

**THE INFLUENCE OF USING TOOTHPICK GAME TOWARDS  
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT  
THE SEVENTH GRADE OF SMPN 1 GUNUNG AGUNG  
TULANG BAWANG BARAT IN THE ACADEMIC  
YEAR OF 2018/2019**



**A Thesis**

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

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**2019**

## ABSTRACT

### **The Influence of Using Toothpick Game Towards Students' Descriptive Text Writing Ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019**

**By:**  
**Vika Khairunissa**

Based on the pre-liminary research, it was found that some students got difficulties in writing activity. They were confused how to start their writing and generate their ideas in writing descriptive text. Therefore, toothpick game was a best way in teaching and learning process to develop the students' descriptive text writing ability. The objective of this research was to found out whether there was a significant influence of using toothpick game towards students' descriptive text writing ability.

Quasi-experimental design was used. The population of this research was the seventh grade. There were two classes as the sample which VII.2 was chosen as the experimental class and VII.6 as the control class with 32 student in each classes. To collect the data, pre- test and post-test were implemented in writing test. After administering pre test and post test, the data were analyzed by using SPSS 16 to compute independent sample t-test which should be normal and homogenous.

The result showed that there was significant influence of using Toothpick Game towards students' descriptive text writing ability. It was proven by the result of the data analysis which obtained that Sig. ( $P_{\text{value}}$ ) = 0.000 and  $\alpha = 0.05$ . Because Sig. ( $P_{\text{value}}$ ) was higher than  $\alpha$ , it means that  $H_0$  was rejected and  $H_a$  was accepted.

*Key Words : Toothpick game, students' descriptive text writing ability, quasi-experimental design.*

## DECLARATION

Hereby, I state this thesis entitled “The Influence of using Toothpick Game Towards Students’ Descriptive Text Writing Ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the academic year of 2018/2019” is completely my own work. I am fully aware I have quoted some statements and theories from various source and those are properly acknowledged in the text.





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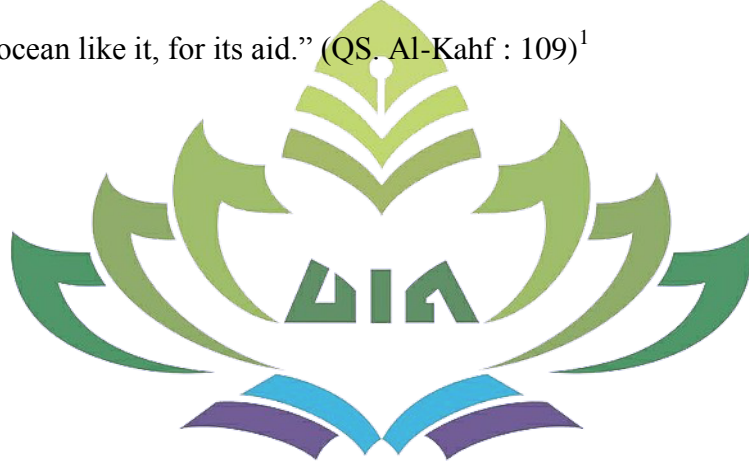
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## MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي وَلَوْ

جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٨﴾

“If the ocean were ink (where with to write out) the words of My Lord, sooner would the ocean be exhausted than would the words of My lord, even if we added another ocean like it, for its aid.” (QS. Al-Kahf : 109)<sup>1</sup>



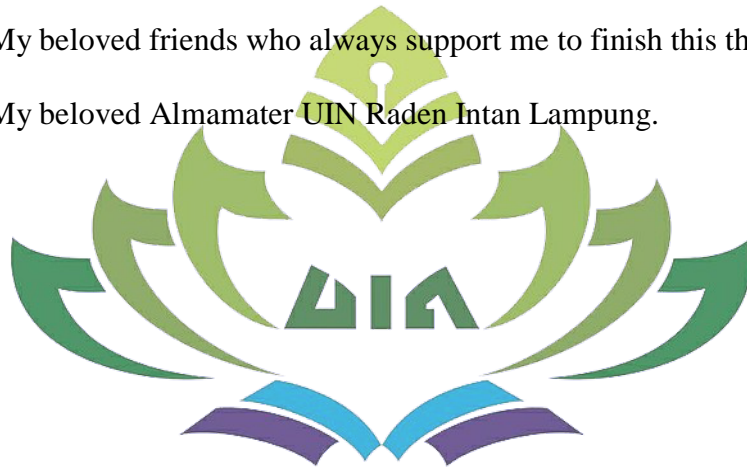
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<sup>1</sup> Abdullah Yusuf „Ali, The Meaning of Holy Qur’an New Edition with Qur’anic text (Arabic), Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2005), p. 1506.

## DEDICATION

I would like to dedicate this thesis to:

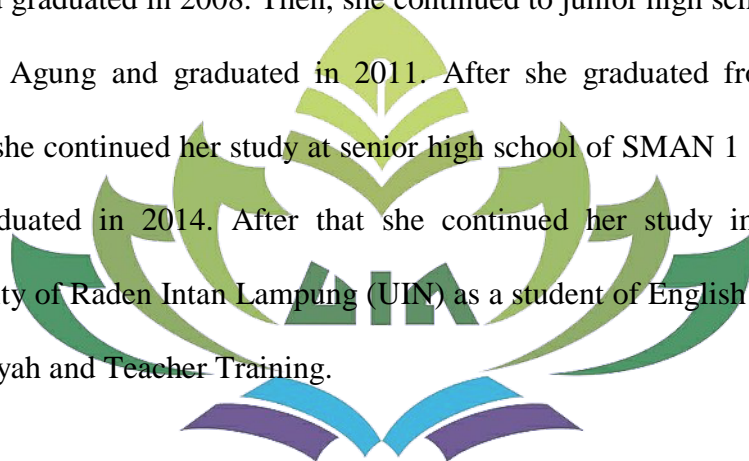
1. My beloved parents, Mr. Sudarto and Ms. Sri Wahyuni who always pray for my success and always keep supporting and motivating me to study hard until now. I love them so much.
2. My beloved elder sister, Pramesti Aldia Putri who always give me spirit and suggestion for my success.
3. My beloved friends who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Vika Khairunissa was born in Bandar Lampung on May 22<sup>th</sup> 1996. She is the first daughter of Mr. Sudarto and Ms. Sri Wahyuni. She has one elder sister, her name is Pramesti Aldia Putri.

The researcher started her study in Kindergarten of TK Asih Sejati in 2001 and graduated in 2002. She continued her study to elementary school of SDN 1 Suka Jaya and graduated in 2008. Then, she continued to junior high school of SMPN 1 Gunung Agung and graduated in 2011. After she graduated from junior high school, she continued her study at senior high school of SMAN 1 Gunung Agung and graduated in 2014. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training.





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During finishing this thesis, so much help, assistance, aid, support and many valuable things from various sides has been obtained. Therefore, a sincere thank is addressed to:

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Finally, it has been admitted that nobody is perfect and there are still many weaknesses in this thesis. Therefore, criticisms and suggestion from the readers to

enhance the quality of this thesis welcomed. Furthermore, thesis is expected to be useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, February 2019

Acknowledged by,

Vika Khairunissa  
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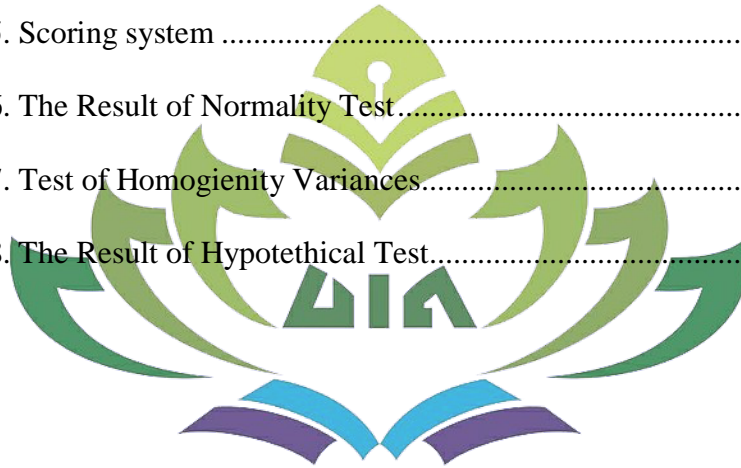
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is means to communicate.<sup>1</sup> As Kreidler says, “all human societies have language and capable of expressing whatever its speakers need to express and capable of changing to meet the changing needs of the speakers”.<sup>2</sup> That is why people use language in their daily life to communicate, to share feeling, opinion and information.

Patel and Praveen state, “the different languages are spoken in the world. The different languages are used all over the world”.<sup>3</sup> Because of many languages are used, sometime people get difficult to communicate each other that come from the different country. Therefore, there are the existence of international languages to solve this problem and one of them is English.

As Harmer states, “ English is not the language with the largest number of native or ‘first’ language speakers, but it has become a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language”.<sup>4</sup> It can be seen that English is used not only by native

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<sup>1</sup> Marcus Kracht, *Introduction to Linguistic*, (Los Angeles: Department of Linguistics, UCLA, 2005), p. 3.

<sup>2</sup> Charles W. Kreidler, *Introducing English Semantic*, (London: Routledge, 2002) p.5.

<sup>3</sup> M.F. Patel, Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise, 2008) p. 25

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (London: Longman, 1999), p.1

speakers but also by people all over the world to ease them in communicating. Nowadays, English plays an important role in many fields of life such as: in politics, economics, social and education. Due to its use as the international language, English proficiency is not merely an advantage but also a must. Hence, some countries learn English as foreign language, one of them is Indonesia.

Learning a language in order to use it as a means of communication, the pupils need to deal with the four language skills—listening, speaking, reading and writing—and the language system—sound structure and vocabulary.<sup>5</sup> By mastering these elements, they are expected to be able to integrate them in communication acts, understand what people say and give the responses, read what they have written, and write to them.

Among those four skills, writing tends to be the most difficult skill because writing is not simply speech written down on paper. Linse and Nunan say that writing refers to the acts of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>6</sup> It can be said that writing ability is the ability of the writer to convey the information or message to the readers. Therefore, students who are learning writing have to learn how to find ideas, then generate and organize their ideas into readable text.

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<sup>5</sup> *Ibid.* P.73.

<sup>6</sup> Caroline Linse, David Nunan, *Practical English Language Teaching: Young Learners*, (New York: Mc-Graw Hill, 2005), P.98.

