Increasing the Students’ Ability in Writing Skill by Using Board Game at the Tenth Grade of SMKS BNKP Daro-Daro Balaekha Lahusa

Meningkatkan Kemampuan Siswa dalam Keterampilan Menulis Menggunakan Board Game di Kelas 10 SMK BNKP Daro-Daro Balaekha Lahusa

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Abstract
Writing is a transaction with words whereby someone free his self from what he presently think, feel and perceive. In learning writing, most of the students could not achieve the MCC. There were some problems faced by the students in studying writing descriptive text at the tenth grade of SMK Swasta BNKP Daro-Daro Balaekha Lahusa in 2021 namely: the students were lack of vocabularies. The students were unable to describe the object. The students were unable to identify topic, main idea, content from descriptive text. Therefore, to overcome the problems, the researcher conducted a research by using Board Game at the Tenth Grade of SMK Swasta BNKP Daro-Daro Balaekha Lahusa in 2020/2021. The purpose of the research is to increase the students’ ability in writing descriptive text. In increasing the students’ writing descriptive text, the researcher used Board Game and applied as Classroom Action Research (CAR). The research has been conducted in two cycles, which each cycle consisted of two meetings, there were four steps in conducting the research namely (1) Planning, (2) Action, (3) Observation (4) Reflection. The result of the data in Cycle I that the average score was 44.64, the maximum score was 7.14 and the minimum score was 50. While in Cycle II the average score was 82.14; the maximum score was 72 and the minimum score was 28. From the result of the research, It can be concluded that Board Game Increase the Students’ Ability Writing Descriptive Text at the Tenth Grade of SMK Swasta BNKP Daro-Daro Balaekha Lahusa in 2021.

Keywords: students’ writing ability, board game

Abstract

Kata kunci: kemampuan menulis siswa, board game
INTRODUCTION

English as a foreign language and as an international language is used by many people in the world as a tool of communication. As a tool of communication, must be learned well to prevent any misunderstanding in oral or written form. It also has a big role in the aspects of human daily life, such as; science, technology, politics, tourism, culture and education. Therefore, it can be said that English is very essential or necessary to be known, learnt, and mastered by people.

Composing is a significant type of correspondence. It is a valuable instrument for finding and thinking. Composing is, truth be told, an exchange with words by which somebody frees his self from what he by and by think, feel and see. This clarifies that composing is conveying importance to the perusers. Composing assists students with acquiring autonomy, intelligibility, familiarity and innovativeness recorded as a hard copy (Aydawati, 2016:40). In addition, Langan (2012:9) in Irwan et al (2018), states that composing is an expertise which changing considerations from one's head into words on a piece of paper and composing is a course of disclosure that includes a progression of steps. In this manner, composing is a course of separating and conveying implications in one's mind into words on a piece of paper.

In schedule of Curriculum - 13 of SMKS BNKP Daro-Daro Balaekha Lahusa in 2021 particular at the Tenth grade, composing was incorporated as one of the abilities that ought to be instructed to the understudies. Center capability expects the understudies were fit in comprehension, applying, dissecting, and assessing real, applied, procedural, and metacognitive information dependent on the understudies' interest in the study of expressions, and culture innovation humanities with philanthropic, public, state, and progress related causes peculiarity and occasions, and applying the procedural information to explicit area of study as per their gifts and interests to tackle the issue. In the mean time, essential capability anticipates that the understudies should investigate the social capacities, message structures, and semantic elements of distinct message either in composed structure as per its setting use. Just as connected with the understudies' accomplishment in advancing particularly in English subject of 10th grade of SMKS BNKP Daro-Daro Balaekha Lahusa, the still up in the air the Minimum Competence Criterion (MCC) that ought to be reached by the understudies which is 75. The understudies ought to have the option to pass the MCC as the mark of the understudies' achievement in learning.

In relationship to the composed language, composing is a method for imparting thoughts and data which are connected with the reasoning system and articulation of thoughts in composed structure (Rani, 2016:31).
Composing is, truth be told, an exchange with words by which we free ourselves from what we as of now might suspect, feel and see. This clarifies that composing is conveying importance to the perusers. Composing assists students with acquiring autonomy, understandability, familiarity and innovativeness recorded as a hard copy (Aydawati, 2016:40). Consequently, composing is a movement where somebody can communicate a thought or assessment on the paper.

