

**THE INFLUENCE OF DICE GAME TOWARDS STUDENTS' SHORT
STORY WRITING ABILITY AT THE FIRST SEMESTER OF THE
SEVENTH GRADE OF SMPN 2 KRUI PESISIR BARAT IN THE ACADEMIC
YEAR OF 2020/2021**

(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

This research was aimed to discover whether there was an influence of using Dice Game towards students' short story writing ability at the seventh grade of SMPN 2 Krui Pesisir Barat in academic year 2020/2021. Writing is the ability to deliver ideas into written language with understandable sentences. This skill is quite hard to learn, so there must be a good strategy in teaching. One of them is by using a game namely Dice Game. Dice Game is a game that teach students how to write step by step based on the number of dice.

The method of this research was a quasi-experimental design. The population was at the seventh grade of SMPN 2 Krui Pesisir Barat. The total sample were 50 students that taken from two classes, VII 2 (experimental class) consisted of 25 students and VII 3 (control class) consisted of 25 students by using Cluster Random Sampling. Dice Game was used in experimental class and teacher centered strategy in control class. The data was collected by pre-test and post-test. The instrument was writing short story. To analyze the data, the researcher used statistical formula computation of t-test.

After conducting the post-test, the data that had been collected from pre-test and post-test were analyzed. The result showed that the value of significant generated Sig(P_{value}) or Sig(2-tailed) of equal variances assumed obtained the result of t-test 3.06 was higher than $\alpha 0.05 = 1.68$. It was meant that H_a was accepted and H_o was rejected. Based on the computation, it could be concluded that there was significance influence of using Dice Game towards students' short story writing ability.

Keywords : Dice Game, Writing Ability, Quantitative Research

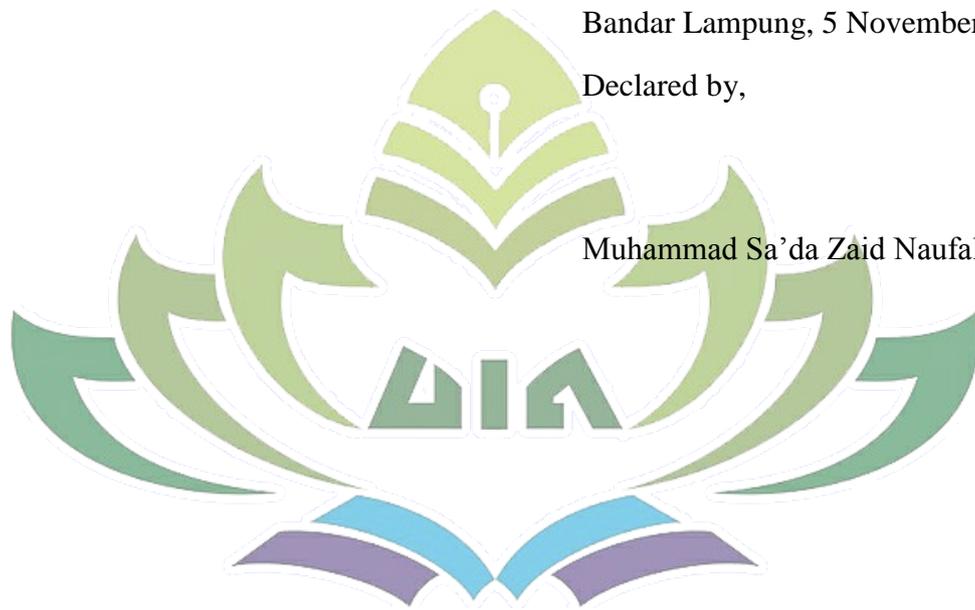
DECLARATION

I hereby declare that this thesis entitled, “The Influence of Dice Game Towards Students’ Short Story Writing Ability at the First Semester of the Seventh Grade of SMPN 2 Krui Pesisir Barat in the Academic Year Of 2020/2021” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 5 November 2020

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۗ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ وَالٍ (١١)

Artinya: “Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri. Dan apabila Allah menghendaki keburukan terhadap sesuatu kaum, maka tak ada yang dapat menolaknya; dan sekali-kali tak ada pelindung bagi mereka selain Dia”. (Q.S. Ar-Ra’d : 11)



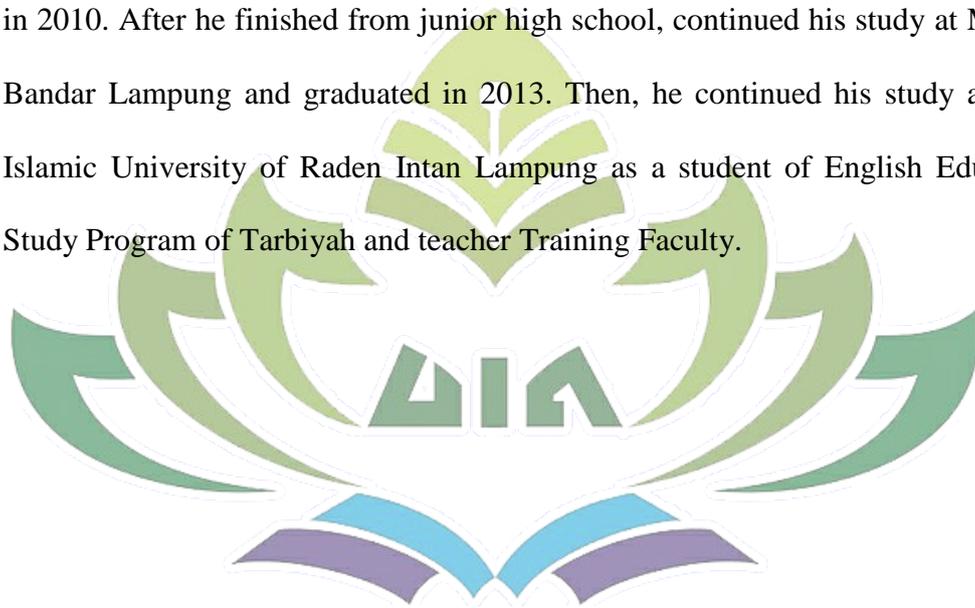
DEDICATION

1. My Greatest heroes in my life, My beloved parents Miftahazad (alm) and Lisma Yunita, who always pray to me, give the support and motivation to me.
2. My sister Sitiya Rana Ulfa and my brother Ahmad Fadhli Dzil Ikham who also gives support to me.
3. My almamater State Islamic University Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Muhammad Sa'da Zaid Naufal. His nickname is Naufal. He was born in Krui, February 24th, 1996. He is the first son of Mr. Miftahazad (alm) and Mrs. Lisma Yunita. He began his study at SDN 1 Kampung Jawa Krui Pesisir Tengah and graduated in 2007. After that, he continued his study at SMP IT Daarul Rahman 3 at Sawangan Depok Jawa Barat and graduated in 2010. After he finished from junior high school, continued his study at MAN 1 Bandar Lampung and graduated in 2013. Then, he continued his study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.



