

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This research is an action research on the use of twenty-question game to improve students' ability in writing descriptive text. It is aimed to know the implementation of twenty-question game in improving students' ability in writing descriptive text and to identify the improvement of students' ability in writing descriptive text after learning using twenty-question game, especially at the eighth grade students of MTs Subulul Ikhsan in the academic year of 2010/2011.

The research had been conducted since July 14<sup>th</sup> 2010 to July 30<sup>th</sup> 2010. The researcher used four cycles which is started with pre cycle. Before the researcher did the research, she made a plan to set the activities that would be done in the research cycles by making lesson plans as guidance in teaching and learning process. In every cycle, the researcher observed the classroom activities and gave test to the students in the end of lesson. Then, the researcher and the teacher made a reflection step to analyze the problems faced in every cycle. After that, the researcher compared the result of the test in the pre cycle with the result of the test in the next cycle. The descriptions of results research in each cycle are as follow:

##### **1. Pre Cycle**

This research was started on Monday, July 19<sup>th</sup>, 2010. There were 40 students as participant. In this cycle, the teacher taught writing descriptive text using conventional method and the researcher observed the teaching learning process. In this activity, the teacher began with explanation, but not all of the students paid attention to her. There were only some students active to ask questions to the teacher during the teaching learning process. After that, the teacher gave test to know the students' ability in writing descriptive text before giving treatments. This

test was an essay writing test. It was followed by 40 students and the teacher provided 30 minutes for them to do the test. The result of pre-cycle test can be seen in the table below:

Table. 1  
The Result of The Pre Cycle Test

No	Students Code	Score	Grade
1	A – 1	33	Poor
2	A – 2	58	Less
3	A – 3	38	Poor
4	A – 4	48	Less
5	A – 5	49	Poor
6	A – 6	38	Poor
7	A – 7	34	Poor
8	A – 8	37	Poor
9	A – 9	54	Less
10	A – 10	44	Poor
11	A – 11	39	Poor
12	A – 12	60	Fair
13	A – 13	43	Poor
14	A – 14	33	Poor
15	A – 15	34	Poor
16	A – 16	48	Less
17	A – 17	34	Poor
18	A – 18	44	Poor
19	A – 19	39	Poor
20	A – 20	54	Less
21	A – 21	59	Less
22	A – 22	39	Poor
23	A – 23	39	Poor
24	A – 24	39	Poor
25	A – 25	33	Poor
26	A – 26	58	Less
27	A – 27	54	Less
28	A – 28	44	Poor
29	A – 29	44	Poor
30	A – 30	63	Fair
31	A – 31	34	Poor
32	A – 32	44	Poor
33	A – 33	39	Poor
34	A – 34	53	Less

35	A – 35	43	Poor
36	A – 36	39	Poor
37	A – 37	39	Poor
38	A – 38	39	Poor
39	A – 39	53	Less
40	A – 40	64	Fair
	Total	1780	

After calculating the students score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in the pre cycle the researcher used formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = the mean

$\sum X$  = the sum offset score

$N$  = the number of the students.

The computation of the average of the score is as follow:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1780}{40} = 44,5$$

From the data above, it showed that the average of the students score in the pre cycle is 44,5. This score was still low from the standard score in the school (KKM) was 61. It is means that students' ability in writing descriptive text was poor. The teacher and researcher decided to use another technique to make students interested in the learning process in order to improve students' ability in writing descriptive text. They decided to use twenty-question game as a technique in teaching learning process.

## 2. The First Cycle

This cycle was conducted on Tuesday, July 20<sup>th</sup> 2010. The result of the test in pre-cycle was not satisfied yet. The problems faced by students were that they had difficulties to express their ideas and they also had limited vocabulary items. So, the researcher decided to use twenty-question game as a teaching technique to solve the problem. In this activity, the researcher became a teacher and she was accompanied by the teacher as observer facilitator. The students were enthusiastic in following the treatment, the researcher told students that she would play twenty-question game in learning writing descriptive text.

