VISITING EFL CLASS: THE USE OF SENTENCE-SOUP GAME IN WRITING CLASS

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Abstract

The present quasi experimental study was conducted to describe how the implementation of sentence soup game in the teaching writing and to determine the significant difference of the students' achievement according to their pre-test and post-test result. The sample of study was 70 eighth grade students of SMPN 4 Palimanan-Cirebon. A pre-test and post-test equivalent group design was used to compare the achievement of two groups. The collected data was statistically analyzed by t test formula. The result showed that: 1).The implementation of sentence soup game assessed gave positive effect in teaching writing. It evidenced if students got advantages in this learning with playing activity. 2a).There was no significant difference of the students' pre-test result. Where null hypothesis was accepted, the $t_{obtained}$ was less than the $t_{critical}$ (0,980 < 1,667). 2b). There was significant difference of the students' post-test result. Where null hypothesis was rejected, the $t_{obtained}$ higher than $t_{critical}$ (2,692 > 1,667). The students' performance of experimental group was better based on the difference between the mean scores. The mean of experimental group was 5,5 on pre-test and 7,4 on post-test, hence control group was 5,0 on pre-test and 6,7 on post-test. It indicated if teaching English writing through sentence soup game enhanced the achievement level of the students.

Keywords   : *games, sentence soup game , and teaching writing*

INTRODUCTION

Teaching is the most important thing in learning process, through teaching a teacher can help the students to understand about the lesson given. Teaching can not be separated from learning because they support each other as the main role in education system. In teaching process, the teacher has important roles in guiding the students to learn materials. While in learning process students receive and learn something from the teacher, and they give feedback to the teacher as their response. In other hand, teaching as a skill related to the way in which the teacher has carried out the activities and what results have been achieved.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes an extra curricular in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. This is because of

the situation we are facing now; globalization era and preparing for AFTA, which is very competitive.

Nowadays, the curriculum has been implemented in schools is namely *Kurikulum 2013*. This government policy intended to produce graduates students who are productive, creative, innovative, and affective through not only just knowledge but also by skills and attitude which integrating each other. One of the goals of teaching and learning English in Indonesia especially in Junior High School is to enable students to have the ability in developing communicative competence in both oral and written with applying personal experience process by observing, questioning, associating, and experimenting or it is common called observation based learning. (Kemendikbud, 2012: 26-30)

In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. According to Harmer (2001: 199 and 246) said listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are all important. However, of all the four skills, the students have found difficulties in writing, because writing spend many time to arrange rules of grammar, word of vocabulary, and writing organizations.

To deal with this case, the teacher is challenged to be as creative as possible to provide opportunities for students to expose and to reinforce students writing skill. To encourage students to practice their English, some English teachers sometimes utilize games, role plays, dramas and other activities, by which students learn English with pleasant without any frustration. Because "game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others" (Wright, Betteridge, and Buckby, 2006:1).

Such those activities may help students to always expose their ability to produce sentences and to use appropriate expressions based on the situation created by the teacher in the classroom. It usually makes students enthusiast, moreover when the teacher gets them to participate the activity that it challenges them to compete with other students. It not only makes students attempt to be the best from others, but also be a chance for them to attain scores through given feedback.

In addition, a better way and easier to teach English, especially writing skill to students is by using games, such as sentence soup game. Because this game could be an alternative or variation in the technique of English teaching for teachers. With this technique, students will not feel bored in learning English. But they will become critical and active children in learning English. Based on statements of the problems above, the objectives of the research will follow:

1. To describe the implementation of sentence soup game in teaching writing at eighth grade students of Junior High School.
2. To find out any significant difference between achievement of eighth grade students who got and who did not get implementation sentence soup game in teaching writing according to their pre-test and post-test results.

Previous Study

In recent years most researchers conclude if application of game based learning in teaching English as second language and as foreign language is effective to be applyed. It caused by a good teaching learning atmosphere in the clasroom will be create, students were not be aware of following the implicit lesson with pleasant and enjoyable.

The study of Jena (2013) investigated "The Effect of Teaching English Through Language Games on Academic Achievement of Rural Primary School Students", studying class 8th from Tagore Model High School of Jalandhar district of Punjab by using simple random sampling technique. They were divided into two groups, thirty students in control group and either thirty students in experimental group. The control group was taught by conventional method. The experimental design included the analysis of the pre-test and post-test equivalent group to compare the achievement of the two groups. The test 60 questions consist of multiple choice items, short questions, and comprehension exercise which were administered after validation by the researcher. And the result indicated that a statistically significant difference between the mean scores, and there was an increase students performed in post test result when taught through language games and it help students develop the abilities of knowledge, comprehension, and application as the items of achievement test were based on these measures. After studying those researchs, the writer wants to provide an effective technique in teaching writing using

sentence soup game. And the writer also will take those research as guidelines because of the similarity concept to implement *games based learning* in teaching English as EFL context. In despite of the writer takes more specifies in the teaching English writing skills and kind of suitable game is using sentence soup game.

