INCREASING THE STUDENTS' ABILITY IN WRITING SENTENCES BY USING CARD GAME TECHNIQUE AT THE EIGHT YEAR STUDENTS OF SMP NEGERI 2 LOTU IN 2013/2014

RESEARCH

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ABSTRACT.

The purpose of the research is to increase the students' ability in writing sentence by using Technique at the eight year students of SMP Negeri 2 Lotu. It is done based on the researcher's observation in the field. It is found that the students are not able to arrange or write simple sentence and construct a short text well based on that is 50. This is caused by some problems and the situation given so what is expected in the syllabus of the eight year students of SMP Negeri 2 Lotu, especially in the writing skill cannot be achieve by the students. This is proved by the students' average mark in which it is under 60 (KKM) that is 50. This is caused by some problems and one of the most crucial problems is teacher's technique in teaching writing is monotonous or the teachers only uses a certain technique, that is the teacher asks the students to write sentence and then translate the sentence word by word.

In this research, the researcher uses Classroom Action Research as the research method. It is done in to three cycles. Each cycle consist of two meetings. The procedures of action implementation of planning, action, observation, and reflection. The researcher applies Card Game Technique and all of the students' and also the researcher's activities observed by the English teacher as an observer.

Based on the research finding, it is found that in Cycle I at the first meeting, the activities of the research that are not done: 8 activities (26,66%); done but not good: 17 (56,67%); from 30 activities. Furthermore, it is found that there were 3 students (6, 90%) who were creative from 29 students. At the second meeting, the activities of the researcher there are not done: 6 activities (20%); but not good: 15 activities (43, 33%); and done and good 9 activities (30%) from 30 activities. The result gives impact toward the students in which there are 3 students (10,34%) who were active, 6 students (20,69%) who were cooperative, and 3 students (10,34%) who were creative from 29 students. The students' average mark is 50,34.

In cycle II at the first meeting, the activities of the researcher that are not done: 5 activities (16, 67%); but not good; 10 (33, 33%); and done and good: 15 activities (50%) from 30 activities. Furthermore, it is found there were 4 students (13,79%) who were active, 7 students (24,14%) who were cooperative and 4 students (13,79%) who were creative from 29 students. At the second Meeting, the activities of the researcher that are not done; 4 activities (13,33%); but not good; 6 activities (20%) and done and good: 20 activities (66,67%) from 30 activities. In addition, there are 5 students (17,24%) who were active 8 students (27,59%) who were cooperative and 6 students (20,69%) who were creative from 29 students the students' average mark is 67,41.

The cycle III at the first meeting the activities of the researcher that are not done: 1 activity (3,33%); done but not good: 2 (6,67%): and done and good: 27 activities (90%) from 30 activities. Futhermore, it is found that there were 6 students (20,69) who were active, 9 students (31,03%) who were cooperative, and

7 students (24,14%) who were creative from 29 students. At the second meeting, the activities of the researcher that are not activity that is not done: done but not good: 1 activity (3,33%); and done and good: 29 activities (96,67%) from 30 activities. The result gives the positive impact toward the students in which there are 8 students (27,59%) who were active, 11 students (37,39%) who were cooperative, and 10 students (33,33%) who were creative from 29 students. The students' average mark is 80,34. From the result of the research it can be concluded that use CAR game technique in the classroom can developed the students' ability in writing sentences.

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CHAPTER I
INTRODUCTION

1.1 The Background of the Problem

Writing is one of the important skills in learning English. Generally, writing is used to express ideas, feeling, and thought. Also. Writing can be used as a communication tool to others without being face to face. This supported by Crimmon (1986: 6) says, "Writing is an opportunity to convey something about yourself, to communicate ideas to people beyond our immediate vicinity, to learn something you did not know". It can be said that writing is a tool of communication which can be used to convey opinions, beliefs, and ideas to other people. Based on the statement above, it can be concluded that writing is very important in the human life.

Writing is one of the productive skills. Its purpose is both to express and impress. Writes typically serve to masters, they are themselves, and their own desires to epress and idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writes must the choose the best form for their writing in order that it is arranged structurally, it has impression, and it can be understood by the readers or audience. Because of that, writing is one of the important skills that should be mustered by the students.