ACKNOWLEDGEMENT

In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 5 November 2020

Muhammad Sa'da Zaid Naufal

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CHAPTER I INTRODUCTION

A. Background of the Problem

In learning a language, especially English, it is important to know the sub-skills of English and master it well. There are micro skills and macro skills. There are four macro skills in learning English, i.e. listening, speaking, reading and writing. All of those macro skills are integrated each other. Naturally, when people learn a language, they learn first from listening. After listening, they will be able to speak. Then, they learn how to read it so the last they will be able to write. This is a natural process how people learn a language. However, in this case, the concern only on one of those macro skills, that is writing.

Writing is a skill to write something in written form with the right structure. As Nunan states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹ It means that writing is about how to think an idea and then write it, express it and organize it into written form with good organization, so that the reader can read it clearly.

Writing is one of the important aspects in learning language, especially English. In real life, people cannot avoid the activity of writing. Writing can be found from many things in the daily life, for

¹ Nunan D, *Practical English Language Teaching*, (Singapore: McGraw-Hill Company), 2003, p.88.

example, writing announcement in a school board, writing letters, texting message, e-mailing, and so on. Therefore, writing is needed and important to be learned by the students.

It is not easy to mastering writing, that is why the students need to learn this skill. Teacher should guide students to learn how to be a good writer. It can be started from the small things, such as to write sentence, then short story, after that paragraph and then long text. Writing is the way to express our ideas widely when we cannot deliver it orally. Because not everyone is able to deliver their message directly, that is why writing ability is needed. For example, to write novel, script, etc.

In teaching writing, the teacher has to ask students to practice their writing skill, in order to make them fluent. Writing can be improved by practicing.² It means that since writing is in part a physical activity, it likes other physical activity which means it requires practice, and lots of it. Without practicing it is impossible for us to master any kind of English skill. All skills require practicing, including writing.

Students should open up their mind that writing is very important to be mastered. It cannot learn once or twice but it needs practicing all day in order to make our mind explore ideas fastly. Because the main problem in writing is stuck of idea, so that we cannot write much. When students have an ability to write something that comes from their mind, then they will be easier in delivering their feeling which cannot tell directly. It is an

² *Ibid.*

option for them who cannot deliver their thought orally. By mastering writing, they still can do it in written form.

Based on preliminary research at the seventh grade of SMPN 2 Krui Pesisir Barat, the researcher found that the students have difficulties in writing. The data of preliminary research has been gotten from an interview with English teacher at seventh grade and by conducting questionnaire to students.

The teacher said that the students at seventh grade are the beginner, that is why they are getting a little harder to write composition of writing. Actually they have already knew the English material from Elementary school, but in this stage they could be said never make writing composition. So, it can be concluded that in seventh grade, writing is the new lesson for them. That is why the students have difficulties in writing.

The teacher added explanation that students' writing score were still low even they only write short text. The English teacher at the school gave the data score of the seventh grade to the researcher. The data can be seen as follows:

Table 1
The Percentage of Writing Score at the First Semester of the Seventh Grade of SMPN 2 Krui Pesisir Barat in 2020/2021

NO	Class	Score		Number of Students
		≥ 70	< 70	
1	VII 1	8	18	26
2	VII 2	9	16	25
3	VII 3	5	20	25
4	VII 4	4	19	23
Total		26	73	99
Percentage		26.3%	73.7%	100%

Source: The Score Data from English Teacher at Seventh Grade of SMPN 2 Krui Pesisir Barat.

Based on the result above, it can be seen that the students' score of writing were still low. Most of students are under minimum mastery criteria. There are four classes at seventh grade of SMPN 2 Krui Pesisir Barat. In VII 1, there are 8 students (30.8%) who passed the minimum mastery criteria and 69.2% under the criteria. In VII 2, there are 9 students (36%) who passed the minimum mastery criteria and 64% under the criteria. In VII 3, there are 5 students (20%) who passed the minimum mastery criteria and 80% under the criteria. The last class, in VII 4 there are 4 students (17.4%) who passed the minimum mastery criteria and 82.6% under the criteria. Therefore, the total students who have passed the criteria is 26.3% and students who still under the criteria is 73.7%. Based on this result, it is clear that the students' writing ability at seventh grade of SMPN 2 Krui Pesisir Barat need to be influenced by using an effective strategy in teaching learning process.

Besides, the researcher got the result of preliminary research by conducting questionnaire. It consisted of some questions which aimed to know students' interest in writing. Actually this questionnaire was used only for supporting the result of interview. The questions were in form of "yes" or "no" question.

Based on the result of questionnaire, the researcher found that it is true that the students have lack of interest in writing. They want to learn English and they enthusiast but they got difficulties in writing, that is the

problem in this case. The researcher analyzed the total percentage of students who have lack interest in learning writing is about 15.2% from the total number of students 99 in four classes. There were 52.6% students who have interested in learning English, and there were 85.9% students who want to be taught by using interesting strategy in teaching learning writing.

Reffering to these result, the researcher concluded that the students like an English lesson and they want to be taught by using an interesting strategy in order to activate their writing' ability and to make their mind able to explore ideas. If the students are interested enough to follow the lesson, then the teaching and learning could run well and the teacher would not hard to deliver and explain the material.

To master writing skill, the students need to be taught by using a strategy or technique. In teaching-learning area, many techniques and strategies which can be used in teaching writing. One of them is by using game. Game is effective tool in teaching and learning as Kay states that learners prefer to play and enjoy team games and love physical activities.³ It means that learners will enjoy the activity of learning through game, because game is easy to follow and not hard to understand.

When we hear the word "game" we certain think it will be something that funny, relax enjoyable and have any challenging. Because of that game is very-suggested for using in teaching language as the

³ Kay P, *Teaching Young Learners*, (New York: Oxford University), 2006,p.2.

variety techniques. There are so many games we can use, but the exactly we have to know whether or not that game is suitable with our teaching learning condition, because every games have a different goal and different using, although any some games actualy is not made for language learning but we can use it.

There are many kind of games which can be used in teaching and learning writing. One of them is Dice Game. Dice Game is versatile game that provides variety of instruction and can be adjusted depend on the needs of the objective.⁴ It means that Dice Game can be used depend on the objective, it is flexible which mean can be used in many skills such as vocabulary, writing, speaking, etc.

Teaching writing through Dice Game means the students will write words based on the dice number. For example if the number on the dice is 4, then the teacher ask students to write 4 words: *once upon a time*. The students roll the dice again, then continue the story.⁵ This game is the type of collaborative game or grouping. Dice game is suitable to be taught to beginner, because it provides steps by steps in writing. So, the students will not write directly, but based on the dice number.

