The Effectiveness of Chain Card Games on Students' Writing Skill

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ABSTRACT

Some students find writing exercises boring, especially in English writing. So, one way to make students more motivated to write is to use games. One of the games is a chain card game. The subjects of this study were students of class VII B MTs Al-Ihsan. The results showed that the card game chain proved to be useful in learning to write English. From the results of the paired sample t test analysis shows that sig. the value is 0.000. Lower than the significance level (α) = 0.05 with degrees of freedom (df) = N-1 and the number of subjects (N) is 12 students. According to the value of sig. (2-tails) is 0.000. Given the basic concept of testing the hypothesis that if sig. (2-tailed) is smaller than (α) = 0.05, meaning that the hypothesis (H1) is accepted while the null hypothesis (H0) is rejected. Thus, it can be concluded that there is a significant effect of the Chain Card Game on the writing skills of the seventh-grade students of MTS al-ihsan.

Keywords: Effectiveness, Chain Card Game, Writing Skill.

I. Introduction

Communication is a fundamental aspect of interdependence between humans. In a family environment, people communicate in their mother tongue. In the national sphere, people communicate in the national language. And on an international scale. People use international languages. One of the international languages is English. The first foreign language in Indonesia serves as an important vehicle in developing science, technology, arts, culture, and education. One of the functions of English as an international language has an essential role in all fields, especially in education. In the world of education, English is studied by students to increase the level of higher education.

In learning English, students need to learn four basic skills in English. These are listening, speaking, reading, and writing (Aziz & Dewi, 2019). Writing is considered the most challenging skill to learn. This may be because students do not write much, even in their first language, Indonesian. The teacher has applied several techniques to help students deal with writing problems, but they did not show significant results. Some students also find writing exercises trivial and ultimately boring. They think that writing is a difficult thing to do. This causes them to be less motivated to write in English. (Harris: 1988) To overcome the problem of the students' lack of ability in writing English, the author uses a card game strategy. In applying the chain card game technique, students are first given writing subject matter; then, each student is divided into several groups. Then practice making sentences using a chain card game. By arranging picture cards first and then making sentences using English that match the pictures on the card.

One way to make students more motivated to write is to use games in teaching and learning activities. Games are considered beneficial for students because they learn while playing. It makes them less stressed and more relaxed during exercise. One of the games is chain cards. This game is expected to be useful for students because it involves class activities in determining ideas in a fun way. It also allows learners to share, develop and organize their ideas into good chunks. To find out the effectiveness of using chain card games in teaching writing is the main concern in this study. (Magee: 1993)

With the help of these games, students can be effective in learning. Helping can also be used as an input message to achieve

teaching goals. In learning, the media has an essential role because, through these media, the confusion and relevance of the material can be concretized with the media (Aziz & Dewi, 2020). It is easier for students to understand the material than without the media through the media. Therefore, the authors are interested in researching chain card games in writing skills because the learning process in one of the first grades of MTS Al-Ihsan Rejosari Lamongan for the 2020/2021 academic year still encounters several obstacles in learning. Most students still feel strange and face some difficulties with English lessons. They also still have low motivation to learn English and often have difficulty writing, especially in composing simple sentences.

II. Literature
Effectiveness

Effectiveness is the stage of achieving success to achieve goals and effectiveness. This learning method is facilities and infrastructure in a certain amount that are consciously determined beforehand to produce several educational activities that they carry out. Effectiveness shows success in whether or not the goals that have been set have been achieved. (Sondang P. Siagian 2011:32). That effectiveness measures learning activities that state how far the target (quantity, quality and time) has been achieved. (Edi 2007:13) Where the greater the percentage of targets achieved, the higher the effectiveness.

Furthermore, and also explains that effectiveness is the use of specific resources, facilities and infrastructure that are consciously determined beforehand to produce several activities on time. And can also be interpreted as effective is effective/effective—Abdurahman (in Edi, 2007:15). Effectiveness is the achievement of goals regarding educational activities and the possibility of making profits for students. Effective means the occurrence of the desired effect or result in an action.