In the syllabus of the KTSP 2006 at the eight year students of SMP Negeri 2 Lotu states that one of the basic competences that should be mustered by students is writing. The students are expected that they are able to convey the meaning in the form of short written functional text to make interaction with the environment. Also, the students are expected to be able to achive the *KKM KD,* that is 60. However, in fact, the students of the eight year students of SMP Negeri 2 Lotu, cannot achive what is expected in the syllabus. This is proved by their average mark, in which it does not achieve the *KKM KD,* that is 50.

When the researcher observed, these facts were caused by some problems, they are motivation in writing is less, the very poor knowledge of words, the exercise of writing is less, the uncontrolled structure, the lack of the school

facilitation, and the monotonous technique in teaching writing. The teacher's technique in teaching writing particularly in writing sentence is not interesting or monotonous. The English teacher only focuses in translating grammatical forms, memorining vocabulary, learning rules, and studying conjuction. For axample, the English teacher writes on the blackboard a sentence in the form of Past Tense and then asks to students to translate it. This cases which make the students feel bored in writing in they do not get advace. That is why, they are only silent and waiting all the information from the teacher this problem is still going on till now. Truthfully, it will cause a serious problem in the students' learning result and also the teaching and learning processes.

Based on the explanations above, it is responsibility of the English Teacher to solve the problem. An English teacher should find another way in increassing the students' ability in writing.

One of the way is by using various techniques in the classroom. It is suggested by Sry Anitah and Wardani (1997: 240) in Helena states that the classroom atmosphere is boring when the students listen and see the teacher teaches by using the same style or technique so merely there is no variation in the classroom. Therefore, the teacher should give variation in order that the teaching and learnng processes is interesting and then students are enthusiastic in following it. It means that if the teacher's techique in teaching is monotonous or only uses a certain teaching techniquue, the students will not have spirit to follow the teaching and learning processes. In this case, the has role as the classroom manager, motivator and facilitator. The teacher should be able to choose and use the appropriate technique to create the meaningful and intersting teaching and learning processes in the classroom.

One of the technique that can be applied by the English teacher to increasing the students' ablility in writing is by using Card Game Technique.

Graves and Watts Taffe (2002) say, "there are many ways to draw children's attention to add interest in word around them. Playing with words trought games. Songs and humor can be powerful". It means that by using games, song or humor can encourage the students' skill. So in this research the researcher conducts a research by applying the technique of Card Game to increase the students' writing skill. In this case, Card game is a technique that can be used to train the students to use English as a means of communication through writing activities.

Because of that, the resercher is interested to conduct a research in increasing the students' ability in writing sentence by choosing a title "*Increasing the Students' Ability in Writing Sentence by Using Card Game Technique at the Eight Grade Year Students of SMP Negeri 2 Lotu*".

1.2. The Formulation of the Research

The problem of the research is formulated as follows: "How does Card Game increase the students ability in writing particularly in writing sentence at the eight year students' of SMP Negeri 2 Lotu?

1.3. The Purpose of the Research

The purpose of this research is to increasing the students' ability in writing especially sentence by using Card Game Technique at the eight year students' of SMP Negeri 2 Lotu.

1.4. The significance of the Research.

The finding of this research can be useful for academic persons as follows:

Theoritically, that result of this research gives a positive contribution to increase a new theory or more of how to teach writing sentence by considering the strengths in conducting this research.

Practically, it is functioned to support the researcher to Use Card Game Technique in teaching writing sentence to the students. To the students, it is used to motivate them to learn English especially in writing sentence. To English teacher, as an important in put for them to vary their technique in incresing the students' ability in writing sentence and to the next researcher, as an information for them that the students' ability in writing sentence can be increase by using Card Game Technique.

BAB II
LITERATURE REVIEW

2.1 Writing

Nunan (2003: 87) says, "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. "The statement means that writing is a mental activity in creating the thought or ideas and express them in a clear organized. It means that the reader can understand it clearly.

