control class. It is significance difference.

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 the use of CSW game could be better and more effective to improving student writing skill than traditional method. This could be seen after comparing the score of pre-test (before using CSW game) and post-test (after using CSW game) in experimental class.

Based on the data obtained from control and experiment class among the average scores and t observation, the writer

summarizes that teaching descriptive text through CSW game has significance influence towards students' writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research finding that was presented in the previous chapter, the writer would like to give conclusions as follow:

1. The CSW (Catch, Speak, and Write) game is a kind of game that can be used to motivate students in writing skill in learning English. By throwing the ball the students will feel more relax and enjoy while learning. It will be motivating and challenging for students in the classroom activity, especially in doing writing a descriptive text about a person. It makes the students more easily to do writing a descriptive text about a person where ball and pictures are the media that will be used in this activity.
2. The teacher divides students into three groups, each group consists of eight students, the teacher explains the CSW (Catch, Speak, and Write) game, after students understand the rules, and the game will be started. Teacher shows a

- picture to the students through power point with some questions which will lead students in describing the picture.
3. Based on the result of analysis about the effectiveness of CSW game toward writing skill on descriptive text, we can see that in experimental class is bigger than control class. 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.

$$t_0:t_t : 14.12 > 2.01 \text{ in degree of significance } 5\%$$

$$t_0:t_t : 14.12 > 2.68 \text{ in degree of significance } 1\%$$

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. This is refers to that CSW game has influence which significant to the students’ writing skill on descriptive text. Because students feel more interested in writing and they feel fun and enjoy while studying by using games. The student get easy to explore their ideas because the teacher’s

technique and medias are very helpful. It's mean that game can help students' learning process in the classroom.

B. Suggestions

According to the conclusions above, the writer would give some suggestion to teachers and students as follow:

1. Suggestion for teacher:
 - a) The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well.
 - b) The first step to develop students' writing skill on descriptive text is the teacher should have more attention to the students' skill in the classroom.
2. Suggestion for students:
 - a) Students must be critic to the teacher in the classroom if they haven't understanding about learning.
 - b) By using games, students is hoped to more concentration in process learning in the classroom.