This research will apply dice game in writing short story. This has been chosen because the students at seventh grade is the beginner in learning writing and also short story is available on syllabus at seventh grade. It must not be easy for students to write much or write long text. So

⁴ Lewis G & Bedson, *Games for Children*, (Oxford: Oxford University Press), 2002,p.60

⁵ Sigurdardottir S D, *The Use of Games in the Language Classroom*, (Haskoli Island: Kennaradeild, 2010),p.15

that the researcher decides to do a research of writing short story. Menrath states that short story is a piece of prose which can be read at a single sitting. It mostly shows a moment of life. A short story very often has an open or abrupt beginning and an open or surprise ending.⁶ It means that short story is a story which provides surprise ending. It usually about moment in our life. The short story is not complicated to be read and to be written.

Meanwhile, Nurhayati states that short story is a story that generally focuses on one character with its conflict, stories and experience of life that is written simply and short. It means that short story is kind of text that tells about a conflict or even experience of life. It is focuses on one event or one situation only.

The effectiveness of dice game has been proved by some studies. The first study was conducted by Zahara entitled “Using Dice Game in Teaching Writing Descriptive Text to Junior High School Students”.⁷ This study discussed the usage of dice game in teaching writing, especially descriptive text. The result of this study showed that game can be used to attract students’ attention. However in doing so teachers need to choose the appropriate an useful game, especially for teaching writing descriptive

⁶ Menrath J, *Definition of Short Story, Characteristic, and Value*, A Journal in 2003, Retrieved from <https://google.com/shorts2.pdf> on February 21, 2020 at 9:28pm.

⁷ Zahara W, *Using Dice Game in Teaching Writing Descriptive Text to Junior High School Students*, A Paper of English Department at Padang University 2018, Retrieved from <https://ejournal.unp.ac.id.pdf> on February 21, 2020 at 8:43pm.

text, dice game could be used in teaching learning writing in order to make students' writing ability better.

The second study conducted by Ummah in 2015 entitled “The Use of Dice Game to Improve the Students’ Writing Skill of Descriptive Text (A Classroom Action Research for the Tenth Grade Students of MA NU Ibtidaul Falah Kudus in Academic Year 2014/2015”.⁸ The result of this study showed that dice game can improve the writing skill of descriptive text because the average score of students improved from 67.4% to 78.7%. It is clear that dice game was effective to be applied to improve students’ writing skill.

The third study conducted by Kusriah in 2015 entitled “Improving Writing Skill in Descriptive Text by Using Dice Game of Seventh Grade Students of MTs Thoriqotul Huda Klakahkasihan Gembong Pati in Academic Year 2014/2015”.⁹ The result of this study showed that dice game can improve writing skill in descriptive text. It proved by the improvement in cycle 1 was 56.6% while in cycle 2 was 64.2%. Dice game in teaching and learning process could solve students’ problem in writing.

⁸ Ummah H, *The Use of Dice Game to Improve the Students’ Writing Skill of Descriptive Text (A Classroom Action Research for the Tenth Grade Students of MA NU Ibtidaul Falah Kudus in Academic Year 2014/2015*, A Paper of English Education Department Muria Kudus University, Retrieved from <https://ejournal.umk.ac.id/pdf> on February 21, 2020 at 8:51pm.

⁹ Kusriah, *Improving Writing Skill in Descriptive Text by Using Dice Game of Seventh Grade Students of MTs Thoriqotul Huda Klakahkasihan Gembong Pati in Academic Year 2014/2015*, A Paper of English Education Department University of Muria Kudus, Retrieved from <https://ejournal.umk.ac.id/pdf> on February 21, 2020 at 8:57pm.

The fourth previous study conducted by Charles Guterres entitled “The Use of Dice Game to Improve Students Ability in Simple Past Tense”.¹⁰ His journal has been converted into an official Journal of Innovative Studies on Character and Education, Volume I Issue I in 2017. This study aimed to know that Dice Game can improve students’ ability in simple past tense. In collecting the data, this study used observation and test which consisted of 20 items: 10 items for multiple choice and 10 items for completing sentences.

The last study conducted by Fitri Andryani in 2017 entitled “The Use of Dice Game in Teaching Vocabulary for Young Learners”.¹¹ The result of this study showed that dice game can be used in classes during teaching and learning process. It can help the students in knowing and understanding the new words of vocabulary. By using this game, the students more interested in learning vocabulary. Actually the study is quite different to this research because the dice game taught for vocabulary while in this research, the researcher will teach writing by using dice game.

The previous studies had differences to this research, because this research uses the Dice Game more specific. The teaching and learning

¹⁰ Guterres C, *The Use of Dice Game to Improve Students Ability in Simple Past Tense to the First Grade Students of Secondary School in Timor Leste*, ISCE: Journal of Innovative Studies on Character and Education, Volume I Issue I in 2017, Retrieved from <https://isce-journal.pdf> on February 21, 2020 at 9pm.

¹¹ Andryani F, *The Use of Dice Game in Teaching Vocabulary for Young Learners, Students’ Paper from Muhammadiyah University of Maratam*, 2017, Retrieved from <https://repost-um-students-paper.pdf> on February 21, 2020 at 9:21pm.

process of this research would like to divide into two main activity. Firstly, the researcher gives example of the Dice Game which means the teacher plays the game before the students. After that, the students play the game same as the example that implemented by the researcher. These activities have difference with the previous studies, because the previous studies used Dice Game directly to the students and the teacher just as a guider.

Based on the background of problem above, the researcher conducted a research entitled “The Influence of Dice Game Towards Students’ Short Story Writing Ability at the First Semester of the Seventh Grade of SMPN 2 Krui Pesisir Barat in Academic Year of 2020/2021”.

B. Identification of the Problem

The researcher identified the problem this research as follow:

1. The students have lack of courage to begin their writing.
2. The students assume that it is hard to write well.
3. The students have lack of interest to learn writing.

C. Limitation of the Problem

In this research, the researcher focused the research only on the aim of finding influence of dice game towards students’ writing ability, especially to write short story.

D. Formulation of the Problem

Based on the identification and the limitation of the problems, the researcher formulated the problem: Is there any influence of Dice Game towards students' short story writing ability at the first semester of the seventh grade of SMPN 2 Krui Pesisir Barat in academic year of 2020/2021?

E. Objectives of the Research

The objectives of the research was to find out whether there was an influence of Dice Game towards students' short story writing ability at the first semester of the seventh grade of SMPN 2 Krui Pesisir Barat in academic year of 2020/2021.

F. Significances of the Research

The significances of the research were as follows:

1. Practically

To motivate the students in learning writing, so that they would not assume that writing is difficult to be learned. Dice game could be used by the teacher in teaching learning, especially in writing. Actually dice game could be used in another skill of English such as vocabulary. Teacher can use this game in order to activate and motivate students in learning writing.

2. Theoretically

This research can be used as an information that there is a good game in teaching and learning writing namely Dice Game. This game can be used and easy to be taught. The finding of research can be used as reference for readers who need an information in case of writing and game.