According to Heaton, writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.<sup>7</sup> The students have to notice on planning and organizing as well as spelling, punctuation, word choice, so forth. It takes a long process start from finding the idea become to the written text. In Islam, the importance of writing is also stated in the holy Quran on first verse of surah Al-Qolam:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

1. Nun[1489], I swear by the pen and what the angels write.”<sup>8</sup> (QS. Al-Qolam: 1)

The word qalam in this verse means the tool to write (pen). The result of using pen is writing. By writing the people will get some knowledge or information. Therefore, as a human being, learning to write is an important thing.

Learning to write well in foreign language is one of the most difficult challenges facing the language learner. As Heyland states, “students themselves commonly identify language difficulties, particularly an inadequate grasp of vocabulary or grammar, as their main problems with writing and frequently express their frustrations at being unable to convey

<sup>7</sup> J.B. Heaton, *Writing English Language Tests*, New Edition, (London and New York: Longman, 1990), p.135

<sup>8</sup> Allama Abdullah Yusuf Ali, *the Holy Qur'an: Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), p.444

their ideas in appropriate and correct English”.<sup>9</sup> Having good ideas is not enough if they lack the linguistic resources to convey them in writing in a foreign language. It is needed practices a lot to master writing skill. Hence, in Junior high school writing is one of the skill that should be taught and learned.

Based on the curriculum 2013, teaching and learning English in junior high school focuses on improving students’ English ability in communicating both oral or written form. One of approaches that focus on it is text-based. Text is seen as a tool to do the activities in daily real life.<sup>10</sup> Therefore, there are some texts that has to be taught such as descriptive, recount, narrative, procedure, report, explanation, analytical exposition, and news item.

One of the text that should be taught in seventh grade is a descriptive text. According to Boardman and Frydenberg descriptive text is a text that describes about something looks like.<sup>11</sup> When we come to describe something, it is clearly that we got to explain something looks like as real as it is. It can be people, place, animal, or thing as an object of description.

Based on the pre-liminary research in SMPN 1 Gunung Agung by interviewing Ms. Duwi Meiliyati, S.Pd as English teacher, it was known that there were some difficulties faced by students when learning English, especially in writing activity. Teacher said that the students got lack of

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<sup>9</sup>Ken Heyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.34.

<sup>10</sup> Tim Inti Kurikulum 2013, *Model Silabus Mata Pelajaran SMP/ MTs*, (Kementrian Pendidikan dan Kebudayaan: Depdikbud, 2017), p.1.

<sup>11</sup>Boardman, et.al. *Writing to Communicate*.(New York: Pearson Education, 2002) p.6.

vocabularies and there were some mistakes they made within grammar, word choice or vocabulary. And more than it, they were also still confused to start their writing and to express their idea become a text.<sup>12</sup> Table below showed the students' writing ability.

**Table 1**  
**Students' Score of Writing at the Seventh Grade of SMPN 1 Gunung Agung in the Academic Year of 2017/2018**

No	Class	Learners' Score		Number of Students
		≥ 71	< 71	
1	VII 1	13	19	32
2	VII 2	9	23	32
3	VII 3	12	20	32
4	VII 4	9	23	32
5	VII 5	15	17	32
6	VII 6	11	21	32
<b>Total</b>		69	123	192
<b>Percentage</b>		<b>36%</b>	<b>64%</b>	<b>100%</b>

*Source: English Teacher in SMPN 1 Gunung Agung*

The Criteria of Minimum Mastery (KBM) in SMPN 1 Gunung Agung was 71. From the table 1, it showed that only 36% students who got score more than KBM and 64% students got score less than KBM. It means that there were many students feel difficult in mastering writing.

It was related to the result of questionnaire that got from the students. Most of them feel that writing was difficult enough for them because of many problems in writing process. The most crucial problem is they felt hard to choose the word they want to use in their sentence. It was because of their lack of vocabulary mastery. More than it, they were also still confused to

<sup>12</sup> Ms. Duwi Meiliyati, S.Pd as English teacher in SMPN 1 Gunung Agung.



arrange the word by word become a sentence. Then, they were also hard to find the idea that they want to write down.

It will be easier if the students do more practice in writing and know how to write well. In this case, the role of teacher is needed. Teacher should know the way to guide them in writing in order to students will understand it easily. The teacher has used guided writing in teaching and learning process especially in teaching writing. Guided writing is a useful technique in order to help students start to write by providing an additional supported step towards independent writing

It can be said that the difficulties in teaching and learning writing actually not only faced by students but also teacher itself. Teacher should find the way to guide them and make them be more interested in learning descriptive text writing. There are many ways to present or deliver the materials in the class. It can be suited by the material that will be taught and the students itself. One useful way to encourage language acquisition is using language games.

According to Wright, game is activity which is entertaining and engaging, often challenging, and activity in which the learners play and usually interact with others.<sup>13</sup> Games have been considered not only for its one element that is fun but also more than that. Students will learn without realizing that they are learning. There are many kinds of game that can be used in teaching writing which are toothpick game, dice game, draw the bank robbers, who am i?,

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<sup>13</sup> Andrew Wright, et.al. *Games for Language Learning*, Third Edition. (New York: Cambridge University Press, 1984). p.1

hangman game and many more. Thus, toothpick game was chosen as in this research an alternative way to create an active teaching learning process.

According to Copland, Toothpick game is a kind of game to practice making sentences describing the pictures. Toothpick games has the purpose to make the students easier to generate their ideas and be creative. It also can be used to increase students' interest in learning process.<sup>14</sup> This game is not only help the students to generate and organize their ideas but also they will feel the enjoyable teaching and learning process.

There were some previous researches that relevant to this reseach. Gita Yolanda discussed about "Teaching Writing Descriptive Text Using Toothpick Game to Junior High School Students", she said that using toothpick game is very brilliant idea to apply in practicing writing a descriptive text for junior high school students. This game is used to train the students' thought to produce expressive vocabulary and sentence quickly because it has limited time to write.

According to Laili Nurin Nafi'ah on her thesis entitled "Improving students' mastery on simple present tense through toothpick game". The result of the research concluded that toothpick game is recommended as the alternative strategy in teaching and learning simple present tense. It has been motivated students to learn simple present tense easily. Therefore, it improved the

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<sup>14</sup> Gita Yolanda. *Teaching Writing Descriptive Text Using Toothpick Game to Junior High School Students*. English Department of Languages and Arts Faculty of Padang State University. (September/2014).

students' mastery on the material that could be seen by their better achievement in every cycle.<sup>15</sup>

Based on the explanation above there were some differences and similarities of previous research to this research. The differences were in the previous research that had been done by Gita Yolanda, she conducted her research in qualitative research. Another previous research that had been conducted by Laini Nurin Nafi'ah, she used toothpick game to focus only on simple present tense mastery. Meanwhile in this research, toothpick game was used to know the significant influence towards students' descriptive text writing ability, and this research was a quasi experimental design.

Related to the explanation above, the research was conducted entitled "The Influence of Toothpick Game towards Students' Descriptive Text Writing Ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019".

## **B. Identification of the Problem**

Based on the background above, it can be concluded that there were a number of problems in teaching and learning writing skill, especially in writing descriptive text as follows:

1. The students got lack of vocabulary.

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<sup>15</sup> Laini Nurin Nafi'ah. *Improving Students' Mastery in Simple Present Tense Through Toothpick Game (A Classroom Action Research on the Seventh Grade of M.Ts. Raudlatut Tholibin Pakis Tayu Pati in the Academic Year of 2015/2016)*. (Education And Teacher Training Faculty. Walisongo State Islamic University Semarang 2016) p.70.

2. The students were still found difficulties to get started in writing descriptive text.
3. The students were confused to make a sentences.
4. The students felt hard to express and generated their ideas in writing descriptive text.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the problem was limited only on the influence of toothpick game towards students' descriptive text writing ability at the seventh grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

### **D. Formulation of the Problem**

Referring to the limitation of the problem, to make the research was clearer, the problem of the research can be formulated as follow; "Is there any significant influence of using toothpick game towards students' descriptive text writing ability at the seventh grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the academic year of 2018/2019?".

### **E. Objective of the Research**

Related to the formulation of the problem, the aim of this research was to know whether there was an influence of using toothpick game towards students' writing ability in descriptive text at seventh grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the academic year of 2018/2019.

## F. Significance of the Research

The research is intended to be used in some English teaching field.

### 1. Theoretically

The result of the research is expected to support the previous theories about the influence of using toothpick game towards students' descriptive text writing ability.

### 2. Practically

#### a. For the teacher

This research is expected to give information and inspiration to be more creative in applying an effective strategy especially in teaching descriptive text.

#### b. For students

This research is expected to help the student to produce a good descriptive text that is stimulated by toothpick game and also motivate the students to have a better achievement in writing descriptive text.

#### c. For institution

This research will give them some information, data, sources about toothpick game as a technique of teaching for English subject.

d. For the researcher

The research will know about the students' descriptive text writing ability especially by using toothpick game and the research can carry out the way to the next teaching and learning in the classroom.

## **G. Scope of the Research**

According to the title, the scope of the research can be described as follow:

### **1. Subject of the Research**

The subject of the research was the seventh grade students of SMPN 1 Gunung Agung Tulang Bawang Barat.

### **2. Object of the Research**

The object of the research was the students' descriptive text writing ability.

### **3. Time of the Research**

The research was conducted at the first semester in the academic year of 2018/2019.

### **4. Place of the Research**

The research was conducted in SMPN 1 Gunung Agung Tulang Bawang Barat.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Teaching English as a Foreign Language

Brown states, “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”.<sup>1</sup> It means that in teaching and learning process, the teacher should prepare the materials that will be taught, interact with the students to explain the material clearly and apply a suitable technique in order to achieve the goals of teaching and learning process.

Teaching English has different goal depends on why students are studying English. As Jeremy stated that there are three main categories of learning which it is worth considering; English as a Second language, English as a specific purposes and English as a foreign language.<sup>2</sup> It can be said that teaching English in every country may differ from each other. Therefore the instruments of teaching and learning English should be prepared well by teacher suited by the material and students’ needs and meets.

Foreign language as Petel says, “it is the language where the secondary environment is not observed and the people of linguistically foreign societies

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<sup>1</sup> H.Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall Regents, 1994), p.7.

<sup>2</sup> Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004), p.39.

use such language”.<sup>3</sup> It means that people learn another language besides their mother tongue and people commonly do not use it in their daily life.