Futhermore, Hartfiel et al (1985: 1) say,

> "writing is the primary means for canveying informations', ideas, beliefs and impressions to other when the ideas are too complkex to express orally, when face to face is not possible or when a permanet form of communication is needed."

It means that writing is the primary way to express ideas, information, beliefs and impression to other when face to face is not possible to meet. People can choose writing to express impression, ideas to other when they are so complex to be expressed orally.

Then, Crimmon (1976: 6) says," Writing is also opportunity to convey something about yourself, to communicate ideas to people beyond your immdiate vicinity, to learn something you did not know."

Based on the statement above, it can be concluded that writing is language skill which used to express ideas, thought, information, beliefs and impression to others in the clear statement when they are so complex to be expressed orally.

Carol and his friends (2001: 15) state about the processes of writing, as follows:

1. **Prewriting**

   It   means that freely exploring topics, choosing the topic and beginning togather and organize details before writing.

2. **Drafting**

   It means that getting the ideas down on paper trough the format itended.

3. **Revising**

   It means   connecting any major errors and improving the writing's form and content.

4. **Editing and pre of reading**

   It means polishing he writing fixing erosion grammar, spelling and mechanic.

5. **Publishing and presenting sharing and the writing**

   In the syllabus of the eight year students of SMP Negeri 2 Lotu, one of the writing form which is learned by the students is writing sentence, on of them is the sentence in the past tense pattern.

   Richards et al (1992: 330) state the sentence is the largest unit of grammatical organization within which parts of speech (e.g nouns, verbs, adverbs) and grammatical classes (e.g word, phrase, and clausa) are said function. Futhermore, Robert Lado (1964: 220) in Wau states that sentence is a group of words which has meaning and follow the grammatical form.

   According to Nurgiyantoro (1988: 5) evaluation is a process to determine far an activity has been successes.

There are five basic categories nof the evaluation of students writing (Cohen 1994), namely content (isi), organization (organisasi), vocabulary (kosakata), grammar (tata bahasa), mechanic (teknik penulisan)

Table 1

THE PROFILE OF WRITING ABILITY

Rincian kemampuan menulis	Skor	Tingkat	Patokan
Isi (content)	30-27	Amat baik	Amat memahami, amat luas dan lengkap; amat sesuai dengan judul
	26-22	Baik	Memahami, luas dan lengkap, terjabar sesuai dengan judul meskipun kurang terinci.
	21-7	Sedang	Memahami secara terbatas; kurang lengkap, kurang terjabar, kurang terinci.
	16-13	Kurang	Tidak memahami isi; tidak mengenal; tidak cukup untuk dinilai.
Organisasi (organization)	20-18	Amat baik	Amat teratur dan rapi; amat jelas; kaya akan gagasan urutan amat logis, kohesi amat tinggi.
	17-14	Baik	Teratur dan rapi; jelas; banyak gagasan; urutan logis; kohesi tinggi.
	13-10	Sedang	Kurang teratur dan rapi; kurang jelas; kurang gagasan; urutan kurang logis; kohesi kurang tinggi.
	9-7	Kurang	Tidak teratur, tidak jelas, miskin gagasan, ururtan tidak logis, tidak kohesi, tidak cukup untuk dinilai.
Kosa Kata (vocabulary)	20-18	Amat baik	Amat luas, penggunaan amat efektif, amat menguasai pembentukan kata, pemilihan kata amat tepat.
	17-14	Baik	Luas, penggunaan efektif, menguasai pemilihan kata yang tepat.
	13-10	Sedang	Terbatas, kurang efektif, kurang menguasai pembentukan kata, pemilihan kata kurang tepat.
	9-7	Kurang	Seperti terjemahan, tidak memahami pemebentukan kata, tidak menguasai kata-kata, tidak cukup untuk dinilai.
	25-22	Amat baik	Amat menguasai tata bahasa, amat sedikit kesalahan penggunaan dan