In view of the clarification over, the analyst taken an end that composing is one of the significant abilities in language that should be dominated by each understudy, on the grounds that through composing everyone can pass on their thoughts, musings, suppositions, and get data.

Descriptive text is a text which is planned to portray a specific individual, spot or thing. The schematic construction of Descriptive text is separated into two: Identification and Description. Other than schematic design, unmistakable text additionally has its own phonetic highlights. Etymological highlights of elucidating message are: utilize explicit member, written in current state, use connecting action words, use modifiers, utilize social and material cycles (Derewianka, 1990; Gerot and Wignell, 1994; Nafisah and Kurniawan, 2007; and furthermore Emilia, 2010). Recorded as a hard copy portrayal, while, it is feasible to require some investment and put down subtleties that will show with proper, to depict picture searches for instance, what picture, shouldn't something be said about, the number of pictures, ect, to discribe somebody the individual stature, state of head, shade of hair, look of eyes, ect. To be specific and fascinating. The analyst need to see subtleties and could to portray it in interperance.

Descriptive text is sort of short useful text. This text is a type of text that to tell something like spot, figure, spot, and pet consecutively. It is social capacity is to depict a specific individual, spot or thing. Depiction recorded as a hard copy is the method involved with making visual picture and tactile impression through words. Portrayal reproduces sense impression by converting into words, the vibe, sound, taste, smell, and look of things. Feeling might depict as well, sentiments like joy, dread, depression, melancholy and satisfaction. Portrayal helps the peruser, through their creative mind, to imagine a scene or an individual, or to comprehend a sensation or an inclination. As per Hammond (1992:4) he states nonexclusive design of enlightening text. They are: Introduction: Is the piece of the section that presents the characters. Notice the particular member. For instance: the ocean, my companion, the feline, and so forth Depiction: Is the piece of the section that portrayed the characters, part, and characteristics. Notice the part, quality, and normal for subject being portrayed, to get great section. So let the peruser contact, taste, see, hear and smell what you are portraying. The peruser should feel as though they can see what you depict obviously

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The research used Classroom Action Research. The researchers used the Classroom Action Research because the researchers have increased the students’ ability in writing especially at the Tenth grade of SMKS BNKP Daro-Daro Balaekha Lahusa in 2021. In order that the purpose will be achieve effectively, the researchers used Classroom Action Research (CAR). According to Gay (2001:603) “Action research is a type of practitioner research that is use to increase the practitioner’s practice. The main reason teachers engage in action research is to understand and increase their own teaching activities”. Then, Wallace (2001:18) emphasizes that the main function of action research is to facilitate the reflective cycle and this way provide an effective method for increasing professional action.

It was clear that action research is used to increase the students’ achievement in teaching and learning processes. The process done by the English teacher (researcher) by consider all aspects which related to teaching and learning processes for example material, method, media
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and the atmosphere of the classroom. The action research conducted by using reflective cycle. Therefore, the action object of the research was increasing the students’ ability in writing skill using Board Game. To conduct the research, the researcher accompanied by the English teacher at the school. The teacher helped the researcher observed the activities in the classroom. The students’ activities and the researcher’s in the object of the action is a students’ ability in writing skill by using Board Game.

As indicated by Lewis, G., and Bedson, G. Games for youngsters. (Oxford: OUP. 1999) expressed Board games are recognizable game sorts for kids. This kind of games primarily includes moving markers along a way. Imposing business model, Snake and Ladders, and Ludo are the instances of well known prepackaged games. Then, at that point, According Notebaert and Cornilly (2001), a board game is a nonconcrete game with figures that can be put, moved or hit on a board. Then, at that point, as indicated by Huizinga, J. (1950) in Mostowfi, Mamaghani, and Khorramar (2016) clarifies that single direction of learning is through playing tabletop game, which is not quite the same as free play in that players should observe game guidelines with rival players. As indicated by Hadfield (1996, p.5) in Rukiyah (2020) expressed "Board games and games are recognizable game sorts, where the two of them request the players to be first adjusting the board." likewise, it is accepted prepackaged games are additionally a kind of games incorporates clash of the players to arrive at the triumphant position. As indicated by Metom (2013, p. 404) in Rukiyah (2020) guaranteed “The board game has comparative idea with snake-and-stepping stool game. This game incorporates a game board, cards comprise of punctuation choices, movers, a dice, and a response booklet."