Chain Card Game

The game is every match between players who interact with each other by following specific rules to achieve certain goals (Muhsin & Aziz, 2020, Sadiman (2003:75) So the game is a way of playing by following the rules that can be done individually or in groups to achieve specific goals, even though Game tools are all games. Grouping, merging, assembling, and shaping according to the original form. Learning by playing allows students to manipulate, practice, and gain countless concepts and insights Sudono (2000: 15). A chain is formed when one player activates a

card effect, and his opponent responds with his own effect Yugi (2011:1)

Clarifying that the chain card game is a game to help students make sentences quickly. All players play these cards like playing cards. In this game, players need to arrange the picture cards and then write a series of English sentences according to the pictures determined by Suwarno (2003: 53). A card game is any game that uses playing cards as the main thing playing the game, be it traditional or game-specific. Some games have standard formal rules; all the rules for others may vary by region, culture and person. Card games are played with a deck of cards designated for that game that are identical in size and shape. Each card has two sides, a face and a back. That is the definition of a chain card game, which is a card that can please students in the learning method.

Writing Skill

Writing is a person's skill in expressing the thoughts and feelings conveyed by him through written language. And thoughts conveyed to others must be expressed in words that support the meaning precisely, clearly, and according to what is being stated. Words should be arranged regularly in clauses and sentences so that people can catch what they want to say. The more organized the language used, the more it's easier for people to catch the thoughts channelled through its language.

III. Research Method

Research Design

There are two types of research, namely pre-experimental and true experiment. In this study, researchers used the type of pre-experimental research— Arikunto (2006: 84) Because the researcher provides little or no control over the extraneous variables. Pre-experiments are not actual experiments, so this type of research is often called quasi-experimental. There are three types of pre-experimental research: 1) One-shot case studies, 2) Pre-test and Post-test, 3) Static group comparisons. Arikunto (2006: 84)

This study uses the type of one group pre-test and post-test. The researcher conducts a pre-experiment in one group because the researcher intends to compare the writing development of the seventh-grade students of MTs Al-Ihsan Rejosari Lamongan. Especially in arranging words into simple sentences before and after treatment through a chain card game by comparing the pre-test and post-test scores.

" One of the roles of writing skill is giving tremendous contributions in education because writings will become a

permanent document that can be accessed now or in the future. Due to the fact, some people have difficulties in writing because it is different from speaking in terms of the complexity of the writing process and interrelationship of its components. Starting the paragraph, considering the diction and grammar, developing the idea that must be relevant, and having the communication in the written text are the complicated things the research will face. writing is seen to be the most difficult skill." Richards, J. C&Renandya (2002)

Research participants

The number of participants in this study was 12 students in class VII B MTs Al-Ihsan. As in the table below:

NO	CLASS	GENDER	NUMBER
		MEN	
1	VII B MTS	12	12

The writer chose class VII-B as the population because all the students seemed to have the same English skills but still had difficulty writing a word into a sentence. In addition, the seventh-grade students of MTs are easier to manage, and the important thing is that the author is a teacher at this MTs during PPL, so that researchers have to know the character of students so that it can make it easier for writers to conduct research

Research Instruments

According to Suharsimi Arikunto (2006:151), research instruments are tools or facilities used by researchers to collect data so that their work is more accessible and the results are better. They are more complete and systematic so that they are easier to process. The research data collection techniques used were pre-test, treatment, and post-test, with the object of the research study in the form of student effectiveness and achievement in writing words into simple sentences using chain card games.

Test

The test is an instrument used by researchers to conduct research. The test was conducted twice, namely pre-test and post-test. The pre-test was used to measure the students' initial ability, and the post-test was used to determine the difference in the achievement of learning outcomes after treatment was carried out in the class, so by the data collection technique, this study used several research instruments,

Data Collecting Technique

In this data collection technique, the

author uses the test method; the author gives a pre-test and post-test to determine the improvement of students' writing skills before and after being given treatment or several questions consisting of many items as an instrument to obtain data on students' English achievement in a comprehensive manner. Accurate and to find out the effectiveness of teaching writing through chain card games.

Observation

States that observation is the effective way to pay attention to the subject by using all senses (Arikunto, 2006). Using this observation, the researcher can mostly know the condition of the student's skill, classroom, school building, school officer, teachers, and all of the groups in the school. The observer and observant relationship can be classified into two observations (Wina Sanjaya, 2008).