In Indonesia, English is seen as a foreign language. It is supported by Setyadi who said that in Indonesia English is learned at schools and people do not speak the language in the society.<sup>4</sup> It means that students have a chance to learn and practice English in the schools only, because there is no English environment in society to practice it but school. In other wise, language environment is the important thing in Learning English. Without it, people have to spend a lot more time on memorizing and they will have more possible failure to learn the target language. Therefore, teaching and learning English in the school should provide the real situation which English is used to communicate both orally and writtenly in order to gaining the goal of teaching and learning English. It is related to Harmer, who says, “English as a foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country as transitory visitors in a target-language country”.<sup>5</sup>

Based on statements above, it can be concluded that teaching English as a foreign language is a process in transferring and receiving the knowledge about English itself in order to help the language learners mastering English and use it in the real situation. Teacher should explain, show the example and

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<sup>3</sup> Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise, 2008) p. 35.

<sup>4</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p 22.

<sup>5</sup> Jeremy Harmer, *Loc.Cit.*



guide them in teaching and learning English process by using the appropriate way.

## B. Concept of Writing

Writing can be said to be the act of forming the symbols, then arranging them to certain conventions, to form words, and words have to be arranged to form sentences.<sup>6</sup> It means that writing is not as simple as arrange the words, but more than it. The words should be arranged in particular order and connected to form the sequence of sentences that having one meaning.

In addition Harmer states, “writing has its mechanical components. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts. It is clear that writing is a complex activity”.<sup>7</sup> There are many things should be considered about by the writer in writing to make a good written.

According to Leo, writing is a process of expressing ideas or thoughts in words should be done at our leisure.<sup>8</sup> It is obvious that writing is the way to communicate with reader in written form that should be contain the certain meaning. Additionally Brown states, “writing is two steps process, first you figure out your meaning then you put in into language”.<sup>9</sup> In writing, thinking

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<sup>6</sup> Donn Byrne, *Teaching writing skills*, (London: Longman, 1995), p.1.

<sup>7</sup> <sup>8</sup> Sutanto Leo, et. Al, *English for Academic Purpose Essay Writing*, (Yogyakarta: C.V.ANDI, 2007), p.1.

<sup>9</sup> H.Douglas Brown, *Op.Cit*, p.321.

process is first thing the writer should do to decide the idea before convey it in written text.

It can be concluded that writing is the way to deliver writers' thoughts or feeling in written form. Writing is not as simple as put the words on the paper. It requires some aspect should be concerned by the writer including grammatical, vocabulary and the meaning or the purpose of the written text.

### C. Writing Ability

Brown states, "for almost six decades now research and practice in English language teaching has identified the four skills, they are listening, speaking, reading and writing as of paramount importance".<sup>10</sup> Writing is one of English skill should be mastered by language learners. It is supported by Elbow, writing is the ability to create words or idea of the writer.<sup>11</sup> Getting the idea and then generate it into readable text is called writing activity.

According to Siahaan, writing ability is the skill of a writer to communicate information to a reader or group of readers.<sup>12</sup> It means that writing is ability to convey ideas through written text clearly in order to the readers get the information easily and clearly.

For most people both in mother tongue and in foreign language writing is a difficult activity because there are some things that we have to consider about

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<sup>10</sup> H. Douglas Brown, *Teaching by Principles*, (San Fransisco: Longman, 1997), p.217.

<sup>11</sup> Peter Elbow, *Writing with Power : Techniques for Mastering the Writing Process*, (New York: Oxford University Press, 1980), p.53.

<sup>12</sup> Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.22.

when we want to write. Start from finding the idea, then choosing the suitable words to make a sentence, until making the sentences linked in a coherence. It is supported by Heyland that, “writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners’ ability to produce well formed sentences”.<sup>13</sup> To master writing ability, language learners should practice it as many as possible.

To know the learners’ writing ability, there are the five aspects of writing as the criteria of good writing by Tribble as follows:

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom)
4. Languages (the ability to write in appropriate structure)
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly)<sup>14</sup>

It can be said that to make good writing, there are five aspects of writing which have to be fulfilled by language learners. The elements above should be known and understood by the learners in order to develop their writing ability.

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<sup>13</sup>Ken Hyland, (1<sup>st</sup> Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.3.

<sup>14</sup> Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130.

Based on statements above, it can be concluded that writing ability is the ability of the language learners to convey the information or idea through written term. It is not only just write whatever they want but they have to also consider about some elements of writing which are content, organization, vocabulary, languages and mechanics.

#### **D. Concept of Teaching Writing**

Harmer states, “writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in teaching of English”.<sup>15</sup> In addition, he also said that writing as the basic language skill that must be taught.<sup>16</sup> It means that writing is one of the language skills in English that should be taught in the school in order to students gain the goals of teaching and learning English.

Teaching writing skills can be difficult for any teacher, since the approach will be different for almost every student. Some will learn quickly, while others will need some encouragement and more attention to ensure they understand what they are being taught. In other words, teacher has an important role to guide students to master writing skill. The writing activities should be structured in ways that help students learn to produce their own writings.

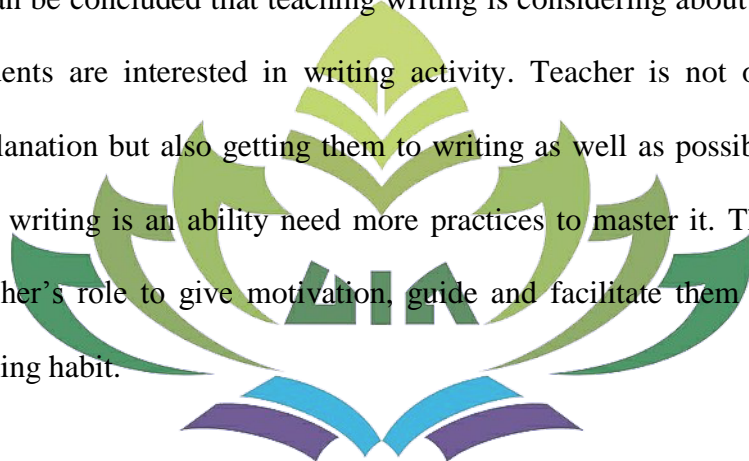
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<sup>15</sup> Jeremy Harmer, *Op.Cit*, p.31.

<sup>16</sup> Jeremy Harmer, *How to Teach English*, (New England: Longman, 2002), p.79.

As EFL/ESL writing teachers, our main activities involve conceptualizing, planning, and delivering courses<sup>17</sup>. In order to achieve the goal of teaching and learning process, teachers should have an English adequate proficiency so the material will be explained as clear as possible. It is also supported by the teaching and learning plans that teachers prepared before come to the class and the way to deliver it effectively. Whole process should be run together as a unity to accomplish the purpose of teaching and learning itself.

It can be concluded that teaching writing is considering about how to get the students are interested in writing activity. Teacher is not only giving the explanation but also getting them to writing as well as possible. It is known that writing is an ability need more practices to master it. Therefore, it is a teacher's role to give motivation, guide and facilitate them to building the writing habit.



#### **E. Concept of Descriptive Text**

Descriptive text is one of text-types which is taught in English teaching. Oshima and Hogue state, “descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds.”<sup>18</sup> It can be seen that descriptive writing is an activity which the writer tells the readers about characteristics of something. The object can be both concrete such as the shape and color, and can be an abstract like the attitude, feel and taste.

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<sup>17</sup> Ken Hyland, *Op.Cit*, p. 1.

<sup>18</sup> Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Longman), p.61.

It is in line with Gerot and Wignell also define “descriptive text is a text which has social function to describe a particular person, place, or thing”.<sup>19</sup>

The function of descriptive text is to make the readers draw what writer says in their mind. Therefore, the writer should draw something looks like as clear as possible to get the readers feel and see it as real as it.

Based on statements above, it can be concluded that descriptive text is a kind of text with a purpose to describe something. The context of this kind of text is the description of particular thing, animal, person, place or other either its personality or appearance.

#### **F. Generic Structures of Descriptive Text**

In the context of writing, every text has structure to compose it. Furthermore, Gerot and Wignell give generic structure of descriptive text as the followings:

1. Identification : identifies phenomenon to be described.

Identification is a part to introduce or identify the recognition. Moreover, it can be general statement about the object that want to be described.

2. Description : describes parts, qualities, characteristics.

Description or main body of the paragraph tells vivid details of place, person, or thing that are described so that the reader can easily imagine or picture the object , or they can feel the object with the five senses. Here is the example of descriptive text.<sup>20</sup>

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<sup>19</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Education Enterprises (AEE), 1994), p.165.

<sup>20</sup>Titanindya, “Descriptive Text”, available on: [www.Brainly.co.id.htm](http://www.Brainly.co.id.htm) (30 April 2018).

**Identification** : I have a new bag. Its colour is soft green. I always bring it when i go to school. It is made of strong fabric.

**Description** : There are some parts of my bag. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the bag. I keep a bottle of water in this pocket. I love my bag.

It can be concluded that in descriptive text the writer should consider about its generic structure. It contains two parts which are identification and description.

#### G. Grammatical Features of Descriptive Text

Every text has its own characteristics in grammatical, so does descriptive text. Its function is to differentiate each text and to ease language learners in identifying every text. The significant lexicogrammatical features of descriptive text, as follows:

1. Focus on specific participants.
2. Use of simple present tense
3. Use of attributive and identifying process
4. Frequent use of ephitets and classifiers in nominal groups.

Based on explanation above, we can conclude that there are some grammatical features in descriptive text that should be concerned about by the writer in order to make a good descriptive text.

## H. Concept of Descriptive Text Writing Ability

Writing is among the most important skills that students need to develop. Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.<sup>21</sup> It means that writing is the way to transfer the personal meanings to others in written form. Then, Gerot and Wignell define descriptive text as a text which has social function to describe a particular person, place, or thing.<sup>22</sup> It can be said that descriptive text is a text tells a details of something looks like. Descriptive writing expresses and develops images through the use of precise sensory words and phrases.

To master descriptive text writing ability, there are some aspects should be concerned about by the learners. In making a good descriptive text, the learners should know and understand the generic structures and the grammatical features of descriptive text. Then, it should be balanced with the five criteria of good writing, which are; content, organization, vocabulary, languages and mechanics.

Based on the statements above, it can be concluded that descriptive text writing ability is an ability of the language learners to describe something such as person, thing or place as real as it is in written form which fulfills good mastery of aspect of writing including content, organization, vocabulary, language and mechanics.