			penyusunan kalimat dan kata-kata
Tata Bahasa (Grammar)	21-18	Baik	Penggunaan dan penyusunan kalimat yang sederhana, sedikit kesalahan tata bahasa tanpa mengaburkan makna.
	17-11	Sedang	Kesulitan dalam penggunaan dan penyusunan kalimat sederhana, kesalahan tata bahasa yang mengaburkan makna.
	10-5	Kurang	Tidak menguasai penggunaan dan penyusunan kalimat, tidak komunikatif, tidak cukup untuk dinilai.
Penulisan (Mechanic)	5	Amat baik	Amat menguasai kaidah penulisan kata dan ejaan.
	4	Baik	Menguasai kaidah penulisan kata dan ejaan, dengan sedikit kesalahan.
	3	Sedang	Kurang menguasai kaidah penulisan kata dan ejaan, dengan banyak kesalahan.
	2	Kurang	Tidak menguasai kaidah penulisan kata dan ejaan, tulisan sulit dibaca, tidak cukup untuk dinilai.
Jumlah skor : Nilai akhir :			

(*Source : Tes Bahasa dalam Pengajaran, Djiwandono, 1996*)

2.2 Card Game

Card game technique is a kind of games. Manoppo (2007: 9) says, "Games consist of seven, namely : picture games, psychology games, card or board games, word games, quiz, memory games, guessing games, and so on"

In this research, the game that will be used by the resercher is card game. Harmer (2008: 180) state :

> Cards of all shapes and sizes can be used in a variety of ways. Cards, in this sense, can range from carefully prepared pieces of thick paper which have been laminated to make them into a reusable resource to small strips of paper which the teacher brings in for one lesson only. Moreover, he mentions three uses of cards. They are:

1. Matching and ordering: cards are especially good for matching questions and answer or two halves of a sentences...... This matching can be on the basis of topic lexis or grammatical construction.

2. Selecting: cards work really well if we want students to speak on the spot or use particular words or phrase in a conversation or in sentences.
3. Card game: there are as many card game possibilities in language learning as there are in real life. We can turn the card selection into a game by introducing a competitive alement having students in pairs play against each other or against other pairs.

Some experts express their opinion about games. Wright et.al (1981) in Sundari (2005: 67) that states games can provided the students exercises of listening, speaking, reading, and writing in many situations and types of communication. The statement means that games can train the students in learning all the English skill in many situations.

Moreover, Steinberg (1988 :9) in Arifin (2003: 239) empasized that language games are a variable method to achieve many educational objectives such us reinforcement, review, relax, inhibition reduction, attentiveness, retention, and motivation. It means that language games are used to encourage the motivation of students to learn language. In edtion, Donn Byrne (1986: 138) says, "Game is a wonderful way to break the routine of classroom drill by providing relaxation while remaining withing the framework of language learning". Futhermore, Zdybiewska (1994: 6) in Arifin (2003: 240) state that language game can become a good way of practicing language, because they provide a model of what learners will use the language for in real life in the future. Then, Hadfield (1984) in Sundari (2005: 67) expressing that games may provide chance the students to use language intensively and provide contexts in which language can be used communicatively and meaningfully.

From all of the statements above, it can be cocluded that games are wonderful way for the teacher to teach the students in learning the language.

To avoid the bad effect of using games in the classroom, the teacher must be able to manage the classroom situation, the material and the time. The teacher also must explain the purpose and the steps in playing the games. In other, the teacher is able to control the learning teaching process more conductively. Also, the teacher should consider the characters of language games, they are: fun, player(s), rules, competition, objectives, and stimulating learners' interaction (Mukarto, 1989: 49-50).

From the statement above, it can be concluded that all of the game characters should be considered by teacher and the player of game (students) in order to make the teaching-learning process will be enjoyed.

Teaching sentences by using card game means that the teacher uses card game as media to teach sentences. The teacher does not teach the formulation and example of sentences directly on the blackboard. But, the teacher prepares some card that contained with some words. If the students can arrange the cards well, so the cards will construct some sentences. This activity is aimed to avoid the domination of teacher in learning teaching process.

