

Improving Students' Writing Mastery on Irregular Verbs Through the Dice and Grid Game (A Classroom Action Research in the Eight Grade Students of MTs NU Salatiga in Academic Year 2018/2019)

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INFO ARTICLE

History Article:

Diterima: 15 Oktober 2024

Direvisi: 1 November 2024

Disetujui: 20 November 2024

Tersedia Daring: 3 Desember 2024

Kata Kunci:

Writing Mastery

The Dice and Grid Game

ABSTRACT

The writer conducted the research to improve students' writing mastery on irregular verbs through the dice and grid game. The research is Qualitatif and Quantitatif research. This research (1) To know the improvement of students' writing mastery on irregular verbs after using the dice and grid game. (2) To find out how far the dice and grid game improves students' writing mastery on irregular verbs for the eight grade at MTs NU Salatiga in the Academic year 2018/2019. This research method was Classroom Action Research. There was two cycles in the research. Each cycle consists of planing, action, observation and reflection. The result of the research are the students' mean score was always improve. The students' mean score of post- test I higher than the students' mean score of pre- test I. Then the students' mean score of post- test II higher than the students' mean score of post- test I. The students' mean score of pre- tes is 37, the students' mean score of post- test I is 60 and the students' mean score of post- test II is 61,46. Then the presentage of students' pre-test score in cycle I is 3.84 %, the presentage of sudents' post-test score in cycle I is 50%, and the presentage of sudents' post-test score in cycle II is 57.69%. Based on the result, the dice and grid game improves students' writing mastery on ireegular verbs. It was from 3,84% up to 57,69%. So more than 55% sudents pass the passing grade.

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1. Introduction

Many people know that one of the factors in life that we really need is language. Language makes us be able to know each others. Languages are divided into two which are verbal and nonverbal. The writer wants to discuss about one of them here. It is verbal language. There are so many verbal languages in this world, but English which decided as an international language. So people know how really important English to learn for people in the world. English is a foreign language, so absolutely it really needs process to learn which is not easy for students in Indonesia. When people know how really important English as an internasional language, then people look at globalization era that English as international language is really needed. Even according to Kunasarapan. K (2015: 1) language that is regarded as the most vital language in the world is English. It is a language which makes

people be able to communicate with others in the world, because it is as an international language. Then Indonesian government makes English as one of subjects in the school.

There are four language skills in English learning, those are speaking, writing, reading and listening. According to Hengwicitul et al in Pochacorn et al (2017: 101) it has been considered that the most difficult skill among the four skill in the learning of English is writing. Based on Javed, Muhamad et al (2013: 132) “the ultimate meaning of writing skill is to construct grammatically correct sentences and to communicate a meaning to the reader.” Then about writing Prasetyaningrum & Asrobi (2017: 199) explain that spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly are related to writing appropriately.

From the definition above absolutely there are processes in the learning of writing. There are processes that have to be mastered by students to have good skill in writing. Silva et al in Pochacorn et al (2017: 108) say that very limited knowledge of English grammar and vocabulary leads the writer to commit errors. According to Ur (1991: 75) “ grammar is sometimes defined as ‘the way words are put together to make correct sentences’.” This research focuses on the grammar in writing. Chowdhury (2014: 1) say that many factors make low motivation and concentration of students in getting the grammar based on input of English in the classroom in nonnative countries which make teaching English grammar becomes a difficult duty. Then in grammar, there are parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction), tenses, modal auxiliaries, comparison degree. What is discussed here is about verb which are consists of regular verbs and Irregular verbs.

Based on the interview with the English teacher of the eight grade at MTs NU Salatiga, the students still have difficulties in writing mastery which they feel difficult to create sentences to be good paragraph because they are less in the mastery of grammar. They got errors when using verbs. The Students have difficulties in understanding irregular verbs. It is possible to happen because as many people know that irregular verbs are not really easy to understand.

Based on the case the writer makes research to help the students’ problem in writing especially on grammar, because the teacher needs solutions to teach English using interesting method in order to make the students feel really interested, fun and easy in the learning process. Game is something that usually helps many people in learning. According to Haldfield in Doan & Tuan (2010:67) game means an object and an substace of contentment and it is in an activity which have rules. Based on the explanation above, the dice and grid game is chosen by the writer in order to improve students writing mastery on irregular verbs.

Based on the explanation of background of the study the writer would like to make a research entitled improving student’s writing mastery on irregular verb through the dice and grid game.

2. Method

In this research, the writer applied classroom action research. According to Carr and Kemmis in Burns (1999: 30) “Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.” Addapted from Kemmis & Mc Taggar in Burns (2010: 8), action research has cycles and there are four steps in it. The following are the steps of classroom action research: planning, action, observation, and reflection.