Because this research was classroom action research, there were four steps; planning, acting, observing and reflecting. In the planning, the researcher made lesson plan, prepared material, the test instrument, and the observation checklist. In the acting, the researcher began the activity with explaining descriptive text and the students paid attention to her explanation. After that, the researcher introduced twenty-question game to the students and presented the way, rules, and required skills to play the game. Then, the researcher played the game with the students. The researcher was as a question master and the students as players. The topic of the lesson was describing animal. After the object was guessed, the researcher conveyed various sentence types used to describe the object in order that students can add their own description. The researcher then gave text models of descriptive text to be analyzed (the text was arranged from the answers when they play twenty question game) and explained the rhetorical structure and the grammatical pattern of descriptive text.

After giving explanation, the researcher gave chance to students who want to ask some questions if they had not understood yet. The researcher then asked students to play the game in pairs about their favorite animal or pet, and ask them to write a descriptive text about the animal and identify the rhetorical structure of the text. The researcher also

allowed students to open dictionary when they found difficult words. The test result of the first cycle can be seen in the table below:

Table. 2  
The Results of the First Cycle

No	Students Code	Score	Grade
1	A – 1	54	Less
2	A – 2	63	Fair
3	A – 3	59	Less
4	A – 4	63	Fair
5	A – 5	59	Less
6	A – 6	53	Less
7	A – 7	Absent	Absent
8	A – 8	44	Less
9	A – 9	58	Less
10	A – 10	54	Poor
11	A – 11	44	Less
12	A – 12	64	Fair
13	A – 13	54	Less
14	A – 14	43	Poor
15	A – 15	48	Less
16	A – 16	54	Less
17	A – 17	58	Less
18	A – 18	54	Less
19	A – 19	59	Less
20	A – 20	64	Fair
21	A – 21	64	Fair
22	A – 22	58	Fair
23	A – 23	54	Less
24	A – 24	43	Poor
25	A – 25	54	Less
26	A – 26	59	Fair
27	A – 27	53	Less
28	A – 28	63	Fair
29	A – 29	54	Less
30	A – 30	64	Fair
31	A – 31	53	Less
32	A – 32	64	Fair
33	A – 33	44	Less
34	A – 34	64	Fair
35	A – 35	43	Less
36	A – 36	64	Fair

37	A – 37	44	Less
38	A – 38	54	Less
39	A – 39	59	Less
40	A – 40	64	Fair
	Total	2169	

After that, the researcher calculated the mean using the same formula with previous cycle. The result of the mean of the first cycle is:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2169}{39} = 55,6$$

The result of the mean was 55,6. It means that the students' score in first cycle could be said increase, because there were several students get over 6 of the achievement. But it was unsatisfied yet, because there were many students still got less mark and 4 students got poor mark. The problems were faced by the researcher and the teacher in this cycle were some of the students made noise when the researcher was explaining the material and they were also confuse about the game so they still difficult to express their ideas in written text. The researcher found students had limited questions when they played twenty-question game in pairs. The result of their writing was also still poor on the content and grammar items. So the researcher had to continue to the next cycle. In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist. After that, the researcher and the teacher discussed teaching learning process that would be done in the next cycle to fix the problems. They decided to use same technique, but in the next cycle students were assigned to work in group of four.