Teching and learning processes by the teacher as usually. The steps of teaching sentence by using card games as follows:

1. The teacher explains the students the steps in playing card.

2. The teacher explains the about arranging the suitable words.

3. The teacher asks the students to make groups. Each group consists of four persons.

4. The teacher devides the students the card.

5. The teacher asks the students to arrange the cards for 15 minutes.

6. The teacher asks the vice of group to report the result of their activity.

7. The teacher makes discussion with the students about the sentences.

8. To close the lesson, the teacher reflect the student by asking some question about the games that had been played.

9. Finally, the teacher takes conclusion.

BAB III
RESEARCH METHOD

3.1 The Variables of the Research

The research variables in this research are the students' ability in writing sentence and Card Game Technique. Wright et.al (1981) in Sundari (2005:67) states that games can provide the students exercises of listening, speaking, reading, and writing in many situations and types of communication. The statements means that games can train the students in learning all of the English skills in many situations. Monoppo (2007:9) says, "Games consist of seven, namely: picture games, psychology game card or board games, quiz, memory games, guessing ngames, and so on." So, it can be concluded that game in the form of card can be used in teaching writing sentence.

3.2 The Research Design

In doing this research, the resesrcher will use Classroom Action Research as rhe research method. In applying this research desig n, the researcher will follow 4 steps of CAR, they are planning, action, observation, and reflection. The four phases will be conducted in three cycles consisting two meetings for each cycle.

3.3 The Location and Subject of the Research

The location of the research is SMP Negeri 2 Lotu that is located at Hilindruria village. It is 30.5 kilometers from Gunungsitoli ton. It was built around 46 years. The total number of teachers is .... persons, ... persons of them are the English teachers. The total number of classes is .... classes, in which the eight class consists of ...... classes with 254 students. In this research,

the researcher takes the eight class part A as the subject of her research because the students' ability in writing sentence is still low. The real condition of the eight class of SMP Negeri 2 Lotu can be seen as follows:

Table 2

3.4 The Instruments of Collecting the Data

1. Evaluation Paper

After applying card games technique, the researcher will evaluate the students' ability in writing sentences by using writing test. The writing test is used to determine the development achieved by the students in writing sentences.

2. Observation Paper

Observation paper consists of the activities that will be done by the students and the researcher during learning-teaching process. The purpose of observing the students' activities is to determine the students who are active, cooperative, and creative and the purpose of dbserving the researcher's activities is to obseve the activities that are not done, done but not good, and done but not good. All of this result will be used as the in put in doing reflection.

3.5 The Technique of Analysis Data

After the researcher collected oll of the data by observing the students' and the researcher's activities and also testing the students' ability in writing sentence by using Card Game Technique, then the researcher will analyze it. The researcher will compare the result from the first cycle until the third cycle. The

researcher focuses on the increasing of the students in writing sentences. The data that will be used in this research are quantitative and qualitative data.

There are three steps to analyze the data in this research, namely:

1. Reduction of data is evaluating and classfying the data based on the information and it must be organized according to the statements of the research.

2. Explanation of data is the data that have been organized by the researcher must be classified to get the meaning in the table, graphic or narration forms.

3. Conclusion is after making the explanation of data, the researcher takes some conclusion about the data in the statement of formula form.

The quantitative data will be analyzed by following some steps, as follow:

1. Score the students' answer sheet

2. Determine the result of the students' test by using the formula written by Sudjana (1991: 88).

$$TP = \frac{B}{N} X100\%$$

Explanation:

TP   : degree of mastery

B   : student's right answer

N   : total score

The student's score will be consulted with the criteria below:

85 – 100   = Very Good

75 – 84   = Good

60 – 74   = Adequate

0 – 59   = less

(Source : SMP Negeri 2 Lotu)

As the indicator of students' achievement , the researcher will use *KKM (Kriteria Ketuntasan Minimal)* that has been decided in SMP Negeri 2 Lotu *(KKM – 60).* The students who get score ≥ *KKM* are success, but the students who get value < KKM means unsuccessful.

The qualitative data will be taken from the observation form. It is aimed to know the development and the weanesses of the researcher and the students during the teaching and learning processes.