RESULT AND DISCUSSION

Result

The research was conducted in SMKS BNKP Daro-Daro Balaekha Lahusa. This school is located at Bawo'otalua Village, Lahusa Sub-district, and Nias Selatan Regency. SMKS BNKP Daro-Daro Balaekha Lahusa consisted of twelve classes. The tenth Grade consisted of four classes, the eleventh Grade consisted of four classes, and the twelfth Grade consisted of four classes. The total numbers of teachers was 22 persons and 218 students. The subject of this researcher was X-UPW class which consisted of 14 students. They were 7 boys and 7 girls. All of the members of the school were cooperative with the researcher. This school had some rooms, such as: the headmaster’s room, teacher’s room, classrooms, canteen and a large yard as a place of ceremony, one library room, one laboratory room, one UKS room, the school consisted of one headmaster, some teacher included with civil servant and some office clerks.

To collect the data, the research was done on April 2021 by ask the permission to the headmaster’s agreement. To conduct the research, the researcher was helped by the English teacher of SMKS BNKP Daro-Daro Balaekha Lahusa. The teacher was as the observer or the teacher-collaborator of the students’ and the researchers’ activities.

The researcher did the research by the agreement of headmaster of SMKS BNKP Daro-Daro Balaekha Lahusa. The research had some procedures, such as below:

a. Planning, it was included of making the lesson plan, attendance list, observation sheet, evaluation sheet and field notes.

b. Action, it was about the action of teaching writing descriptive text in teaching and learning-process by using Board Game.

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c. Observation, it was done in the same time with the teaching and learning process. It was about observing the activities of the students and the researcher in teaching and learning process.

d. Reflection, it was about analyzed the result of observation in teaching and learning process and arranged the next step to improve the lesson plan for the next cycle.

The students had 16 activities in the first meeting Cycle I, some students did not done the activities, namely: a). the students did not comprehend the example of Descriptive text, b). the students did not listen to the instruction from the researcher explanation about Board Game, c). the students did not listen to the material and Board Game, d). the students did not listen the conclusion of the material, in the first meeting of Cycle I, researcher showed that the students got many difficulties in teaching learning process and also one activity undone by researcher, the researcher had to took full preparation and pay more attention to the students in the next meeting, such as: The researcher done all of activities, the researcher build the students motivation in teaching learning process, the researcher guided the students brave to express their opinion or question about the material, so the researcher continued to the second meeting.

In the second meeting of Cycle I, researcher showed that the students got many difficulties in teaching learning process and all activities has done, the researcher have to take full preparation and pay more attention to the students in the next meeting, such as: The researcher explained more about implement of Board Game, the researcher explained to determine important thing based on the text, the researcher guide the students motivate to add their vocabulary. The second meeting in Cycle I, the researcher evaluated the students’ ability in writing Descriptive text by using Board Game. The result of the evaluation can be seen in the table 2 below.

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Scoring</th>
<th>Frequency</th>
<th>%</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Good</td>
<td>86-100</td>
<td>1</td>
<td>7.14%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>71-85</td>
<td>2</td>
<td>14.28%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adequate</td>
<td>56-74</td>
<td>-</td>
<td>-</td>
<td>44.64</td>
</tr>
<tr>
<td>4</td>
<td>Less</td>
<td>41-50</td>
<td>4</td>
<td>28.57%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fail</td>
<td>&lt; 40</td>
<td>7</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>14</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Therefore, the researcher continued the teaching and learning process in Cycle II by doing some improvement such as; the researcher gave more clearly explanation how to apply Board Game in increasing the students’ ability in writing Descriptive text, the researcher would teach the students how to express their scene or idea in writing Descriptive text, the researcher would ask the students to be more attention to the explanation.