### 3. The Second Cycle

The second cycle was conducted on Monday, July 24<sup>th</sup> 2010. Based on the problems faced by students in first cycle, in this cycle the researcher used the same technique as the previous one (Twenty-question game), and the students did the same activities as same the first cycle. But, in this cycle students were assigned to work on group of 3-4. This activity made the class noisy because they had to change the seat position in order to make good position to work in group. Before acting, the researcher gave motivation to students especially the students were less active in the group discussions. Researcher also asked them about the previous lesson, and the researcher reviewed the previous lesson. In this cycle the researcher asked students to more pay attention when she began explaining the material in order to fix the previous problems. The researcher gave chance for them to ask some questions if they had difficulties. After that, the researcher divided them in several groups, each group consist of 3-4 students. In a group they had to choose a student as a question master, then she asked each group to play twenty-question game about an animal that was determined by the researcher. Then, the activity was going on like the previous cycle and the teacher observed the event during the treatment. After those activities were done, the researcher gave writing test in group. There was significant improvement in this cycle, it could be seen from the result of the test below:

Table.3

The Result of Writing Test in The Second Cycle

No	Students Code	Score	Grade
1	A – 1	64	Fair
2	A – 2	64	Fair
3	A – 3	64	Fair
4	A – 4	64	Fair
5	A – 5	60	Fair
6	A – 6	60	Fair
7	A – 7	60	Fair
8	A – 8	60	Fair

9	A - 9	69	Fair
10	A - 10	69	Fair
11	A - 11	69	Fair
12	A - 12	69	Fair
13	A - 13	60	Fair
14	A - 14	Absent	Absent
15	A - 15	60	Fair
16	A - 16	60	Fair
17	A - 17	59	Less
18	A - 18	59	Less
19	A - 19	59	Less
20	A - 20	59	Less
21	A - 21	64	Fair
22	A - 22	64	Fair
23	A - 23	64	Fair
24	A - 24	64	Fair
25	A - 25	64	Fair
26	A - 26	Absent	Absent
27	A - 27	64	Fair
28	A - 28	64	Fair
29	A - 29	64	Fair
30	A - 30	64	Fair
31	A - 31	64	Fair
32	A - 32	64	Fair
33	A - 33	59	Less
34	A - 34	59	Less
35	A - 35	59	Less
36	A - 36	59	Less
37	A - 37	75	Good
38	A - 38	75	Good
39	A - 39	75	Good
40	A - 40	75	Good
	Total	2428	

From that result, the researcher could calculate the average (mean) of the score as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2428}{38} = 63,9$$



The result above shows that the average of students test in the second cycle was 63,9. The result of the second cycle was better than the previous one. It means that there were improvements for the students' ability in writing descriptive text. Almost all of students' score could achieve the standard score. But, there were 7 students had not achieved it. So the researcher decided to continue the research to the next cycle. In this cycle the problems were faced by the researcher and the teacher were some of the students made noise and some students were still confused to arrange good word order. So in the next cycle the researcher had to give more explanation clearly and asked students to more pay attention.

#### 4. The Third Cycle

The third cycle was conducted on Tuesday, July 27<sup>th</sup> 2010. The activity in this cycle was same with previous cycle, the researcher made planning before conducting research and some preparations. If in the second cycle the problems were faced by the researcher and the teacher were some of the students made noise and some students were still confused to arrange good word order, in this cycle the researcher asked students to more pay attention, repeated her explanation clearly and gave chance for them to ask some questions if they had difficulties. Then, she gave some questions in the whiteboard and asked some of the students to answer. It was aimed to make sure that they did not have any problems. After that, the activity was going on like the previous cycle and the teacher observed the event during the treatment. After those activities were done, the researcher gave writing test individually in the end of lesson. The result of the test in this cycle as follow:

Table. 4

The Result of Writing Test in The Third Cycle

No	Students Code	Score	Grade
1	A - 1	69	Fair
2	A - 2	70	Fair
3	A - 3	65	Fair
4	A - 4	69	Fair