G. Scope of Research

1. Subject of Research

The subject of this research was the students at seventh grade of SMPN 2 Krui Pesisir Barat.

2. Object of Research

The object of this research was the students' short story writing ability.

3. Place of Research

This research was conducted at SMPN 2 Krui Pesisir Barat, which located at Jl. Lapangan Merdeka Labuhan Jukung, Pesisir Barat, West Lampung Regency, Lampung 34874.

4. Time of Research

The research was conducted at the first semester in academic year of 2020/2021.

CHAPTER II THEORETICAL REVIEW

In this chapter, the researcher described the concept of writing, teaching and learning writing, principle of teaching writing, component of teaching writing, short story, dice game, advantages of dice game, procedure of teaching writing dice game, also the conceptual framework, and hypotheses.

A. Writing

1. Definition of Writing

Writing can be defines as the active activity started from thinking, comprehending, then writing into written form. Nunan states that “Writing is one of the important skills of a language. Writing is the mental work of inventing ideas, thinking about how to express them and organizing them in to statements and paragraphs that will be clear to reader”.¹ It means that writing is important skill in learning language, especially in written form. It is about how we inventing ideas, and could express them into structured language.

Harmer added that “Writing is an activity which has a significant role in a daily life, because writing is clarification phenomena though and feeling. Through writing the students can explore their minds by using words and paper to control and find out the relationship among their ideas.

¹ Nunan David, *Practical English Language Teaching*, (New York: Mc.Graw Hill, 2003),p.88

Writing is used to help students perform a different kind of activity. Students need to be able to write to do these activities, but the activities do not teach students to write”.² It means that writing is the combination of our feeling through what we have seen or read, and it would be processed into language which called as the ability of writing.

From the theories above, the researcher concludes that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. Writing is people’s ability to express their mind, then describing it by using structural language, so that it could be understood by the others.

2. Teaching and Learning Writing

Teaching is the teacher’s role while learning is the students’ role. But the teaching and learning should be engaged each other between teacher and students. There is no good learning without good teamwork build up by both teacher and student. In this case, the teaching and learning aims to writing.

Harmer states that “Teaching writing is teaching the students how to express the idea or imagination in written words. In process of writing, the students should use language structure and diction. To be fluent in writing, learners have to build writing habit. A genre approach is especially appropriate for students of English for specific purposes. However, it is also highly useful for general English students, even at low

² Harmer Jeremy, *Op Cit*,p.33.

levels, if we want them to produce written work they can be proud of”.³ It means that student who wants to be able to write well should build writing habit, therefore there will be practise in daily life even it is in short time. The practice of writing is needed in order to make students fluent in writing any kind of arrangement.

Gebhard states that “A teacher cannot teach students to write without practicing, they could not be taught only by looking at what they have written. The process of writing is needed to be noticed. A teacher should do more effort to make students able to write by evaluating, examining, etc”.⁴ It means that the students’ process of writing is needed to be noticed by their teacher. So that they could know their mistake, or even error in writing. By knowing this, the students can be more fluent in writing.

Furthermore, Hyland states that “The process approach to writing teaching emphasize the writer as an independent producer of texts, but it goes further to address the issues of what teacher should do to help learners perform a writing task. In addition, the process of writing is a rich amalgam of elements of which cognition is only one. Process writing is a way of looking at what people do when they compose written text. As we know that, there are some stages that will be prepared”.⁵ It means that the

³ Harmer Jeremy, *The Practice of English Language Teaching*, Fourth Edition, (New York: Longman, 2006),p.327.

⁴ Gebhard Jerry, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, Ann Arbor: The University of Michigan Press, 2000. p.221.

⁵Hyland, K. *Teaching and Researching Writing*. (Britain: Pearson Education Limited, 2003). p.10-13.

writer acts as the producer who will produce his/her own written language into good structure of writing. A good writing can be seen from the process of someone when he/she is writing.

Based on the theories above, it can be concluded that a teacher should be able to make students fluent in writing. Teaching and learning writing provides the way how to thinking, comprehend, writing, revising what we have written and then produce a good composition/arrangement. These steps are the teacher's role in the classroom, the students will just follow the instruction even there is still needs a practice at home.

3. Principle of Teaching Writing

There are some principles for teaching writing. It can be described as follows:

1. Understand students' reasons for writing

It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the students works.

2. Provide many opportunities for students to write

To improve writing skills, the students must always practice. The teacher must give many choices for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

3. Make feedback helpful and meaningful

The students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that teacher used.

4. The teacher must clarify himself, and for his students, how their writing will be evaluated

Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.⁶

From the principles of writing above, the researcher concludes that the teacher should match the goal of teaching writing to the class situation. It would be a problem if the teacher could not match the instruction of material to the goal of learning. Then, the teacher should ask students to always practice their writing, not only at school area, but also at their home. If the students had done all of the teacher's instruction and also always having practice, then the teacher should give feedback to the students. The teacher should be aware to evaluate students' writing.

In determining the students' writing ability, the teacher needs some indicators. In this case, the scoring system adapted from Heaton. Below

⁶ Harmer Jeremy, 2004, *Op.Cit*, p.92.

the scoring system which can be used by the teacher to measure students' writing ability:⁷

Content	30-27	Excellent to very good: knowledgeable, substantive
	26-22	Good to average: some knowledge of subject – adequate range
	21-17	Fair to poor: limited knowledge of subject – little substance
	16-13	Very poor: Does not show knowledge of subject – non substantive
Organization	20-18	Excellent to very good: fluent expression – ideas clearly stated
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent – ideas confused or disconnected
	9-7	Very poor: Does not communicate – not organization
Vocabulary	20-18	Excellent to very good: Sophisticated range – effective word/ idiom choice and usage
	17-14	Good to average: Adequate range – occasional errors of word/ idiom form, choice, usage of meaning not obscured
	13-10	Fair to poor: Limited range – frequent errors of word/idiom form, choice, usage
	9-7	Very poor: Essentially translation – little knowledge of English grammar
Language use	25-22	Excellent to very good : effective complex construction
	21-18	Good to average : effective but simple construction
	17-11	Fair to poor : Major problem in simple/complex construction
	10-5	Very poor : Virtually no mastery of sentence construction rules
Mechanics	5	Excellent to very good : Demonstrates mastery of conventions
	4	Good to average : Occasional error of spelling, punctuation
	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization
	2	Very poor : No mastery of conventions –dominated by errors of spelling, punctuation, capitalization, paragraphing

Figure 1 : The Scoring System of Writing

⁷ Brian Heaton, *Writing English Language Tests*, (London: Longman Group UK Limited, 1988),p.146.

From the explanation above, it is clear that the teacher also should organize the teaching and learning process. In order to help the students understand how to write well. So, teaching of writing is not a simple matter but teacher can create a lot of activities which can raise students' motivation in writing. But applying the right strategy in writing class, it is believed that students will have high enthusiasm in joining the lesson.