In the first meeting of Cycle II, researcher showed that the students still got difficulties in teaching learning process especially to express their idea in writing, the researcher have to explained and guided the students to expressed their idea and pay more attention to the students in the next meeting, such as: The researcher explained to describe based on their important thing.
in the text, the researcher explained to compose their idea in writing. In this second meeting Cycle
II the researcher still had weakness in order classroom situation, researcher hope for next
researcher who use Board Game to take attention to solve and order the classroom situation. The
second meeting in Cycle II, The researcher evaluated the students’ ability in writing Descriptive
text by using Board Game. The result of evaluation can be seen in the Table 3 below:

Table 2. The Students’ Ability in Writing Descriptive Text by Using Board Game in the
Second Meeting in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Scoring</th>
<th>Frequency</th>
<th>%</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Good</td>
<td>86-100</td>
<td>4</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>71-85</td>
<td>10</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adequate</td>
<td>56-74</td>
<td></td>
<td></td>
<td>82.14</td>
</tr>
<tr>
<td>4</td>
<td>Less</td>
<td>41-50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fail</td>
<td>&lt; 40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>14</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The data from the table above explained that the students’ ability in writing Descriptive
text by using Board Game was successful. It showed that there were no students who could be
classified in “Less Level” and “Adequate Level”. Even though, there were 4 students (28%) in
“Very Good Level”, but there was 10 students (72%) in “Good Level” and the average of
the students’ mark was 82.14. The result can be viewed in Graphic 10 in the next page:

Based on data on the previous graphic 10, the researcher concluded that the students were
able to write a Descriptive text by using Board Game. Moreover, the average of the students’
mark was 82.14. It depicted that Board Game could be done to increase the Students’ Ability in
Writing Descriptive Text.

**Discussion**

**The Common Response of the Problem**

In the research, the problem is “How does Board Game increase the students’ ability in writing Descriptive text at the tenth grade of SMKS BNKP Daro-Daro Balaekha Lahusa?” The
common response in the research is Board Game increases the students’ ability in writing
Descriptive text by implemented the procedures of Board Game.

The research was done in two cycles. In Cycle I, the average of the students’ ability in
writing Descriptive text is 44.64 and in Cycle II is 82.14 from the average of the students’ ability
in each cycle; it could be found the increase of the students’ ability in writing Descriptive text.
Even, the average of the students’ value shows that they had been passed the Minimum
Competence Criterion that has been stated in that school, that was 75. Therefore, the researcher
concluded that Board Game increases the students’ ability in writing Descriptive text.

The Analysis and Interpretation of the Research Findings

The analysis of the research interpretation of the research findings based on the result of
the evaluation sheet will be explained in this part. The researcher did the research in two cycles.

In Cycle I, the result of the students’ evaluation were 11 students (78.57%) in the low
level, 4 students (28.57%) in the adequate level, 7 students (50%) in fail level, 2 students
(14.28%) in the good level and 1 student (7.14%) in very good level. The average of the students’
value is 44.64. The students activity in this Cycle I still got difficulties in teaching learning
process for examples: some of the students were confused to described based on important things
in their text, Some of the students were not able to determine the important things in the texts,
some of the students cannot composed their idea in writing because of lack in vocabulary. The
research had to took full preparation and pay more attention to the students in the next meeting,
such as: The researcher explained more about implement of Board Game, The researcher
explained to determine important thing based on the text, The researcher guided the students
motivate to added their vocabulary. Based on the result above, the students’ ability in writing
were increased but the MCC could not be achieved, and then the researcher continued the
research.

In the Cycle II, the result of the students’ evaluation paper there were no students in the
fail level and less level anymore. There were 10 students (72%) in the good level and 4 students
(28%) in the very good level. The average of the students’ value is 82.14. The students’ able to
write Descriptive text by using Board Game was successful. It showed that there were no students
who could be classified in “Less Level” and “Enough Level”. Based on the result above, the students’ ability in writing
were increased with MCC could be achieved, and then the researcher stopped the research.

In conclusion, all of the identification of the problems had been solved through Board
Game namely: the students’ were able to distinguish the types of Descriptive text. The students
vocabularies were increased to developed the main idea of Descriptive text, the students were
able to use the correct tenses when trying to write Descriptive text and the students were able to
identify the Descriptive text.