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<sup>21</sup> Christopher Tribble, *Writing*. (New York: Oxford University Press, 1996), p.130

<sup>22</sup> Linda Gerot and Peter Wignell, *Loc.Cit.*



## I. Concept of Game

Game means activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.<sup>23</sup>

Game is identical word which connected in the children world. In addition, Hadfield states, “game is an activity with rules, a goal and element of fun”.<sup>24</sup>

When talking about game, is not only about playing but more than it. Every game should have a rules therefore the players know to play it clearly in order to achieve its goal.

Nowadays, game is not only played to spend the leisure time. Game also can be used as the technique in teaching and learning. Setiyadi says, “a technique implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom”.<sup>25</sup> In addition, Andrew said that language learning is hard work. Games help and encourage many learners to sustain their interest and work.<sup>26</sup> It can be said that game can be used as technique to deliver the material offers a medium for students to explore and interrogate information in a fun and interactive way.

It is related to Lee, game is one of the situations which brings a foreign language to life in the classroom is provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print, and not least by certain contest and

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<sup>23</sup>Wright, Andrew, et.al, *Games for Language Learning*. (New York: Cambridge University Press, 1984). p.1

<sup>24</sup> Jill Hadfield, *Intermediate Communication Game*. (England: Addison Wesley Longman, 1999), p.4.

<sup>25</sup> Ag Bambang Setyadi, *Op.Cit*, p.14.

<sup>26</sup> Wright, Andrew, et.al, *Op.Cit*, p.2.

games.<sup>27</sup> It means that using game is meaningful to make the class more alive and get the students to be more active. By using game, teacher can put the real situation of English use in the class in order to help the students to experience language rather than merely study it.

From the statements above, it can be concluded that game is one of activity that can be used in teaching and learning to attract the learners' interest. It offers fun activity, so they can play and learn at the same time.

## J. Concept of Toothpick Game

### 1. Definition of Toothpick Game

Toothpick game is one of teaching and learning way that is covered in a game that use toothpick as a medium. According to Copland, toothpick game is used to practise making sentences describing the pictures.<sup>28</sup> It is used a toothpick as a tool to point the part of picture that the learners want to describe. It helps the learners to concern only on part will be described.

Slattery and Willis in Copland states, "toothpick game is a game that makes students easier to find ideas in describing topic".<sup>29</sup> It is a kind of game has purpose to make students easier to express their ideas and be creative. It helps students in describing by seeing the picture and then choosing the part of picture to be described.

<sup>27</sup> Lee, W R, *Language Teaching Games and Contests*. Second edition. (Britain: Oxford University Press, 1979), p2

<sup>28</sup> Fiona Copland, et.al, *Crazy Animals and Other Activities for Teaching English to Young Learners*, (London: British Council, 2012), p.86.

<sup>29</sup> Gita Yolanda. JELT Vol.3 no.1 Serie A ISSN: 2302-3198 September 2014. *Teaching Writing Descriptive Text Using Toothpick Game to Junior High School Students*. English Department of Languages and Arts Faculty of Padang State University.

This game is done by grouping. As Andrew says, “some games require four to six players; in these cases group work is essential”.<sup>30</sup> Toothpick game needs four players in a group to work together producing a descriptive text. In order to make a descriptive text, each player should contribute a sentence until make a descriptive text. It means that each player has an equal responsibility in a group to finish the game. Then, it will help the learners who still feel confused in writing a descriptive text to learn it by asking their partner. Unconsciously, this activity also will build the communication among players in a group.

It can be concluded that toothpick game is one of useful and meaningful way makes students work in group collaboratively to finish the game that helped students to make easier in describing something by sticking the certain point.

## 2. Procedure of Toothpick Game

Toothpick game can be applied as the following steps.

- a. Divide the class into pairs or groups of no more than four. Give each pair/group a set of about 12–20 toothpicks.
- b. Give each pair or group a picture.
- c. Tell the children that they have to take it in turns to make sentences about the pictures. Elicit some examples using one of the pictures, or a picture you put on the board.

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<sup>30</sup> Wright, Andrew, et.al, *Op.Cit*, P.3

- d. Here is the fun part. As the children make a sentence, they must put a toothpick on to the picture, so that the point of the toothpick touches the part of the picture that the child is describing. The next child then makes a sentence, following the same procedure. However, this child's toothpick must touch the picture and also the previous toothpick, like in a dominos game.
- e. The children get one point for each toothpick they manage to lay down. The child who places all their toothpicks first is the winner.<sup>31</sup>

The other procedure below offered by Slattery and Willis in Nafiah:

- 1) Divide students into some groups.
- 2) Give the same picture and some toothpicks to all groups.
- 3) In playing the game, the groups' task is to write the sentences which describes the part of picture that touched by toothpick in turns.
- 4) Tell them to make a sentence based on they put the toothpick on to the part of picture. Next students should make a sentence by following the same procedure. Moreover, the toothpick should touch the picture and the previous toothpick.
- 5) The group who places the most toothpick first is winner.<sup>32</sup>

In teaching writing descriptive text by using toothpick game, students are expected to understand the descriptive text easily and be able to make their

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<sup>31</sup> Fiona Copland. et.al, *Op.Cit*, p.86.

<sup>32</sup> Laini Nurin Nafi'ah. *Improving Students' Mastery in Simple Present Tense Through Toothpick Game (A Classroom Action Research on the Seventh Grade of M.Ts. Raudlatut Tholibin Pakis Tayu Pati in the Academic Year of 2015/2016)*. (Education And Teacher Training Faculty. Walisongo State Islamic University Semarang 2016) p.32.

own descriptive text. Here are the steps in teaching descriptive text writing ability using toothpick game:

- a) Teacher divides the students into some group consist of four until five members.
- b) Each group will be given same picture and a number of toothpicks as a medium to stick part of the picture.
- c) Teacher asks the students to make a sentence based on the picture by putting the toothpick on the picture one by one. Then, teacher gives an example by sticking one toothpick on a picture then makes sentence based on the picture.
- d) Then, each group should compete in making a descriptive text. Each member on a group should contribute a sentence based on what part that they put the toothpick on. Next student should continue the game by following the same procedure. The important is the toothpick not only should touch the picture but also the previous toothpick, like in a dominos game.
- e) Teacher asks the group who finish first to write it and also stick the picture on the whiteboard, then ask all students to check it out together.

### **3. Teaching Descriptive Text Writing Ability by Using Toothpick Game**

#### **a. Pre-Activity**

- 1) Teacher asks the students about descriptive text.
- 2) Teacher gives the picture to be described by students.

b. Whilst-activity.

- 1) Teacher explains about descriptive text including its generic structures and grammatical features.
- 2) Teacher divides the students into some groups consist of four members.
- 3) Each group will be given same picture and a number of toothpicks as a medium to stick part of the picture.
- 4) Teacher gives an example by sticking one toothpick on a picture then makes sentence based on the picture.
- 5) Then, each group should compete in making a descriptive text. Each member should contribute a sentence based on what part that they put the toothpick on. As the student makes a sentence, the other students in a group do not allow to see it. Next student should continue the previous sentence with the same procedure and make sure that the toothpick must touch the previous toothpick, like in a dominos game.

c. Post-activity

- 1) Teacher asks the group to submit their result.
- 2) Teacher asks the students to make a conclusion related to the material.

#### 4. Advantages and Disadvantages of Toothpick Game

There are several advantages and disadvantages of using toothpick game.

Firstly, the advantages of toothpick game can be described as follow:

- a. It is easy to find and use.
- b. It is an attractive and enjoyable activity to motivate students in learning descriptive text.
- c. It enhances the students' imagination to convey and generate ideas, and practice it in making a sentence.
- d. It is for training the students to work in a team because they do not think by themselves but they think and work together and also has a responsible to their group.
- e. It can transform the boring class into a challenging and and more fun class, because it can reduce students' stress in studying, especially in writing.<sup>33</sup>

Besides the advantages above, toothpick game also has disadvantages , as follows:

- 1) It is easy to be broken.
- 2) Many times taken for prepare the instructional materials and equipment.<sup>34</sup>

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<sup>33</sup> Fiona Copland, *Op.cit*, p.88

<sup>34</sup> *Ibid*, p.89

Based on statement above, it can be concluded that toothpick game is useful way to teaching descriptive text because it helps students to make a sentence by sticking the point that want to be described. Besides that, there are some disadvantages should be overcome by teacher. Teacher must provide the scissors to sharpen the tip of a toothpick so it will not easy to be broken. Teacher also should prepare it first before come to the class in order to not wasting time in teaching and learning process.

## **K. Concept of Guided Writing**

### **1. Definition of Guided Writing**

Guided writing is the process where teachers develop and guide students' writing through discussion, join text construction and evaluation of their independent writing.<sup>35</sup> It means that guided technique involves teacher working with the students to guide them in making their writing task.

Tyner defines guided writing as an instructional writing context chiefly teaching the writing process through modelling, support, and practice.<sup>36</sup>

Teacher should make a clear about writing, not only give an explanation of writing but also should show clearly how to write and compose a text.

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<sup>35</sup> Parsons and Sharon, *Bookwise 4 Teacher's Guide*, (Cheltenham: Nelso ThornesLtd, 2001), P.12.

<sup>36</sup> Tyner, B. 2004. Beginning reading instruction and the small-group differentiated reading model. *In Small-Group Reading Instruction* (pp. 1–16). (Newark, DE:International Reading Association, 2004).



Based on the statements above, it can be concluded that through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing independence.

## 2. Procedures of Guided Writing

Dunigan states several steps of guided writing activity:

- a. Planning: the students identify, collect and organize the ideas.
- b. Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
- c. Popping: using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, or around.
- d. Polishing: the students polish their writing project, with assistance as needed to compose a final draft.
- e. Publishing: the students shared their completed work.<sup>37</sup>

## 3. Teaching Descriptive Text Writing Ability by Using Guided Writing

- a. Pre-activity
  - 1) Teacher asks the students knowledge about descriptive text, the kinds, the generic structures and linguistics features of it.
  - 2) Teacher gives the picture. Then, asks the students to mention what information they get from the picture.