4. Approach of Teaching Writing

Approach is such a way in teaching in specific purpose. The teacher should know some approach before he/she is teaching in the writing class. Brown states some process approaches to writing can be described as follows:

- 1) Focus on the process of writing that leads to the final written product.
- 2) Help student writes to understand their own composing process.
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- 4) Give students time to write and rewrite.
- 5) Place central importance on the process of revision.
- 6) Let students discover what they want to say as they write.
- 7) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer to intention.
- 8) Encourage feedback from both the instructor and peers.

- 9) Include individual conferences between teacher and student during the process of composition.⁸

In this research, the researcher focuses on the students' process and product of the writing. It involves the teacher to explain and guide the students in the teaching-learning process. In order for the students to understand the components of writing and to be able to write their ideas effectively and organize them.

From the theory above, the researcher concludes that there are nine approaches to teaching writing. Firstly, the teacher should focus on the process of writing that leads to the final written product. Then, help students to understand their composition process. Teach students how to prewrite, draft, and rewrite. Give students time to write or even rewrite their ideas. Give revision to the students' writing tasks. Let students write what they want to write as free composition. And finally, encourage the students and give them the intention to their effort in writing.

5. Component of Teaching Writing

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process of how the students' behavior changes. Therefore, the teacher must be aware that his/her students get something beneficial that is really important to their future.

⁸Brown, H.D. *Teaching by Principles: Interactive Approach to Language Pedagogy*. (New York: San Francisco State University, 2001). p. 335-336.

Harmer states that there are some components in writing such as planning, drafting, editing, and final revision. They can be described as follows:

1. Planning

Experienced writers plan what they are going to write. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, and also the choice of language, it is formal or informal. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the fact, ideas, or arguments which they have decided to include.

2. Drafting

As the writing process proceeds into editing, a number of the draft may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual meaning and grammatical accuracy. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably changed in the editing process. But the writer is now ready to send the written text to its intended audience.⁹

Based on the explanation above, it can be concluded that the component of teaching writing consists of four stages, they are planning, drafting, editing, and final revision. These steps is important to know and important to be taught to the students. The students should know how to plan their writing, through topic or even free mind. Then, they should know how to drafting, which means make list of their writing where these lists will be described in some sentences or paragraph. After that, the teacher should teach students how to editing their writing, which means seeing the error, lackness, appropriateness, etc. In the end, the final revision is make the writing to become smooth to be read and to be understood.

Meanwhile, Rivers claimed that “Component writing in the language becomes a complicated activity because it is consists of words, sentences, grammar, and how to transfer those segments into written forms”.¹⁰ It can be inferred that the component of writing consists of the

⁹ Harmer Jeremy. *Op.Cit.* p.4-5.

¹⁰ Rivers Wilga, *Teaching Foreign-Language Skills*, (Chicago: The University of Chicago Press, 1981).p.294.

combination of words, sentences, and grammar. These combination could build up good written language if it follows by the right structure.

Furthermore in line of Harmer theory, Richard and Renandya state that “The component of writing consists of planning, drafting, revising, and editing. On planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students on the editing stage are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers”.¹¹ It is clear that the component of writing is about how to engage words to become good arrangement through some steps such as planning, drafting, editing, and final revising.

B. Short Story

1. Definiton of Short Story

In writing, there are so many texts which can be written. In this research, the short story is chosen due to the subject of research itself. A short story is written language that can be done in short time with unconfuseness ways. Alan states that “A short story is in some ways, like a photohgraph, a captured moment of time that is crytalline, though sometimes mysterious, arresting, though perhaps delicate. In short story’s

¹¹ Richard Jack & Renandya Willy, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002). p.303.

moment of time something important, something irrevocable has occurred".¹² It means that short story is a random moment of someone that happened in their life, whether it is fun or can be irreplaceable moment. In short it can be called as someone's shory story of their life.

A short story could be effective to be taught for the students at early age, because this text tells about their own moments. It would descrease their difficulties in composing the sentences. It supported by Hasanah & Siswanto that "During the process of composing a short story, a number of aspect within human being are activated such as attention, observation, response, fantasy, memory, mind, feeling, and any other motives". It is clear that a short story could train the students' mind in composing sentences to become a story. It helps them to write easily by thinking about their own moment, fantasy, etc.

Atwell defines that "A short story is a fully developed story which is shorter than a novel and longer than a fable. It typically takes just a single sitting for reading. A short story often has a few characters in the plot. It is mostly a short narrative and has few features. The standard features include exposition, complication, crisis, climax, and resolution of th crisis. However, it is not essential that all short stories follow the same pattern".¹³ It means that short story can be done just a single sitting which means in short time. There are the features of short story but not all of

¹² Alan Marilyn, *What is a Short Story*, A Journal Vol.8, Number.1, 2000, Retrieved from <https://doi.org/10.21061/alan.v28i1a.10.pdf> on June, 21st 2020 at 3:05pm,p.2

¹³ Atwell Nancie, *A Short Story Structure, Feature, and Example*, 2002, Retrieved on June, 21st 2020 at 3:25pm from https://short_story_terms_pdf, p.1-4

short stories follow these features because this story is free to be told as long as the story is complete.

Below a short story's structures:

1. Create a narrative lead.

Show the main character in action, dialogue, or reaction.

2. Introduce the main character's character.

3. Introduce the setting: the time, place, and relationship of the main character's life.

4. Introduce and develop the problem the main character is facing.

5. Develop the plot and problem towards a climax:

Such as decision, action, conversation, or confrontation that shows the problem as its height.

6. Develop a resolution.

How does the main character come to terms or not with his or her problem?¹⁴

2. Example of Short Story

MacMillan states that "Short story as a brief of work of prose narrative".¹⁵ It means that short story is similar to the narrative text, because it could tell the past experience, other's experience, or can be writer's personal experience. Below the example of a short story in form of narrative text which consists of orientation, complication and resolution. Orientation tells about the background or who are involved in the story,

¹⁴ *Ibid*.p.2

¹⁵ MacMillan, *Introducing Literature*, (New York: Glencoe, 2008),p.53

complication is the rising problem of the story, and resolution is the ending problem that happen in the story.

A Friend in Need is a Friend Indeed	
Orientation	Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under the tree. After a while, there came a mouse and it started to play on the lion.
Complication	Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then, it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left in. The mouse ran away.
Resolution	On another day, the lion was caught up in a net by a hunter. The mouse came there and cut the net. Thus it escaped. There after, the mouse and the lion became friends. They lived happily in the forst afterwards. ¹⁶

According to Lazar, short story is a work of fiction and can be in form of personal experience that happens in real life (moment of life).¹⁷ It means that short story can be in form of story that the person written in the story does not really exist. It can be in form of fiction and also can be in form of personal experience. Below the example of short story in form of personal experience which consists of orientation, events, and re-orientation. Orientation is the background or who are involved in the story, events is the event of story that tells chronologically, and re-orientation is the end or conclusion of story.

