



**IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE
TEXT BY APPLYING WHISPER AND WRITE GAME AT THE FIRST GRADE OF
MAS TELADAN UJUNG KUBU BATU BARA**

A SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of
North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
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Assalamualaikum Wr.Wb

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

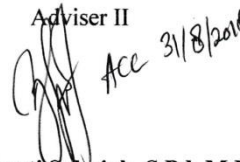
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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 31 August 2018
Yang Membuat Pernyataan



ABSTRACT

MASRIFAH.2018. IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT BY APPLYING WHISPER AND WRITE GAME AT THE FIRST GRADE OF MAS TELADAN UJUNG KUBU BATU BARA

This research was conducted to find out the implementation of Whisper and Write Game in improving students' achievement in writing descriptive text. The subject of this research was the first grade of MAS Teladan Ujung Kubu Batu Bara which consisted of 28 students. This research was applied by classroom action research. The qualitative data were taken from observation sheet and interview sheet. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. The result of the analyzing the data showed that there was an improving on the students' achievement in writing descriptive text from each cycles. It was showed from the mean of pre-test was 53,43. Where, there were 2 students got successful score criteria or and 26 students' got unsuccessful. After doing cycle I by applying whisper and write game, there was an improving of the result of the students' mean was 73,93. Where, 14 students got successful criteria score or it was only and 14 students' got unseccessful criteria score. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 81,79. Where, 28 students' got successful criteria score and students' got unsuccessful criteria score 0. In other words, the students' achievement in writing descriptive text was improved. And based on interviewed, and observation sheet it showed that the expression and excitement of the students were also improve.

It indicated that was improvement of students' achievement in writing descriptive text by applying Whisper and Write Game.

Keywords: Writing, Descriptive text, Whisper and Write Game

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Medan, 31 Agustus 2018

The Writer

Masrifah
34.14.3.020

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of teaching writing is the students are able to write what in their thinking creatively. The students are able to interact with academic writing, especially descriptive text. In descriptive writing, the students are able to master describe idea, social function, language feature, and vocabulary. The students are able to understand the function of writing. Function means that, we use writing descriptive for some purpose, such as: to entertain, to amuse and give moral value to the readers.

According to the national curriculum, each level of English education in Indonesia has its own objectives. Furthermore, KTSP curriculum states that the students are expected to develop communicative both in speaking and writing to achieve functional literacy stage. It means that these skills should be interrelated and supported one another.

Based on the objective, writing is one of the skills that the students should achieve in learning English writing. Without writing, it is hard for people to understand that they want to say or write because the writing students can convey their ideas, opinion, feeling, experiences, information and thought in their mind.

In reality, the students' achievement in writing of the Senior High School is low because they still have problems in writing a good text in writing. The students' score in writing are still low. Only some students get good score. Students have learnt writing English since primary school but most of them cannot write well. In teaching English writing, the teacher can combine the material by using suitable learning model, method, strategy, approach or game. The monotonous learning can make the students boring.

As the result, it will influence the students learning achievement especially in English. The learning model as the way to improve the learning process to make it fun and active. It can help the teacher in ordering the students to memorize and understand the English writing. The teacher is a facilitator whose resource character and personality is a crucial issue in the classroom. The teacher should know how to manage the students and control the boisterous classes is one of the fundamental skills of teacher in teaching.

In order to control the students' achievement in using the writing, the English teacher can use games. There are so many games which can be used to improve students' achievement in writing, such as bookworm game, hot seat, whisper and write, hangman game, blind fold and ladder snake. Writing games are activities created by English teacher to make the teaching and learning process more interesting, so the students enjoy the material. In this case, the games are a linker, by studying writing the students will get better achievement in English subject.

Writing games are effective for teaching and reviewing word to small groups of students or the entire class. Writing games provide a high interest challenge while using the new word and providing the brain with a memory of the word. Writing games provide a suitable learning tool for any age person, child to adult, because the words can be changed to provide the appropriate difficulty level.

In this case, the researcher choose whisper and write game. It likes the development of writing. Whisper and write game will give many advantages to the students. The students can study writing happily. They are not getting bored when studying it, they also can memorize all of the new words easier and they can play and study in the class. Whisper and write game is transferring the clause by whispering and writing among 5 students in line.

This research attempts to find out the possibility of the students' achievement in writing descriptive text by the application of whisper and write game. The researcher assumes

that teaching learning English using whisper and write gamewas more enjoyable and effective in increasing students' achievement in writing descriptive text.

Based on the researcher's experience while teaching practice (PPL), the researcher found the studentswho get low score when learn writing. One of the most important things to consider solving this problem by applying whisper and write game. Whisper and write is a game who needs a team or small group. So, by applying this game in teaching writing descriptive text, it is hoped that the students writing ability.

Based on the background above, the researcher intends to conduct an action research entitled **Improving The Students' Achievement in Writing Descriptive Text by Applying Whisper and Write Game at the First Grade of MAS Teladan Ujung Kubu Batu Bara.**

B. Identification of the Problems

Based on the background of the study, the problems of this research can be identified as following:(1) Students have low ability in grammar, (2) Students do not have enough practice in writing text, (3) Students have low ability in vocabulary, (4) Students have low ability in writing supporting idea, (5) Students had difficulties in learning, especially descriptive text, (6) Students achievement in writing descriptive text is still low.

C. The Limitation of Study

Based on the identification of the problem, there are unlimited numbers of problems. Therefore, the researcher would like to limit only on the achievement in writing descriptive text text.

D. The Research Question

Based on the limitation of the problem of this research is formulated as follows: How can whisper and write game improve students' achievement in writing descriptive text?

E. The Objective of the Study

This research aims investing whether whisper and write game can improve the students' achievement in writing descriptive text.

F. The Significances of the Study

Theoretically, the result of this research is useful to enrich the theory of teaching writing. Practically, the result of this research is useful for :

1. The students as an input to improve their skill in writing descriptive text.
2. The teacher as an input to increase their competence in teaching writing descriptive text.
3. The headmaster as an input to improve the quality of the English teacher in teaching writing descriptive text.
4. For other researchers, this study will be useful as reference or to give alternative way in teaching and learning writing. And as information for conducting different researches related to teaching writing descriptive text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To support this study, the researcher does a review of literature related to the topic of this study. In this chapter, the researcher discusses about the students' achievement in writing descriptive text and whisper and write game in teaching writing.

1. The Students' Achievement in Writing Descriptive Text

a. Achievement

The word "Achievement" derives from a verb "achieve" which mean something accomplishe succesfully, especially by means of skill, practice or perseverance. Brown states that achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such as training or classroom instruction.¹

Travers states that achievement is the result of what an individual has learned from some educational experience.² Tinambunan defines achievement is the student's grasp of some body of knowledge or proficiency in certain skills. Hughes assumes that achievement is directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving

¹Brown. (2004). *Language Assessment: Principle and Classroom Practices*. New York: Longman, Pearson Education, p. 47

²John, 1970. *Fundamental of Education Psychology*. Pensiylvania: International Textbook Company, p. 447

objectives.³ Achievement is something good and impressive that you succeed in doing or getting what you work for.⁴

Based on Taxonomy Bloom, there are three aspects of learning achievement such as cognition, affection, and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge. Cognition consist of knowledge, comprehension, application, analysis, synthetic, and evaluation. Affection is the changing of behavior that affects someone to do something. Psychomotor is the skill to do something, ready to do it based on physic and emotion self control and become a habit. It can be conclude that student's achievement is the successful of students in finishing and gaining something through skill, practice or perseverance, it is based on cognition, affection and psychomotor of the students in this study, writing concern with the psychomotor aspect.⁵

Achievement is related directly to classroom lessons, units, or even a total curriculum. Achievement can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction.⁶

In conclusion, achievement is finishing successfully, especially for something, anything to get the result as an action to gain something accomplished, special effort, great courage. Achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his or her educational learning.

³ Hughes, (2003). *Testing for Language Teachers Second Edition*. United Kingdom:Cambridge University Press.P.13.

⁴ Pearson, (2009), *Dictionary of American*, UK: Pearson Longman

⁵ Otte, *Basic Writing*, Unated State: Parlor Press, p.78

⁶ Brown, (2003), *Language Assessment Principles and Classroom Practices*, California: Longman, P.47-48.

b. Writing

In learning of writing, the important is to know the definition of writing, and the purpose of writing. So, in this study will be explained one by one below:

1.1 Definition of Writing

Writing is an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.⁷ Writing is not same with speaking, because when we speak our communication will be expressed naturally and directly. We say our words directly to the target, but when we use writing as communication, we can see our language in letters form and check it.

Writing is already and will continue to be an important part of your everyday life. The writing you do can be as simple as jotting dow a phone message or writing yourself a quick reminder or as complex as developing a research paper on a historical event or preparing a science lab report.⁸ Writing is one of the most important skills in language learning. Writing is the expression of language in the form of letters, symbols, or word. The primary purpose of writing is communication. Writing is always needed to be learn in every field of science. It felt more by the students.. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.⁹ Writing, as a process of expressing ideas or thoughts in words, should be done at our leisure.¹⁰

⁷Alan Meyers, (2005). *Gate away to Academic Writing: Effective Sentences, Paragraph and Essays*. New York: Longman.p.1.

⁸Prentice Hall, (2001) ,*Writing and Grammar*. America : New Jersey

⁹Jeremy Harmer , 2005,*Teach Writing*. Malaysia hal .31

¹⁰Sutanto Leo, dkk, 2013 *Essay Writing*. Yogyakarta

Writing and speaking have their own sign, symbols, and divides to make communication more effective.¹¹ Two different approaches for assessing writing ability can be adopted. Firstly writing can be divided into discrete levels, e.g. grammar, vocabulary, spelling, and punctuation and these elements can be tested separately by the use of objective test. Secondly, more direct extended writing task of various types could be constructed.

Writing is more than public communication; it is a way of thinking.¹² When people will write something, they must have already been thinking about what they are going to say and they are going to write it. After they have finished writing, they read over what they have written and make correction of their writing. Hammond said that in writing we arrange clauses into a sentence: the main idea becomes the main clause; subsidiary ideas become subordinate clauses and so on.¹³ We must use one topic sentence in each paragraph as our central idea that will be expressed and add subordinated sentence as the explanation of our main idea. In other words, writing is an incredible skill to concentrate and express idea, sign, symbol into written form.