The Research Findings versus the Latest Related Research

The using of Board Game had been ever investigated by Larasati, Faridi and Rohani
(2018). Their research had the different design, skill, location of the researcher, level of the
students to be investigated, the year of the researcher, and the kind. In their researcher, they
applied the strategy by using the same procedures of Board Game. Their research focus on the
student’ ability in speaking skill. While the researcher focus on the students’ ability in writing
Descriptive textwith entitle “The Effectiveness of Simulation Board Game to Improve Speaking
Skill in Descriptive Text to the Tenth Grade Students of SMA Negeri 2 Wonosobo 2015/2016”.

The students’ ability in writing Descriptive text had been ever investigated by Lubis,
Rahmansyah and Rosadi (2020). Their researcher had the different design, location of the
researcher, level of the students to be investigated, the year of the researcher, and the kind. In her
researcher, their applied the strategy by using the same procedures of Board Game, with the
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entitle “The Effect of Board Game Method on Students’ Writing Descriptive Text Skill (A Study At The Seventh Grade Of Mts Darul Akhiroh Marancar In 2020/2021 Academic Year)".

The use of Board Game had been ever investigated by Rukiyah, (2020). Her researcher had the different location of the researcher, level of the students to be investigated, the year of the researcher, and the kind. In her researcher, she applied the strategy by using the same procedures of Board Game, while the researcher focus on the students’ ability in writing Descriptive text.”

The Research Findings versus Theory

After the research’s result proved that Board Game can increased the student’s ability in writing Descriptive text, the researcher needed to compare it with the theories that the strategy can increase the students’ ability in writing Descriptive text.

According Notebaert & Cornilly (2001), a board game is a nonconcrete game with figures that can be placed, moved or hit on a board. Then, according to Huizinga, J. (1950) in Mostowfi, Mamaghani, and Khorramar (2016) clarifies that single direction of learning is through playing table game, which is unique in relation to free play in that players should keep game guidelines with rival players. So notwithstanding abilities, youngsters can master social abilities like how to interface with peers, how to adhere to game guidelines, and how to capture others' points of view. Board game is can be defined as something or an instrument that is used to attract students’ motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

The theories above are contrast with the result of the research after applying Board Game to the students’ ability in writing Descriptive text. The researcher found that the students were not only able to convey their scene or ideas in written form but some of the students also could get the important informations which students still needs the instruction from the researcher. In writing Descriptive text by using this game, peer support will help the students to identify and separate main idea from the text. The fact when the researcher asked the students, the students were unable to compose. So it is not easy for the students to share their knowledge or their view points about the text.

The Research Findings Implications

Based on the result of the research findings, the researcher found the implication of the research, as follows:

a. Board Game could build the students creativity writing in descriptive text.
b. The students were able to express their idea in writing by using Board Game.
c. The readers can use Board Game as additional knowledge to overcome students’ problems in writing Descriptive text.
d. The Minimum Competence Criterion has been achieved by the students

CONCLUSION

Based on the result of this research, the students’ achievement on Cycle I showed that there were the Cycle I, the result of the students’ evaluation were 11 students (78, 57%) in the low level, 4 students (28, 57%) in the adequate level, 7 students (50%) in fail level, 2 students (14, 28%) in the good level and 1 student (7, 14%) in very good level. The average of the students’
mark was 44, 64. In the Cycle II, the result of the students’ evaluation paper there were no students in the fail level and less level anymore. There were 10 students (72%) in the good level and 4 students (28%) in the very good level. The average of the students’ mark was 82, 14.

Based on result the result gotten in Cycle II, the researcher found that all the students could achieved the MCC and the researcher stopped the research because the problem faced by the students such as; the students were not able to distinguish the types of Descriptive text, the students were lack of vocabulary to developed the main idea of the Descriptive text, the students were confused in used the correct tenses when trying to write the Descriptive text, the students were not able to identify the characteristic of Descriptive text, in the right order were solved by using Board Game and the students’ ability in writing Descriptive text at the tenth grade of SMKS BNKP Daro-Daro Balaekha Lahusa.

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