

III. RESEARCH METHOD

A. Setting

This research was conducted at the first year student of SLTPN 1 Hulu Sungkai. Class VII A as the subject, since based on school-Based Curriculum, descriptive text is one of the texts that should be mastered by the first year students of junior high school. Action Research was done based on the problems faced by students in writing descriptive text. Based on the interview with the teacher, the researcher found that the students in this class have low capability in writing the text. They also got low score in writing the text. (See appendix 8). They got difficulties in developing their ideas into a good text. The students also faced some problems in using the appropriate grammar and the suitable generic structure of the text. Other problems faced by the students such as lack of vocabulary and tend to be passive. Among those problems causes, the researcher focused on the students' difficulties in developing the idea of the topic being discussed. Then, it was examined to find problems solution that is teaching descriptive text writing through Word Field Card Game, in which in this game the students guess the pictures or words state on the cards as the clues. After teaching, the researcher asked the students to write descriptive text based on the clues that they made when playing the game. The researcher taught it based on the lesson plan made before.

To know how the Word Field Card Game can improve students' descriptive text writing ability, another observer was asked to observe and to note the activities and the important things in the classroom during teaching-learning process based on the observation sheet given. Then, the observation result during teaching-learning process (the weaknesses and strength during teaching-learning process) and the learning result (writing test of descriptive text) were analyzed and discussed by the researcher together with the observer. The result of the analysis and reflections were used to decide whether the next cycle was needed or not, in which it was focused on the weaknesses in the previous cycle.

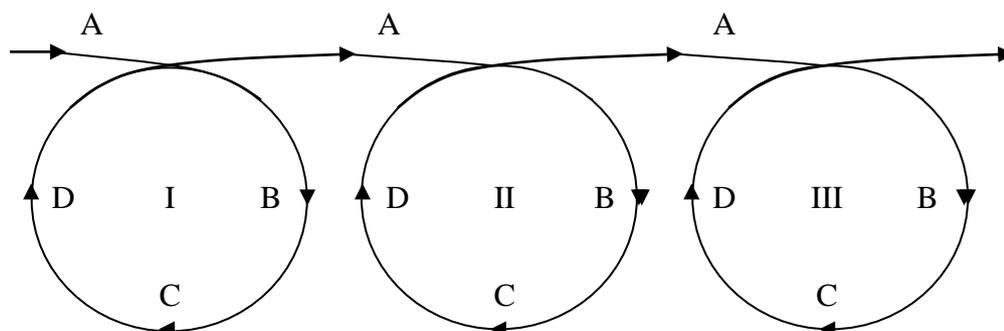
B. Research procedure

The researcher conducted the first cycle based on the problems faced by the students in writing descriptive text that was difficulties in developing the idea of the topic being discussed. Then the researcher taught descriptive text through Word Field Card Games based on the lesson plan while the observer observes the teaching-learning process by using observation sheet given. After teaching, the students were given the writing test. The result of the writing test and the observation sheet were analyzed and discussed by the researcher and the observer in order to see whether the result of writing test and the result of observation sheet has required the indicator of the research. The indicator of the writing test is 70% students' gain the score 70 or more, while the indicator of the observation sheet for the teacher's explanation is 70% teacher explains the aspects of outline and for the class activity is 70% students involves in the class activity. If the result from

the first cycle has not required the indicator of the research, the second cycle was conducted in which focused on the weaknesses of the previous cycle.

Each cycle consist of: 1) Planning, 2) Implementation, 3) Observation and Interpretation, 4) Analysis and Reflection.

The following diagram shows the arrangement of the cycle:



**Figure1. The cycle of the classroom action research
adopted from Depdikbud (19997)**

Keterangan:

- A : Planning
- B : Implementation
- C : Observation
- D : Reflection

Basically, the cycles are classified as the following description, they are:

1. Planning

Planning is the stage where the problem causes are identified. By knowing the Problem, the focus of the problems can be formulated in the importance of the implementation will be given. After deciding the problems, the appropriate technique is chosen. And based on the formulation of the problem, the materials (the topic being discussed) and teaching aids (Word Field Card Game) and the

type of test (writing test) are planned. To get complete data, an observer is involved to observe teaching-learning process (by using observation sheet).

In this research, the researcher identified the problems based on the interview with the teacher, among the problems; the researcher focused on the students' difficulties in developing the idea of the topic being discussed. Having found the problems, the researcher then analysis and formulates the problems that is important in giving the treatment. Then, the researcher wrote the lesson plan based on the problem by using Word Field Card Games. The researcher planed the type of the writing test and the teaching material of descriptive text based on the school-based curriculum.