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<sup>37</sup> Jima Dunigan, 2008. *Classroom Authoring Guided Writing*. (Teachers Created Resources), P.14

b. Whilst-activity

- 1) Teacher provides some topics to be described by students. They should choose one of them.
- 2) Teacher gives an example how to make an easy draft about the topic first before write it into a descriptive text.
- 3) Teacher asks the students to make descriptive text by identify, collect and organize the idea.
- 4) Teacher guides the students in gathering ideas to make an easy draft first.

c. Post-activity

- 1) Students make a descriptive text based on their draft.
- 2) Students revise their result before submit it to teacher.
- 3) Students collect their final project to the teacher.

**4. Advantages and Disadvantages of Guided Writing**

There are some advantages and disadvantages of guided writing use. First, there are some advantages offered by freewriting according to Shelley:

- a. Facilitates teaching and learning of individual students.
- b. Provides the teacher with the opportunity to extend and challenge more able groups of students.
- c. Builds the confidence.
- d. Encourages the students to be active participants in discussions about writing.

Besides that, there are some disadvantages of guided writing:

- a. It needs a lot of time in the classroom before the students are asked to make a composition in descriptive text.
- b. The teacher should make the guided writing and needs a good preparation.
- c. Less of independent.<sup>38</sup>

Based on statements above, it can be said that using guided writing gives the chance in teaching and learning individual students, group students, active students in discussion, confident about writing what have been written. However, there are some disadvantages of using guided writing should be solved by teacher by giving the solutions such as; (1) the teacher gives the limited time in learning process (2) the teacher gives the chance to ask about difficulty the students have (3) the teacher makes small groups of students.

#### **L. Frame of Thinking**

Writing is assumed as the difficult skill because it needs many aspects and elements should be understood by the language learners to communicate in written form. In fact, there are many junior high school students who do not know to write well. It is caused by some reasons such as due to lack of vocabulary, get hard in finding the ideas and elaborate them into sentences. Hence, teacher should find the appropriate way to get the students more

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<sup>38</sup> Shelley Peterson, *Guided Writing Instruction*, (Winnipeg: Hignell Book Printing, 2003), p. 5

motivate in learning writing and easier to be understood by them. Moreover, students have to consider to practice their writing ability.

Descriptive text is a text which draw something in a written text to make the readers imagine, feel, hear or taste it clearly. Some students are hard to get started their writing and some do not know how to continue it after the topic has been written. Actually, in writing descriptive text the students should know first what they want to describe. Teacher can not ask the students to describe something the students do not see directly or indirectly. It has to be something they have known and ever seen directly or indirectly before. Hence, toothpick game was chosen as the way in teaching and learning descriptive text writing ability.

Toothpick game is game used a toothpick as a media to touch the picture want to be described. It is as a meaningful way requires the students to work together in order to finish the game in making descriptive text. So, unconsciously it helps them to build the communication among them. Besides helping the students to make a descriptive text, it also helps the teacher to explain and give an example of how to describe something by stick on the part of the picture that will be described. Therefore, it is used in teaching writing ability, practically descriptive text.

## M. Hypothesis

Based on the explanation above, the hypothesis will be formulated as follows:

$H_a$  : There is a significant influence of using toothpick game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

$H_o$  : There is no significant influence of using toothpick game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.



## CHAPTER III RESEARCH METHOD

### A. Research Design

In this research, an experimental design was used. Experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.<sup>1</sup> It means that the experimental design is used to see whether any difference result between the group or class of participants. It was used to see the influence of using toothpick game towards students' writing abiliy in descriptive text at SMPN 1 Gunung Agung.

Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>2</sup> It means that in quasi experimental design, the group is already created, not created by the researcher. In addition, Creswell states that, "the researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups".<sup>3</sup> It means that there were two classes in this research, as an experimental class and control class. Pre-test and post test was used in the control and

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<sup>1</sup> John W. Cresswell, *Educational Research*, Fourth Edition(Lincoln: Pearson, 2002), p.21.

<sup>2</sup> *Ibid*, P. 309.

<sup>3</sup> *Ibid*, p. 310.

experimental class to see the influence of using toothpick game and comparing the gained scores between both classes. The experiment class was given the treatment by using toothpick game in the classroom and the control class was treated by using guided writing technique. The design of research can be illustrated as follows:<sup>4</sup>

G1 = O1 X O2

G2 = O3 C O4

Notes :

G1 = Experimental class

G2 = Control class

O1 O3 = Pre-test

O2 O4 = Post-test

X = Treatment by using toothpick game

C = Treatment by using guided writing

## B. Variable of Research

There were two variables in this research, namely:

1. Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome. Independent variable in this research was toothpick game symbolized as (X)

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<sup>4</sup> John W. Best and James V. Kahn, *Research in Education*, Seventh Edition, (New Delhi: Prentice-Hall, 1995), p.183

2. Dependent variable is the consequence of another variable. Students' writing descriptive text ability was dependent variable (Y).

### C. Operational Definition of Variable

The operational definition of variable was used to explain the characteristics of the variables investigated by the researcher as follows:

#### 1. Independent Variable (X)

Toothpick game is a game used in teaching descriptive text work in group that consists of four students by asking them to make a sentence based on the picture they point out.

#### 2. Dependent Variable (Y)

Students' descriptive text writing ability is their ability to express their ideas and thoughts in describing a person, thing or place to compose a text and is aimed to the readers to imagine it in their mind, which fulfills the criteria of good writing such as content, organization, vocabulary, language and mechanics.

### D. Population, Sample and Sampling Technique

#### 1. Population

According to Arikunto, population is all of the research subjects.<sup>5</sup> It is supposed by Setyadi who stated that all individuals which can be the target in research were called population.<sup>6</sup> Thus, the population in this

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<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2014), p. 173.

<sup>6</sup> Ag Bambang Setyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu, 2006), p.38.



research was the students at the seventh grade of SMPN 1 Gunung Agung in the academic year of 2018/2019. The total number of population were 192 students divided into six classes

**Table 2**  
**The Population of Seventh Grade of SMPN 1 Gunung Agung in the Academic Year of 2018/2019**

No.	Class	Gender		Total
		Male	Female	
1	VII.1	17	15	32
2	VII.2	17	15	32
3	VII.3	17	15	32
4	VII.4	15	17	32
5	VII.5	19	13	32
6	VII.6	17	15	32
<b>Total</b>		<b>102</b>	<b>90</b>	<b>192</b>

## 2. Sample

Sample is the part of population which will be investigated.<sup>7</sup> The sample of this research were two classes. One was as experimental class and the other one was as control class. In this research, experimental class was 7.2 and control class was 7.6. Both 7.2 and 7.6 consist of 32 students.

## 3. Sampling Technique

Sampling technique is the way to decide the subject of research that represent all of the population. Fraenkel and Wallen state, "the selection of groups, or cluster of subjects rather than individuals is known as cluster

<sup>7</sup> Suharsimi Arikunto, *Op.Cit*, p.130

random sampling”.<sup>8</sup> It can be done by places all names of the population in a hat, mixes them thoroughly, and then draws out thenames of how many sample will be needed.<sup>9</sup> Based on the explanation above to determine the sample, the cluster random sampling was used because the population is in groups and homogenous. Here are the steps to determine the experimental and control class:<sup>10</sup>

- a. Select a cluster grouping as a sampling frame. Seventh grade students of SMPN 1 Gunung Agung was chosen as a population in this research.
- b. Mark each cluster with a number. All classes in six small pieces of paper were written.
- c. Choose a sample of clusters applying probability sampling. The pieces of paper were rolled up and put into a glass. Then, the glass was shaken and the first paper which out was an experimental class. The same procedure was used to decide the control class. The paper which came out of the glass was be the control class.

## E. Research Procedure

In conducting the research, some procedures was applied as follows:

### 1. Planning

- a. Finding the subject

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<sup>8</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Educational* , seventh edition, (New York: McGraw-Hill, 2009), p.95.

<sup>9</sup>*Ibid*, p.92.

<sup>10</sup> Jackson, S.L. *Research Methods and Statistics: A Critical Approach*. 4<sup>th</sup> edition. (Boston: Cengage Learning, 2011), p.86.

The students of seventh grade of SMPN 1 Gunug Agung was chosen as the subject of this research. There were two classes as experimental class and control class.

b. Selecting Material

The material suit to the students based on the syllabus was chosen. The material was descriptive text.

c. Preparing the Readability Test

Readability test was given to the students out of sample. It was used to evaluate the test items would be given in pre-test and post-test. The test items should be good item, therefore readability test was conducted.

d. Preparing pre-test

Pre test had been given to the students in order to know the students' descriptive text writing ability before treatment. The students were assigned to write descriptive text based on the provided topics which were "my mother, my bag, and cat".

e. Determining the material

The material had been determined before come to the class, which is descriptive text writing about the thing, a person or an animal. The famous people was chosen to make the students understanding the material easily. The second topic was bag, the thing they have would ease them to make a descriptive text. And the last topic was rabbit, the

animal that easy to find in their daily life so they would be easy to describe it.

f. Preparing post-test

Post test was given to the students to know their descriptive text writing ability after being given the treatment with the topics were “my best friend, my shoes, and chicken”.

## 2. Application

After the planning was made, then it was applied in experimental class and control class. There were some steps as follows:

- a. In the first meeting, readability test was given to the students out of the sample.
- b. In the second meeting, pre-test was given. The test consisted of three directions and three instructions.
- c. Three next meetings, the students in the experimental class was given treatment by using toothpick game.
- d. The last meeting was for post test. The students were assigned to write a descriptive text consists of two paragraphs with provided topics. It was used to know their descriptive writing ability after being given the treatment. The test item was determined before using validity and readability analysis of pre-test. Therefore, the items that was used in post test only valid and readable item.

### 3. Reporting

After the planning was done, the result of pre-test and post-test were collected to analyze whether the result of post test was higher than pre test or not. It means that the result was used to know whether toothpick game can give significant influence towards students' descriptive text writing ability. And the last thing to do was report the findings.

## F. Data Collecting Technique

In collecting the data, the research used test. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>11</sup> Pre test and post test was used in this research.

### 1. Pre-test

Pre-test was assigned to know the students' descriptive text writing ability before being given the treatment. The test was done by writing the descriptive text consists of two paragraphs based on the provided topics. (See appendix 6a )

### 2. Post-test

Post test was given to know about the students' achievement after they were given the treatment. It was used to see the influence of using toothpick game in writing descriptive text. It was conducted by asking

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<sup>11</sup> Donald Ary, *Op.cit* , p.201

them to write descriptive text consists of two paragraphs about the provided topics. (See appendix 6b)

### G. Research Instrument

According to Cresswell, an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that people establish or develop in advance of the study.<sup>12</sup> Kind of instrument will be used depends on what will be measured. In this case, students' descriptive text writing ability was measured. Therefore, the instrument of this research was writing test. It is supported by Douglas who stated that there are many ways to test learners' writing ability, such as writing a text, short reports, essays and summaries.<sup>13</sup>

Pre-test and post-test was made to see the students ability before and after being given the treatment. In this case, the students were asked to write descriptive text that consists of two paragraphs which were identification paragraph and description paragraph about the provided topics. It is line with Gerot and Wignell who stated that the generic structures of descriptive text are identification and description.<sup>14</sup> Therefore, the students were asked to make two paragraphs in descriptive text.