In this research, the author also employs both quantitative and qualitative data. Creswell (2012: 22) says “action research designs are systematic procedures used by teachers (or other

individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students.” Quantitative data can be measured and represented by numbers. When a researcher handles large amounts of data – for example a large number of questionnaires, surveys, tests results – it is often necessary to analyse them using statistical methods and present them in the form of tables and charts. The data collection methods used are tests, observations, documentation, and interviews.

3. Result and Discussion

A. Field Note

In this chapter the writer presents the findings of the research. Those consist of the finding of cycle I and cycle II. In each cycle has steps. The steps are planning, action, observation, and reflection.

1. Research Finding of Cycle I

a. Planning

The first step is planning. The writer should prepare some preparation, such as:

- 1) Material of Irregular verb grid and Recount text (the definition of recount text, the generic structure of recount text, the language future of recount text, the example of recount texts)
- 2) Lesson plan
- 3) Students attendance list
- 4) Classroom observation sheet
- 5) Teaching aids (Paper sheet (irregular verbs grid), blank paper, dice, board maker, LCD)
- 6) Test (Pre- test and Post- test)

b. Action

The writer did research on 31st August 2018 in MTs NU Salatiga. The writer started cycle I with pre test . The condition of the class was noisy. Some students came late to the class. The teacher gave punishment to the students. The punishment was the students must asked permission to office to follow the class.

The teacher started the class with Mrs. Uswatun S.Pd.I. She invited the writer to introduce herself. The writer started by saying “ *Assalamualaikum warahmatullahi wabaraakatu* ” and invited the students to say *basmallah* together before the lesson. The writer asked about the condition of the students. Then the writer introduced her self in front of the class. She asked to the students to review a little bit about recount text.

Then, the writer gave the pre-test to the students. The theme was holiday. The title of the recount text for the test was “My Holiday in Bandung.” For essay the students were asked to write 10 sentences. The test consist of WH question and essay. In the test most of the students were confused about the meaning of WH question and most of the students gave short answer for the questions.

In essay, some of the students were still confused also with the instructions in the worksheet. Some of students imitated the text which is on the worksheet. They just replaced the name and the place.

The writer and the teacher conducted the treatment on 7th September 2018. The teacher entered the classroom and greeted the students. Then the teacher checked the students’ attendance. The teacher showed power point slide which is about recount text and asked to the students to looked the screen. Then the teacher asked to the students “what is the title for the material today?.” The students gave their answer with reading the text on the slide “recount text!” Then the teacher gave more question to the students

about “what is recount text?, then the teacher clicked the next slide in the power point and asked one more “what is the material for today?.” The students gave answer “recount text!.” The teacher showed the example of recount text in the slide and asked the students to pay attention. The teacher asked to the students “why are there signs in the text. It is like there was the green color of the words in the text, the underline statement and etc.?” Then there was student who said that “It is important, mom!” Then the teacher responded “That is important!”. Then there was another student “It is clear” (that it was important). The teacher repeated that it was important.”

The teacher conducted the students to identify the social function, text structure (include main idea, and specific information) from the text. After that the teacher guided the students to ask about the social fuction, generic structure and language feature of the recount text. Then the students asked about it by guidance from the teacher. After that the teacher gave information about recount text. It consists of the definition of recount text, the social function of recount text, generic structure of the recount text and language feature of the recount text. Then the teacher asked the students to determine the text structure of the similar recount text. After that the teacher checked the students understanding before continue the lesson.

The teacher divided the students into 6 groups. Ater that the teacher gave worksheet to each group. The teacher asked the students to play the dice and grid game. The teacher asked the students to write recount text using the word (irregular verbs) that was found by their group. Because time is up for the lesson so it was continued in another day. The research was continued on 13rd September. The teacher asked to the students to continue the game. After that the teacher asked to the students to present their group work.

Then on 14th September the teacher gave post-test to them and gave time to do the post-test. Some students were still confused to make sentences because they are still poor vocabulary and for the verbs one they are still poor knowledge about verbs for past tese especially irregular verbs.

c. Observation

In the cycle I, the writer prepared field note to observe the teacher and students' classroom activities. It was like, the teacher entered the class by greeting the students first, before the lesson, the teacher explained the material about recount text, the teacher taught the students which applied the treathment by guiding the students until the end of the lesson.

In the first cycle, the writer saw some problems with the teacher and the students. The first the teacher did not start the lesson with pray. The teacher did not ask the students individually to make sure that the students responded the teacher's words and for reminded the previous material. The teacher did not ask question (apperception) related to recount text. The teacher did not inform the purpose of the lesson. The teacher did not give feed back to the students. The teacher did not give motivation to the students that English was not difficult. All of these happened because the teacher tried to save time. She felt the teaching learnig needed long time. So the teacher made it fast. Eventhough the teacher made it fast, the score of post-test was higher than the pre-test.