2. Action

Action is the part of the cycle where the researcher as a teacher does the treatment; that is teaching descriptive text writing through Word Field Card Game. In this stage, lesson plan which have been made before is used. In the activities the teacher handed out the game as the technique and asked the students to guess the pictures or words state on the cards as the clues. In which those clues were arranged into sentences and finally arranged into descriptive text. Here, the researcher helped by an observer to observes the teaching-learning process that involves teachers' performance and students' activities during teaching-learning process.

3. Observation and interpretation

During the teaching-learning process, the students' activities and the teacher's explanation were observed by using observation sheet. Another observer was

asked to observe and noted all the important things during teaching-learning. Observation and interpretation toward the action in the class be done together with the action.

After the teaching learning process, the teacher and the observer discussed everything that happened in the teaching-learning process. The students' participation, teachers' performance, and the result of students' work were included in the process of teaching learning.

4. Analysis and Reflection

Analysis and reflection are stage where the researcher checks the result of the test after teaching learning process. It was done to see the weaknesses and the strength in each cycle and to decide the next step.

In this research, the researcher together with the observer (rater) analyzed the result of class observation and the test after teaching-learning process.

C. Indicator of the Research

In order to see whether Word Field Card Game could be used to increase the students' ability in writing descriptive text, the researcher determined the indicator dealing with the learning process and learning product.

1. Learning process

For the learning process, observation is done to both the teacher and students by the observer during the teaching-learning process by observing the whole activities in the class and by filling the observation form. The observation was

done to know the students' activity during learning process, in which the activity in teaching descriptive text writing is divided into three activities, pre-writing activity, writing activity, and re-writing activity.

In pre-writing activity the aspect observed were the students' interests to follow the class and respond to the topic. While in writing activity the aspects that observed were students' attention to the teacher explanation, they focused on the aspects of descriptive text and their ability in identifying the generic structure and language feature of descriptive text. In the re-writing activity, the focused was on the students' ability in writing descriptive text.

The target is if 70% students or more participate during teaching-learning process.

While the observation for teacher's explanation was done to know that the teacher explained the aspects of outline.

The target is if 70% teacher explains the aspects of outline.

2. Learning product

The indicator that should be achieved is 70% students gain score 70 or more in writing text based on the criteria given. This target is determined based on the result of students' descriptive text writing at preliminary test to find out whether any improvement in their writing ability. In giving score, the researcher used the scoring criteria adopted from Jacobs (1981:90) as follows:

1. Content refers to the substance of writing, the experience of the main idea (unity)

2. Organization refers to the logical organization of the contents or the ideas, it is coherence or not, it is unified or not.
3. Grammar refers to the use of the correct grammatical forms and syntactical pattern.
4. Vocabulary refers to the selection of words those are suitable with the content.
5. Mechanic refers to the use of graphic conventional of the language.

The computation is as follows:

- | | |
|-----------------|-----|
| 1. Content | 30% |
| 2. Organization | 20% |
| 3. Vocabulary | 20% |
| 4. Grammar | 25% |
| 5. Mechanic | 5% |

The five aspects evaluated by the researcher are content, organization, grammar, vocabulary, and mechanic. According to Jacobs (1981:92-99) the descriptions and the criteria are as follows.

Table 2 ESL Composition Profile Criteria

1. CONTENT

Description	Criteria
Knowledgeable	Is there understanding of the subject? Are facts or other pertinent information used? Is there recognition of several aspects of the subject? Are the interrelationships of this shown?
Substantive	Are several main points discussed? Is there sufficient details? Is there originality with concrete details to

	illustrate, define, compare, or contrast factual information supporting the thesis?
Through development of thesis	Is this thesis expanded enough to convey a sense of completeness? Is there a specific method of development (such as comparison/contrast, illustration, definition, example, description, fact, or personal experience)? Is there an awareness of different points of view?
Relevant to assigned topic	Is all information clearly pertinent to the topic? Is extraneous material excluded?

2. ORGANIZATION

Description	criteria
Fluent expression	Do the ideas flow, building on one another? Are there introductory and concluding paragraphs? Are there effective transition elements – words, phrases or sentences – which link and move ideas both within and between paragraph? Is enough written to adequately develop the subject?
Ideas clearly stated idea / supported	Is there any clearly stated controlling idea or central focus to the paper? Do topic sentences in each paragraph support, limit, and direct the thesis?
Succinct	Are all ideas directed concisely to the central focus of the paper, without digression?
Logical sequencing	Are the point logically developed, using a particular sequence such as time order, space order, or importance? Is this development indicated by appropriate transitional markers?
Cohesive	Does each paragraph reflect a single purpose? Does the paragraph form a unified paper?