Lazy Day	
Orientation	Last weekend I spent all day laying on my bed, because sometimes doing nothing was just something that we needed the most. It was Sunday and I woke up at 9 am.
Events	I looked around me and I saw a new comic book that I just

¹⁶ *Ibid*,p.4

¹⁷ Lazar G, *Literature and Language Teaching: A Guide for Teacher and Trainer*, (Cambridge: University Press, 1993),p.73

	<p>bought yesterday. I try to get it closer to me by using my foot. Then, I felt thirsty so I got up and walked down the stairs right to the kitchen.</p> <p>I opened the fridge and I found a bottle full of chill orange juice. I opened the bottle and pour the orange juice into a glass. I took my orange juice and my Pizza and brought them back into my lair. I enjoy the Pizza and the orange juice and continue reading my comic book. After that I decided to watch my favorite K-drama on my Macbook, so I set my portable laptop desk on my bed.</p>
Re-orientation	I think Sunday is always the best day for the rest and enjoying the me-time in the house. ¹⁸

3. The Features of Short Story

According to Bachman and Karen, below are the elements or the features of short story:

1. Plot

Plot is the author agreements of the event in the story to get a desired effects. It is a series of actions that are usually organized in chronologically order.

2. Setting

Setting is to describe time and place in the story. It can be general, specific, or very detailed.

3. Character

It is a person created for work of story. The character in the story can be the author or writer, the people that author knows, the people that may the writer has observed.

4. Point of View

¹⁸ *Ibid.*

Point of view is where the writer places her/him in the story. There are two main points of view: first person (I, me, myself) and third person (he, she, they, etc).

5. Theme

It is the writer's insights or general observation about human nature or human condition.

6. Style

Style is the writer's characteristic way to say things in the story.¹⁹

4. Criteria for Selecting Short Story

There are six criteria of selecting short story that should be more paid attention by the teacher before teaching in order to develop the students knowledge and make an appropriate teaching materials. The criteria are as follows:

1. The short story selected should be simple one for beginner, and not so complex.
2. The short story should be rich in language and use appropriate vocabulary.
3. The short story should be in line with the norms of the Indonesian tradition, culture and faith.
4. The short story selected should be such a story that would motivate in teaching learning process.²⁰

¹⁹ Bachman J and Karen K, *The Elements of Short Story*, (New York: McGraw-Hill, 2009),p.247

Based on the explanation above, it is clear that in teaching short story the teacher need to teach and introduce the students about how to make good composition of a story based on their own experience or can be other's experience that the people in the story does not even exist. The short story could be effective for train the students' mind both for writing or even for just reading the text.

C. Game

Games are the activity that is bring so much fun. They are easy and fun to play. As it all games remember to use examples when teaching so it is easy to learn, be excited while teaching the game and others will want to play, know when to switch to a new game so the learners do not become bored, and have fun playing.

Game has its own goal and purpose whether for fun or even for an achievement. It supported by Parlett that "Game is something that has "end and the means of achieving"; that there is a purpose, and the results of a series of regulations to achieve both".²¹ It means that game has purposes to achieve something. In playing game, there is an end. In the end of game, people will get rewards based on the game they have been played. If the game relates to education, then they will get new knowledge. But if the game relates to daily fun, they will get self-enjoyment or get rewards for what they have played before.

²⁰ Mubarak Mustafa, *Investigating the Role of Short Stories in Overcoming the Problems Faced by EFL Learners*, The Criterion of An International Journal in English, Vol.13, 2013,p.6

²¹ Parlett Dom, *Card Games*, (England: Oxford University Press, 2004),p.74.

McCaughey states that “Although games are used mostly for entertainment, the use of game in education has a very long history. Games can engage the students and make practicing English enjoyable. Games offer students many benefits, including opportunities to develop social skills, to learn coping strategies (it can be hard to lose!) and keep their minds active. Activate is designed to provides these benefits while helping students to develop their English language ability”.²² It can be concluded that games provides many benefits in education field. By playing games, the students will be more active to receive the lessons.

Game could create good environment in the classroom. It is able to make the learners enjoy to follow the material. Moursund mentions that “Games provide an excellent environment to explore ideas of computational thinking”.²³ It means that playing while learning is the best recommendation for learners. Still it should be handled by teacher. Playing here means not just play without achievement. But learners play a game that have value in education and can educate them.

Woolfook & Margetts state that “Each of the commonly accepted elements of attitudes, interest, enjoyment, motivation to learn, confidence, anxiety, and task value has been identified in research as relevant to success in learning. Game could provide all of these elements. Moreover, they indicate that students’ interest in, enjoyment, and excitement about

²² McCaughey Kevin, *Activate: Games for Learning American English*, (USA: Office of English Language Programs Bureau of Educational and Cultural Affairs United States Department of State Washington, DC, 2013),p.1

²³ Moursund David, *Introducing to Using Games in Education: A Guide for Teachers and Parents*, (Oregon, USA: University of Oregon), 2007,p.8.

what they are learning is one of the most important factors in education that could influence the students' ability".²⁴ It is clear that the students need a good environment in learning in order to increase their enjoyment, excitement, etc. If they are enjoying in learning, so the material could be received fast and clear and also the goal of learning could be achieved.

Based on the theories above, it can be concluded that game can be used in teaching-learning English. It can be useful in many aspects of English and education. Because it provides purposes not only for fun, but also for educating learners. The teacher can start teaching by using game, it will make the students enjoy and avoid boredom.

D. Dice Game

There are some kinds of games namely manual and electronic game. One manual game is by using Dice which called as Dice game. According to Nurazlinda & Zahra that "Dice (from latin: *datum* which means "given or played") is a small object that is generally shaped cubes are used to generate random numbers or symbols".²⁵ It means that dice game is a manual game that played by using small object just like shaped cubes that has numbers.

Karen states that "Generally, the dice used in pairs or groups.

Traditional dice cube often with obtuse angle and have different numbers

²⁴ Woolfook A & Margetts K, *Educational Psychology*, (French's Forest, NSW: Pearson Education, 2007),p.19

²⁵ Nurazlinda & Zahra Apriani, *The Making of a Magic Dice Game to Learn English Vocabulary for Elementary School Students*, INOVISH Journal, Vol.2, No.1, June 2017, ISSN: 2528-3804, Retrieved on June, 21st 2020 at 2:38pm from <https://268128-the-making-magic-dice-game.pdf>, p.2

or symbols on each side. Dice designed to give a round number at random from one to six with equal probability”.²⁶ It means that dice game often plays in pair or group. Dice has numbers on each side which is these numbers will determine the concept of teaching by using dice game. It could be has many variety. Any game that includes dice could be called as dice game.