CHAPTER IV

FINDING RESULT AND DISCUSSION

4.1. Finding Result

The researcher describes the result of this research clearer that is presented in the tables and graphic below:

Table 3

The Student's Activitiesof all Cycles

No	Cycle	Meeting	Criteria	Frequence	%
1	I	1st Meeting	Active students	3 students	10.34%
			Cooperative students	5 students	17.24%
			Creative Students	2 students	6.90%
		2nd Meeting	Active students	3 students	10.34%
			Cooperative students	6 students	20.69%
			Creative students	3 students	10.34%
2	II	1st Meeting	Active students	4 students	13.79%
			Cooperative students	7 students	24.14%
			Creative Students	4 students	13.79%
		2nd Meeting	Active students	5 students	17.24%
			Cooperative students	8 students	27.59%
			Creative Students	6 students	20.69%
3	III	1st Meeting	Active students	6 students	20.69%
			Cooperative students	9 students	31.03%
			Creative Students	7 students	24.14%
		1st Meeting	Active students	8 students	27.59%
			Cooperative students	11 students	37.93%
			Creative Students	10 students	33.33%

Table 4

The Students' Ability in Writing Sentence by Using Card Game of All Cycles

No	Cycle	Level	Quantity	%
1	II	Very good	-	-
		Good	2	6.89%
		Adequate	6	20.70%
		Low	21	72.41%
2	II	Very good	6	20.70%
		Good	9	31.03%
		Adequate	11	37.93%

		Low	3	10.34%
3	III	Very good	8	27.58%
		Good	14	48.27%
		Adequate	7	24.14%
		Low	-	-
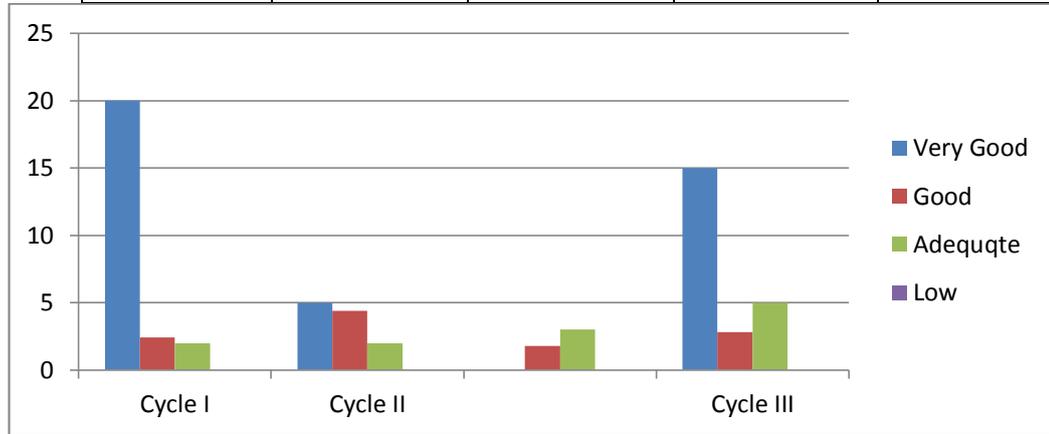
Graphic 1 : The students' Ability in Writing Sentence by Using Card Game of All
Cycle.

5.2. Discussion

5.2.1. The common Response of the Problem

In this research, the problem is "How does Card Game Technique increase the students's ability in writing?" The coomon response is Card Game develops the students' ability in writing.

The research was done in three cycles. In cycle I, the average of the students' mark in writing sentence by using Card Game Technique was 50.34. This result was caused by some weaknesses during teaching-learning process. Then, the researcher did some improvements. In cycle II, the students' average mark was 67.41. Even though this result was higher than *KKM KD*, but it was not satisfying the researcher because it did not show the significance advance. Furthermore, the researcher did some improvement actions based on the reflection

of the previous cycle. Finally, in Cycle III, the average of the students' mark was 80.34.

Based on the result of the research from three cycles, the researcher found increasing in the teaching and learning process and also in the students' writing result. Therefore, the researcher took conclusion that Card Game Technique could increase the students' ability in writing, particularly writing sentence.