Writing is one form of communication activity involving the use of a language. In every form of effective communication will always involve two parties, information giver and information receiver that can be forwarded with sharing information activities.¹⁴ Zamel said that writing is a process through which meaning is created. These suggest composition instruction that recognizes the importance of generating, formulating, and defining one idea.¹⁵ To deliver the message of our writing the writer must has the recognize composition, so the meaning of writing can be understood by the reader clearly. Every sentence has to has

¹¹Jeremy Harmer.2004. *How to Teach Writing*. England: Pearson.p. 10.

¹²Fred D White. 1986. *The Writer's Art*. California: Wads Worth Publishing Company Belmont. p. 7

¹³Peter Knapp and Megan Watkins. 2005. *Genre Text Grammar: Technologies for Teaching and Assessing Writing*. Australia: UNSW Press Book. p. 15.

¹⁴Pardiyono,(2006), *Writing Clues for Better Writing Competence*, Yogyakarta : Andi Offset, Page 3

¹⁵Vivian Zamel. June 1982. *Writing : The Process of Discovering Meaning*. TESOL Quarterly: Val. 16 No. 2 (Online). p .195. (http://www.jstor.org/stable/3586792?seq=1#page_scan_tab_contents, accessed on January, 4th2018).

correlation with other sentence and every paragraph has to has correlation between other paragraph. A lot of writing follows a defined discourse organization, typical English paragraph construction, for example, has atopic sentence followed by exemplification, then perhaps exception or further exemplification, and then resolution or conclusion.

Writing is a process of producing thought to be available which needs complex combination of skills, writers, has to concern with both high level skills and low level skills. High level skills including planning and organizing, whereas low level skills including spelling, punctuation and word choice.¹⁶We must also consider what is genre in accordance with our writing goals. Harmer stated that writing is a process that what we write is often heavily influenced by constraints of genres than these elements has to be presented in learning activities.¹⁷

Allah said in Qur'an in Al-alaq Verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The Meaning : he who taught (the writing) by the pen. He has taught man that which he doesn't know (Q.S Al-Alaq: 4-5)

Allah said in Qur'an in Al-Qalam Verse 1:

ن. وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

The meaning: "Nun, by the pen and what he writes (Q.S Al-Qalam: 1)"

¹⁶Jack C. Richards and Willy A. 2002.Renandya, *Methodology in Language Teaching*. New York: Cambridge University. p.303.

¹⁷Jeremy Harmer, (2004). *How to Teach Writing*. England: Longman. p.86.

There are some verses of Qur'an that are related to writing, such as: Surah Al – Baqarah verses 282, namely:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ
كَمَا عَلَّمَهُ اللَّهُ فَلْيَكْتُبْ وَلْيَمْلِكِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ.....(٢٨٢)

The meaning:

*O believers, when you contract a debt for a fixed period, put in writing. Let a scribe write it down for you with fairness; no scribe should refuse to write as Allah has taught him. Therefore, let him write; and let the debtor dictate, fearing Allah, his lord.*¹⁸

Based on the verse above, Allah asked people to write something correctly and honestly in every transaction or activity so that can help us to remember of something. For instance, the students write the material of study correctly so that can help them to read or remember it again when needed.

One of the hadiths about writing, Abu Hurairah Radhiallahu 'anhu said:

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ
بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ

The meaning “No one from a the Prophet sallallaahu 'alaihiwasallam's friends the most (narrated) hadith from him (sallallaahu' alaihiwasallam) besides me, except from Abdullah bin Amr, because he wrote first while I do not write. (HR. Al- Bukhari no. 113).¹⁹

Based on explanation above, the writer concludes that writing is a process of delivering the ideas, expressing them into written form, and organizing them into meaningful statements or paragraphs. The communications in writing is used to convey ideas to the

¹⁸Muhammad Mahmud Ghali, *Toward Understanding The Ever – Glorious Qur'an*, p. 49.

readers. To make the reader easy to understand the idea that conveyed in writing the writer must write in coherent and correctly.

1.2 The Purpose of Writing

Writing has the purpose to the writer and the reader. The main purpose is to communicate in written form. The purpose of writing is to express the ideas, feelings and expressions or information through organizing our thought into good arrangement of written text. According to Halliday suggests that written language is used for the following purposes: (1) For action (for example, public signs, product labels, television and radio guides, bills menus, telephone directories, ballot papers, computer manual). (2) For information (for example, newspapers, current affairs magazines, advertisements, political pamphlets). (3) For entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles).²⁰

1.3 The Measurement of Writing Skill

In scoring the test of this research, the researcher applied the writing scoring technique recommended by Jacobs *et al*. Scoring technique of writing is the question and the answer are given to the students in writing form. The technique applied five indicators of the writing descriptive text. The five indicators are content, organization, vocabulary, language use and mechanics.²¹

1. Content

Scoring the content is base on the students' ability to write their ideas and information in the form of logical sentences.

²⁰David Nunan. 1999. *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers. p. 275.

²¹Sara Chusing Weigle, (2002), *Assessing Writing*, United Kingdom: Cambridge University Press, p. 144.

2. Organization

Organization refers to the students' ability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated.

3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, antonym, prefix, and suffix exactly.

4. Language Use

Language use refers to the students' ability in writing the sentence, simple, complex and compound correctly and logically. It also refers to the ability to use agreement in the sentence and some other words such as noun, verb, and time signal.

5. Mechanics

Mechanics refers to the students' ability to use words appropriately and function correctly, such as punctuation and spelling. Paragraph and text can read correctly.

c. **Descriptive Text**

According Stanley descriptive text is presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to list the characteristics of something and usually deals with the physical appearance of the described thing. Descriptive etymologically is defined from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.

According D'Angelodescriptive text is "a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern. According Anderson descriptive text is different from information reports because they described a specific subject rather than general group.

Descriptive is a type of written text, which has the specific function to give description about an object (human and non-human or idea) vividly so that the reader can visualize the object described.²² Descriptive text is a text that describes the features of something, someone, or a certain place.²³ Descriptive text is a text, which a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.²⁴ Descriptive writing is describes a person, place, or thing in a way that enable the readers to visualize it.²⁵

In conclusion, descriptive text is a function to describe something in detail in order to enable the readers to see, hear, feel, and touch it directly involve themselves in the event. Its purposes is to describe. In addition, the purposes of descriptive writing is to engage a reader's attention, to create characters, to set a mood, or create an atmosphere, to bring writing to life.²⁶

1.1 The Generic Structure of Descriptive Text

Descriptive text has structures as below:

a. Identification

In this generic structure introduces to the subject of description.

b. Description

In this part give details of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

1.2 The Language Feature of Descriptive Text

²²Dirgeyasa, Colloge Academis Writing a Genre-based Perspective. 2014, Medan, Unimedpress

²³Artono wardiman, English in focus, 2008, Medan: PT. Madju Medan Cipta. p.16

²⁴Bachtiar Bima M and CicikKurniawan, Let's Talk, (Bandung: Pakar Raya, 2005),p.15

²⁵John Schacter, the Master Teacher Series Descriptive writing, p.5.

²⁶Lailan Mazida, "The Effect of Using Heroic films on the Students Achievement in Writing descriptive text".Thesis. (Medan, Unimed, 2002).

Significant Grammatical feature of descriptive text are:

- a. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
- b. Use of Simple Present Tense.
- c. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
- d. Use descriptive adjectives (strong legs, white fangs).
- e. Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur).
- f. Use of action verb 'material processes' (it eats grass, it runs fast)
- g. Use of adverbial to give additional information about behavior (fast, at tree house).
- h. Use of figurative language (Jhon is as white as chalk).

1.3 Types of Descriptive Text

Most writing contains descriptive. Following are a few types of writing that depend heavily on descriptive language:²⁷

- Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- Character sketches describe fictional characters their appearances, personalities, hopes and dreams.

Table 2.1

The Example of Descriptive Text

²⁷Joyce Armstrong Carrel (2001), *Writing and Grammar Communication and Action*. America : Prentice Hall, p.101

| Generic Structure | Example |
|-------------------|--|
| Identification | Zoro is my handsome cat in the house. |
| Description | <p>He is local cat. He was on this house before I lived in this house. Zoro is like another local cat, Zoro has 2 colours of fur and it is not too thick. His fur are yellow and white. Look from the size of his body, Zoro is 2 years old.</p> <p>Zoro's body is long enough. The lenght of his body is about 27cm. Because of this, He looks more handsome I think. Moreover, he is very active during playing with my brother. He plays with my brother almost everyday. But, he likes to sleep in my bed. I always feel that is not good for me or my brother.</p> <p>Everyday, I always feed zoro during breakfast, lunch, and dinner. I buy food for cat and not forget to give him a milk. When I feed him, I feel so happy and I think zoro feels same because he always mew loudly. I really like zoro. He is my handsome pet. He also has become best friend for my brother and me.</p> |

2. Whisper and Write Game

a. Definition Whisper and Write Game

Whisper and write game is very simple and widely used in the teaching of English.²⁸ Although simple, the game is quite enjoyable. The game began after students finish studying about writing in terms of both the writing and pronunciation. Then, the students were divided into five groups A,B,C,D and E. Each group then formed a line.

²⁸ Fathoni Ahmad,(2015), Cara Mudah Belajar Bahasa Inggris (http://www.beljarbahasainggris.us/2012/12/permainan-kosa-kata-vocabulary-games.html) Cirebon, 2015 accessed on Monday, January 16th 2018 at 09.30 WIB

Whisper and write game is filled with thousands of terms and phrases, clauses presented in random order each time you play. Whisper and write game is very entertaining and a really good pastime for adults and kids as well, since apart from being fun it can be a good chance for kids to learn new sentence and improve writing.

Learning plus having fun is a good combination. The most interesting aspect of the game is that if we run out of sentences, we can easily create our own lists in text files following the conventions detailed in the help file. That way, whisper and write game is a game with endless possibilities, as it is limited only to our imagination.

