

THE USE OF TRUE AND FALSE ESSAY GAMES TO ENHANCE STUDENTS' WRITING ACHIEVEMENT AND CLASSROOM INTERACTION

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Abstract

This study was aimed at investigating the students' writing performance and classroom interaction through the use of true and false essay game strategy. This study was collaborative action research consisted of two cycles. The steps were planning, action, observation, and reflection. This research involved the 19 students of class 11th grade students of SMKN 3 Pujut. The data were qualitative in nature and supported by those of quantitative. The data were obtained from the observation sheet, questionnaire, and writing test. Meanwhile, the quantitative data were obtained by conducting writing post-test at the end of the actions. The research finding showed that use "True and False Essay Games" was proved to be significant to improve the students' writing skills and classroom interaction. The strategy of True and False Essay Games makes an enthusiasm, empowering and challenging series of activities that vary the classroom interaction and activities during the teaching-learning process. Moreover, this strategy helped the students to build a positive relationship among them. Quantitatively, the mean of the students' writing scores in the pre-test is 50. Meanwhile, the students' score of the post-test was 55. The improvement was 5 in the first cycle. In cycle 2, the students' score of the post-test was 80.32. In the presentations between cycle 1 and cycle 2 was 30.4 It can be concluded that the True and False Essay Games was able to enhance students' writing skill and classroom interaction viewed from organization, content, grammar, vocabulary, and mechanics.

Keywords: *True-False Essay Game, Writing Skill, and Classroom Interaction*

INTRODUCTION

Writing is one of the most language skills that are uneasy to be mastered by foreign language learners and even for native speaker (Haerazi & Irawan, 2019). According to Hyland (2003: 4), writing is rigidly controlled through guided composition where learners are provided with short texts. Then, they are asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus on achieving accuracy and avoiding errors.

Many instructional strategies are applied by English teachers to help learners improve their writing achievement and classroom interaction. Besides, the

change of curriculum is carried out to meet the demands to compete internationally (Haerazi, Vikasari, & Prayati, 2019). At the top of it, learners can use English both orally and in written. In doing so, English teachers apply an appropriate strategy to meet the EFL learning goals.

SMKN 3 Pujut is one of the vocational high school in central Lombok. The researcher is an in-service teacher at this vocational high school. The researcher found some problems at the 11th-grade students of SMKN 3 Pujut in which they still have a lack of how to write topics, topic sentences and even supporting sentences. Besides, they still feel difficult to express their ideas paragraphs.

Based on the problems above, the researcher wants to give a solution especially in writing skill. The solution is by using true and false essay games. Game is an appropriate way to teach teenagers because one of the characteristics of teenagers is they are able to work with others and learn from others. The researcher hopes that it would make the students feel something pleasant and motivate them to learn more about writing so the researcher believes to investigate the use of true and false essay games to enhance student's writing skills and classroom interaction with the 11th-grade students of SMKN 3 Pujut.

Literature Review

Teaching Writing in Vocational high schools

According to Wright, et al. (2006: 58) writing like speaking is normally intended to communicate something to somebody. Writing skill is the one of skill which has to be mastered by students. Spoken and written languages are obviously different. Teachers should provide learners with interesting writing materials to practice writing (Haerazi et al., 2018). It is reinforced by Hyland (2003: 4) who state writing is rigidly controlled through guided composition since learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. Based on those definitions above, writing is a creative process that uses generating ideas into language and put them on paper with good structure to analyze the word, clauses, and sentences.

True and False Essay games

According to Wright, et al. (2006: 59) the procedure of teaching by using true and false essay game, those are; (1) ask each learner to write an essay based on description of real places and or events, and tell them that each essay must contain five things that are not true; (2) invite each learner to read at least three essays and try to find the five untrue proves difficult and the five untrue bits of information; (3) if it proves difficult to find the five untrue bits of information in a particular essay than invite the writer to read it to the whole class and try to find the five things together.

Variation of true and false sentences; (1) organize the class into pairs; ask each pair to write ten statements or separate strips of paper, some true and some false; and; (2) Invite the pairs to exchange their strips of paper and try to group them into true and untrue statements. Based on the explanation above, it can be said that the game will make the students more involved in the learning process. So, the learning process will be more active if the students get involved in it.

RESEARCH METHOD

Research Design

In this study, the researcher applies Classroom Action Research (CAR). It is small-scaled and collaborative research that investigates a problematic situation in order to bring improvements in practice (Burns: 2010). The research on the use of true and false essay games is aimed at enhancing student's writing skills. It is conducted in the action research focusing on the action to improve the classroom interaction of the English teaching-learning process at B class of the 11th-grade students of SMKN 3 Pujut. The

actions consist of four stages: planning, action, observation and reflection as proposed by Kemmis and McTaggart (1988: 9) and Burns (2009: 9).