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<sup>12</sup> John W. Cresswell, *Op.cit.*, p.14.

<sup>13</sup>H.Douglas Brown, *Language Assessment, Principles and Classroom Practices*,(San Fransisco: Longman, 1994), p.233.

<sup>14</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Education Enterprises (AEE), 1994), p.165.

The students were given 60 minutes for time allocation to make a descriptive text. It is supported by Weigel who stated that cultural preferences and practices of the test takers is such one of aspect to the problems of time limit.<sup>15</sup> Additionally, the amount of time students will take is largely dependent upon what they are used to. It can be 30, 40, 45, 60 or 180 depend on what type of text they are asked to write and how many task to complete.<sup>16</sup> Therefore, the students were given 60 minutes to complete the test because of they were asked to produce one descriptive text only. (See appendix 6a and 6b). Below were the topics which were given to the students:

**Table 3**  
**Research Instrument for Pre and Post-Test**

Instrument	Topic
Pre-test	<ol style="list-style-type: none"> <li>1. My mother</li> <li>2. My bag</li> <li>3. Cat</li> </ol>
Post-test	<ol style="list-style-type: none"> <li>1. My best friend</li> <li>2. My shoes</li> <li>3. Chicken</li> </ol>

Based on the syllabus, the topic was given is should a person, thing or animal that can be found around the students to ease them in making a descriptive text by seeing it directly. Therefore, the topics above were chosen for pre and post-test.

<sup>15</sup> Sara Cushing Weigl, *Assessing Writing*, (New York: Cambridge University Press, 2002), p.101

<sup>16</sup>*Ibid*, p. 102.

## H. Scoring Criteria

The score of test was calculated based on the following scoring system proposed by Tribble:<sup>17</sup>

**Table 4**  
**Scoring System**

Area	Score	Description
<b>Task Fulfillment/ Content</b>	20-17	<b>Excellent to very good:</b> Excellent to very good of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very poor:</b> Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> Fails to address the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization ideas does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always

<sup>17</sup> Christopher Tribble, *Language Teaching Writing*, (England: Oxford University Press, 1996), p.130.



		appropriate.
	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, number, word order, articles, pronouns, prepositions; meaning something obscured.
	17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning something obscured.
	9-6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, meaning often obscured.
	5-0	<b>Inadequate:</b> fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> fails to address his aspect of the task with any effectiveness.

Final score: C + O + V + L + M

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanic (10) +

100

## I. Validity, Readability and Reliability of the Test

### 1. Validity Test

A good test should have a validity. Arthur states, “the validity test is conducted to check whether the test measures what is intended to be measured”.<sup>18</sup> It means that before the test was given, it should be checked first whether the test fulfills the criteria need to be tested or not.

In addition, based on Best and Kahn, a test is valid if it is measured what it claims to measure.<sup>19</sup> It can be said that the test is valid when it contains the thing it needs to measure. Therefore, to measure the validity of the test, content and construct validity were used.

#### a. Content Validity

Best and Kahn said that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it is designed. Content validity is based upon the examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.<sup>20</sup> It means that when arranged the test for the students, the researcher should make it along with the students' needs and meets based on the curriculum and syllabus. It can be seen in appendix 4. Therefore, the researcher should take a look at the textbook which is used by students in order to make the test suit to their material and the objectives of teaching and learning. Then, the

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<sup>18</sup> Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge: Cambridge University Press, 2003), p.26

<sup>19</sup> John W. Best and James V. Kahn, *Op.cit*, p.219

<sup>20</sup> *Ibid*.

instruments were consulted to the seventh grade English teacher in SMPN 1 Gunung Agung, Ms. Duwi Meiliyati, S.Pd to make sure that the instrument was valid.

#### **b. Construct Validity**

Best and Kahn states, “construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory”.<sup>21</sup> It is supported by Yi in David Nunan, construct validity is establishing correct operational measures for the concept being studied.<sup>22</sup> It means that the test should have a clear purpose of what the test meant to be. In this case, the writing descriptive text was arranged to measure the students’ descriptive text writing ability based on the criteria of good writing that contains of five aspects. Content, organization, vocabulary, language and mechanic were the criteria that should be fulfilled by the students in writing activity. The instrument were cosulted to the English teacher of SMPN 1 Gunung Agung to make sure whether the instrument had been valid. (See appendix 8).

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<sup>21</sup> *ibid*

<sup>22</sup> David Nunan, *Research Methods in Language Teaching*,(Cambridge: Cambridge University Press, 1992), p.80

## 2. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand.<sup>23</sup> Test should be easily to understand. To know readability of the descriptive text writing ability test instrument, the Kouame's research was followed. The participants will evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.<sup>24</sup> Therefore, the students were asked to score the pre test. After that, the mean of each item was measured.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. It can be concluded that the writing test is quite readable and understandable by the students since the mean was 2.984375 and it was lower than 4.46. (See appendix 13).

## 3. Reliability of the Test

Reliability means that scores from an instrument are stable and consistent. Score should be nearly the same when researchers administer the instrument multiple times at different times.<sup>25</sup> Additionally, Donald states, "reliability is the degree of consistency with which it measures whatever it

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<sup>23</sup>Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p.133.

<sup>24</sup>*Ibid*, p.134

<sup>25</sup> John W Creswell, *Op.cit*, p. 159

is measuring”.<sup>26</sup> The test should be reliable besides valid. To measure it, inter-rater reliability was used which involved two observers to score the test that was given to the students. In this case, the researcher with the seventh grade English teacher were the examiners of students’ description text writing test. To measure the reliability of students’ descriptive text writing test, the rank order correlation was used as follows:

$$\rho = 1 - \frac{6(\sum D^2)}{N(n^2 - 1)}$$

Notes:

$\rho$  : reliability

d : the different of rank correction

N : number of students<sup>27</sup>

Moreover, to know the degree or the level of the reliability of writing test, the criteria is used as follows:<sup>28</sup>

- a. A very low reliability ranges from 0.00 to 0.19
- b. The low reliability ranges from 0.20 to 0.39
- c. An average reliability ranges from 0.40 to 0.59
- d. A high reliability ranges from 0.60 to 0.79
- e. A very high reliability ranges from 0.80 to 1.00

The reliability of pre-test and post-test result was 0.99 and 1. Based on the criteria above, it can be concluded that both of pre-test and post-test was a very high reliable.

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<sup>26</sup> Donald Ary, *Op.Cit*, p. 236

<sup>27</sup> Bambang Setyadi, *Op.cit*, p.19

<sup>28</sup> Ibid, p. 317

## J. Data Analysis

### 1. Fulfillment of the test Assumptions

#### a. Normality test

Normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this case, the statistical computation was used. It was using SPSS (*Statistical Program for Social Science*) 16. Kolmogrov – Smirnov was used as the test of normality. While the criteria of acceptance or rejection of normality test as follows:

$H_0$  was accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  was accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

$H_0$  : the data were normally distributed

$H_a$  : the data were not normally distributed.

#### b. Homogeneity Test

Homogeneity test is used to determine whether or not the data collected from the sample is homogenous or not. The test of homogeneity used Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follow:

$H_0$  was accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  was accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

$H_0$  : The variances of the data were homogenous

$H_a$  : The variances of the data were not homogenous

## 2. Hypothetical Test

After the fulfillment of the assumptions normally test and homogeneity test were fulfilled, t-test was used. While the criteria acceptance or rejection of hypothesis test were:

$H_a$  was accepted if  $\text{sig} \leq \alpha = 0.05$

$H_0$  was accepted if  $\text{sig} > \alpha = 0.05$

The hypotheses are:

$H_0$  : There is no significant influence of using toothpick game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

$H_a$  : There is a significant influence of using toothpick game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Description of the Treatment**

The research started from 19th November until 5th December. It consisted of Readability test, Pre-test, three treatments and Post-test. For the experimental class, Toothpick game was used to find out the influence of using toothpick game in teaching descriptive text writing ability in three meetings. Whereas in the control class, guided writing was used in teaching and learning process that actually had been used by teacher. Some results were identified in this research, they were: the students' score before being given the treatment in pre-test and the score after had been given the treatment in post-test.

#### **1. Description of the First Treatment**

The first treatment was on Wednesday, 21<sup>th</sup> November 2018 began at 12.30 Am. It was started by greeting the students. Then students' condition and attendance list were checked. There was a student who absent that day. The students seemed nervous at first. Before explaining more about the material, they were asked about descriptive text. Almost all students knew it in the simple understanding. It was good enough for the beginning. Then, a picture of Sule was given to the students. They were asked to find out what information they got to be described based on that picture.



In whilst activity, the students mentioned about what they got based on the picture and made it into the sentence and they were asked to correct their sentences together. After that, the students were given more explanation about what descriptive text including its generic structures and grammatical features. Furthermore, the students were given explanation about simple present tense and adjective to be used when they describe people like beautiful, tall, short hair, long hair, slanting eyes, kind and clever. Next, the students were asked to make a group consists of four until five people in order to make a descriptive text. Each group was given the same picture to be described some toothpick. The example about how to stick the part of picture and then made it into the sentence was given. The students were asked to make a descriptive text related to the picture by sticking the point using toothpick. After finishing the text, they were asked to submit it.

For the first treatment, the students more focused on how they stick a part of picture than how to constructed it into sentences. They spent more time to make sure that the toothpicks were touching each other. So, their time to make a descriptive text was less. Moreover, they still confused about vocabulary that should be used. Therefore, they were allowed to open the dictionary but just some of them who brought it. At the end, only two groups from eight group can finish their text.

In the last session, the students were asked about the material and made the conclusion together. Then, the next material was told. This meeting was closed by asking the students to pray first and then they were greeted.