5	A - 5	65	Fair
6	A - 6	65	Fair
7	A - 7	65	Fair
8	A - 8	70	Fair
9	A - 9	75	Good
10	A - 10	65	Fair
11	A - 11	64	Fair
12	A - 12	80	Good
13	A - 13	65	Fair
14	A - 14	Absent	Absent
15	A - 15	65	Fair
16	A - 16	69	Fair
17	A - 17	65	Fair
18	A - 18	64	Fair
19	A - 19	65	Fair
20	A - 20	65	Fair
21	A - 21	75	Good
22	A - 22	69	Fair
23	A - 23	75	Good
24	A - 24	75	Good
25	A - 25	74	Fair
26	A - 26	69	Fair
27	A - 27	79	Good
28	A - 28	75	Good
29	A - 29	75	Good
30	A - 30	79	Good
31	A - 31	75	Good
32	A - 32	74	Fair
33	A - 33	65	Fair
34	A - 34	69	Good
35	A - 35	64	Fair
36	A - 36	70	Fair
37	A - 37	75	Good
38	A - 38	75	Good
39	A - 39	75	Good
40	A - 40	79	Good
	Total	2746	

Then, the researcher calculated the mean:

$$\bar{X} = \frac{2746}{39} = 70,4$$

So the mean of the students score in third cycle was 70,4. It means that the students score in this cycle could be categorized increased significantly. From the result of the third cycle could be seen that there were no students who got less mark or poor mark. In this cycle, the students' improvement on writing descriptive text was more significant. Their writing of descriptive text was improved in language elements, especially in using grammar. Teacher and researcher concluded that students' ability in writing descriptive text were improved significantly after being given treatment using twenty question game. They were also being enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some of students who asked questions and responded questions were increased, they were serious in making effort to write. The teacher and researcher decided to stop in this cycle, because they concluded that students' ability in writing descriptive text was significantly improved since the first cycle until the third cycle.

## B. Research Discussion

After the researcher implementing twenty-question game in teaching writing descriptive text, the researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The result of research shows that there was significant improvement of students' ability in writing descriptive text after taught using twenty-question game. It can be seen from the result of the test from the first cycle until third cycle.

Table. 5

The Result of Test from the First Cycle until Third Cycle as Follow:

N0	Students Code	Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	A – 1	33	54	64	69
2	A – 2	58	63	64	70
3	A – 3	38	59	64	65
4	A – 4	48	63	64	69
5	A – 5	49	59	60	65

6	A – 6	38	53	60	65
7	A – 7	34	Absent	60	65
8	A – 8	37	44	60	70
9	A – 9	54	58	69	75
10	A – 10	44	54	69	65
11	A – 11	39	44	69	64
12	A – 12	60	64	69	80
13	A – 13	43	54	60	65
14	A – 14	33	43	Absent	Absent
15	A – 15	34	48	60	65
16	A – 16	48	54	60	69
17	A – 17	34	58	59	65
18	A – 18	44	54	59	64
19	A – 19	39	59	59	65
20	A – 20	54	64	59	65
21	A – 21	59	64	64	75
22	A – 22	39	58	64	69
23	A – 23	39	54	64	75
24	A – 24	39	43	64	75
25	A – 25	33	54	64	74
26	A – 26	58	59	Absent	69
27	A – 27	54	53	64	79
28	A – 28	44	63	64	75
29	A – 29	44	54	65	75
30	A – 30	63	64	65	79
31	A – 31	34	53	65	75
32	A – 32	44	64	65	74
33	A – 33	39	44	59	65
34	A – 34	53	64	59	69
35	A – 35	43	43	59	64
36	A – 36	39	64	59	70
37	A – 37	39	44	75	75
38	A – 38	39	54	75	75
39	A – 39	53	59	75	75
40	A – 40	59	64	75	79
	Sum	1780	2169	2428	2746
	Mean	44,5	55,6	63,9	70,4

From the table, it can be concluded that there is difference in students' ability in writing descriptive text after giving treatment using twenty-question game in each cycle. In pre cycle the mean is 44,5. That means that the students' ability in writing descriptive text was poor. The students had difficulties in expressing their ideas. They did not know what they should

write. Most of their writing results were not enough to evaluate. They just write no more than two or three sentences.