Novi states that “Usually the materials used in whisper and write game consist of the definition of terms, about describe pet, describe people or things and so on. Whisper and write game is a great game, which is not too difficult to learn. Unpredictable the version of the popular whisper and write game become one of the media to teach English at school.” Whisper and write game is a game worth to be played by all ages. It is one of the few educative games in the market that people have accepted with open arms and minds.

b. Principle of Whisper and Write game

The whisper and write game inspired by the cooperative learning. Whisper and write game supports writing acquisition. This theory said cooperative or collaborative learning essentially involves students learning from each other in groups. In whisper and write game, teachers teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperative not only a way of learning but also a theme to be communicated and studied.²⁹

The writing lesson will be done in cooperative groups. Each student is to help the other students learn the new sentence. The principle is students are encouraged to think in terms of positive interdependence, which means that the students are not thinking

²⁹Diane, *Technique and Principles in Language Teaching* (oxford : 2008) p. 264

competitively and individualistically, but rather cooperatively and in terms of the group. In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together.

c. Design of Whisper and Write Game

Whisper and write game used to familiarize students with new terms, teaching them the necessary steps to acquire and implement new sentence into their writing as they hear, recognize, know and use the sentences. Students will write, and than whispering the sentence. This is a great way to help students enhance their writing.

The writing lesson will be done in cooperative groups. Each students is to help the other students learn the new sentence, the students ask which groups they should form. The teacher give text and whispering to first student to prepare and hearing the first sentence. The teacher give feedback on how students did on the target social skill. Teacher not only teach sentence especially in writing descriptive text , they teach cooperation as well.

d. Procedure of Whisper and Write Game

There are some procedures in using Whisper and Write Game on teaching writing, as follows: (1) The students were divided into five groups 1,2,3,4 and 5. (2) Each group then formed a line. (3) Let we say there are five students in each group. (4) A1 students standing near the blackboard, and then the students were standing beside A2, as well as students A3, A4, and A5, So also with the group B1, C1,D,and E1. Make sure the distance between the student should be wide so that they could not hear her whisper. (5)The game starts out with some sentence in writing descriptive text relating to the material to students A5, B5,C5,D5,and E5 (6) the teacher give instruction the first student to make sentences about the picture. (7) and the second student whisper by the first student. (8) and the second student whisper sentence to the third student, and the third student whisper to the four student, and

the four student whisper to the five student.(9)Then from the students, the sentence of descriptive text is given to a friend the other by whispering; A5 to A4 and B5 to B4, C5 to C4, D5 to D4, and E5 to E4(10) The activity lasted up to students near the blackboard that A1,B1,C1,D1,and E1. Students A1,B1,C1,D1and E1 after the beginning they heard a whispering sentence in writing descriptive text immediately write down a sentence at the hearing on the board. (11) A group of the most rapid and precise in writing descriptive text is the winner. (12) after that the student and the teacher correct the paragraph of descriptive text.

e. The Advantages and Disadvantages Whisper and Write Game

There are the advantages of whisper and write game : (1) It can support students to be interested in learning English writing, (2) Games can run out the boredom, (3)It can develop their linguistics skill, (4) Get the students to be cooperative not competitive, (5)It is more effective in learning English writing. The disadvantages of whisper and write game: (1) Students will be gambling (2) Not every students feels comfortable (3) Difficult for teacher in preparing whisper and write, (4) It is difficult for teacher to manage their students in each group.

B. Relevant Studies

1. Miranda³⁰ conducted a research about “The Effect of Using Whisper and Write game on The Students’ Vocabulary Mastery at SMPS Harapan Mekar Grade VIII. A thesis from Faculty of Teachers’ Training and Education, University of Muhammadiyah North Sumatera, Medan 2016.” The study aimed at improving the students’ vocabulary through whisper and write game. It was conducted using classroom action research. The subjects were the students at SMPS Harapan Mekar Grade VIII, which consist of 30 students. For collecting the data, the instruments were quantitative data

³⁰YunitaMiranda, (2016) , The Effect of Using W2 (Whisper and Write) Game on The Students’ Vocabulary Mastery at SMPS HarapanMekar Grade VIII.

(vocabulary mastery test) and qualitative data (observation sheet, interview sheet, diary notes, and documentation). Based on the data was founded that the students' score increase from the orientation test, cycle 1 and cycle 2 test. In the orientation test, the mean of students score was 43,7%, in cycle 1 test, the mean of students' score was 66,7%, and in cycle 2 test, the mean of the students' score was 88,7%. It was found that teaching vocabulary through W2 (whisper and write) game as a media can improve the students' vocabulary mastery. It can be conclude that the English teacher should try this media when teaching and learning process run.

2. Ritonga,³¹ Conducted a research about Improving students' achievement in writing descriptive paragraph through the application problem based learning can improve the students achievement in writing descriptive paragraph. The object of this study was the grate VIII of SMP Negeri 1 Lubuk Pakam which consisted of 40 students. The subject was taught by using problem base learning. The qualitative data were collected by using interview, diary notes and observation sheet. The quantitative data were taken from the mean of the students in writing test. Based on the result of quantitative data, it was found that there was improvement on students' achievement in writing descriptive paragraph.

C. Conceptual Framework

Writing is the process of communication which uses a conventional graphic system to convey a message to the readers. Someone writes about something because he has ideas which he wants to tell to other people. Writing should be organized effectively and include aspects such as, content, organization, vocabulary use, grammatical use and mechanical consideration such as: spelling and punctuation. Therefore, writing is not an easy process

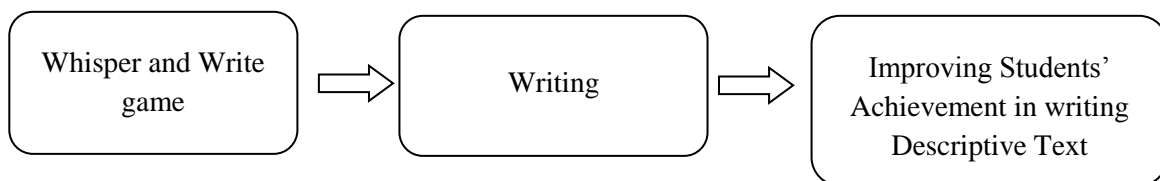
³¹ Vera Ritonga ,(2009), Improving Students' Achievement in Writing Descriptive Paragraph through the application problem based learning.

especially in writing descriptive text. Many students still find difficulties when they want to write, they unable to write even though they have learned it for years. It is necessary to have a way in solving this problem and to improve their ability so that they write the good descriptive text. That is why the teacher should use the game in teaching.

Whisper and Write Game can improve the students' writing because by using this game the students are more enjoyable in learning writing descriptive text. In writing descriptive text, the students will be focused on describe the picture verbally in writing which included two terms, that is objective description and subjection description. Those two terms are intended to describe a place, a person, opinion, idea, and process.

By using whisper and write game can make the students easier in writing descriptive text. Students can interact and share decision making between members of a group using a common set of tools. Furthermore, whisper and write makes the students easier to write descriptive text.

We can see the description of using whisper and write game and the students' achievement in writing descriptive text through the following diagram:



It can be predicted that whisper and write game can be used in teaching writing descriptive text and it can improve the students' achievement in writing descriptive text.

D. Actional Hypothesis

Based on the theoretical framework and conceptual framework above, the hypothesis of this study are: students' achievement in writing descriptive text can be improved by using whisper and write game at the first grade students of MAS Teladan Ujung Kubu Batu Bara.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research will be conducted at MAS Teladan Ujung Kubu Batu Bara. Which is located on Jln. Pematang Kocik Ujung Kubu. The reasons of the researcher choose the location because, the researcher found the problems of this research in that school and there is no researchers conduct with same title before. The subject of this research are the students at the first grade students of Madrasah Aliyah Swasta Teladan Ujung Kubu in academic year 2017/2018 that consist of 28 students.

B. Data and Data Source

The data of this research is 28 students. The researcher chosen this location because some reasons, they are: (1) this school is not far from the researcher's house, (2) the English teacher never use Whisper and Write game in teaching writing descriptive text, (3) the English teacher still use the traditional method in teaching English.

While the data sources are from teacher and students when teaching learning process activity. (1)Students are as learner, in this research students are he important object as a source of the data, (2) Teacher is a collaborator, the collaborator assisted the researcher in conducting the action research.

C. Research Method

This study will apply classroom action research. This research intends to reveal an effort to improve the learning process by using whisper and write game in teaching writing descriptive text at first grade of Islamic Senior High School at MAS Teladan Ujung Kubu Batu Bara, then the use of classroom action research considered relevant in this research.

Kemmis and Taggart stated that action research is a form research reflection self that collectively do researcher in social situation to improve reasoning and justice education practice and social them, as they comprehension about this practice and toward place situation do this practice.³²

Goals to be achieved in procedure classroom action research (CAR) is to improve and repair learning practice that should do by teacher. Another goals that can achieved if implement classroom action research (CAR) is occur rehearsal process in position during occur classroom action research (CAR).³³

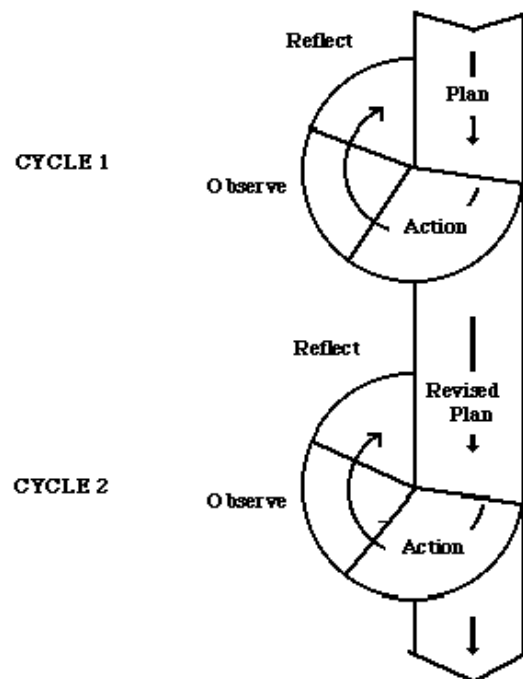
Based on theory on Classroom Action Research above, it concluded that the classroom action research is working, the application and activities to fact finding in solve the problem of social situation in improving the quality of action and analyze to the treatment.

