

# IMPROVING STUDENTS' WRITING SKILL USING ROLL A DICE GAME AT SDN 2 TONATAN PONOROGO

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**Abstrak:** Tujuan dari penelitian ini untuk mengetahui apakah permainan 'Roll a Dice' dapat meningkatkan ketrampilan siswa siswa kelas 4 SDN 2 Tonatan tahun pelajaran 2015/2016. Penelitian ini diterapkan dengan 2 siklus dan setiap siklusnya terdiri dari 2 pertemuan. Subjek dari penelitian ini adalah siswa kelas IV SDN 2 Tonatan Ponorogo tahun pelajaran 2015/2016. Kelas tersebut terdiri dari 32 siswa. Penelitian ini dilakukan mulai bulan Maret–April 2016. Untuk mengumpulkan data, peneliti menggunakan instrumen observasi, kuesioner, dokumentasi dan tes. Untuk menganalisa data, peneliti menggunakan tehnik triangulasi data. Hasil dari penelitian menunjukkan bahwa ada peningkatan dari kriteria keberhasilan. Data menunjukkan 79.2% siswa aktif dan memperhatikan pembelajaran dan 80% siswa memberi respon baik saat aktifitas menulis menggunakan permainan 'Roll a Dice' pada siklus pertama. Selanjutnya, hasil tes pada siklus ke-2 menunjukkan bahwa 90.6% siswa mencapai kriteria ketuntasan minimum.

**Kata kunci:** PTK, 'Roll a Dice', Keterampilan Menulis

**Abstract:** The article is aimed at knowing whether Roll a Dice game can improve students' writing skill at the fourth grade of SDN 2 Tonatan in academic year 2015/2016. The study used classroom action research as the design. This study was conducted in two cycles and each cycle consisted of two meetings. The subject of the study were the grade IV at SDN 2 Tonatan Ponorogo, who consisted of 32 students. This study was done from March until April 2016. To collect the data, the researcher used observation, questionnaire, documentation, and test. Then, the researcher used triangulation technique to analyze the data. The result of the study showed that there was improvement in the criteria of passing grade. The data showed that 79.2% of students were more active in paying attention and 80% of the student gave good response in writing activity through Roll a Dice game in cycle 1. Furthermore, the result of the test in cycle 2 showed that 90.6% of the student reached minimum mastery criteria.

**Keywords:** Game, Roll a Dice, Writing.

## INTRODUCTION

Teaching writing in primary school is not an easy job. Teacher is required to have various techniques and strategies of teaching to deliver the material. This is supported by the data which are collected through preliminary observation in fourth grade of SDN 2 Tonatan, Ponorogo. The findings showed that the students' writing skill at that school is still low. Students feel that writing is difficult to do. Even, they are sometimes panic to write simple sentence. The students feel difficult

to explore their idea in English. They confused to write although they have known the topic. They get problem in translating their ideas into readable text. This condition directly influences the students' writing skill. Based on the preliminary test, the average score of writing aspect in fourth grade is 65, so student writing skill at that school needs to be improved.

For the reason, teacher needs the strategy and technique to overcome the problem above. It can help the student to reduce unrealistic fears and motivate them to learn English more. In this

research, the researcher chooses Roll Dice game in teaching writing. Most of the students have known well about this game. Roll dice provides a relaxed and joyful atmosphere in the English classroom. It is highly motivating, entertaining and giving the student more opportunity to their own idea through writing. Roll Dice game is combination of language practice and fun. The student can express their ideas freely because they do activities with their friends. This game is also easy to admire and flexible in term of subject matter and design.

Langan states that a realistic attitude about writing must build on the idea that writing is a skill (1993:12). Like any skill, it can be learned. Writing skill is specific skill which helps writer puts their thoughts into word in meaningful form and to mentally interact through the message. Mayers (2005:2) states that writing is a way to procedure language you do naturally when you speak.

Based on the description above, it can be concluded that writing is the act of forming graphic symbols that is combinations of letters which arranged and linked together to send a message to the reader about her or his own views on the topic and it can be learned. The use of game techniques in instruction is by no means a new idea. Games such as chess and go are the residue of these ancient training exercises. Today's war gaming employs computers to digest vast volumes of data, and the application of gaming techniques to training and instruction has spread into business, higher education, and elementary and secondary education experience has shown that games can make a powerful contribution to learning if they are properly understood and properly used (Robert Heinich, 1993:368).