Based on the field note, in the beggining of the research most of the students still payed attention to the teacher. There were some of the students responded teacher explanation. But in the middle of the lesson some of students had talked with their friends. Then in the game section some of them played game unappropriate with the rules of the game.

d. Reflecting

The writer analyzed the result of the cycle I. The writer concluded that it was important to inform the goal of the lesson. So the teacher needed to do the treatment systematically. Then to make the students did not talk with their friends during the lesson. The teacher changed the students seat radomly. After that in the game section the teacher divided the students into 7 groups in order to be better. The writer thought if they deducted the member of each group in game section, the game would be more effective. Then the students needed more vocabulary sheet to help them wrote sentences.

2. Research Finding of Cycle II

Based on the result of the cycle I. The writer realized that it needed to continue the research to the next cycle.

a. Planning

The writer prepared some preparation, such as:

- 1) Material of Irregular verb grid and Recount text (the definition of recount text, the generic structure of recount text, the language future of recount text, the example of recount texts)
- 2) Lesson plan
- 3) Students attendace list.
- 4) Classroom observation sheet
- 5) Teaching aids (Paper sheet ,irregular verbs grid), blank paper, dice, board maker)
- 6) Test (Post- test)

b. Action

The cycle II did on 14th September 2018. The material still the same but the theme of the material was different and there were little differences in the steps of the research.

The teacher entered the class and greeted the students. After that the teacher asked the students to pray before the lesson. Then the teacher checked the students' attendence. The teacher started the lesson and asked to the students individually to make sure that the students responded the teacher's words and remembered the previous material. Then she asked a question (apperception) related to recount text. The teacher informed about the goal of the lesson because it was really important to the students to know the goal of the research. Before started discussing the material. The teacher changed the students' seat in order to make the students did not talk with their friends during the teacher explained the material. The next, the teacher showed the example of recount text and asked the students to pay attention. The teacher conducted the students to identify text structure (include main idea, and specific information) from the text, then the teacher guidanced the students to ask about the social fuction, the generic structure and language future from text. Then students asked about it by guidance from the teacher. After that the teacher gave information about recount text. It consisted of the definition of recount text, the social function of recount text, generict structure of the recount text and language future of the recount text. Then the teacher asked the students to determine the text structure of the similar recount text. After that the teacher checked the students understanding with asked a question " Do you need repeation?"

The teacher divided the students into 7 groups. Ater that the teacher gave worksheet to each group. The teacher asked the students to play the dice and grid game. The teacher asked the students to write recount text using the word (irregular verbs) that was found by their group. Because time did not enough so the teacher continued in the next day which was on 15th September 2018. The teacher asked to the students to continue the game and asked the students to present their group work in front of the class.

Then the teacher gave post- test to them and gave time to do the post- test.

c. Observation

In the cycle II, the writer saw that the teacher did the lesson plan systematically. She started the lesson with pray first, checked students' attendance, asked the students about the previous material, did apperception, informed the goal of the lesson, changed the students' seat, gave the example of recount text, asked the students to pay attention, guided the students to identify the sosial function, text structure (include main idea, and specific information) from the text. Then the teacher guided the students to ask about social function, generic structure and language future of recount text, the teacher gave recount text information to the students, asked students to determine the information of text, checked the understanding of the students , divided students into groups, gave students works sheet to each group, asked students to play the dice and grid game, asked to the students to create recount text use the words (irregular verbs) that was found, asked the students to present their result of the group work, the teacher gave feed back and motivation to the students before closing the lesson. Most of group seen more enthusiastic in playing the game. Most of the students understand more about V2 specially Irregular verbs.

d. Reflection

Based on the result of cycle I and II it can be concluded that the dice and grid game and group discussion improved students' writing mastery on irregular verbs. Then the students found verbs especially irregular ones. Furthermore they often asked question during the game. Then they payed attention to the teacher explanation. Those incresed students knowledge about writing specially on recount text on irregular verbs.