This study is categorized as collaborative research. Burns (2010) states this study allows the researcher and the collaborator collaboratively to share the common problems and examine the research data. Therefore, the researcher collaborated with collaborators during the research. This research adopted a descriptive-qualitative design. Therefore, the researcher also uses quantitative data to support qualitative data to be a more valid result.

Setting of the Research

The place of this research was held at the 11th-grade students of SMKN 3 Pujut. Generally, there times English subject regular in the classroom, each meeting 2 x 45 minutes, so in week 270 minutes or about 4 hours and 30 minutes. The researcher was considered about 4 weeks or 1 month for the research. The subjects of this research were 19 students, 6 male and 13 female of B class at the 11th-grade students of SMKN 3 Pujut. The object in this research was the use of the strategy of true and false essay games to enhance students' writing skill and classroom interaction.

The Research Procedure

1. Planning

In this stage, the researcher began the action as the implementation of teaching scenarios in the planning the researcher decided to enhance students' writing skill through true and false essay games to overcome the problem above with the following activities.

Preliminary Observation

Before doing the cycle in this research, the researcher conducted preliminary observation on 25th November 2018. It was done there was also an informal interview with the teacher there also to observe the writing skill used explanation text at the second-grade student of SMKN 3 Pujut. Based on the observation then identification of the problems is made.

- a. Lesson plan: For designing learning activities using syllabus in the school referring to the English teacher, the text type to teach is descriptive text covering writing skills. Since the research focus of this study to improve students' writing skill and classroom interaction. Each meeting covers 2 x 45 minutes.
- b. Materials: In the first cycle consist of two meetings; the teacher applied descriptive text theme to describe a particular someone and places. The teacher applied a few books as a source, such as Effective English etc.
- c. Criteria Standard of Competency and Basic Competency are the basis for developing the materials, arranging learning activities and for defining the indicators for assessment and in gaining the class percentage which passes the minimum mastery criteria (KKM). It was 75 and students' average score was 85.

2. Action

During the implementation of the action, the researcher used the true and false essay game in the leaning activity. The collaborator and the English teacher who acts as an observer collaborate in the class during implementing the actions. The second collaborator is the real English teacher who helps to interpret the data. After the implementation, they conducted

discussions in planning, implementing and reflecting the actions. After the implementation, she conducted interviews with the participants to know their opinions related to the actions, improvements, problems they faced and so on. They are recorded and then were transcribed into interview transcripts. In addition, the collaborator occasionally photographed particular moments during the actions through the digital camera. Meanwhile, the quantitative data were obtained twice in the Preliminary Observation which is conducted before the implementation and in the test essay for students writing skill which was conducted after the implementation.

3. Observation

The observation in classroom action research was conducted to know and gotten complete descriptions objectively about the improvement of the process of the learning and the effect of the action in the form of data the instrument used in the research was intended to measure the students' Writing Skill. The instrument of this research there were observation sheet and test

- a. Observation sheet: The observation sheet was used to monitor the students and teacher activities during the teaching-learning process. The use of an observation sheet, hopefully, will help the researcher to observe the real situation.
- b. Test: In completing this research the test was based on an achievement test which was the result later used as data. In order to gotten enough data, the researcher divided the writing test purpose of giving the classroom test was to check the students' achievement as an indicator of

progress toward education for the students, it important toward this research which would determine whether of true and false essay games could be Enhancing students' writing skill or no. The true and false essay games of students in learning writing also influenced the achievement (score) of students' writing skill. The test could be in the form of essay writing.

4. Reflection

Reflecting is to see what effect your change has made. Reflection has an evaluate aspect, to judge whether the method could be problem-solving to Enhancing students' writing skill.

Data Analysis

In this research, quantitative and qualitative analysis was used to analyze the data. The qualitative data was gathered through observation sheet which was already explained, whereas the data from the test (quantitative analysis) was investigated through counting the total average of each cycle and discovering the difference between each cycle. Quantitative analysis was analyzed by using descriptive statistical analysis by using SPSS IBM 2.1. Meanwhile, the qualitative analysis used the formula of percentages to measure the score of observation sheet, questionnaire, and teacher's and students' feedback.

The data analysis of this study used the three concurrent flow activities; (1) data reduction, (2) data display, and (3) drawing a conclusion. In the process of data reduction, the data are selected, simplified, and abstracted in the field note. It is done during the research activities. In other words, the researcher reduces the

information during the research activities because the data do not support the research data needed. In displaying data, the selected data are depicted and explained in the form of description or narration based on the filed notes and interview transcripts. The last stage of data analysis is taking a conclusion. The data reduced are concluded at the end of each action deal with classroom interaction. Meanwhile, the students' English achievement is concluded at the end of the posttest. The conclusions are about the improvement of ELT achievement and classroom interaction of the 11th-grade students of SMKN 3 Pujut, Central Lombok, West Nusa Tenggara.

FINDING AND DISCUSSION

The data consisted of data obtained from the observation sheet and data obtained from students' writing skill. To the efforts of the implementation of true and false essay games to enhance student writing skill. This research consisted of two cycles, For the whole steps of this research explained in the description as follows.