## **2. Description of the Second Treatment**

The second treatment held on Friday, 23<sup>th</sup> November 2018 began at 8.00 pm. The students were greeted and they were asked to pray first. Then, the attendance list was checked. They were more enjoying this treatment than the last. The students were asked to review the last material first before starting the lesson today. Then, they were given a picture of bag to be described by the students.

In whilst activity, the students were asked to make a sentence based on that picture and then being discussed together. The second treatment was same like the first which they were asked to make a descriptive text in grouping but in different topic. The topic for this treatment was a doll. The students were asked to join their group to get the picture and some toothpick. Before they did their writing, the example was given first based on the picture. Then, the students made a descriptive text in a group. After finished it, they were asked to submit it.

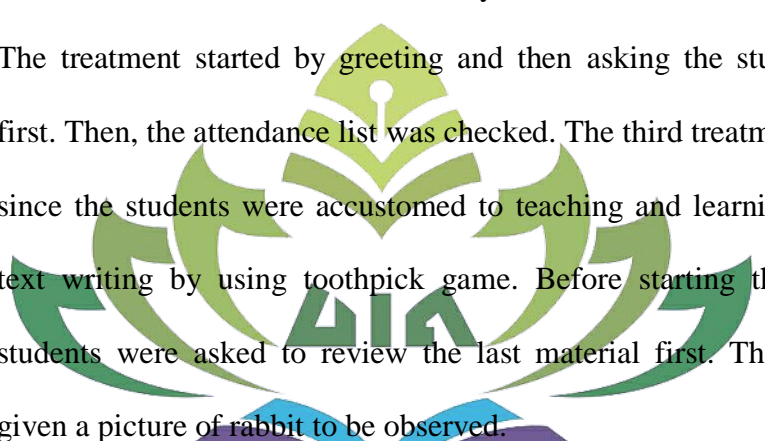
The students looked more ready in this meeting. They also can manage their time better than the first meeting. If in the first meeting they only focused on how to stick the picture, but in this meeting they focused also in making the sentence. Although sometime, they still looked a little bit

confused about the word they would use, but at least almost the students brought the dictionary. At the end, all groups can submit their result.

In the last session, they were asked to review this meeting and and made the conclusion together. Then, the next material was told. This meeting was closed by asking the students to pray first and they were greeted.

### **3. Description of the Third Treatment**

The last treatment held on Wednesday, 28<sup>th</sup> November 2018 at 12.30 am. The treatment started by greeting and then asking the students to pray first. Then, the attendance list was checked. The third treatment was better since the students were accustomed to teaching and learning descriptive text writing by using toothpick game. Before starting the lesson, the students were asked to review the last material first. Then, they were given a picture of rabbit to be observed.



In whilst activity, the students were asked to make a sentence based on the picture. Then, they were asked to correct their sentences together. Topic in the third treatment was a cow. Like the first and the second treatment, the students were in group. They were more excited to make a descriptive text. They were given the picture and some toothpick first. Then, the example to make a sentence based on the picture was given. After that, the students were asked to make a descriptive text in a group. After they finished it, they were asked to submit it.

The students enjoyed the process of toothpick game which they did. They did not look so confuse anymore about how to make descriptive text. They were better than two last treatments in managing time and choosing the words.

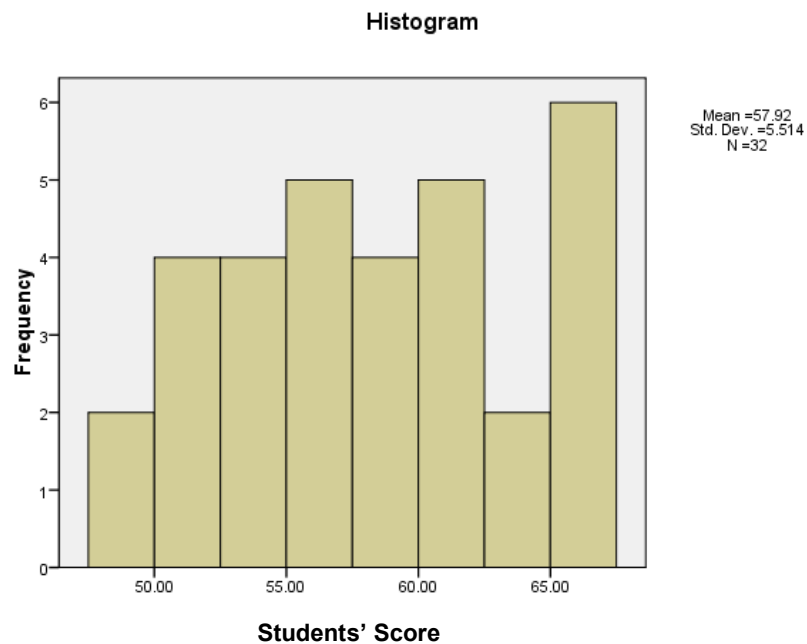
In the last session, the students were asked about the material and made the conclusion together. Then, they were told that next meeting they would held a post test. This meeting was closed by asking them to pray first and they were greeted.

## **B. Result of the Research**

### **1. Result of Pre-test in Experimental Class**

The pre-test was conducted to know the students' descriptive text writing ability before being given the treatment. The pre-test was administrated on Sunday, 19<sup>th</sup> November 2018 at 8.30 am. The score of pre-test in the experimental class can be seen at figure 1.

**Figure 1**  
**The Graph of Pre-Test Result in Experimental Class**

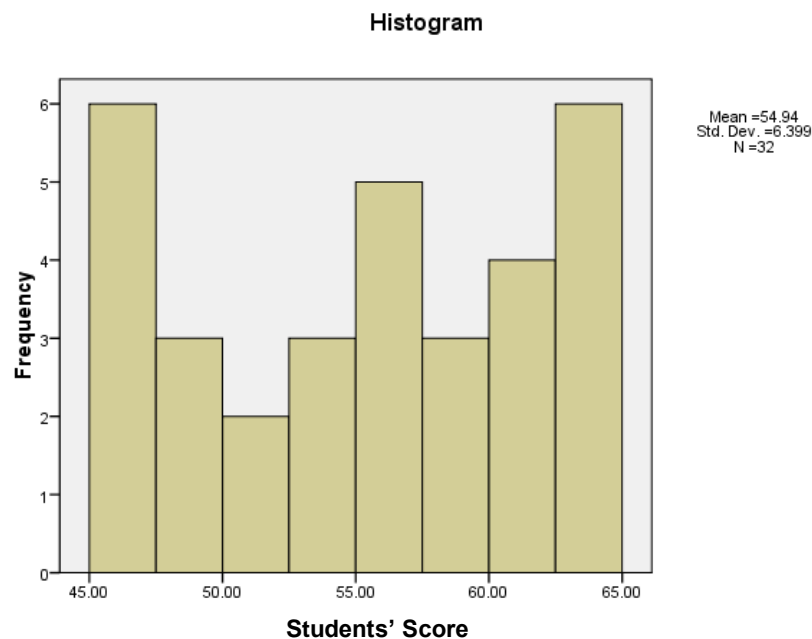


In experimental class which N was 32, the mean was 57.92, standard of deviation was 5.514, mode was 55.00, median was 59.5000, variance was 30.405, minimum score was 49.00 and maximum score was 66.00. It can be seen in appendix 14.

## 2. Result of Pre-Test in Control Class

The pre-test was administrated on Sunday, 17 November 2018 at 10.00 am. The pre-test was held in order to know the students' descriptive text writing ability before being given the treatment. The score of pre-test in experimental class can be seen at figure 2.

**Figure 2**  
**The Graph of Pre-Test Result in Control Class**

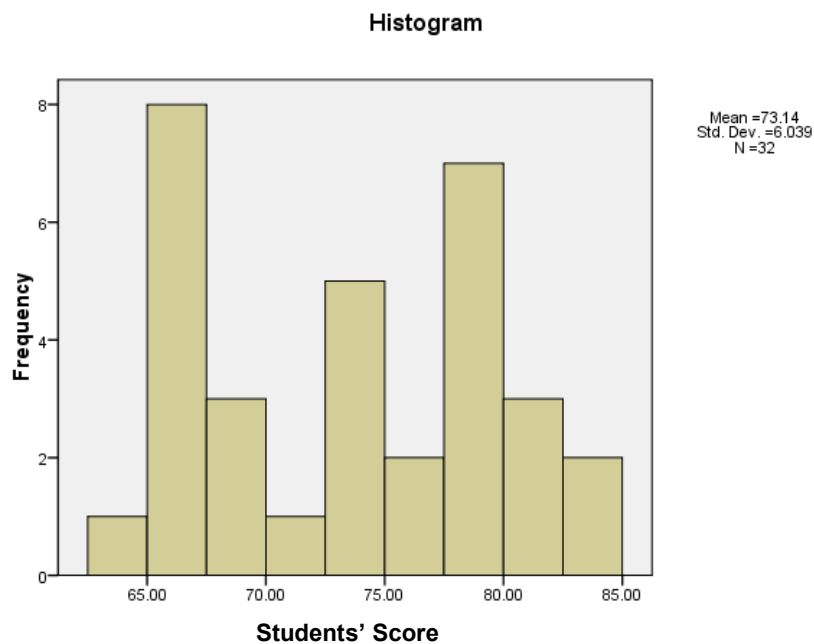


In control class which N was 32, mean was 54.94, standard of deviation was 6.399, mode was 45.00, median was 55.50000, variance was 40.9488, minimum score was 45.00 and maximum score was 64.00. It can be seen in appendix 14.

### 3. Result of Post-test in Experimental Class

Post-test was conducted to know the students' descriptive text writing ability after being given the treatment. The post-test was administrated on Friday, 30th November 2018 at 9.45 am. The score of post-test in experimental class are showed at figure 3.