B. Score of students Achivement

1. Score of Pre- test and Post- test Cycle 1

Table 4.1 Score of pre- test and post- test Cycle I

No	Students' Initial	Pre- test I (X)	Post- test I (Y)	Post – Pre (D)	D ²
1	ADF	35	48	13	169
2	AKW	41	66	25	625
3	AAMYA	29	46	17	289
4	AR	38	61	23	529
5	ATA	36	48	12	144
6	CAR	40	76	36	1296
7	DAR	44	44	0	0
8	LS	46	50	4	16
9	LZU	28	72	44	1936
10	LS	43	69	26	676
11	MAZ	53	75	22	484
12	MCT	62	82	20	400
13	MRF	34	46	12	144
14	MSY	39	54	15	225
15	MAJA	22	63	41	1681
16	MI	19	55	36	1296
17	MKI	35	50	15	225
18	MMH	5	75	70	4900
19	MSKY	19	48	29	841
20	MTK	28	74	46	2116

21	NF	46	70	24	576
22	NP	41	66	25	625
23	RAB	44	42	-2	4
24	SA	35	71	36	1296
25	SN	54	53	-1	1
26	S	46	56	9	81
JUMLAH		962	1560	553	21200

The result above show that mean of post- test higher than mean of pre- test in the cycle I, so there is an improvement of the students’ writing mastery through the dice and grid game.

2. Score of Pre-test and Post- test in Cycle II

Table 4.2 The students’ score in the post- test of cycle I & II

No	Students’ initial	Post-test I (X)	Post-test II (Y)	Post – Pre (D)	D ²
1.	ADF	48	52	4	16
2.	AKW	66	57	-9	81
3.	AAMYA	46	46	0	0
4.	AR	61	69	8	64
5.	ATA	48	65	7	49
6.	CAR	76	85	9	81
7.	DAR	44	61	17	289
8.	LS	50	50	0	0
9.	LZU	72	63	-9	81
10.	LS	69	86	17	289
11.	MAZ	75	83	18	324
12.	MCT	82	83	1	1
13.	MRF	46	54	8	64
14.	MSY	54	40	-14	196
15.	MAJA	63	55	-8	64
16.	MI	55	67	12	144
17.	MKI	50	52	2	4
18.	MMH	75	71	-4	16
19.	MSKY	48	48	0	0
20.	MTK	74	69	-5	25
21.	NF	70	60	-10	100
22.	NP	66	55	-11	121
23.	RAB	42	46	4	16
24.	SA	71	61	-10	100
25.	SN	53	60	7	49
26.	S	56	60	4	16
JUMLAH		1560	1598	38	2190

The result above shows that mean of post –test II is higher than mean of pre –test in the cycle I and mean of post test in the cycle I, so there is an improvement of the students’ writing mastery through the dice and grid game

C. Discussion

After analyzing the students' score in cycle I and cycle II, the writer concluded that there was improvement of the student's writing mastery on irregular verbs after using the dice and grid game. The improvement of the students is shown in the table below:

Table 4.3 The improvement of the students

No	Category	Pre-Test I	Post- Test I	Post- Test II
1	Students' mean Score	37	60	61.46
2	Students' mean score in presentage (≥ 60)	3.84%	50%	57,69%

Comparing the students' mean score of all cycle and the students' mean score in presentage of all cycle proves that the dice and grid game improve students' writing mastery on irregular verbs.

The mean score of pre-test in cycle I is 37 the mean score of post test in cycle I is 60. Then the mean of post-test in cycle II is 61,46. Then the presentage of students' pre-test score in cycle I is 3.84%, the presentage of students' post-test score in cycle I is 50%, and the presentage of students' pos-test score in cycle II is 57.69%. It was from 3.84% up to 57,69%.

4. Conclusion

The result of the students' writing mastery on irregular verbs after using the dice and grid game. Based on the research, the dice and grid game improves students' writing mastery on irregular verbs. The mean score of pre-test in cycle I is 37 the mean score of post test in cycle I is 60. Then, the mean of post-test in cycle II is 61,46. Furthermore the presentage of students' pre-test score in cycle I is 3.84%, the presentage of students' post-test score in cycle I is 50%, and the presentage of students' pos-test score in cycle II is 57.69%.

The improvement of students' writing mastery on irregular verbs through the dice and grid game for the eight grade at MTs NU Salatiga in the Academic Year 2018/2019. In addition, there was improvement for teaching writing mastery on irregular verbs by using the dice and grid game. The writer proved it through the result of the mean score of the pre-test and post-test. The mean score of pre-test in cycle I is 37 the mean score of post test in cycle I is 60. Then the mean of post-test in cycle II is 61,46. It mean that the mean score of post-test in cycle I is higher than the mean score of pre-test in cycle I, and the mean score of post-test in cycle I is lower than the mean score of post-test in cycle II. The presentage of students' mean score also proves the improvement of the students' mastery. The presentage of students' pre-test score in cycle I is 3.84%, the presentage of students' post-test score in cycle I is 50%, and the presentage of students' pos-test score in cycle II is 57.69%. Based on the result, the dice and grid game improve students' writing mastery on irregular verbs. It was from 3,84% up to 57.69%. So more than 55% students pass the passing grade.

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