3. VOCABULARY

Description	Criteria
Sophisticated range	Is the facility with word and idioms to convey intended information, attitudes, and feelings? Distinguish subtiles among ideas and intention? Convey shades and differences of meaning? Express the logic ideas? Is the arrangement and interrelationship of words sufficiently varied?
Effective word/idiom choice and usage	In the context in which it is used, is the choice of vocabulary accurate? Idiomatic? Effective? Concise?

	<p>Are strong, active verbs and verbal used where possible?</p> <p>Are phrasal and prepositional idioms correct? Do they convey the intended meaning?</p> <p>Does word placement give the intended message? Emphasis?</p> <p>Is there an understanding synonym? Antonyms? Homonyms?</p> <p>Are denotative and connotative meanings distinguished?</p> <p>Is there effective repetition of keywords and phrases?</p> <p>Do transition elements mark shift in thought? Pace? Emphasis? Tone?</p>
Word form mastery	<p>Are prefixes, suffixes, roots and compounds used accurately and effectively?</p> <p>Are words correctly distinguished as to their function (adjective, adverb, noun, and verb)?</p>
Appropriate register	<p>Is the vocabulary appropriate to the topic? To the audience? To the tone of the paper? To the method of development?</p> <p>Is the vocabulary familiar to the audience?</p> <p>Does the vocabulary make the intended permission?</p>

4. GRAMMAR

Description	Criteria
Effective complex Construction	<p>Are sentence well-formed and complete, with appropriate complements?</p> <p>Are single-words modifiers appropriate to the function? Properly formed, placed, sequenced?</p> <p>Are phrases and clauses appropriate to the function? Complete? Properly placed?</p> <p>Are introductory <i>it</i> and <i>they</i> used correctly to begin sentence and clauses?</p> <p>Are main and subordinate ideas carefully distinguished?</p> <p>Are ordinate and subordinate elements linked to other elements with appropriate conjunction, adverbials, relative pronouns or punctuation?</p> <p>Are sentences typed and length varied?</p> <p>Are elements parallel?</p> <p>Are techniques of substitutes, repetition, and deletion used effectively?</p>
Agreement	<p>Is there basic agreement between sentence elements- auxiliary verbs? Subject-verb? Pronoun-antecedent? Adjective-noun? Nouns-quantifiers?</p>
Tense	<p>Are verb tense correct, properly sequenced?</p> <p>Do modal convey intended meanings? Time?</p>

Number	Do nouns, pronouns, and verbs convey intended quantity?
Word order function	Is normal word order followed except for special emphasis? Is each word, phrase, and clause suited to its intended function?
Articles	Are <i>a</i> , <i>an</i> , and <i>the</i> , used correctly?
Pronouns	Do pronouns reflect appropriate person? Gender? Number? Function? Referent?
Preposition	Are proposition chosen-carefully to introduce modifying element? Is the intended meaning conveyed?

5. MECHANICS

Description	Criteria
Spelling	Are words spelled correctly?
Punctuation	Are periods, commas, semicolons, dashed, question marks used correctly? Are words divided correctly at the end of the lines?
Capitalization	Are capital letter used where necessary and appropriate?
Paragraphing	Are paragraph intended to indicate when one sequence of thought ends and another begins?
Handwriting	Is handwriting easy to read, without impeding communication?

Table 3 the scoring criteria devised from Jacobs (1981:90) as follows:

	Random	General classification and description
Content	27-30	Very good to excellent: knowledgably substantive, relevant to topic, provides detail of the topic.
	22-26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail.
	17-21	Poor to fair: limited knowledge of subject, inadequate development of topic.
	13-16	Very poor: does not show knowledge, not pertinent to topic.
Organization	18-20	Very good to excellent: ideas clearly stated, well-organized, logical sequencing, and relevant to generic structure.
	15-17	Average to good: loosely organized, limited support, and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences.
	10-14	Poor to fair: not fluent, ideas confused, lack logical sequencing, generic structure not clear.