In apply a classroom action research by using several cycles through four steps, as following: 1. Planning, 2. Acting, 3. Observing, 4. Reflecting

³²EffiAswitaLubis, (2015), *MetodologiPenelitianPendidikan*. Bandung, IKAPI, p.147

³³RosmalaDewi, (2012). *PenelitianPendidikan*. Medan PascasarjanaUnimed, p. 134

Figure 3. Cycle of Classroom Action Research



The procedure of this research consisted of two cycles. Before going to cycle, the researcher conducts pre-test to students. Then, the researcher does the first cycle and second cycle. If the two cycles cannot improve the students' score. The researcher does the next cycle until the score of students can be achieved. The diagram above will be explained as follows:

1. Planning, in this phase, the researcher conducted several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. As for that do as follows: a). Make the implementation plan of learning in accordance with the material being taught, b). Preparing instructional media in accordance that related with whisper and write game, c). Making the question that will be given to each students based on the basic competence of the learning material, and d). Arrange the format of the observation sheet to be used.
2. Acting is the implementation of planning. The researcher will do everything that had been planned. Acting means a process of activity that is done or implementation of planning, in

action. The researcher teaches how to improve the students' achievement in writing descriptive text by Whisper and Write game in the process of teaching and learning. At the end of action, writing descriptive test is administrated in order to measure how the students to be able to comprehens the text.

3. Observing, in this stage conducted an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior in learning process.
4. Reflecting, in this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. And then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

D. Data Collection

In collecting data, classroom action research uses qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data uses pre-test and post-test. The complete explanation is as follows:

1. Observation

Observation will be done to make diagnoses about the problems found in the field, and then designs the plan to do an action in order to solve the problems. While the researcher held the action, the collaborator helped her observe the teaching learning process to collect the data by filling in the observation checklist which contains indicators of writing descriptive text and the implementation of Whisper and Write game.

2. Interview

The researcher used the interview to collect the data related to writing descriptive text. Besides that, interview data was used to know about students' progress after the action.³⁴

3. Photographs

Photographs are way of greatly enhance classroom analysis and provide visual stimuli which will be integrated into report and present the research to others. The use of photographs is also a technique for data collection that combines effectively with a range of language classroom task and activities where visual aids are an invaluable support in learning.

4. Test

Writing test was based on the indicators in the theory of teaching writing studied before. It will give to the students before the cycle and the end of every cycle to measure the student improvement in their writing descriptive text. In measuring the written test, the cumulative score ranging from 0-100. To know the students achievement in writing descriptive text, there are some criteria that is considered. According to brown there are five scoring components scale name: content, organization, vocabulary, language use and mechanics.³⁵

Those specific criteria are described in detail in the following stages:

Table 3.1
The Scoring Specific Criteria

| Components | Criteria | Score |
|-----------------------------|------------------------------------|--------------|
| Level | | |
| 1. Contents | Excellent to very good | 27-30 |
| The score of content depend | (Knowledgeable substantive through | |

³⁴Edu Research, *Jurnal Pendidikan* Vol.1 No.1 Juli 2012

³⁵Douglas Brown (2001), *Language Assessments Principle and Classroom Practices* (San Francisco University, Longman)

| | | |
|---|---|--------------|
| of the students' ability to write ideas, information in the form of logical sentences. | development of topic sentences relevant to assigned topic) | |
| | Good to Average (Some knowledgeable of subject adequate range-limited development of topic sentences-mostly relevant to topic, but lack detail) | 22-26 |
| | Fair to Poor (limited knowledge of subject-little substance-inadequate development of topic) | 17-21 |
| | Very poor (Does not show knowledge of subject-not substantive- not pertinent-or not enough to evaluate) | 13-16 |
| 2. Organization The organization refers to the students' ability to write the ideas, information in good logical order. The topic and supporting sentences are clearly stated | Excellent to Very Good (ideas clearly stated/ supported cohesive-time sequence spatial particular to general-general to particular) | 18-20 |
| | Good to Average (Somewhat choppy-loosely organized but main ideas stand out-limited but incomplete sequencing) | 14-17 |
| | Fair to Poor (Non fluent ideas confused or | 10-13 |

| | | |
|---|--|--------------|
| | disconnected lacks logical sequencing and development) | |
| | Very Poor (Does not communicate no organization or not enough to evaluate) | 7-9 |
| 3. Vocabulary Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, antonym, prefix, and suffix exactly. | Excellent to Very Good (Exact words effective word/idiom choice and usage word form master appropriate register) | 18-20 |
| | Good to Average (Adequate range occasional errors of word/idiom form, usage, but meaning not obscured) | 14-17 |
| | Fair to Poor (Limited range errors of word/ idiom from choice usage, and meaning not obscured) | 10-13 |
| 4. Language Usage Language use refers to the students' ability in writing the sentences, simple, complex, and compound sentence correctly and logically it also refers to the | Excellent to Very Good (Effective complex construction few error of agreement, tense, number, word order /function , article, pronouns, preposition) | 22-15 |
| | Good to Average (Effective but simple construction minor problems in complex construction several | 18-21 |

| | | |
|--|--|--------------|
| ability to use agreement in the sentences and some other words such as nouns, verb, and time signal. | error of agreement, tense, number, word order/function, article, pronouns, preposition) | |
| | Fair to Poor (Major problems in simple/complex construction factual errors of negation, and /or fragments, deletion meaning confused or obscure) | 11-17 |
| | Very Poor (virtually no mastery sentences construction rules, dominated by errors, obscured meaning and not enough to evaluate) | 5-10 |
| 5. Mechanism Mechanism refers to the students' ability to use words appropriately and function correctly, such as punctuation and spelling paragraph and text can be read correctly. | Excellent to Very Good (Demonstrate mastery of conventions few errors spelling, punctuation, capitalization and, writing sentences) | 5 |
| | Good to Average (Occasional errors of spelling punctuation and capitalization, but meaning not obscured) | 4 |
| | Fair to Poor (Frequent errors of spelling, punctuation and capitalization, writing sentences-poor) | 3 |

| | | |
|--|---|----------|
| | handwriting, meaning confused or obscured) | |
| | Very Poor (No mastery of conventions dominated by error of spellingpunctuation and capitalization, paragraphing- handwriting illegible or not enough to evaluate) | 2 |

E. Data Analysis

The researcher will be applied qualitative and quantitative data. The quantitative data will be analyzed from the score of the students that they get from the writing test. The component of the writing test covers content, organization, vocabulary, language use and mechanics. By applying both of data, it was expected that improvement in students' achievement in descriptive writing through Whisper and Write game would be achieved.

To know the difference of the test success after using whisper and write game the researcher applies the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N - 1)}}$$

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

While the qualitative data was analyzed by Miles and Huberman³⁶, qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing. Those can be explained as follows:

1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step in analyzing the data was data display. It was an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and to analyzed what was happened with the data presented. In this study, the researcher was used essay in displaying the data, because it was most common data display was used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that was draw conclusion and verification. Form the start of the data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

³⁶Miles B Matthew, and. A Michael Huberman, (1994), *Qualitative Data Analysis*, (USA: Sage Publications,). p. 10

F. Trustworthiness

There are four indicators that was established to check the validity of data in qualitative research. Namely credibility, transferability, dependability, and confirmability.³⁷

1. Credibility is qualitative research means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in the research itself.
2. Transferability is a trustworthiness concept that can be seen as external validity, transferability can be enhanced through clear descriptions of the research, the participant's diverse perspectives and experiences, methodology, interpretation of results, and contributions from peer debriefers.
3. Dependability is a trustworthiness concept that closely matches reliability. In positivist research, reliability was the extent to which a variable or a set of variables is consist with that it is supposed to measure when repeated multiple of times.
4. Confirmability refers to the degree to which the results could be confirmed or collaborated by others. The researcher can document the procedures for checking and rechecking the data throughout the study.

In this research, the researcher chooses the credibility trustworthiness. Triangulation is qualitative cross validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.³⁸ Triangulation will be accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions.

The researcher limits on source triangulation and methodological triangulation. Source triangulation will be accomplished by checking the data that has been obtained

³⁷Tohirin, (2013) *Metode Penelitian Kualitatif Pendidikan dan Bimbingan Conseling*, Jakarta : PT. Raja Grafindo Persada, Page 100

³⁸Sugiyono, (2016), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung : Alfabeta. P 273

through several sources. Methodological triangulation will be accomplished by checking the data on the same source with different techniques.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and photograph. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 28 students. It was accomplished in two cycles. Each cycles consisted of four step, they are planning, action, observation and reflection. The first cycle consisted of three meetings including pre-test, giving material and post test I. The second cycle consisted of two meetings. They were given material and post-test II. The tests were given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle.

1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

1.1 Pre-Test

The researcher gave a test. The test was given for the students before treatment of using Whisper and Write Game. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle. Here the Students' score of Pre-test as follow:

Table 4.1
The Students' Score Pre-Test

| No. | Name | Pre-Test of The First Cycle | |
|-----|------|-----------------------------|------------------------------|
| | | Pre-Test | Criteria of Succes ≥ 75 |
| 1 | AF | 52 | Unsuccess |
| 2 | AN | 46 | Unsuccess |
| 3 | ARS | 56 | Unsuccess |
| 4 | AM | 45 | Unsuccess |
| 5 | AC | 75 | Success |
| 6 | AP | 50 | Unsuccess |
| 7 | FZ | 51 | Unsuccess |
| 8 | HZ | 49 | Unsuccess |
| 9 | HY | 52 | Unsuccess |
| 10 | JS | 49 | Unsuccess |
| 11 | MC | 58 | Unsuccess |
| 12 | MS | 56 | Unsuccess |
| 13 | MR | 43 | Unsuccess |
| 14 | MDM | 49 | Unsuccess |
| 15 | MNI | 57 | Unsuccess |
| 16 | NA | 77 | Success |

| | | | |
|----|-------|--------------------|-----------|
| 17 | NRI | 55 | Unsuccess |
| 18 | NHI | 56 | Unsuccess |
| 19 | NHH | 46 | Unsuccess |
| 20 | RRS | 52 | Unsuccess |
| 21 | RAW | 43 | Unsuccess |
| 22 | SKH | 55 | Unsuccess |
| 23 | SKS | 53 | Unsuccess |
| 24 | SKI | 51 | Unsuccess |
| 25 | SNL | 49 | Unsuccess |
| 26 | SR | 62 | Unsuccess |
| 27 | UK | 52 | Unsuccess |
| 28 | WR | 59 | Unsuccess |
| | Total | $\Sigma X = 1.496$ | |
| | Mean | $\bar{X} = 53,43$ | |

From the table of pre-test, the students that got success the test was 2, and the students did not get success was 26. In addition, the total score of the students was 1496 and the number of students who took the test was 28.