From the theories above, the researcher concludes that dice game is a game that uses such a cube which has one to six numbers in each side. Mostly the colour of dices are white with black in each point numbers. Dice usually had small box as its “friend” when we buy it. This box is uses to throw or rolled the dice when we want to play it. In the classroom activity of teaching learning, the dice game could be effective and bring so much joys for students. It is very easy to be taught and learn.

1. The Procedure of Teaching Writing by Using Dice Game

In writing, there are so many games which can be applied in order to make writing process to become easier. One of them is by following the procedure of Dice Game. Below the procedure of Dice Game, especially for teaching writing:

1. The teacher prepares the material for writing, the dice, and the instructions.
2. Give the students example of how to write by playing the dice.

²⁶ Karen Carr, *The History of Dice (When were Dice Invented)*, Portland State University, 2015,p.60

3. Ask the students to make small groups which consists of 3-4 students.
4. Give the students the dice in each groups.
5. Choose the leader in each group (the role of leader is to roll the dice and the other members will write arrangement, its including the leader).
6. Ask the groups to play the dice game (the dice will be rolled, the number of dice which had been rolled will determine the sentence that will be written by students). For example, the number of dice is 3. So there must be 3 words "*once upon a time*". These steps is repeated until the arragement become a complete short story.
7. The group who could complete their arrangement early become the winner of game automatically.
8. Check the students arrangement and give the feedback.²⁷

Based on the procedure above, it can be concluded that in teaching writing through Dice game is simply handled by the teacher and playing by the students. As the other games, in Dice game there is also a winner in the end of game. The winner in this case is the group who could finish and complete their composition early than the other groups.

Due to the pandemic situation in this year, the teaching and learning process by using Dice Game is questioned to be used in the classroom. The researcher has two options for this case, firstly the implementation of Dice Game in the classroom could be conducted

²⁷ Sigurdardottir Sigridur D, *The Use of Games in the Language Classroom*, (Haskoli Island: Kennaradeild, 2010),p.15

because SMPN 2 Krui Pesisir Barat is the school that is in green zone. It means nowadays, the teaching and learning process in this school is still running but just 2 days in a week. So that the research can be done eventhough it would consume much times. The second option is research online, the researcher will try to conduct the research online by making online group of experimental and control class, this may be less effective than first option but still can be done in right way.

From two options mentioned above, the researcher prioritize the first option for the research. That is still want to implement the Dice Game in the classroom although it may consume much times that is 1-2 meeting in one week. This research will be done in 3 meetings of material and 1 additional meeting of post-test, both in experimental and control class. Due to the limitation of time, the pretest will be given in the first meeting together with the first teaching material, because pre-test just for measuring the students' pure ability without any treatment. Therefore, this research can be done in 4-6 weeks.

2. The Advantages of Dice Game

The advantages of Dice game are as follows:

1. It is simple to be taught to the learners.
2. It would not consume much time to explain the procedures of game.
3. It provides a competitive class.

4. It is the best option to train learner's mind to write.²⁸

Based on the advantages or benefits of learning by using Dice game above, the researcher concludes that the teacher would not so hard to explain the procedure or the steps of playing Dice game to the students. The students will also have courage to be more competitive in writing.

3. The Disadvantages of Dice Game

All of games have advantages and disadvantages, eventhough those games bring enjoyment. Below the disadvantages of Dice game:

1. It is a simple game, mostly appropriate to be taught for the low grade of school only.
2. It is traditional game which possibly the students assume this would not work well in the classroom if the teacher could not handle the situation as good as it should be.²⁹

Based on the theory above, there are 2 disadvantages of dice game. Firstly, dice game mostly appropriate to be applied at lower grade. The researcher no need to prevent this because the research is applied at the seventh grade which means it is in low grade. Secondly, the dice game is an old game that possible assume by the students would not work out well. The researcher will prevent this case by telling the students that the dice game could be still fun to be played even it is an old game. The researcher

²⁸ Nurazlinda & Zahra Apriani, *Op.Cit*,p.3

²⁹ *Ibid*.

will also tell and convince the students that by using dice game they will be easier in learning and easier in getting the point of material.

E. Teacher-Centered Approach

The name given to such instruction has varied. Terms like “active teaching” and “explicit instruction” were used from time to time. Such phrases conveyed the image of teachers on their feet in front of the room with eyes open, asking questions, making points, gesturing, writing key ideas on the board, encouraging, correcting, demonstrating, and so forth. The role of teacher is obvious and explicit and tied to clearly identified content or skills. In other words, teacher-centered is kind of approaches or instruction which most of instructions create by the teacher. The students’ role will just pay attention and do what the teacher asked.

Mark states that teacher-centered instruction has again and again proven its value in studies that show it to be an especially effective instruction method.³⁰ It means that teacher-centered is good to be applied in teaching learning process, because it has been proven. Which means the instruction of teacher-centered is effective.

Teacher-centered is a teaching style in which instruction is closely managed and controlled by the authority of the classroom. This has been proven effective in its application. Teacher-centered is usually uses by the

³⁰Schug Mark, *Teacher-Centered Instruction: The Rodney Dangerfield of Social Studies*, Retrivedon September, 24 2019 at 9:38pm from: http://www.google.com/teacher_centerinstruction5.com.

teacher in many schools as their approach where all of the instructions mostly manage by the teacher.

Duckworth states teacher-centered learning actually prevents students' educational growth.³¹ It means that teacher-centered has been dominant in education. In a tradition classroom, students become passive learners, or rather just recipients of teachers' knowledge. Teachers make all decisions concerning the curriculum, teaching methods, and the different forms of assesment.

Teacher-centered learning can be described as students passively receive information , emphasis is on acquisition of knowledge, and teacher's role is to be primary information giver and evaluator. There is no room for student's personal growth. While learner-centered language teaching has been advocated in higher education in recent years, teacher-centered teaching styles may be still dominant in actual practice.³² It means that teacher-centered can be said more effective than learner-centered language teaching.

From the explanation above, the researcher concludes that teacher-centered is defined as a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching,

³¹Duckworth E, *Helping Students Get to Where Ideas Can Find Them*, 2009, The New Educator, 5(3),p.185-188. Retrived on September, 24 2019 at 9:46pm from <http://www.european-science.com/jaelt>.

³²Huba, M & Freed, J, *Teacher-Centered vs Learner-Centered Paradigms*, 2000, Retrived on September, 24 2019 at 9:56pm from <http://assesment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms.pdf>.

and evaluation. It is kind of method in teaching which the teacher is in the center of teaching and learning process.

1. The Procedure of Teacher-Centered Approach

According to Rosenshine & Stevens below the teacher-centered instructions which can be applied by the teacher in the classroom:

- 1) Open lesson by reviewing pre-requisite learning.
- 2) Provide a short statement of goals.
- 3) Present new material in small steps, with students practice after each step.
- 4) Give clear and detailed instructions and explanations.
- 5) Provide a high level of active practice for all students.
- 6) Ask a large number of questions, check for understanding, and obtain responses from all students.
- 7) Guide students during initial practice.
- 8) Provide systematic feedback and corrections.
- 9) Provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students during seatwork.³³

From the procedure of teacher-centered above, it can be concluded that as the material mostly handled by the teacher, so the teacher must introduce the goal of learning at the beginning of lesson. Then must give

³³ Rosenshine & Stevens R, *Teaching Functions: Handbook of Research on Teaching*, (New York: MacMillan Publishing Company, 1989),p.376-391.

clear explanation about what the students need to learn, so that there is no confuseness anymore when the teacher started the lesson.