Cycle I

Data observations of implementation on the teaching-learning process Based on observations on the learning process about the material of writing a descriptive text. The writer intended to analyze the data obtained from the students' test results and students' activities in the class instead of any other result of research. The data was attained from the teaching-learning process and evaluation. One of the aimed of giving an evaluation was to know how far the students' writing skill given in this classroom action research. The analysis of

each activity started from the first cycle up to the second cycle.

In this subchapter, the researcher would like to discuss the result of the study of true and false essay games in enhancing students writing skill at the 11th-grade students of SMKN 3 Pujut. Based on the finding, true and false essay games can increase students' writing skill in writing a descriptive text. It was proven either by students' mean score and the total class percentage of the students' learning activity that is increased in every meeting during teaching and learning. Based on the result of the two cycles, there was a significant improvement in the students' writing skill.

From the result analysis of the table of the students' scores toward the students' writing skill in learning writing. It showed that the result mean score of the post-test was highest than the mean score of the pre-test. The mean score of pre-test in cycle I was 50 and cycle II was 55 taken from post-test 1. While the score of post-test in cycle I was 55 and cycle II was 80.32. The difference between pre-test and post-test in cycle 1 was 5 and the difference between pre-test and post-test in cycle 2 was 30.3.

The use of the scientific-based approach in cycle 1 could not be stated one hundred percent (100%) effective. The effect of the approach in ELT classroom disappears in the first, second, and third meetings. However, the effect of that is seen at the fourth meeting. The stages of the scientific-based activities stimulated students to be more confident and active to complete their learning tasks, acquire enough vocabularies and grammatical competences. These competencies were then utilized by students to improve their reading, listening, speaking, and writing

skills. In addition, almost all of the students are active in the classroom interaction in various learning activities with the teacher and with other students.

In Cycle 1, it can be concluded that the use of the scientific-based approach was not effective to solve all of the students' problems in the ELT classroom. Cycle 1 indicated that some problems faced by students were solved by using the approach. Those problems included (1) students have difficulties to understand the teacher's instruction to complete their learning tasks, (2) students do not have enough vocabulary acquisition to complete reading tasks, and (3) students have lack of grammatical competence to arrange sentences. Based on the students' problems solved in Cycle 1, the researcher and the teacher agreed to continue to the second cycle. The teacher and the researcher in the next cycle were focused on different students' problems.

Cycle 2 would be addressed to the students' speaking ability, asking activities, and listening activities coming from native speaker videos to improve students' individual achievement and ELT classroom interaction. These problems were assumed as the same difficulties that make students have low achievement and low interaction among them and between students and the teacher.

From the result of the analysis, the students' score toward the student's writing skill in learning writing was improved. It showed that the students who got the highest score on cycle 1 were some of the students with their scores were 75; some of the students who got the lowest score were 40. In cycle 1 the students failed. Whereas in cycle 2, there is a student who got the highest score with his score was 90 and some students

who got the lowest score were 60. Because the passing grade of students' achievement in cycle 1 was not achieved, this study was continued into the next cycle, which is Cycle 2. The explanation of the use of true and false essay game in Cycle 2 can be read as follows.

Cycle 2

From the data calculations above the students' mean score in cycle 1 was 55 and the increase in cycle 2 was 80,32. The difference between cycle 1 and cycle 2 was 19,4. It was shown that by applying true and false essay games could improve their writing mastery. It was because of the application of true and false essay games to give more support and build students' writing skill and in learning English, especially in learning writing.

From the data above, showed the changes on the students' score increased significantly. that students' score was increased after giving treatment by using true and false essay games, it means that the games succeed in increasing the students' writing skill and the criteria of achievement was completed where 80,32 of the students in the 11th-grade students of SMKN 3 Pujut and it attained the passing grade. Most of the students said that teaching-learning English by true and false essay games is fun and could enthusiastic them increase their writing skill they were enthusiastically engaged in the teaching-learning process in which various teaching aids were employed. Furthermore, they varied the materials during the lesson. The real objects, examples of descriptive texts and models provided the students with more interesting language input. It enriched their vocabulary and grammatical mastery.

Moreover, the worksheets provided them with some exercises on vocabulary and grammar to write a descriptive text.

CONCLUSION

This study can be concluded that the use of True and false essay games is able to enhance student students' writing skill and classroom interaction at the 11th-grade students of SMKN 3 Pujut in the academic year 2017/2018. The students' progress during the teaching-learning process was better than the conventional one before the strategy was applied. This statement is supported by the result of the mean in post-test at cycle 1 were 55 and post-test at cycle 2 were 80,32 From the data calculation shown that by applying True and false essay games could improve their writing skill. It showed a significant difference between the post-test in cycle 1 and cycle 2. To students improve, True and false essay games could enhance students' writing skill by improving their writing in terms of that organization, content, grammar and use vocabulary and mechanics by improving the writing skill of students' could true and false essay games.

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