

ARTICLE

**THE EFFECTIVENESS OF ONE WORD-TWO WORD-THREE
WORD GAME TOWARD STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT:
AN EXPERIMENTAL STUDY AT THE VIII GRADE OF SMPN 4
MATARAM IN ACADEMIC YEARS 2014/2015**



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APPROVAL

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MATARAM IN ACADEMIC YEARS 2014/2015**

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ABSTRAK

Penelitian ini berkaitan dengan pengujian penggunaan *one word-two word-three word game* dalam menulis deskriptif teks. Penelitian ini bertujuan mengidentifikasi apakah *one word-two word-three word game* memberikan efek yang signifikan untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Penelitian ini dilakukan dengan menerapkan model penelitian ekperimental. Populasi dalam penelitian ini adalah siswa kelas dua SMPN 4 Mataram tahun ajaran 2014/ 2015 yang terdiri dari 10 kelas dan dua di antaranya digunakan sebagai sampel untuk pengumpulan data. Kelas tersebut yaitu kelas VIII.1 sebagai kelompok experimental dan kelas VIII.2 sebagai kelompok kontrol yang masing masing kelompok terdiri dari 30 siswa. Sampel dari penelitian ini diambil dengan tujuan tertentu. Data dikumpulkan dari hasil *pre-test* dan *post-test* dengan menggunakan tes tulis sebagai instrumen dalam pengumpulan data. Data kemudian dianalisis menggunakan *t-test*. Berdasarkan analisis tersebut, didapatkan rata-rata *pre-test* dari kelompok experimental yaitu 43.53 dan kelompok kontrol yaitu 45.77. Sementara itu, hasil rata-rata *post-test* kedua kelompok yaitu 67.27 and 56.13. Hasil dari *t-test* adalah 3.61 sedangkan nilai dari *t-table* adalah 1.67 pada taraf signifikansi .05 (95%). Hasil ini menunjukkan bahwa nilai *t-test* lebih tinggi dari pada nilai *t-table* ($3,61 > 1,67$). Hal ini berarti hipotesis nol ditolak dan hipotesis alternatif diterima. Hasil ini mengindikasikan bahwa penggunaan *one word-two word-three word game* lebih baik dari penggunaan teknik yang biasa digunakan. Maka dapat disimpulkan bahwa *one word-two word-three word game* memberikan kontribusi yang signifikan untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif.

Kata kunci: *One word-two word-three word Game, Teks Deskriptif, Menulis, dan Penelitian Eksperimen*

ABSTRACT

This study deals with the investigation of using one word-two word-three word game in writing descriptive text. It is aimed at identifying whether the game gave significant effect to improve students' ability in writing descriptive text. It was conducted by applying experimental research design. The population of this study was the VIII grade students of SMPN 4 Mataram in academic year 2014/2015 consisting of ten classes and two of them were used as sample for collecting the data. They are class VIII.1 as experimental group and class VIII.2 as control group, each of which consisted of 30 students. The sample of the study was taken purposively. The data were collected from the students' pre-test and post-test score by using written test as the instrument of data collection. The data were analyzed by using t-test. From the analysis, it was found that pre-test mean score of experimental group was 43.53 and of control group was 45.77. Meanwhile their post-test mean score were 67.27 and 56.13 alternately. The result of t-test was 3.61 while value of t-table was 1.67 at confidence level .05 (95%). This showed that the value of t-test is higher than t-table ($3.61 > 1.67$). It means that H_0 is rejected and H_a is failed to be rejected. This result indicates that using one word-two word-three word game is better than using conventional one. Therefore, it can be concluded that one word-two word-three word game has significant contribution to increase student's ability in writing descriptive text.

Key words: *One word-two word-three word Game, Descriptive Text, Writing Skill, and Experimental Research*

A. Introduction

Writing is one of the four language skills which is very important to learn. As it is known, writing is not easy (Elbow, 1998), because it needs hard thinking in producing words, sentences, and paragraph at the same time. According to Sazali (2012), students in junior high school find some difficulties in writing such as: to build and develop their idea, to choose right diction and use grammar. As a matter of fact, students of junior high school still have some weakness in quality product, especially in producing text

Kartika & Saun (2013) said that the problems in writing come from two sides. Those are students and teachers. There are two problems which are found from the students' side. First, the students do not know what they are going to write. In writing a descriptive text, they have problem in developing ideas that have to be written. Second, the students are not interested in writing. They have low motivation in writing and often feel bored in writing. As a result, they do not do the writing task from their teacher. The problem that is found from the teacher's side is about teacher's teaching technique. The teacher often gets difficulties in finding the good and creative techniques or ways to make the students interested and enjoy in writing. These problems

are likely to contribute the students' low motivation to learn how to write well and make them confused and bored in the writing class.

According to Wright & Michael (2006), game can help and encourage students to sustain their interest and work. It means that game that can be used in teaching learning process. Using game in teaching writing can be a good technique that can be used by an English teacher in order to reach students' motivation and understanding in learning process.

In this case, the research tries to give the effective solution to motivate and help students in writing a descriptive text by using the one word-two word-three word game. Stone (2012) discoverer of game said that using the game, the students will be motivated and helped to express their ideas and then develop it into a good paragraph of a descriptive text.

Base on the discussion above. It is interesting to conduct a research that deal with improving writing descriptive text through the game. The use of game is expected to give better result for student's writing descriptive text. The research is entitled, "The Effectiveness of One Word-Two Word-Three Word Game toward Students' Ability in Writing Descriptive Text: An Experimental Study at the VIII Grade of SMPN 4 Mataram in Academic Year 2014/2015".