Before considering the instructional applications of games we must deal with the terms of game. Game is activities in which participants follow prescribed rules that differ from of reality as they strive to attain a challenging goal. The distinction between play and reality is what makes games entertaining. Games can provide attractive and instructionally effective framework for learning activities. They are attractive because they are fun.

Children and adults alike tend to react positively to an invitation to play.

According to Mukarto (2007), Roll a dice is a game for kids are played by two people or more using dice. Roll a dice needed board game. It divided into small boxes and some boxes which link it with other boxes. There is no standard in board game roll a dice, so each person can create the size of board game for roll dice, with the number of small groups do 2-5 children. The board consist of small squares are colorful and three are few pictures that connects the box one another. While dice is small cube with 1 to 6 on the six faces, it used in to generate random numbers, small cubes used gammy or in determining by chance also. It uses to step in and the game played with dice.

Based on the explanation above the objective of the paper is to know whether there is an improvement of students' writing skill using Roll a Dice game at the fourth grade of SDN 2 Tonatan in academic year 2015/2016."

## METHOD

The researcher used Classroom Action Research as a method of the research. Classroom Action Research is a particular strategy for accelerating and enhancing kind of development, with special reference to language teaching. This strategy is a way of reflecting on the teaching. It is done systematically by collecting data on every day practice and analyzing it in order to some decision about what future practice should be (Wallace, 2000:4).

There are four components in classroom action research (Basuki, 2010:10), they are palanning, acting, observing aand reflecting. The activities which must be done in the planning are; (1) make a lesson plan, (2) Prepare the facilities needed in the class, (3) prepare the instrument to record and analyze the data about process and result. After finishing the first stage, the next stage is, the researcher must do activities which prepared in lesson plan in actual situation, included pre-activities, main activities, and closing activities. Then Observe the students' activities in learning and students' understanding to the mastery of subject matter. The last stage, the

researcher should write the result of observation, evaluate the result of observation, analyze the result of observation and write the weakness to be the matter for repairing the next cycle.

The subject of the research is the fourth grade students of SDN 2 Tonatan in the academic year 2015/2016. The place of the research is at SDN 2 Tonatan Ponorogo which is located at Sekar Putih street on Tonatan village Ponorogo. This study is done within the second semesters; begin on February until May 2016 in the academic year of 2015/2016.

**FINDINGS AND DISCUSSION**

The preliminary study was conducting on March 8<sup>th</sup>, 2016 started at 07.00 a.m. and finished at 08.30 a.m. Before the cycles was conducting, the writer did the preliminary study to know the students’ opinion toward English teaching learning process and to measure the students skill before the study implemented.

**Result of Pre-Questionnaire Sheet**

First, the researcher introduced herself to the student and then distributed pre-questionnaire sheet to the students to know students opinion about English lesson, especially in writing. There were ten questions in the pre-questionnaire sheet. The percentage of positive response given toward the teaching and learning English especially in writing was 58.98%. From the result, it could be conclude that the students were not interested and enjoy in the English teaching and learning process.

**The Result of Preliminary Test**

The preliminary test had done after the students filled the pre-questionnaire. It was done to know the students’ skill before the study began. The test includes four skills (listening, speaking, reading, and writing). The classroom action research at the students of fourth grade in SDN 2 Tonatan Ponorogo had done. It was carried out in two cycles that consisted of two meetings in each cycle.

There were only 5 students who pass the *Kriteria Ketuntasan Minimal (KKM)* meanwhile the other 27 students were below that *KKM*. The lowest

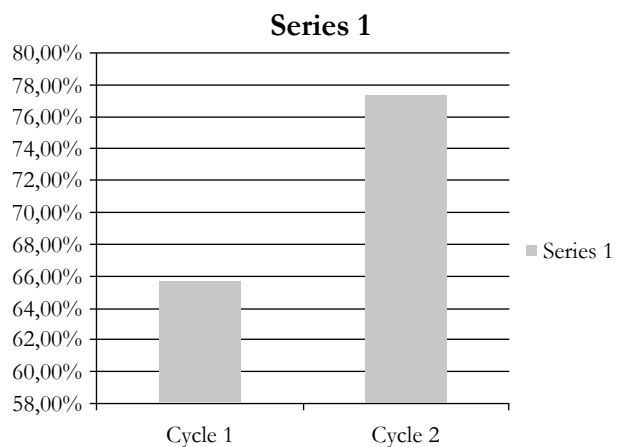
score in writing skill test was 40 and the mean score was only 58.59. From the analysis, it could be seen that almost of the students’ skill in writing was still very low.