Writing in the classroom

According to Brown (2007: 7) defines "teaching is showing or helping someone to learn how to do something, giving instruction guiding of study of something, providing with knowledge, coursing no know understand". And "writing is a combination of process and product" (Sokolik as cited in Linse,2005). Sortly, the writer conclude if teaching writing is a process of guiding students to produce written language through some stage of writing.

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. Furthermore, Brookes and Grundy (2005:11) claimed "the widespread adoption of communicative language teaching was one of the major reason for the recognition of the real importance of teaching writing as a skill". In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself.

When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000: 31) states the definition of a language competence as "one's underlying knowledge of system of a language its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together".

There are some reason for teaching writing to students of English as a foreign language according to Harmer (2001), including reinforcement, language development, learning style, and writing as skill. Reinforcement: the visual demonstration of language construction (language written down) is in valuable for both understanding of how it all fits together and as an aid to commuting the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it. Language development: the mental activity we have to go through in order to construct proper written text is all part of the ongoing learning experience. Learning style: writing to be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. And writing as a skill: students need to know some of writing's special conventions (punctuation, paragraph construction, etc), hence they can write as well as possible.

In fact, writing is the most difficult skill to teach. Often, when given writing assignment, students sit for a long period of thinking but not producing much. It caused by students lack of vocabulary and they not mastered English grammar well. To encourage the students in writing, an English teacher plays an important role to develop their ability. The teacher should be patient to support them. He or she has to give them a lot of trainings and practices how to express their ideas, to try to find ways of composing writing that is easy for them. By doing so, students will not consider that writing makes them stressed. Additional, to increase students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their students needs, ability and capacity.

Pincas (1928a:22 citied in Badger and Goodith,2000) recommended four stages guiding students to produce product of writing in learning process, they are: familiarization, controlled writing, guided writing, and free writing. The familiarization stage aims to make students aware of certain features of particular text. A typical product class might involve the students familiarizing themselves with write down a set of description of something for example houses. In the controlled and guided writing section, the students practice the skill with increasing freedom until they are ready for the free writing. Students might produce some simple sentence about house from a substitution table. Then, students might produce a piece of guided writing based on a picture of a house. Finally, student make a description of their own home is classified in free writing stage, when students use the writing skill as part of genuine activity such as a letter, story, or essay.

Definition of Sentence Soup Game

Learning English can be a difficult journey for students. Therefore, it has to be fun, interactive, and exciting. To create those situations, games are considered as the suitable activities to do. Games allow students to work co-operatively, to compete with each other, to think in different way, to work in less stressful, and to allow people to have fun. As Wright, Betteridge, and Buckby (2006:1) states "game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others".

Kurniawan (2008:46) describes "sentence soup game is a game to arrange sentences from scramble words". Sentence Soup Game can play for students individually or group, they must be arranged pieces of jumble words in the bowl to be sentence. Each piece of word have different numbering code and picture category to help students carry out same part of sentence when arrange the jumble words into sentence. After students arranged the words to be a good sentence, the must written down in the whiteboard. This activity could be modify to arrange sentences into paragraph (para-jumbled) and more high level can be arrange paragraph to be a complete text.

Implementation of Sentence Soup Game

The implementation of sentence soup game in the classroom are can be as follow:

1. Before sentence soup game is played, firstly a certain preparation should be made such as flash card animal pictures, pieces of jumbled words which is each sentence in one animal description have different color of word, bowl, and marker. The teacher divide students into 8 groups, each group consist of 5 students.

2. Each groups choose a leader.
   Leader is the first person who have task to select the category of animal that would like to be described and arrange first sentence from the jumbled word in the bowl.

Each piece of paper involves one word in a side and animal picture with word quantity of the sentence that would be arranged in another side.

Picture 2.1
Sentence soup game design

front side   back side
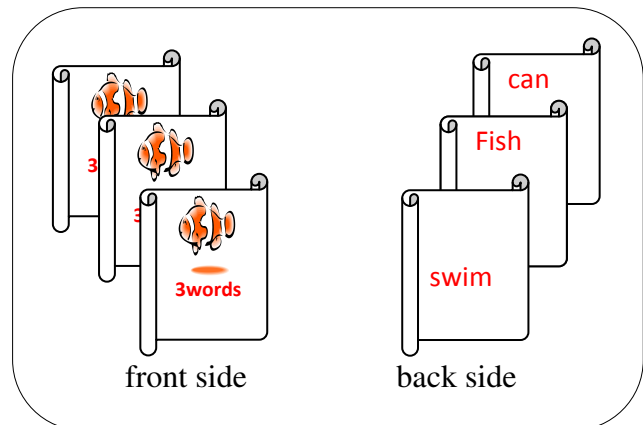
1. Leader of groups choose animal picture that would like to be described.
2. Leader of group 1 (first person) arrange and write down on the whiteboard of the first sentence from the jumbled word with a peer sentence code. Maximum time allowed 1 minute to finish the task. Continued by first person of group 2,3,4,5,6,7, and 8.
3. Continued by second person of group 1,2,3,4,5,6,7, and 8.