B. Research Methods

The research is an experimental research. It describes the relationship between 2 variables. The method that researcher will use in this study is quantitative. Then, the samples are decided into 2 groups. Group A is an experimental group and B is a control group. Group A is treated with one word-two word-Three word game while group B is not. Both groups will be given a pre-test and posttest to find out the effect of treatment.

There are 2 variables in this research: namely dependent and independent variable. One word-two word-three word game is independent variable in this research because the game is a technique that was used as treatment given is aimed to improve it or not. The writer took all of the second year students of SMPN 4 Mataram academic year 2014/2015 who have learned English as a foreign language which consist of ten classes. It is ranged from class VIII.1 to VIII.10. Thus, the total population of study was 320 students.

The researcher used a sampling technique to reduce a large volume of the data to make generalization of a population. The sample of this research is class VIII.1 and VIII.2 of SMPN 4 Mataram which consist of 60 students. It is divided into experimental class and control class. Class VIII.1 was used as the experimental class and VIII.2 was used as the control class, where each class consists of 30 students.

In this case, the sample of the study was taken purposively. It means that the sample was taken base on the research's consideration. In this research, researcher took VIII.1 and VIII.2 as the simple of study. The researcher took those grades because the students' averages value on the English subject was not significantly different. And also, both of groups have same students number.

After the data was collected, the researcher analyzed the descriptive statistic. It was done by calculating the mean score (M) and standard deviation (SD) of the students' score. It used the following formula

$$Md_x = \frac{\Sigma dx}{N} \quad \text{and} \quad Md_y = \frac{\Sigma dy}{N}$$

(Experimental Group) (Control Group)

Then, calculating the square mean deviation score of both groups used the following formula.

$$\Sigma x^2 = \Sigma dx^2 - \frac{(\Sigma dx)^2}{N} \quad \text{and} \quad \Sigma y^2 = \Sigma dy^2 - \frac{(\Sigma dy)^2}{N}$$

Next, the researcher did hypothesis testing. Done was analyzed by identifying the significance of the two mean deviation scores of the two groups y using the following formula.

$$t - test = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

The last step was determining the degree of freedom. The following formula is used.

$$df = Nx + Ny - 2$$

The hypothesis criteria, if:

$t_{test} \geq t_{table}$, it means that H_0 is rejected (significant)

$t_{test} \leq t_{table}$, it means that and H_0 is accepted (not significant)

C. Finding and Discussion

Pre-test mean scores of the two groups were not significantly different, they are 43.53 and 45.77 It identified that these groups had almost the same background of writing skill. In the other side, post-test score of the two groups were higher than pre-test. Moreover, their post-test men score were 67.27 and 56.13. It showed that each groups has an improvement

From the data gained, there were some students who got high deviation scores. The highest deviation scores of experimental group and control group were 48 and 37. It means that the students' scores increased approximately 48 point for experimental group while control group increased 37 point from the previous score. Meanwhile, the lowest deviation score reached from the experimental group was -18 and from control group was 0. Somehow, this indicated that game did not contribute a positive effect for some students.

The deviation score of experimental group was 23.73 and the square deviation was 5681.87. In the other side, the deviation score of control group was 10.37 and the square deviation was 5278.97.

Having calculating the mean deviation score and the sum square of deviation score in each group, the experimental group gained higher mean deviation score and sum square of mean deviation score than the control group did. Then, the researcher did a further analysis by using t-test to confirm whether clustering had significant effect or not. The result of t-test was 3.61 and degree of freedom (df) was 58.

Based on the statistical analysis above the value described that the mean deviation score of the experimental group was higher than the mean deviation score of the control group. Then, the researcher used degree of freedom (df) which was interpreted by comparing two critical value (t-test and t-table). The comparison between the value of t-test and t-table can be seen in the table below:

t-test	t-table		
	df	.05	.01
3.61	58	1.67	2.39

Based on the table above, the t-test was higher than t-table. It means that the rate of mean score of the experimental group is higher than the control group.

Referring to the interpretation above the writer can conclude that one word-two word-three word game is effective towards student's ability in writing descriptive text of eight grade student of SMPN 4 Mataram in academic years 2014/2015. According to Stone (2012), this game can expand students' ability in writing descriptive text. It means that the one word-two word-three word game can be an alternative technique that can help and encourage the students in writing a descriptive text.

According to Kartika & Saun (2013), through using the one word-two words-three words game, many students were able to use adjectives in noun phrases and verbs in descriptive text, so the students were able to find appropriate word to describe people especially their close friends.

Moreover, many students were able to produce the descriptive text in good grammatical structure. The students could apply the rule and tenses in their sentences well. It means that the use of one word-two words-three words game was effective toward students' ability in writing descriptive text.

D. Conclusion and Suggestion

From the analysis above, it is concluded that One Word Two Word Three Word game can improve the students' understanding in writing a descriptive text. It was described at the mean score of the experimental group which was higher than the mean score of the control group. The mean deviation score of the experimental group was 23.73 and the mean deviation score of the control group was 10.6. Despite the t test value which was higher than t table with the degree of freedom (df) of 58, the t test value was 3.61, while the t table at the confidence level .05 was 1.67 and 2.39 at the confidence level .01.

Based on the conclusion above which states that the teachers can use One Word Two Word Three Word game as a technique to improve the students' understanding of writing a descriptive text, the researcher would like to give some suggestions as follow.

1. English Teachers should try to use One Word Two Word Three Word game in teaching writing because this game is effective towards students' English ability, not only for writing but also for reading and listening ability. This game may be used as a technique in teaching writing to solve student's boredom in the classroom.
2. Students should extend their vocabulary in many ways, for example reading descriptive text, because they can find the new words along in classroom activities.
3. Further Research may develop this research to find out further influence of One Word Two Word Three Word game, not only for writing descriptive text, but also for the other kinds of texts, such as report, narrative, procedure, report, and recount text.

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