1.2 Post-Test I

The researcher gave test in post-test I, the test was given after applied Whisper and Write Game. The researcher found improvement of the students' score in post-test of the first cycle. Here The students' score of post-test in the first cycle.

Table 4.2
The Students' Score Post -Test I

| No. | Name | Post Test of The First Cycle | |
|-----|------|------------------------------|------------------------------|
| | | Post-Test | Criteria of Succes ≥ 75 |
| 1 | AF | 77 | Success |
| 2 | AN | 74 | Unsuccess |
| 3 | ARS | 74 | Unsuccess |
| 4 | AM | 74 | Unsuccess |
| 5 | AC | 79 | Success |
| 6 | AP | 64 | Unsuccess |
| 7 | FZ | 69 | Unsuccess |
| 8 | HZ | 75 | Success |
| 9 | HY | 70 | Unsuccess |
| 10 | JS | 71 | Unsuccess |
| 11 | MC | 76 | Success |
| 12 | MS | 73 | Unsuccess |
| 13 | MR | 67 | Unsuccess |
| 14 | MDM | 73 | Unsuccess |
| 15 | MNI | 73 | Unsuccess |
| 16 | NA | 80 | Success |

| | | | |
|----|--------------|--------------------|----------------|
| 17 | NRI | 76 | Success |
| 18 | NHI | 70 | Unsuccess |
| 19 | NHH | 73 | Unsuccess |
| 20 | RRS | 76 | Success |
| 21 | RAW | 78 | Success |
| 22 | SKH | 75 | Success |
| 23 | SKS | 75 | Success |
| 24 | SKI | 75 | Success |
| 25 | SNL | 73 | Unsuccess |
| 26 | SR | 75 | Success |
| 27 | NK | 77 | Success |
| 28 | WR | 78 | Success |
| | Total | $\Sigma X = 2,070$ | |
| | Mean | $\bar{X} = 73,93$ | |

From the table of post-test in the first cycle, the students that got success the test was 14, and the students did not get success was 14. Total score of the students was and the number of students who took the test was 28. From the data analysis above, the students' writing descriptive text in post test I was still low. It could be seen of the mean score of the students was 73,93. It's mean that the score did not get success categorize.

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 73,93. There were 14 students passed the test and 14

students failed in the test. Because the students' ability in writing descriptive text post-test I in the first cycle was categorized unsuccessful, the researcher would continue in the second cycle.

1.3 Post- Test II

The researcher chose to continue the research in cycle two. The aim was to improve the students' score in writing descriptive text after doing post-test in the first cycle. Here the students' score of post-test in the second cycle.

Table 4.3
The Students' Score Post -Test II

| No. | Initial of Students | Post Test of The second Cycle | |
|-----|---------------------|-------------------------------|-------------------------------|
| | | Post-Test | Criteria of Success ≥ 75 |
| 1 | AF | 78 | Success |
| 2 | AN | 86 | Success |
| 3 | ARS | 80 | Success |
| 4 | AM | 86 | Success |
| 5 | AC | 86 | Success |
| 6 | AP | 80 | Success |
| 7 | FZ | 80 | Success |
| 8 | HZ | 80 | Success |
| 9 | HY | 80 | Success |
| 10 | JS | 80 | Success |

| | | | |
|----|--------------|--------------------|----------------|
| 11 | MC | 80 | Success |
| 12 | MS | 80 | Success |
| 13 | MR | 80 | Success |
| 14 | MDM | 79 | Success |
| 15 | MNI | 84 | Success |
| 16 | NA | 86 | Success |
| 17 | NRI | 80 | Success |
| 18 | NHI | 82 | Success |
| 19 | NHH | 86 | Success |
| 20 | RRS | 80 | Success |
| 21 | RAW | 86 | Success |
| 22 | SKH | 86 | Success |
| 23 | SKS | 80 | Success |
| 24 | SKI | 80 | Success |
| 25 | SNL | 80 | Success |
| 26 | SR | 79 | Success |
| 27 | UK | 86 | Success |
| 28 | WR | 80 | Success |
| | Total | $\Sigma X = 2,290$ | |
| | Mean | $\bar{X} = 81,79$ | |

From the data of post-test II, the students that got success the test were 28, and the students did not get success were 0. The total score of the students was 2290 and the number of students who took the test was 28. It means that the score was categorized success. The percentage of students who were success in writing text.

Table 4.4
The students' score on Pre-Test, Post-Test I, and Post Test II

| No | Initial Name | Values | | |
|----|--------------|-----------|---------------|----------------|
| | | Pre –Test | Post – Test I | Post – Test II |
| 1 | AF | 52 | 77 | 78 |
| 2 | AN | 44 | 74 | 86 |
| 3 | ARS | 56 | 74 | 80 |
| 4 | AM | 45 | 74 | 86 |
| 5 | AC | 75 | 79 | 86 |
| 6 | AP | 50 | 64 | 80 |
| 7 | FZ | 51 | 69 | 80 |
| 8 | HZ | 49 | 75 | 80 |
| 9 | HY | 52 | 70 | 80 |
| 10 | JS | 49 | 71 | 80 |
| 11 | MC | 58 | 76 | 80 |

| | | | | |
|----|-----|----|----|----|
| 12 | MS | 56 | 73 | 80 |
| 13 | MR | 43 | 67 | 80 |
| 14 | MDM | 49 | 73 | 79 |
| 15 | MNI | 57 | 73 | 84 |
| 16 | NA | 77 | 80 | 86 |
| 17 | NRI | 55 | 76 | 80 |
| 18 | NHI | 56 | 70 | 82 |
| 19 | NHH | 46 | 73 | 86 |
| 20 | RRS | 52 | 76 | 80 |
| 21 | RAW | 43 | 78 | 86 |
| 22 | SKH | 55 | 75 | 86 |
| 23 | SKS | 53 | 75 | 80 |
| 24 | SKI | 51 | 75 | 80 |
| 25 | SNL | 49 | 73 | 80 |
| 26 | SR | 62 | 75 | 79 |
| 27 | UK | 52 | 77 | 86 |
| 28 | WR | 59 | 78 | 80 |

| | | | |
|--|-------------------|-------------------|-------------------|
| | $\sum X = 1.496$ | $\sum X = 2.070$ | $\sum X = 2.290$ |
| | $\bar{X} = 53,43$ | $\bar{X} = 73,93$ | $\bar{X} = 81,79$ |

Table 4.5

The Statistic Analysis of the Students' Score Post Test in First and Second Cycle

| Number | Post Test 1 | Post Test 2 | D | D ² |
|--------|-------------|-------------|----|----------------|
| 1 | 77 | 78 | 1 | 1 |
| 2 | 74 | 86 | 12 | 144 |
| 3 | 74 | 80 | 6 | 36 |
| 4 | 74 | 86 | 12 | 144 |
| 5 | 79 | 86 | 7 | 49 |
| 6 | 64 | 80 | 16 | 256 |
| 7 | 69 | 80 | 11 | 121 |
| 8 | 75 | 80 | 5 | 25 |
| 9 | 70 | 80 | 10 | 100 |
| 10 | 71 | 80 | 9 | 81 |
| 11 | 76 | 80 | 4 | 16 |
| 12 | 73 | 80 | 7 | 49 |

| | | | | |
|--------------|-----------|-----------|------------------------------------|---------------------------------------|
| 13 | 67 | 80 | 13 | 169 |
| 14 | 73 | 79 | 7 | 49 |
| 15 | 73 | 84 | 11 | 121 |
| 16 | 80 | 86 | 6 | 36 |
| 17 | 76 | 80 | 4 | 16 |
| 18 | 70 | 82 | 12 | 144 |
| 19 | 73 | 86 | 13 | 169 |
| 20 | 76 | 80 | 4 | 16 |
| 21 | 78 | 86 | 8 | 64 |
| 22 | 75 | 86 | 11 | 121 |
| 23 | 75 | 80 | 5 | 25 |
| 24 | 75 | 80 | 5 | 25 |
| 25 | 73 | 80 | 7 | 49 |
| 26 | 75 | 79 | 4 | 16 |
| 27 | 77 | 86 | 9 | 81 |
| 28 | 78 | 80 | 2 | 4 |
| TOTAL | | | $\Sigma D = 221$ | $\Sigma D^2 = 2127$ |

From the last computation have been found that :

$$\bar{D} = \frac{221}{28} = 7,90$$

As follow :

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-(N-1)}}$$

$$T = \frac{7,90}{\sqrt{\frac{\sum 2127 - \frac{(\sum 221)^2}{28}}{28-(28-1)}}$$

$$T = \frac{7,90}{\sqrt{\frac{\sum 2127 - \frac{(\sum 48841)}{28}}{756}}$$

$$T = \frac{7,90}{\sqrt{\frac{\sum 2127 - \frac{1744321}{28}}{756}}$$

$$T = \frac{7,90}{\sqrt{59,41417}}$$

$$T = \frac{7,90}{2,4375} = 3,2410$$

Form the computation above, it could be seen that the coefficien of t – observation = 3,2410.

Based on the table above, the result of analysis data showed that there was an improvement on the students' achievement in writing descriptive text. It was showed from

the mean of pre-test was 53,43 the mean of post-test I in the first cycle was 73,93 and the mean of post-test II in the second cycle was 81,79. From the data, it indicated that using whisper and write game in learning descriptive text in writing was effective, and the data above can be concluded that the student's achievement in writing descriptive text have been increased by using whisper and write game.

2. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

2.1 Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

2.1.1 Planning

The plan was arranged before researcher conducting the research. First, the researcher prepared lesson plan for two meetings, material which was took from the internet that suitable with topic discussion that is about descriptive text, and apply Whisper and Write game in teaching writing descriptive text. All of the material is used by researcher in teaching writing descriptive text in the classroom.

2.1.2 Action

All plan that had arranged were conducted in teaching learning process in writing descriptive text by using Whisper and Write game. (1) Explained the descriptive text. (2) Gave the example of descriptive text about using English in the classroom. (3) Applied Whisper and Write game. Before teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test.

2.1.3 Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did Whisper and Write game although some of them still lack of descriptive text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to whispering the sentence that relates o the topic. The activity of students could be seen in observation sheet and also documentation was took by researcher during the teaching and learning process in classroom.