5.2.2. The Analysis and Interpretation of Research Finding

The research was done in three cycles. In the first meeting, there were 3 students (10.34%) who were active, 5 students (17.24%) who were cooperative and 2 students (6.90%) who were creative from 29 students, while at the second meeting there were 4 students (13.79%) who were active, 7 students (24.14%) who were ccoperative, and 4 students (13.79%) who were creative from 29 students. In cycle 1 there were 21 students in "low level", 6 students in "adequate level", 2 students in "good level", and there was no student in "very good level". The highest score was 75 and the lowest core was 24. The average of the students' mark was 50.34. even though the highest score was good. It was not satisfying because most of the students were in the "very low level". Therefore the researcher continued to Cycle II.

Before doing Cycle II, the researcher improved the weakness of Cycle I. The improvement such as the researcher asks the students to bring their dictionary, activates the students' background knowledge, and also the researcher prepares herself in teaching the students.

In Cycle II at the first meeting, there 4 students (13.79%) who were active, 7 students (24.14%) who were cooperative, and 4 students (13.79%) who were creative from 29 students. At the second meeting, there were 5 students (17.24%) who were active, 8 students (27.59%) who were cooperative, and 6 students (20.69%) who were creative from 29 students. In Cycle II, there were 3 students in "low level", 11 students in "adequate level", 9 students in "good level", and there were 6 students in "very good level". The highest score was 86 and the lowest score was 45. The average of the students' mark was 67.41. even though the highest score was very good, it was not satisfying the researcher because it did not show the significance advance. Therefore the researcher continued to Cycle III.

In Cycle III at the first meeting, there were 6 students (20.69%) who were active, 9 students (31.03%) who were cooperative, and 7 students (24.14%) who were creative from 29students. At the second meeting, there are 8i students (27.59%) who were active, 11 students (37.93%) who were cooperative and 10 students (33.33%) who were creative from 29 students. In Cycle III, there was no students in "low level", in "very good level", the highest score was 93 and the lowest score was 62. The students' average mark is 80.34. from the result of the research, it can be concluded that using Card Games Technique in the classroom can develop the students' ability in writing sentence.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSIONS

Based on the formulation of the problem, the purpose of the research and the finding: result of this research, therefore the researcher takes some conclusion. First, in Cycle I, there are 21 students in "low level", 6 students in "adequate level", 2 students in "good level", and there is no student in "very good level". The highest score is 75 and the lowest score is 24. The average of the students' mark is 50.34. This result shows that there are many students in low level. It shows that the students are still less in writing sentence by using Card game Technique because of some weaknesses during the teaching and learning processes. So, the researcher improves the weanesses from the first and second meeting of Cycle I.

In Cycle II, there were 3 students in "low level", 11 students in "adequqte level", 9 students in "good level", and there were 6 students in "very good level". The highest score was 86 and the lowest score was 45. The average of the students' mark was 67.41. even though the highest score was very good, it was not satisfying the researcher because it did not show the significance advance. Then, the researcher did some improvement action in order that the quality of the teaching and learning process and also the students' writing result can be increased. Therefore the researcher continued to Cycle III.

In Cycle III, there was no student in "low level", 7 students in "adequate level", 14 students in "good level", and there were 8 students in "very good

level", the highest score was 93 and the lowest score was 62. The students' average mark is 80.34.

From the result of the the research, it can be concluded that using Card Games Technique in classroom can increase the students ability in writingh sentence.

5.2 SUGGESTIONS

There are some suggestions from the researcher after doing the research as follows:

1. The English teacher should motivate the students to train themselves in writing, should motivate to students to enrich their vocabulary and also to bring their dictionary, should activate the students background knowledge, should prepare her/himself in teaching the students. Futhermore, it is better that the teacher should be able to be creative and uses various technique in teaching-learning process especially in teaching writing in order that the students do not feel bored. One of them is by using Card Game Technique.

2. For IKIP Gunungsitoli, it is very important to teach and prepare the students of the English Department to be a professional teacher in which they are able to create and enjoyable, interesting and educational atmosphere of the teaching and learning processes. One of them is by mastering techniques in teaching the students.

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