4. Continued by third person of group 1,2,3,4,5,6,7, and 8.
5. Continued by fourth person of group 1,2,3,4,5,6,7, and 8.
6. Continued by the last person of group 1,2,3,4,5,6,7, and 8.

Research Method

In this case the writer will do the research about the implementation of sentence soup game in teaching writing at eight grade students of Junior High School. This research is an experimental research to know the difference result of treatment that tried out to object. According fraenkel and wallen (2006:230)

"Experimental research is the most conclusive of scientific methods. Because the researcher actually establishes different treatments and then studies their effects, results from this type of research are likely to lead to the most clear-cut interpretations"

As stated before that the experimental research is designed to find out cause and effect relationship because it allows us to observe, under controlled condition, the effect of systematically changing one or more variable. Therefore the function of this research is to find out the differences result students' achievement by using the implementation of sentence soup game in teaching writing at eight grade students of Junior High School.

Research Design

This research is a quasi-experimental which the sample classes are static. In this design, there are two groups will be taken as the investigated groups. First group is an experimental group which is will given a treatment implementation of sentence soup game by the writer and the second one as a control group without treatment. In this research, the writer will get the data by doing the only giving pre-test and post-test in control group without give treatment to know the significant result of the research between experimental and control groups to break the hypothesis.

Overall of experiment will be done in experimental group, which a pre-test is given before the action or treatment begin. The treatment is experimental group by using sentence soup game in teaching writing at eighth grade students of Junior High School in topic descriptive text about animal. And the post-test will be given after the action to find out the significant of the action. The design of the research is represented as follow:

Research Subject

The population of this research is all eighth grade students of SMPN 4 Palimanan - Cirebon in the academic year 2014/2015. The total number of population is about 280 students which divided into seven classes – 8A, 8B, 8C, 8D, 8E, 8F, and 8G - it means that each class have around 39 - 41 students.The choice of population is based on the consideration that the eighth grade students English skill still basic meanwhile writing is difficult skill to learn for EFL students and their age also still suitable love to play interesting activities like games.

Data

In this study the writer used written test to measure the students' achievement in writing composition skill. The writer gave pre-test and post-test to find out the significant of the difference.

RESEARCH FINDING AND DISCUSSION

The implementation of the sentence soup game in teaching and learning process at writing skill can be asssessed give positive effect. This evidenced by the students' enthusiasm in following stages and rules of the game. This activity made they were learning English with a fun way (learning with playing). Sentence soup game must be played after the teacher giving materials, because this game was a variety of tools to facilitate students to learn and practice English writing skill deeply by doing arrange jumbled sentence.

While applying sentence soup game in the experimental group, the writer found positive and negative facts. There were the positive facts:

1. Sentence soup game was flexible, it can be played for teaching writing skill not only for descriptive text theme.
2. Sentence soup game made the lesson less monotonous.
3. Sentence soup game raised students' motivation.
4. Sentence soup game stimulated students' participation and increased their confidence.
5. Sentence soup game caused students' closeness.

And the negative facts of the sentence soup game while applying in the classroom were:

1. Some students still did not understand yet about the rules of sentence soup game.
2. There was unequal students' level each group.
3. Sentence soup game claim teacher roles in the classroom management.

To overcome the negative facts, there were some tips: firstly, teacher must giving instruction of the game clearly. Teacher should give them print out of the rules, then not only explain but also as a model demonstrate what students must to do. As Harmer (2001: 126) suggest "when teacher give instructions, it is important for them to check out that students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show in the class how the exercise works".

Secondly, teacher must divided students into group according to balance students' ability - in each group consist of high, middle, and low students' level. So, every group could pass the activity without difficultness.

Last, teacher had importance role in the classroom management. This activity stimulated students to be active, they expressed what they want to do. Sometimes, their extremely respond made noises in the classroom, like students who did not yet playing the game. Thus, teacher must manage the classroom in a good condition with observe all the students until sentence soup game finished.

There was significant result from the post-test of both groups. It indicated that the implementation of sentence soup game in teaching learning process gave positive effect in students' writing skill improvement. The highest post-test score was 9 in experimental and control group. Whereas the lowest post-test score was 5 in experimental and control group.