2.1.4 Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked to the students how students felt when learning writing by using whisper and write game, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. From the students' response and the students' scores above, the researcher continued in cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' achievement in writing descriptive text.

2.2 Cycle II

The researcher also have done some steps in the second cycle, they were planning, action, observing and reflection. Here the activities that have done in every step:

2.2.1 Planning

In this step, there were some activities had been done by the teacher they are: making lesson plan consisted of the action, preparing the teaching material which related to used of

whisper and write game that was needed in action, preparing the test to measure the result of the study, observation sheet, interview sheet and photograph.

2.2.2 Action

In this step, there were some activities that had been done by the researcher. Firstly, the researcher explained descriptive text and give some example to make the student more understood. After they were know the generic structure of descriptive text, language features, the teacher was applied Whisper and Write game at improving their achievement in writing descriptive text. The teacher asked the student to write descriptive text and collect has finished.

2.2.3 Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about writing descriptive text. The students ware enjoyable in learning the topic discussion and they were active during teaching learning process and more enthusiastically than before.

2.2.4 Reflection

Based on the observation and test done by the students, it can be concluded that:

1. The researcher was able to improve the students' achievement in writing descriptive text by applying whisper and write game.
2. The students' score in the second cycle had improved then in the first cycle.

Based on the observation and the result of the students' test, researcher concluded that the students had improved in writing descriptive text by applying whisper and write game. The students' score in the second cycle had improved then in the first cycle.

B. Discussion

This research was conducted to find out the improvement of the students' achievement in writing descriptive text by applying Whisper and Write game. It was one of game that could be used by the teacher in teaching English to improve the students' achievement in writing descriptive text.

The research that had been done by the researcher indicated that Whisper and Write game was effective or could be used in teaching writing . It could be seen from the tables that showed us the improvement of students' score from pre-test, post-test of cycle I and post-test of cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, Whisper and Write game helped the students to understand the subject easily.

Based on quantitative data could be seen the students' achievement in writing descriptive text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 53,43,the mean of the students' score in post-test I was 73,93and the mean of the students' score in post-test II was 81,79.

Based on the result of the qualitative data which was taken from the observation sheet, interview and photograph it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about descriptive text,Exercise as the instrument of collecting data by applied whisper and write game. Furthermore, the action of researcher explained the material that is descriptive text, gave the example of descriptive text, applied whisper and write game. The students paid attention to the researcher during teaching learning process. The students' also felt spirit in doing the task by using Whisper and Write game. It indicated that whisper and write game could be motivate the students became more enthusiastic in learning English especially in English writing.

It could be concluded that the result of the research showed that whisper and write game could improve the students' achievement in writing descriptive text. It made the students enjoyable in learning writing descriptive text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research, it could be concluded that teaching writing descriptive text by applying whisper and write game could improve the students' achievement in writing descriptive text. Based on writing test of the students in descriptive text Whisper and Write Game could improve the students' achievement in writing descriptive text. It could be seen that the higher score of writing test was 86. Before using Whisper and Write game the students' achievement in writing descriptive text was low. It could be seen that 2 students who passed the test and 26 students failed in the test.

Because Whisper and Write game was effective and efficient to the students in improving their achievement in writing descriptive text. This game was effective because the students could write thesis, argument, and recommendation. The scoring of students' writing test in content, organization, vocabulary, language use and mechanics was very good to excellent and average to good. This game was efficient because the researcher did not need many things to teach descriptive text and the students were enjoyable and enthusiastic in learning teaching process. It could be proven from observation sheet and interview sheet.

B. Suggestions

Having seen the result of study, the following suggestion are offered to be considered:

1. For the teacher should apply whisper and write game in teaching writing so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. The students must practice their writing in the context to develop their writing. Where, writing is very important for our communication. Practice whenever and wherever what they studied and always practice the writing which they studied and always remember the sentence which they have.
3. The other research, I suggested to conduct research related to the topic of the study.

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APPENDIX I**LESSON PLAN****PRE-TEST**

| | |
|----------------------|--|
| School | : MAS TELADAN UJUNG KUBU BATUBARA |
| Subject | : English |
| Topic | : Writing |
| Sub Topic | : Writing Descriptive text |
| Class | : X |
| Time Location | : 2 x 45 |

A. Standard competence

Expressing meaning of short functional text and simple essay from descriptive and produce in the context of daily life

B. Basic competence

Expressing meaning and rhetorical structure in easy by using written language accurately and appropriately in form descriptive text.

C. Indicators

- 1) Students are able to recognize the descriptive text.
- 2) Students are able to comprehend the generic structure of descriptive text.
- 3) Students are able to identify the meaning of the text.
- 4) Students are able to write a simple descriptive text.

D. Learning Objective

- 1) The students must be able to mention the definition and the generic structure of descriptive text.
- 2) The students able to write the descriptive text

E. Learning material**DESCRIPTIVE TEXT****Social Function:**

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

Generic Structure:

1. Identification, which identifies phenomenon that will be describe.
2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

Language Features:

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example of Descriptive Text:

My Hamster



My hamster's name is Gigi, and I love her so much, she's only been in the family for a short while, but it feels like she's been here forever! There are so many words that I can use to describe her with that if somebody were to ask me to only use three words to describe Gigi it would be really hard to do , but if I had to I would say she is very loving, adorable, and sweet. I would say those specific three words because she just is all of those words combined into one very cute hamster.

I like her small body and soft fur. I also like her face. It's true she is very cute!

F. Learning Strategy : Lecturing

G. Learning Media

1. Copy of picture and the test
2. English dictionary
3. Paper sheet
4. Text book

H. Teaching and Learning Process

1. Opening

- The researcher introduces her personal information to all the students.

- The researcher explains the purposes of her coming to the students, and advising to do the best as long as she conducts the research in the classroom
- The researcher motivates the students to be a good writer in the future

2. Main activities

- The researcher gives an orientation test to the students to know how far they have understand the descriptive text.
- Teacher asks the students to do writing descriptive text with the topic my cat.

3. Closing

- Teacher collects the students' worksheet..
- Teacher ends the meeting.

I. Evaluation

1. Write descriptive with topic : My Cat

J. Scoring of The Test

| Component | Criteria | Score |
|---------------------|---|---------|
| Content | Excellent to very good (Knowledgeable, substantive relevant to assigned topic) | 30 – 27 |
| | Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail) | 26 – 22 |
| | Fair to poor (Limited knowledge of subject, little substance, inadequate development of topic) | 21 – 17 |
| | Very poor (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate) | 16 – 13 |
| Organization | Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive) | 20 – 18 |
| | Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing) | 17 – 14 |
| | Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development) | 13 – 10 |
| | Very poor (Does not communicate, no organization, or not enough to evaluate) | 9 – 7 |
| Vocabulary | Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, | 20 – 18 |

| | | |
|---------------------|---|---------|
| | appropriate register) | |
| | Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured) | 17 – 14 |
| | Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured) | 13 – 10 |
| | Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate) | 9 – 7 |
| Language Use | Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions) | 25 – 22 |
| | Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured) | 21 – 18 |
| | Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured) | 17 – 11 |
| | Very poor (Virtually no mastery of sentence construction) | 10 – 5 |

| | | |
|--------------------|---|-----|
| | rules, dominated by errors, does not communicate, or not enough to evaluate) | |
| Mechanics | Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing) | 5 |
| | Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured) | 4 |
| | Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured) | 3 |
| | Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate) | 2 |
| Total Score | | 100 |

Known by:

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English Teacher

Researcher

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APPENDIX II**LESSON PLAN****CYCLE I**

| | |
|----------------------|--|
| School | : MAS TELADAN UJUNG KUBU BATUBARA |
| Subject | : English |
| Topic | : Writing |
| Sub Topic | : Writing Descriptive text |
| Class | : X |
| Time Location | : |

A. Standard competence

Expressing meaning of short functional text and simple essay from descriptive and produce in the context of daily life

B. Basic competence

Expressing meaning and rhetorical structure in easy by using written language accurately and appropriately in form descriptive text.

C. Indicators

- 1) Students are able to recognize the descriptive text.
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Language Features:

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example of Descriptive Text:

My Hamster



My hamster's name is Gigi, and I love her so much, she's only been in the family for a short while, but it feels like she's been here forever! There are so many words that I can use to describe her with that if somebody were to ask me to only use three words to describe Gigi it would be really hard to do , but if I had to I would say she is very loving, adorable, and sweet. I would say those specific three words because she just is all of those words combined into one very cute hamster.

I like her small body and soft fur. I also like her face. It's true she is very cute!

F. Learning Strategy : Lecturing and Whisper and Write Game

G. Learning Media

1. Copy of picture and the test
2. English dictionary
3. Paper sheet
4. Text book

H. Teaching and Learning Process

1. Opening

- Teacher greets the students and checks attendance list.

- Teacher does warming up and asks the students related to the writing descriptive text

2. Main activities

- Teacher gives explanation the definition descriptive text, generic structure and language feature.
- Teacher gives an example of descriptive text.
- Teacher divides the students into five groups A,B,C,D and E
- Each group then formed a line
- Let we say there are ten students in each group
- A1 students standing near the blackboard, and then the students were standing near the blackboard, and then the students were standing beside A2, as well as students A3, A4 to A5. So also with the group B,C,D D, E. Make sure the distance between the student should be wide so that they could not hear her whisper.
- The game starts out with some sentence in writing descriptive text relating to the material to students A5 and B5
- Then from the students, the sentence is given to a friend the other by whispering; A5 to A4 and B5 to B4, so also C,D and E
- The activity lasted up to students near the blackboard that A1, B1,C1,D1 and E1.
- Students A1, B1,C1,D1 and E1 after the beginning they heard a whispering sentence in writing descriptive text immediately write down a sentence at the hearing on the board.
- A group of the most rapid and precise in writing the sentence is the winner.

3. Closing

- Teacher concludes the lesson.
- Teacher motivates the students to improve their writing in descriptive text.

I. Evaluation

1. Identify and description of this descriptive text below:



My Rose Flower Plant

I have a rose plant at my small garden. Its smell is fabulous to the nose. Its pedals are so delicate. Its colors are immaculate. My rose plant is very beautiful, but be careful, please don't touch, and don't take a hold. Cause when you do its thorns will surely hurt you. I'll warn you now. I am watering my roses every morning. I hope to have more flower in my small garden.