	7-9	Very poor: does not communicate, no organization, not enough to evaluate.
Vocabulary	18-20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
	14-17	Average to good: adequate range, occasional errors of words/idioms, form, choice, usage, but meaning not obscured.
	10-13	Poor to fair: limited range, frequent errors of words/idioms, form, choice, usage, meaning confused or obscured.
	7-9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate.
Grammar	22-25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition.
	18-21	Average to good: effective but simple construction, minor problem in complex construction, several; errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured.
	11-17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition, and/or fragment, deletion, meaning confused, or obscured.,
	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate.
Mechanics	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated, by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate.

From the criteria of scoring above, it can be notified that the possible score are gained by the students rank from 0-100. Then, the scores could be arranged in the table as seen bellow.

Table 4 Students' Score in Each Component of Writing

No	Name	Content	Organization	Grammar	Vocabulary	Mechanic	Total
1							
2							
3							
etc							

D. Instruments of the Research

In getting the data, the researcher employed two kinds of instruments. The instruments can specifically describe like the following:

1. Writing test

The test that was given to the students is writing test. According to Harris (1969:69), writing test is one of testing devices that requires the students to compose their own and extended responses to problem set by the teacher. Writing test measures certain writing abilities more effective than doing objective test.

Therefore, the researcher used writing to get the data. The students had to write a descriptive text based on the generic structure of the text which consists of 10-20 words about the topics provided. The topic provided was describing person. In writing the text the students had to use present tense form. The time given for the students to do the tests is about 2 x 45 minutes.

2. Observation

Observation is a data collection strategy in which the activities of subject are visually examined. The purpose of observation is to explain the situation being investigated, activities, people, or individuals are involved in an activity and the relationship among them (Setiyadi, 2006). Observation is done to get a clear image of a certain activity.

In this research, the observation was done to find out the students' interest to follow the class and respond to the topics, students' attention to the teacher's explanation, their focus on the aspects of descriptive text, and their ability in identifying the generic structure and language feature the descriptive text. The researcher asked another observer (a rater) to observe directly the students' activities and teacher's performance during teaching-learning process of applying Word Field Card Game in teaching descriptive text.

The following is the aspects of outline in students' observation sheet.

Table 5 Students' Observation sheet

No	Students' activities	Students' code				% of stu. Inv.	Note
		a	b	c	d		
1	Pre-writing activities a. interested in following the class. b. respond to the topic enthusiastically.						
2	Writing activity c. pay attention to the teacher explanation d. able to identify descriptive text language feature e. able to identify descriptive text structure e.g. identification, descriptive						
3	Rewriting activity f. able to write a descriptive text.						

The following is the aspect of outline in teachers' observation sheet.

Table 6 Teaching Observation Sheet

Aspect of Outline	Penilaian Hasil Mengajar				
	Vs	S	Su	U	VU
Language feature: 1. focus on specific participants (SP) 2. use of attributive and identifying processes (AIP) 3. frequent use of epithets classifiers nominal group (ECG) 4. use of simple present tense (SPT)					
Generic structure: 1. Identification (I). 2. Description (D).					

Note:

Aspects of outline:

1. Language feature:

SP : Focus on specific participant

AIP : Use of attributive and identifying processes

ECG : Frequent use of epithets and classifiers in nominal groups

SPT : Use of present tense

2. Generic structure:

I : Identification

D : Description

VS : Very satisfactory, the teacher achieves 95% result if the teacher explains and gives four examples from outline aspects.

S : Satisfactory, the teacher achieves 80% result the teacher explains and gives three examples from outline aspects.

Su : Sufficient, the teacher achieves 70% result if the teacher explains and gives examples from outline aspects.

U : Unsatisfactory, the teacher achieves 50% result if the teacher explains and gives one example from outline aspects.

VU : Very unsatisfactory, the teacher achieves 30% result if the teacher explains but gives no example from the outline aspects.

E. Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern and from of the research. The term interpretation can be defined as a procedure of giving meaning in the result of the analytic process. Data analysis is done to create understanding of the data after following the certain procedure final result of the students can be presented by the researcher to the readers (Setiyadi, 2001)

In this research, the researcher validated the data by using test and class observation. Having collected the data from the test and observation, the researcher analyzed the data based on the limitation of the problems and the objective of the research by using qualitative description.

In analyzing and interpreting the data, the first step that the teacher done was making abstraction of all collected data. Then the researcher selected the data that related with the research question. The next step, the researcher arranged all collected data by classifying the data into two categories (data in learning process; observation of teacher's explanation and class activity), and (data in learning product; students' writing test). The last step was making the report. The researcher tried interpreting all the collected data and described them into conclusion. Then based on the analysis and reflection, the writer decided whether there was needed the next cycles.