The classroom action research at the students of fourth grade in SDN 2 Tonatan Ponorogo had done. It was carried out in two cycles that consisted of two meetings in each cycle. The writer had presented all the data in every cycle above. The results were as follows:

**Questionnaire**

In this study, the researcher gave questionnaire sheet 1 and questionnaire sheet 2. Both of the questionnaires were to measure the students’ response toward the teaching and learning through Roll a Dice game. The result as follow:

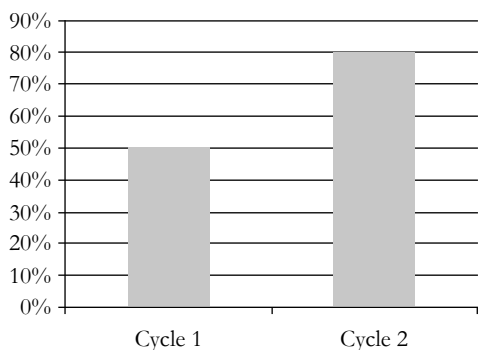
**Diagram 3.1:  
The Result of Questionnaire Sheet**



**Observation**

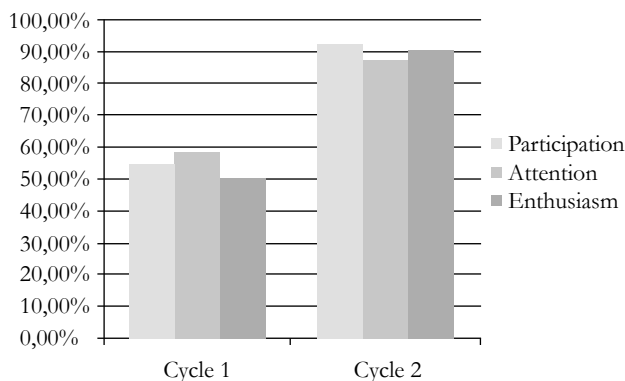
The writer observed students’ behavior in the teaching and learning process in the classroom. Based on the students’ response observation checklist, the writer showed the comparison between cycle 1 and cycle 2 as follows:

**Diagram 3.2: The Percentage of the Students' Response Observation**



Based on the students' activity observation checklist, the writer showed the comparison between cycle 1 and cycle 2 as follow:

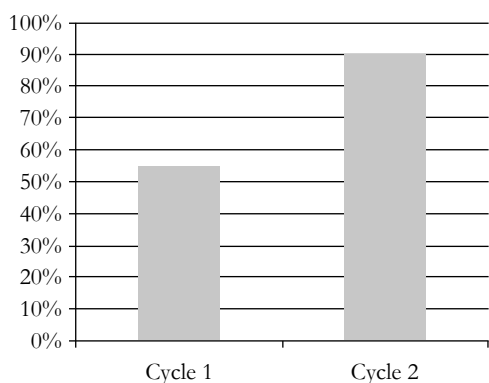
**Diagram 4.3: The Percentage of the Students' Activity Observation**



**Test**

In the end of each cycle, the writer had done test to measure the students' improvement and to know whether the implementation of Roll a Dice is Successful or not. The result as follow:

**Diagram 3.4 The Percentage of the Students who passed the KKM**



**CONCLUSION**

Based on data collected and analyzed in this classroom action research, it can be concluded that the use of Roll a Dice is effective to make the students more enjoy to learn English. It can be seen from the situation before and after the teacher applied the hot seat game. The use of Roll a Dice can improve students' writing skill in SDN 2 Tonatan Ponorogo in the academic year 2015/2016. It can be seen through the result of students' on cycle 1 and cycle 2. The improvement of students' vocabulary mastery also can be seen from the result of the pre-test and post-test in each cycle. That is criteria pass of pre-test 18.5% in cycle I 55 %, in cycle II is 90.6%. Besides the strength of the use of Roll a Dice which can improve the vocabulary mastery of the students and make the situation of the class is more active.

Based on the result of the study, the researcher concluded that criteria of successes in the study had reached. It means that there is an improvement in the student's writing skill through Roll a Dice game at the fourth grade of SDN 2 Tonatan Ponorogo in the academic year 2015/2016.

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