2. Write descriptive text with topic: My Cat

J. Scoring of The Test

| Component | Criteria | Score |
|---------------------|---|---------|
| Content | Excellent to very good (Knowledgeable, substantive relevant to assigned topic) | 30 – 27 |
| | Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail) | 26 – 22 |
| | Fair to poor (Limited knowledge of subject, little substance, inadequate development of topic) | 21 – 17 |
| | Very poor (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate) | 16 – 13 |
| Organization | Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive) | 20 – 18 |
| | Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing) | 17 – 14 |
| | Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development) | 13 – 10 |
| | Very poor (Does not communicate, no organization, or not enough to evaluate) | 9 – 7 |
| Vocabulary | Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register) | 20 – 18 |

| | | |
|---------------------|---|---------|
| | <p>Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured)</p> | 17 – 14 |
| | <p>Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured)</p> | 13 – 10 |
| | <p>Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate)</p> | 9 – 7 |
| Language Use | <p>Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions)</p> | 25 – 22 |
| | <p>Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured)</p> | 21 – 18 |
| | <p>Fair to poor (Major problems in simple/ complex constructions, frequent errors of negation, aggrement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured)</p> | 17 – 11 |
| | <p>Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not</p> | 10 – 5 |

| | | |
|--------------------|---|-----|
| | communicate, or not enough to evaluate) | |
| Mechanics | Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing) | 5 |
| | Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured) | 4 |
| | Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured) | 3 |
| | Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate) | 2 |
| Total Score | | 100 |

Known by:

Principal

English Teacher

Researcher

Drs. Muhammad Syai

Nurhasanah S.Pd

Masrifah

NIP: 19661231 1998021004

APPENDIX III**LESSON PLAN****CYCLE II**

| | |
|----------------------|--|
| School | : MAS TELADAN UJUNG KUBU BATUBARA |
| Subject | : English |
| Topic | : Writing |
| Sub Topic | : Writing Descriptive text |
| Class | : X |
| Time Location | : |

A. Standard competence

Expressing meaning of short functional text and simple essay from descriptive and produce in the context of daily life

B. Basic competence

Expressing meaning and rhetorical structure in easy by using written language accurately and appropriately in form descriptive text.

C. Indicators

1. Students are able to recognize the descriptive text.
2. Students are able to comprehend the generic structure of descriptive text.
3. Students are able to identify the meaning of the text.
4. Students are able to write a simple descriptive text.

D. Learning Objective

1. The students must be able to mention the definition and the generic structure of descriptive text.

2. The students able to write the descriptive text

E. Learning material

DESCRIPTIVE TEXT

Social Function:

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

Generic Structure:

1. Identification, which identifies phenomenon that will be describe.
2. Description, which describes about parts, qualities, or characteristic of something or someone in detail.

Language Features:

1. In Descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The used of action verbs are needed in describing especially for describing behaviors.
3. When describing feelings, mental verb are used. Adjective, adverb, and adverbial phrase are used most often.

The Example of Descriptive Text:

My Hamster



My hamster's name is Gigi, and I love her so much, she's only been in the family for a short while, but it feels like she's been here forever! There are so many words that I can use to describe her with that if somebody were to ask me to only use three words to describe Gigi it would be really hard to do , but if I had to I would say she is very loving, adorable, and sweet. I would say those specific three words because she just is all of those words combined into one very cute hamster.

I like her small body and soft fur. I also like her face. It's true she is very cute!

F. Learning Strategy : Lecturing and Whisper and Write Game

G. Learning Media

5. Copy of picture and the test
6. English dictionary
7. Paper sheet
8. Text book

H. Teaching and Learning Process

1. Opening

- Teacher greets the students and checks attendance list.

- Teacher does warming up and asks the students related to the writing descriptive text

2. Main activities

- Teacher gives explanation the definition descriptive text, generic structure and language feature.
- Teacher gives an example of descriptive text.
- Teacher divides the students into two groups A and B
- Each group then formed a line
- Let we say there are ten students in each group
- A1 students standing near the blackboard, and then the students were standing near the blackboard, and then the students were standing beside A2, as well as students A3, A4 to A5. So also with the group B,C,D, and E. Make sure the distance between the student should be wide so that they could not hear her whisper.
- The game starts out with some sentence in writing descriptive text relating to the material to students A5, B5,C5, D5 and E5.
- Then from the students, the sentence is given to a friend the other by whispering; A10 to A9 and B10 to B9.
- The activity lasted up to students near the blackboard that A1,B1,C1,D1,and E1
- Students A1,B1,C1,D1, and E1 after the beginning they heard a whispering sentence in writing descriptive text immediately write down a sentence at the hearing on the board.
- A group of the most rapid and precise in writing the sentence is the winner.

3. Closing

- Teacher concludes the lesson.
- Teacher motivates the students to improve their writing in descriptive text.

I. Evaluation

Writedescriptive text with topic : Rabbit

J. Scoring of The Test

| Component | Criteria | Score |
|---------------------|---|---------|
| Content | Excellent to very good (Knowledgeable, substantive relevant to assigned topic) | 30 – 27 |
| | Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail) | 26 – 22 |
| | Fair to poor (Limited knowledge of subject, little substance, inadequate development of topic) | 21 – 17 |
| | Very poor (Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate) | 16 – 13 |
| Organization | Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive) | 20 – 18 |
| | Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing) | 17 – 14 |
| | Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development) | 13 – 10 |
| | Very poor (Does not communicate, no organization, or not enough to evaluate) | 9 – 7 |
| Vocabulary | Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, | 20 – 18 |

| | | |
|---------------------|---|---------|
| | appropriate register) | |
| | Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured) | 17 – 14 |
| | Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured) | 13 – 10 |
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| Language Use | Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions) | 25 – 22 |
| | Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured) | 21 – 18 |
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| | Very poor (Virtually no mastery of sentence construction | 10 – 5 |

| | | |
|--------------------|---|-----|
| | rules, dominated by errors, does not communicate, or not enough to evaluate) | |
| Mechanics | Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing) | 5 |
| | Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured) | 4 |
| | Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured) | 3 |
| | Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate) | 2 |
| Total Score | | 100 |

Known by:

Principal

English Teacher

Researcher

Drs. Muhammad Syai

Nurhasanah S.Pd

Masrifah

NIP: 19661231 1998021004

APPENDIX 1V**STUDENTS WORKSHEET (Pre – Test)**

Name :

Class :

Instruction :

What do you think about picture? Please, write your down descriptive text based on the picture !

MY CAT

APPENDIX V**STUDENTS WORKSHEET (Cycle I)**

Name :

Class :

Instruction :

What do you think about picture? Please, write your down descriptive text based on the picture !

MY CAT

APPENDIX VI**STUDENTS WORKSHEET (Cycle II)**

Name :

Class :

Instruction :

What do you think about picture? Please, write your down descriptive text based on the picture !

RABBIT

APPENDIX VII

Key answer of Pre Test

MY CAT



The cat is the tame animal. It such mammals. It belong carnivore animal. The cat has four legs and long moustache. They has are many kinds of cats. They're Anggora, Persia, etc. Usually they eat some fish and drink milk. They're often used as pets of many peoples. A lot of peoples like them, because they're so cute, have soft fur, and friendly. But usually they're spoiled. They can born more than one cats. Like rabbit, they also can run fast. Sometimes, they lick their body. They like catch mice. They can make benefit people who are keep them to decrease the number of rats.

APPENDIX VIII

Key answer of Cycle I

MY CAT



My Mayom is the only pet I have. My cat is the tame animal. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. It belong carnivore animal. The cat has four legs and long moustache. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. They has are many kinds of cats. They're Anggora, Persia, etc. Usually they eat some fish and drink milk. They're often used as pets of many peoples. A lot of peoples like them, because they're so cute, have soft fur, and friendly. But usually they're spoiled. They can born more than one cats. Like rabbit, they also can run fast. Sometimes, they lick their body. They like catch mice. They can make benefit people who are keep them to decrease the number of rats.

APPENDIX IX

Key answer of cycle II

RABBIT

I have a Rabbit. He name is Kitty. Rabbit is very cute because of rabbit has cute face. Rabbit has long mustache. The color of mustache is white. It is so cute. Rabbit also has fur. The fur is soft. That is way I always wipe the body. He has long ears and a short tail. He also has cute red big eyes. My rabbit likes to eat carrot and other vegetables. Kitty is always active. I'm very sad it my rabbit sick. I love Kitty Love so much

APPENDIX X**STUDENTS' OBSERVATION SHEET ACTIVITIES CYCLE I**

Date : August 2018

Students : Grade X

School : MAS TELADAN UJUNG KUBU BATUBARA

Subject : English

| No. | Activities | | Yes | No |
|-----|--|--|-----|----|
| | Teacher | Student | | |
| 1. | Teacher opening the class | Listen to the teacher. | ✓ | |
| 2. | The teacher prepares the class condition. | Listen to the teacher. | ✓ | |
| 3. | The teacher gives the students apperception to attract their attention and motivation. | Listen to the teacher. | ✓ | |
| 4. | Introduce the Whisper And Write and explain the step it. | Listened to the teachers' explanation about game and the step game. | ✓ | |
| 5. | Demonstrate the game of teaching writing descriptive text by using Whisper and Write Game? | Start to do the step Whisper and Write Game. | ✓ | |
| 6. | Explained the topic to the students. | Listen seriously to the teacher. | ✓ | |
| 7. | The teacher divides the students into Five A, B , C,D and E groups, consisting 5 students each the member of group, each group then formed a line. | The students make a group, each group then formed a line. A1 students standing near the blackboard, and then the students were standing | ✓ | |

| | | | | |
|-----|---|---|---|--|
| | | beside A2, as well as students A3, A4, A5. So also with the group B,C,D and E. | | |
| 8. | The teachers control classroom condition. | The students discuss about descriptive text and make summary in notebook. | ✓ | |
| 9. | The teacher looking for the progress or the difficulty of students in learning process. | The students sharing about writing descriptive text. | ✓ | |
| 10. | The teacher give conclusion of the material about descriptive text. | Listen to the teacher and make their conclusion self, with helped by the teacher. | ✓ | |
| 11. | The teacher closes the lesson. | Listen to the teacher. | ✓ | |