**Figure 3**  
**The Graph of Post-Test Result in Experimental Class**

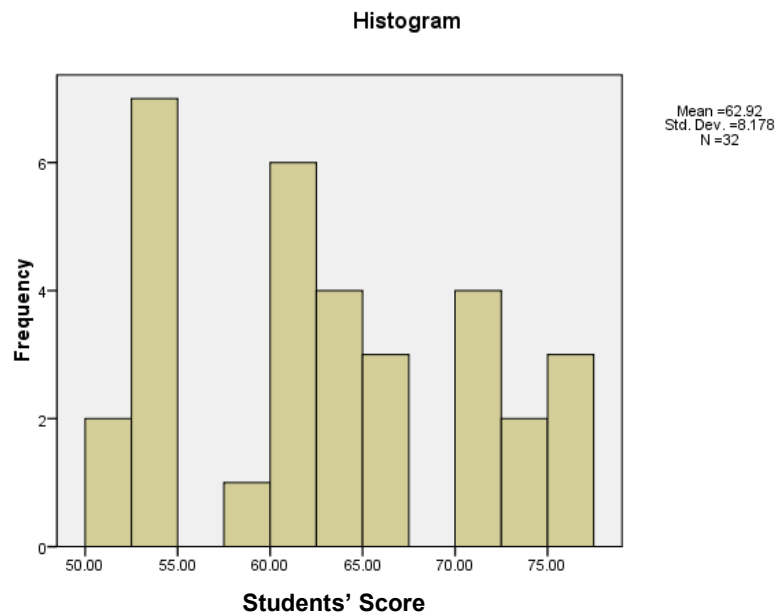


The mean of post test in experimental class was 73.14 which N was 32, standard of deviation was 6.039, median was 74.25, mode was 77.50, variance was 36.472, minimum score was 64.50, maximum score was 83.00. It can be seen in appendix 15.

#### **4. Result of Post-test in Control Class**

In control class, post-test was administrated on Friday, 30<sup>th</sup> November 2018 at 8.15 am. It was managed to know the students' descriptive text writing ability after being given the treatment. The score of post-test in control class are showed at figure 4.

**Figure 4**  
**The Graph of Post-Test Result in Control Class**



The result of post-test in control class which N was 32, mean was 62.92, standard of deviation was 8.178, median was 62.25, mode was 64.00, variance was 66.873, minimum score was 50.00 and maximum score was 76.00. It can be seen in appendix 15.

### C. Gain Score

The score of pre-test and post-test were used to get gain score. Gain score was used to analyze normality, homogeneity and independent sample t-test. If gain score in manner positive indicates that posttest score was higher than pretest score. A negative gain score indicates that the posttest less than pretest score. The mean of gain score in experimental class was 15.22, whereas in control class, the mean of gain score in control class was 7.98. It showed that



the gain score in experimental class was higher than gain score in control class.

## D. Data Analysis

### 1. Fulfillment of the Assumption

In order to analyze the data after collecting it, there were some assumes that must be done and known. Firstly, two assumes should be done first. They were normality test and homogeneity test. Normality test was used to know whether the data were distributed normally or not. It was the absolute requirement to do independent sample t-test. Then, homogeneity test was used to know whether the data were homogenous or not.

#### a. Normality Test

Normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this case, statistical computation was used. It was using SPSS (*Statistical Program for Social Science*) 16. Kolmogrov – Smirnov was employed as the test of normality. While the criteria of acceptance or rejection of normality test as follows:

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed.

The result of normality test can be seen at table 6.

**Table 6**  
**The Result of Normality Test**

Tests of Normality							
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain Score	Experimental class	.094	32	.200 <sup>*</sup>	.982	32	.848
	Control Class	.124	32	.200 <sup>*</sup>	.942	32	.087

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on table 6, it can be seen in that  $P_{\text{value}}$  (Sig) in experimental class was 0.200 for Kolmogorov-Smirnov<sup>a</sup>. Whereas,  $P_{\text{value}}$  (Sig) in control class was 0.200 for Kolmogorov-Smirnov<sup>a</sup>. The result above were higher than  $\alpha = 0.05$ . It means that  $\text{Sig. (Pvalue)} > \alpha$ , and  $H_0$  is accepted. It can be concluded that the data were distributed normally.

#### b. Homogeneity Test

Homogeneity test is used to determine whether or not the data that collected from the sample are homogenous or not. The test of homogeneity used Levene's Test. While the criteria of acceptance or rejection of homogeneity test were as follow:

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

$H_0$  : The variances of the data are homogenous

$H_a$  : The variances of the data are not homogenous

The result of homogeneity can be seen at table 7.

**Table 7**  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
2.323	1	62	.133

Based on the result of homogeneity at table 7, it can be seen in that Sig. (Pvalue) was 0.133 and  $\alpha = 0.05$ . It means that Sig. (Pvalue)  $> \alpha$ , and  $H_0$  is accepted. It can be concluded that the variance that the variance of the data was homogenous.

## 2. Result of Hypothetical Test

Based on the previous explanation, the data were distributed normally and variance of data were homogenous. Therefore, the data were analyzed by using independent sample t-test to get to know the significant of treatment effect.

The hypotheses are:

$H_0$  : There is no significant influence of using toothpick game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

$H_a$  : There is a significant influence of using toothpick game towards students' descriptive text writing ability at the Seventh Grade of

SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

While the criteria acceptance or rejection of hypothesis test were:

$H_a$  is accepted if  $\text{sig} \leq \alpha = 0.05$

$H_o$  is accepted if  $\text{sig} > \alpha = 0.05$

**Table 8**  
**The Result of Hypotetical Test**

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Gain Score	Equal variances assumed	2.323	.133	5.686	62	.000

Based on the result obtained in the independent sample t-test in the table 8, the value of significant generated Sig. (Pvalue) = 0.000 <  $\alpha = 0.05$ . So,  $H_o$  is rejected and  $H_a$  is accepted. Based on the computation, it could be concluded that there was significant influence of using Toothpick Game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

## E. Discussion

The research had been conducted since 19<sup>th</sup> November 2018. There were some steps in conducting the research started from pre-test, treatment and pos-test. Before giving treatment, pre-test was managed to know the students' ability before being given treatment which given on November 17<sup>th</sup>, 2018. The result showed the difference mean score between experimental class and control class. If the mean of experimental class was 57.92 while the mean of control class was 54.94.

After conducting pre-test, treatment was given to experimental class by using toothpick game and control class by using guided writing. At the first treatment which be conducted on November 21<sup>th</sup>, 2018 there two students who absent. Two next days was November 23<sup>th</sup>, 2018, the second treatment was held. All students were in attendance. Then, the last treatment where there was no student absent was conducted on November 28<sup>th</sup>, 2018.

Post-test was administrated to both classes to measure the student's descriptive text writing ability after treatment was done. The mean score of experimental was 73.14 while the mean score of control class was 62.92. It showed that the students' score in experimental class who were taught by using toothpick game was higher than the students' score in control class who were taught by using guided writing .

Based on data calculation, the result of the calculation showed that the null hypothesis ( $H_0$ ) is refused while the alternative hypothesis ( $H_a$ ) is accepted. The data analysis showed that Sig.(2-tailed) of the equal variance assumed in the independent sample t-test was 0.000, it was lower than  $\alpha = 0.005$ . It proved that there was significant influence of using Toothpick Game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.

Toothpick game is the activity where the students joined a group in making descriptive text by pointing out the object in the picture using toothpick and then made it in a sentence. It is supported by Copland who stated that toothpick game is used to practice making sentences describing the pictures.<sup>1</sup> It was such a helpful way to help the students making descriptive text since they did it together as a group. Thus, when they got some problems they could solve it together. Moreover, by sticking the point which would be described was made the students easier to make descriptive text. It helped them to focus on what spot would be described first and the next until descriptive text was formed. It can be said that toothpick game could help the students easier to find the ideas in making descriptive text.

Based on the explanation above, it can be said that toothpick game was helpful way to built the students' descriptive text writing ability. This finding of this research is also relevant to the previous research had been conducting

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<sup>1</sup> Fiona Copland, et.al, *Crazy Animals and Other Activities for Teaching English to Young Learners*, (London: British Council, 2012), p.86.

by Gita Yolanda on Teaching Writing Descriptive Text Using Toothpick Game to Junior High School Students.<sup>2</sup> Whereas Laili Nurin Nafi'ah on Improving Students' Mastery in Simple Present Tense Through Toothpick Game (A Classroom Action Research on the Seventh Grade of M.Ts. Raudlatut Tholibin Pakis Tayu Pati in the Academic Year of 2015/2016).<sup>3</sup> Therefore, it can be concluded that there was significant influence of using Toothpick Game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.



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<sup>2</sup> Gita Yolanda. *Teaching Writing Descriptive Text Using Toothpick Game to Junior High School Students*. English Department of Languages and Arts Faculty of Padang State University. (September/2014).

<sup>3</sup> Laili Nurin Nafi'ah. *Improving Students' Mastery in Simple Present Tense Through Toothpick Game (A Classroom Action Research on the Seventh Grade of M.Ts. Raudlatut Tholibin Pakis Tayu Pati in the Academic Year of 2015/2016)*. (Education And Teacher Training Faculty. Walisongo State Islamic University Semarang 2016) p.70.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated Sig. (Pvalue) = 0.000 <  $\alpha$  = 0.05. So,  $H_0$  is rejected and  $H_a$  is accepted. It shows that Toothpick Game could motivate the students and increase their interest in writing ability especially in descriptive text writing ability.

Teaching descriptive text writing by using Toothpick Game made the students being more active. Because along the game they should work together in a group to make a sentence by sentence in order to produce a descriptive text. This kind of activity made them be more motivated in writing process to improve their descriptive text writing ability. It was also supported by their improvement score between before being given the treatment and after being given the treatment by using Toothpick Game.

In conclusion, it could be said that there is a significant influence of using toothpick game towards students' descriptive text writing ability at the Seventh Grade of SMPN 1 Gunung Agung Tulang Bawang Barat in the Academic Year of 2018/2019.



## **B. Suggestion**

Referring to the conclusion above, some suggestions were proposed as follows:

### **1. Suggestion for the Teacher**

- a. Teacher should give more exercises to the students in order to improve their descriptive text writing ability.
- b. Due to the result of this research showed that Toothpick Game can be used to improve and motivate the students in writing descriptive text, then teacher should apply Toothpick Game as one of ways that can be used in teaching writing especially in descriptive text.

### **2. Suggestion for the Students**

- a. The students should not only focus on how they point out the picture but also how to make it into the sentence then arrange it into descriptive text .
- b. The students should be more competitive since it is a game, but still do their best effort in making descriptive text.

### **3. Suggestion for the Further Research**

- a. In this research, toothpick game was used in teaching descriptive text writing. For the next, the other researcher can conduct this game to teach another text or another English skill.
- b. This research was conducted in junior high school at the seventh grade. The next researcher can conduct it in different level.

#### 4. Suggestion for the School

- a. The school should provide facility to supporting the teacher in applying toothpick game in English teaching and learning process, so that the students can develop their descriptive text writing ability.
- b. The school should provide another program of English such an English club for the students to practice English competency.
- c. The school should provide more English books to be read by the students, so they can increase their knowledge.



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