In cycle one, after the researcher taught using twenty-question game in the first time the results of students' writing were improved. Twenty-question could help them to express their ideas easily. The students also found writing process easier to get the word on to paper. As Charles and Jill Hardfield stated that game provide a clear short term achievable aim for students and by incorporating games into learning process it can help them to overcome one of the difficulties. If there is a clear aim in sight, students will find the writing process easier ( that is not to say they will necessarily write better, but they will find it easier to get the word on paper) and they will then commence to find it more enjoyable. <sup>1</sup> In this cycle, the mean score was increased to 55,6. This shows that there was improvement in students' writing ability. But, because they played the game in pairs, so the content and organization item of students' writing were still limited. They were also still poor in grammar item and this score had not achieved the standard score. So, the research was continued to the cycle II.

In cycle II students were assigned to play twenty-question game in group. So the problems faced in the previous cycle can be solved. In this cycle The content and organization item of students' writing were significantly improved. Their writing descriptive are better than before, especially in exploring the ideas, using organization and vocabulary. The mean score is 63,9. It shows that the mean have achieved the standard score. Even though the mean have achieved the standard score, there were some students have low score. They still had problem in grammar items, especially in arranging word order. So the researcher decided to conduct cycle III to give more explanation to students in order that all of them could get a better achievement in writing.

The result of cycle III showed that all of students have achieved the standard score of the school. It means that there were significant improvement of students' writing ability after they taught using twenty-question game. It

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<sup>1</sup>Charles and Jill Hardfield, *Writing Games*.(England: Longman,2005). P.2

can be seen from the result of students' writing test. Their writing of descriptive text were improved in language elements, especially in using grammar. The mean of students' score in the third cycle was 70,4.

From the explanations above, the researcher concludes that twenty-question game can be a teaching technique to improve students' writing ability. According to Widarso, one of good stimulus to get writing process easier for students is a set of questions which are related to each other. By answering the questions, and arrange the answers in a paragraph, it will create a simple text.<sup>2</sup> As a result, twenty questions game is used as stimulus to improve students' ability in writing descriptive text because the answer of questions can be arranged in written text, like descriptive text. From twenty question game, students are able to share their ideas and produce a good descriptive text.

The implementation of twenty-question game could also improve students' activities in teaching and learning process. It can be seen from the result of the observation checklist that was summed up on the table below:

Table. 6

The students' activities

Activities	Pre cycle	Cycle 1	Cycle 2	Cycle 3
Percentage	48,33 %	65%	70%	78,33%

Based on the observation result, the pre cycle activities have percentage 48,33 %. It means that the activity of pre cycle was average. In this cycle, most of students was passive during the lesson. Not all of the students paid attention to teacher explanation. There were only some students active to ask questions to the teacher during the teaching learning process. Their activity in asking and responding questions both from the teacher or their friends was poor. So when they were assigned to do the task (in this case is to write descriptive text) they were confused and had difficulties to express their ideas.

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<sup>2</sup> Wishnubroto Widarso, *Kiat Menulis dalam Bahasa Inggris*. (Yogyakarta: Kanisius, 1992),p.48.