2. The Advantages of Teacher-Centered Approach

There are many advantages in applying the teacher-centered. Below some advantages of using teacher-centered:

- 1) It implies high degree of teacher direction and a focus of students on academic tasks.
- 2) Teacher handled all of the instructions.³⁴

In line of advantages above, the researcher concludes that there is advantages of teaching by using teacher-centered such as the task is more directed to the academic and it implies high degree of teacher direction. It also has another benefits that most of instructions handled by the teacher which could make the material more focus without the any idea from the students that sometimes make the material would not clear.

3. The Disadvantages of Teacher-Centered Approach

There are also disadvantages of teacher-centered. Parwati states that below some disadvantages of using Teacher-Centered:

- 1) Teacher must be able to explain everything related to the material.
- 2) Students have no role to be active, they will just receive the material with no exploring.

³⁴Mark C Schug. *Op.Cit.*

- 3) The teaching-learning process could be only in short time, so that the students may still confuse.³⁵

From the theory above, it is clear that even the instructions handled by the teacher at most, it produces unclear idea because the students' possibly stuck with their idea and cannot deliver it as feedback to the teacher. There will also lack of the ability in exploring, because the students will just wait the teacher's instructions.

F. Conceptual Framework

Writing is the ability to write what we have on mind through what we have seen or read. At the first stage of writing, there must be free writing without scoring in order to make someone able to write. In this stage, the students no need to worry about what they want to write. They will just write their ideas as much as possible, it is called as practicing to explore ideas.

As writing called as the process of thinking and writing. So that the students need to be taught how to get their ideas towards what they have read or seen. The problem in writing sometimes the students are stuck in the topic, they often confuse what should be written at the first sentences. This case usually happens for the students at the beginner school, especially the the lower grade of junior high school.

³⁵Parwati Rani, *Pergeseran Peran Guru dari Pembelajaran Tradisional ke Pembelajaran Modern*, A Journal retrivied on September,242019 at 10:21pm from <http://arirani.Parwati.blogspot.com/2013/03/pergeseran-peran-guru-dari-pembelajaran.html>.

To make the students able to write, the teacher has a responsibility that cannot be separated from the support of the students. There is no good writing without practicing by the students themselves. The teacher will guide them and give instructions about how to write well, then the process of writing handled by the students whether or not they could run this activity, it is all up to students.

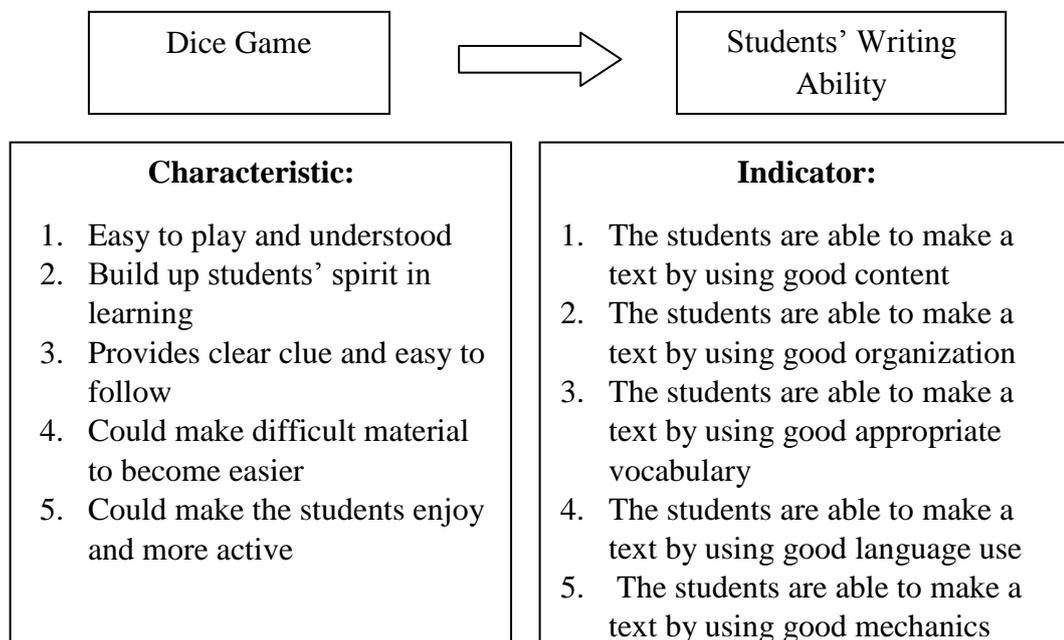
In teaching writing, there are so many ways, instructions, strategies, or techniques that can be used by the teacher. One of them is by using game. Many teachers had used game for the English activity in the classroom in order to decrease the boredom and increase the students' activeness. This had been proved effective by some researchers, in their research of the English classroom, especially for teaching difficult material.

Game has many types, each of them has their own purpose or goal. in writing there is many games which can be applied. One of them namely Dice Game. Dice game can be applied in many aspects of English including in writing. This game is simply to be taught. The instructions of Dice game will be based on the goal of learning and the material itself. In writing, the Dice game is defined as a game that teach the students how to write based on the number of dice. This activity is doing with the group not as individual. In this case, the dice will be thrown or shaken in a small box or can be by the hand. After that, the students will write words based on the number of dice that had been thrown. For example the number is 2,

then the students possibly write two words: *one day*. The step is repeated until there is a complete story.

By using Dice game, it is hoped that the writing activity in the classroom could has good effect and could influence the students' writing ability more better than before. This game has been chosen due to much reasons. As example this game had been proven by some researchers in the previous studies. Eventhough the aspects is not only in writing, but this game is trusted to be applied, especially for junior high school students who learn writing as the beginner.

In this research, the students will be asked to write short story. This text has been chosen because it is short and easy to be written. And also the research subject is seventh grade, so that it is impossible to ask them to write long text or the text they have never learn yet. A short story is the best option, furthermore this text is available on syllabus at the grade VII. The researcher schematizes about the influence of Dice game towards students' short story writing ability as follows:



G. Hypotheses

The hypotheses of this research were as follows:

1. H_a :There is an influence of dice game towards students' writing short story ability at the first semester of the seventh grade of SMPN 2 Krui Pesisir Barat in 2020/2021.
2. H_o :There is no influence of dice game towards students' writing short story ability at the first semester of the seventh grade of SMPN 2 Krui Pesisir Barat in 2020/2021.



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