The comparison percentage of the result pre-test and post-test each group can be seen in the following pictures:
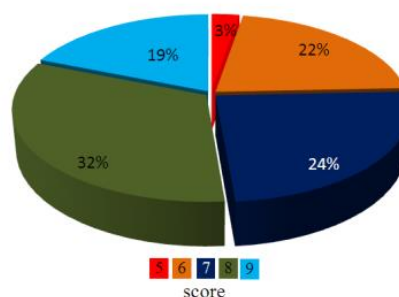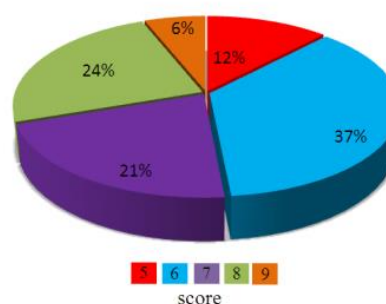
Post test score of experimental group
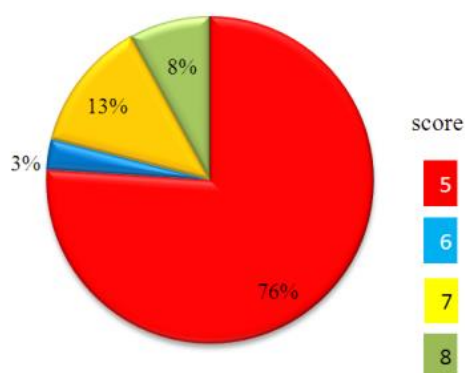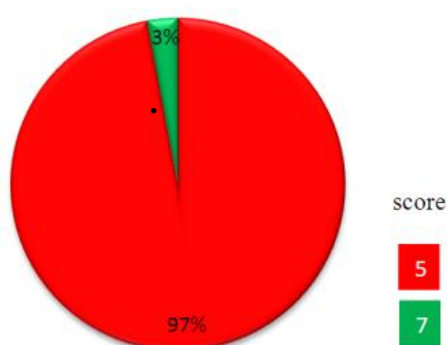
Pre test score of experimental group

Post test score of control group

Pre test score of control group

But, different situation can be seen in the post-test score result. The average score of experimental group was 7,4 and control group was 6,7 (see picture 4.5). It change caused by students got new information from the material transfered by teacher. And the data shown if teaching English writing by using sentence soup game better than teaching English writing without using sentence soup game (by using three phase technique).

In short, it is concluded that there was significant difference between the achievement of 8th grade students who got and who did not get treatment implementation of sentence soup game according to their post-test result.

Discussion

A fast development of the technology and information stimulates English became international language that must been mastered by people on the world. Expert on the field of teaching and learning English have created numerous resources about teaching method to help teachers to reach the learning goals on the syllabus.

As teacher have important role in the teaching learning process, they as creative as possible designed effective method before teaching in the classroom based on curriculum. According to Harmer (2001) states the purpose of planning are to focus the teacher minds and show students of teacher's care and professionalism. Due to English as foreign language in Indonesia does not easy to learn because students do not use English in their home, of course they also have difficulties to practice English in the classroom. And the most difficult skills in the English learning is writing activities, whereas one of learning goals in the syllabus is students must be mastering to develop simple written text. Therefore, sentence soup game is applied as a problem solution in case to learn English writing skill through simple and fun way.

Media also have important role to support the teaching learning process, so students can receive the lessons easier. Mateer (2014) explains "existing media resources can be used within lectures to stimulate interest in a develop knowledge of the material being taught".

Media of sentence soup game contains bowl and piece of paper involves one word in a side and animal picture with word quantity of the sentence that would be arranged in another side. Each sentence have different color to facilitate students in arrange the jumbled word. It is the basis for giving name *sentence soup game*, as a soup consists of various vegetables put on the bowl.

Sentence soup game as a game need the teacher and students' role which support each other. In line with Jones (2007: 25) say "in a student-centered classroom, the teacher and students are a team working together. Together our role is to make sure everyone benefits from the lesson, supporting one another". The role of students is as the subject who following the rules of the sentence soup game as good as possible. The students have maximum participation in the game because the activity is centered on students. The role of teacher can be moderator, model, and evaluator.

As a moderator teacher have function does not as domination subject to explain the materials in the teaching learning process, but it is mainly focused on designed lesson plan and make a good preparation. Moreover, while applying sentence soup game teacher function are observing, analyzing, helping, taking notes, making sure that the implementation of sentence soup game does not get out of hand, and providing feedback until the game is over.

As a model teacher have function to give clear instructions and make demonstration how to play sentence soup game. As an evaluator teacher have function to assess students' performance while applying sentence soup game. The indicator of assessment if students

participates the activity suitable with their role and function in arrange jumbled word correctly. Whilst in the group assessment teacher can evaluate based on the group score.

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