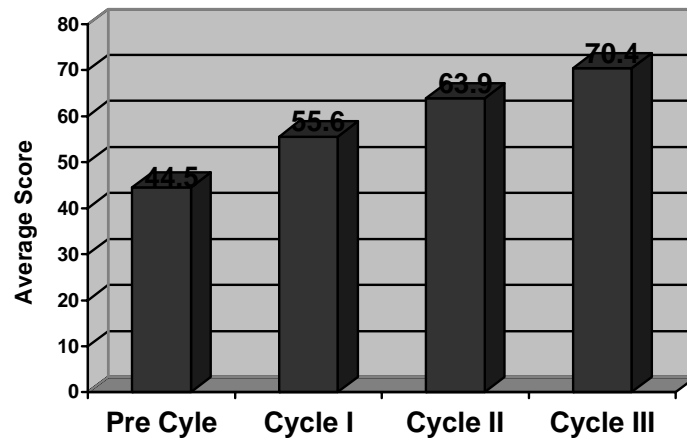
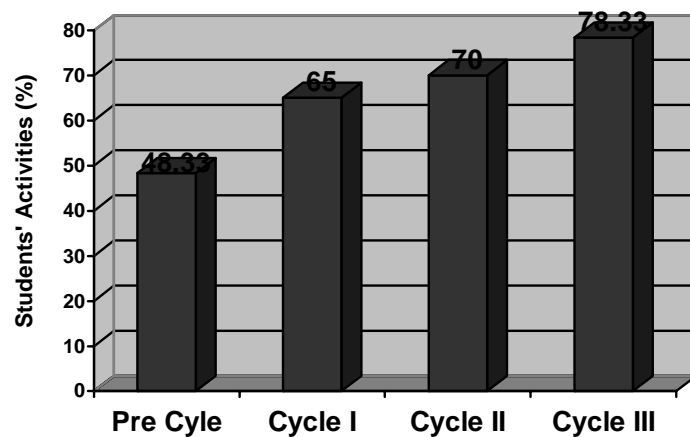
While the percentage of students' activities when the researcher implemented twenty-question game in teaching writing descriptive text in cycle one is 65%, 70 % in cycle two and 78,33 % in cycle three. It shows that there were improvements of students' activities in each cycle after they were taught using twenty-question game. In cycle one, when the researcher started the treatment using twenty-question game, the students were enthusiastic in following the lesson. It was caused they have never been taught using game. It is suitable with Andrew's statement that games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are also motivating. Games introduce an element of competition into language-building activities.<sup>3</sup>

The observation results shows that the students' activities in teaching and learning process are increased in each cycle since they were taught using twenty-question game in learning writing descriptive text. Besides interesting and motivating, twenty-question game is also built the students' skill to use descriptive questions, so, in teaching and learning process the students were more active to ask and respond some questions. In cycle II and cycle III, the students' activities were more increased from the previous cycle, especially when they were assigned to play the game in group. The students were more active in discussion. For the result of observation check list in each cycle can be seen in appendix 6-8.

From the explanations above, can be concluded that the use of twenty-question game in teaching writing descriptive text could help students to improve their writing ability. So, this Classroom action research in the implementation of twenty-question game to improve students' ability in writing descriptive text at the eighth grade students of MTs Subulul Ikhsan Kersana Brebes in The Academic Year of 2010/2011 was success. To give easier understanding about the result of this research, the result of test and observation checklist in every cycle can be drawn in the charts bellow:

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<sup>3</sup>Andrew Wright, *et. al*, *Games for Language Learning*.(New York: Cambridge University Press, 1993) p. 1

**Chart 1****The Average Score of Students' Writing Ability****Chart 2****The Students' Activities**

The findings reveal that the study of improving students' writing ability using twenty-question game is successful viewed from some dimensions:

1. Twenty-question game can improve the student's writing ability in descriptive text very effectively, their writing descriptive are better than before, especially in exploring the ideas, using organization and



vocabulary. In addition, their writing of descriptive text are improved in language elements, especially in using grammar, vocabulary and spelling.

2. Motivation and interest of the students are higher when joining in every discussion of task in English Class. They are very happy, enthusiastic and more active and creative in making the outline, finishing tasks, and writing draft. Besides that, activities using twenty-question game make their relationship improve, especially in developing group-work studying with their friends in teaching learning process.

### **C. Limitation of This Study**

1. This study may have differences when it is conducted in other subject. Therefore, this study is only limited in VIII A students of MTs Subulul Ikhsan Kersana Brebes in The Academic Year of 2010/2011.
2. The use of twenty-question game in this study is only to improve students' ability in writing descriptive text not all of genres.