Medan, August 2018

Observer

Masrifah

APPENDIX XI**STUDENTS' OBSERVATION SHEET ACTIVITIES CYCLE II**

Date : August 2018

Students : Grade X

School : MAS TELADAN UJUNG KUBU BATUBARA

Subject : English

| No. | Activities | | Yes | No |
|-----|--|--|-----|----|
| | Teacher | Student | ✓ | |
| 1. | Teacher opening the class | Listen to the teacher | ✓ | |
| 2. | The teacher prepares the class condition. | Listen to the teacher | ✓ | |
| 3. | The teacher gives the students apperception to attract their attention and motivation. | Listen to the teacher | ✓ | |
| 4. | Introduce the Whisper And Write and explain the step it | Listened to the teachers' explanation about game and the step game | ✓ | |
| 5. | Demonstrate the game of teaching writing descriptive text by using Whisper and Write Game? | Start to do the step Whisper and Write Game | ✓ | |
| 6. | Explained the topic to the students | Listen seriously to the teacher | ✓ | |
| 7. | The teacher divides the students into two A and B groups, consisting 10 students each the member of group, each group then formed a line | The students make a group, each group then formed a line. A1 students standing near the blackboard, and then the students were standing | ✓ | |

| | | | | |
|-----|---|---|---|--|
| | | beside A2, as well as students A3, A4, A5. So also with the group B,C,D and E. | | |
| 8. | The teachers control classroom condition. | The students discuss about descriptive text and make summary in notebook | ✓ | |
| 9. | The teacher looking for the progress or the difficulty of students in learning process. | The students sharing about writing descriptive text. | ✓ | |
| 10. | The teacher give conclusion of the material about descriptive text. | Listen to the teacher and make their conclusion self, with helped by the teacher. | ✓ | |
| 11. | The teacher closes the lesson. | Listen to the teacher. | ✓ | |

Medan, August2018

Observer

Masrifah

APPENDIX XII

INTERVIEW SHEET

Interview Sheet With The English Teacher Before apply Whisper and Write Game.

- The researcher : How long have you been teaching here?
- The teacher : Lima tahun, saya sudah mengajar disekolah ini.
- The researcher : How are the students responses in study English?
- The teacher : Siswa kurang minat dalam belajar bahasa inggris
- The researcher : What do you think about the students of grade X? Are the students lazy or not in studying English?
- The teacher : siswa kelas x kurang meminati bahasa inggris
- The researcher : What are the obstacles that you are facing in teaching English in classroom?
- The teacher : Sulit bagi siswa untuk menulis individu
- The researcher : How do you teach English especially writing descriptive text to the students in the classroom?
- The teacher : iya
- The researcher :What the technique that you have been applied in teaching writing?
- The teacher : menyuruh siswa membuat paragraph dan menggabungkan kalimat
- The researcher : Have you ever hear Whisper and Write Game?

The teacher : belum

Interview sheet with the English teacher after apply Whisper and Write Game.

The researcher : What do you think about Whisper and Write Game that had been implemented in teaching writing?

The teacher : Game ini sangat bagus, karena mengerjakannya itu dengan kelompok

The researcher : Do you think Whisper and Writing Game can improve the students' achievement in writing descriptive text?

The teacher : iya, siswa sangat antusias dalam belajar writing dengan game ini

The researcher : Do you want to try this game Miss?

The teacher : iya, saya akan mencobanya

The researcher : Ok, Miss, Thanks you?

The teacher : sama-sama

Interview Sheet with the students before apply Whisper and Write Game

The Researcher : Apa kamu suka pelajaran Bahasa Inggris? Mengapa?

The Student : Iya suka miss, karena Bahasa Inggris penting miss

The Researcher : Menurut kamu menulis dalam bahasa Inggris itu mudah?

The Student : Saya merasa kesulitan dalam menulis miss karena belum terlalu paham membuat teks

The Researcher : Apakah kamu sudah pernah menulis deskriptif teks?

The student : Pernah miss

The Researcher : Bagaimana kamu menulis deskriptif teks? Apakah ada kesulitan?

- The Student : Saya menulis semampu saya miss
- The Researcher : Bagaimana biasanya miss/ guru kamu diajarkan menulis?
- The Student : Biasanya menulis berkelompok miss
- The Researcher : Apa yang kamu rasakan ketika menulis descriptif teks?
- The Student : Membosankan miss, karena diskusi itu miss.
- The Researcher : Terima kasih
- The Students : Sama- sama miss.

Interview Sheet with the students after apply Whisper and Write Game

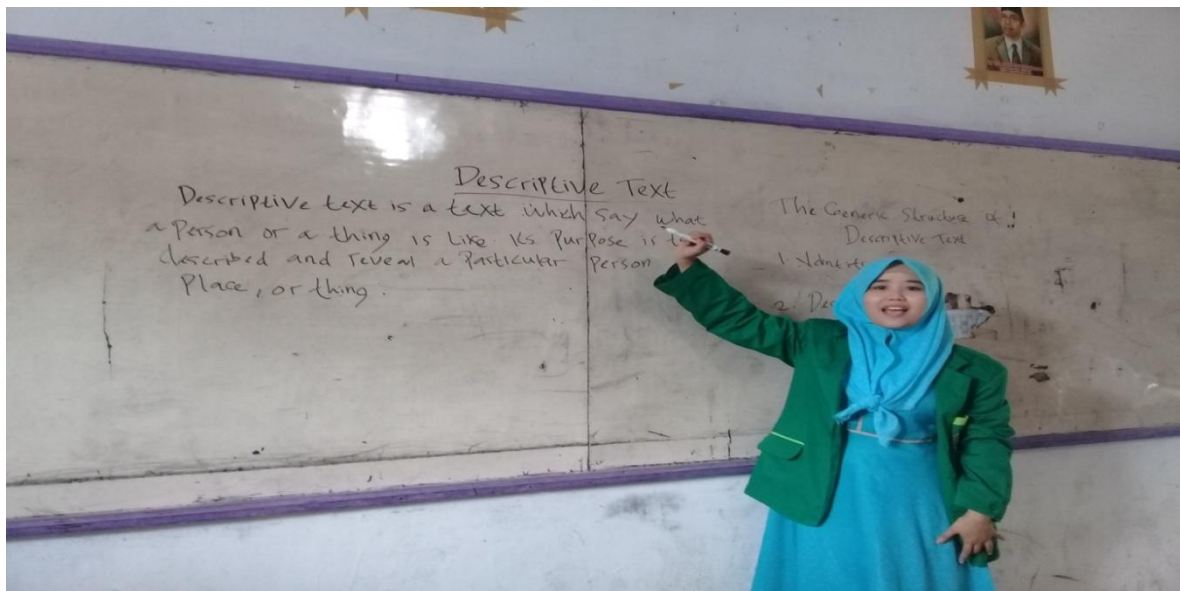
- The Researcher : Bagaimana menurut kamu menulis descriptif teks dengan menggunakan Whisper and Write game?
- The Student : Sangat menyenangkan miss, karena dengan game ini kami bersemangat dalam menulis descriptif teks
- The Researcher : Apakah game ini memotivasi kamu untuk menulis writing descriptif teks?
- The Student : Iya miss, karena bersama- sama mengerjakannya miss
- The Researcher : Bagaimana situasi kelas ketika diterapkan game ini, apakah siswa menjadi lebih aktif?
- The Student : Iya aktif miss, dan kami semangat dalam menulis descriptif teks
- The Researcher : Terima kasih
- The Student : sama- sama miss

APPENDIX XIII

DOCUMENTATION



(The Students did Pre-test)



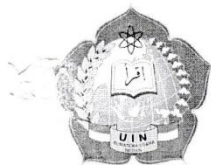
(The Researcher explained the Material)



(The students did Post-Test I)



(The students did Post-Test II)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williams Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
 Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-8694/ITK/ITK.V.3/PP.00.9/07/2018
 Lampiran : -
 Hal : **Izin Riset**

Medan, 26 Juli 2018

Yth. Ka. MAS TELADAN UJUNG KUBU BATUBARA

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : MASRIFAH
 T.T/Lahir : Bagan Baru, 17 Oktober 1996
 NIM : 0
 Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MAS TELADAN UJUNG KUBU BATUBARA guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING THE STUDENTS ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT BY APPLYING WHISPER AND WRITE GAME AT THE FIRST GRADE OF MAS TELADAN UJUNG KUBU BATUBARA"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Assalam
 An Dekan
 Fakultas Jurusan PBI

 Dr. Nohihatul Hamidah Dty. M.Hum
 19750622 200312 2 002

Tembusan:
 Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN PERGURUAN “ TELADAN” UJUNG KUBU
MADRASAH ALIYAH SWASTA TELADAN UJUNG KUBU
 Jln.Pematang Kocik Ujung Kubu No.058 [E-Mail masteladan@yahoo.co.id](mailto:masteladan@yahoo.co.id)
 Desa Ujung Kubu Kecamatan Tanjung Tiram Kabupaten Batu Bara Kode POS 21253

SURAT KETERANGAN PENELITIAN

Nomor : Ma.02.08/PP.001/44 / 2018


Kepala Madrasah Aliyah Teladan Ujung Kubu Kecamatan Tanjung Tiram Kabupaten Batu Bara menerangkan dengan sesungguhnya bahwa :

| | |
|----------------------|--------------------------------|
| Nama | : MASRIFAH |
| Tempat/Tanggal Lahir | : Bagan Baru / 17 Oktober 1996 |
| NIM | : 34143020 |
| Program Studi | : Pendidikan Bahasa Inggris |

Nama tersebut diatas telah melaksanakan Penelitian di MAS Teladan Ujung Kubu Kec.Tanjung Tiram Kab.Batu Bara pada Tanggal 27 Juli s/d 27 Agustus 2018, dalam rangka melengkapi penyusunan skripsi yang berjudul *“Improving The Studen Achievement In Writing Descriptive Text By Applying Whisper And Write Game At The First Grade Of MAS Teladan Ujung Kubu Kubu Batu Bara ”*.

Demikianlah surat keterangan ini diberikan untuk dapat dipergunakan sebagai mana mestinya.

Ujung Kubu, 28 Agustus 2018
 Kepala Madrasah,


Drs. MUHAMMAD SYA'I
NIP. 19661231 199802 1 004