Giving Pre-test

They gave these students a pre-test to get supporting data before the Action. To determine the extent of student mastery of the material to be studied. In this pre-test, the author designs a pictorial test that has been provided. Students then assemble themselves into words and words into sentences and then sentences into a paragraph that matches the picture on the card. In this pre-test, the author provides a topic that discusses household activities.

Giving Action

Giving Action to students by using chain card games.

The researcher gave class I B students treatment twice using a chain card game. Students are divided into several groups in each Action, namely 1 table per card. Each group is given the task of arranging the picture cards given to make good simple sentences. Then, the delegates from each group collect the results of the preparation of the cards and write them on the paper that has been provided. But students are also asked to write on the blackboard. After that, to be discussed together, the results of each group's card preparation are discussed together.

Giving post-test

This post-test is given to students to determine the extent of students' mastery of the material that has been studied after doing the treatment. In this pre-test, the author designs a pictorial test that has been provided, which students then assemble themselves by arranging the card and submitting the paper that has been provided then students work on making a word and a word into a sentence than the sentence into an appropriate paragraph.

with the picture on the card. In this pre-test, the author provides a topic that discusses police work activities.

IV. Result

The findings were processed to determine whether or not a chain card game can improve students writing skills in paragraph building descriptive text. The researcher presented this by calculating the mean score, finding out the standard deviation of the pre-test and pos-test, computing the frequency and the rate percentage students scores and testing the hypothesis of the significant difference between the means of two groups on some independent variable by calculating the value of the independent t-test uses SPSS.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	12	40	65	55	7.6
Postest	12	60	80	69	6.3
Valid N (listwise)	12				

From the output above, the score of Sig. for the pre-test was 0.513, and the Sig. of post-test was 0.449. Those were higher than 0.05 than the decision making in the normality test *Shapiro-Wilk* above; it can be concluded that the data on student learning outcomes in pre-test and post-test were usually distributed.

Tests of Normality

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.167	12	.200*	.941	12	.513
.161	12	.200*	.936	12	.449

From the output above, the score of Sig. for the pre-test was 0.513, and the Sig. of post-test was 0.449. Those were higher than 0.05 than the decision making in the normality test *Shapiro-Wilk* above; it can be concluded that the data on student learning outcomes in pre-test and post-test were usually distributed.

After analyzing the normality of the data, the researcher concluded that the data were normally distributed. At the same time, the researcher analyzed the data by using parametric analysis. Because the researcher used a pre-experimental research method with one group pre-test post-test, the researcher analyzed the data using paired sample t-test analysis. Here is the result of paired sample t-test analysis:

Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-14.167	7.017	2.026	-18.625	-9.708	-6.993	11	.000

As for knowing whether there is significance, the researcher will use a hypothesis test with the help of the IBM SPSS Statistics computer program. Before testing the hypothesis, the researcher will analyze normality first, while the purpose of analyzing normality is to find out whether the data obtained by the researcher is normal or not. While the results of the normality test are the pre-test Sig. 0.513, and the post-test data is Sig. 0, 449. The data can be said to be normal if (Sig) > 0.05, and if (Sig) < 0.05, then the data is not normal. As for the pre-test and post-test data, namely 0, 513 and 0, 449, these values can be seen that the data is more significant than 0.05, then the data is usually distributed.

V. Discussion

In this study, researchers will test the development or enrichment of students' mastery of writing skills using chain card games. The researcher succeeded in collecting data by using the test as an instrument to answer the research questions. The first research problem is to ask how students are affected by learning outcomes using chain card games, so from this problem, we can see from descriptive analysis or tests that it can be seen that students' learning scores on English writing skills increase based on these results. From the pre-test and post-test, where the average score of students increased from 55 on the pre-test to 69 on the post-test, it can be seen that the score of students increased when using chain card games in teaching vocabulary than not using chain card games.

The second problem in this research is whether there is a significant effect of playing cards on the students' writing ability. Significantly it can be interpreted that there is a change after students receive learning using chain card games. In this study, the results of students' writing skills can be seen from the evaluation in pre-test and post-test questions. As for the pre-test and post-test, it can be seen that there was a significant increase in the chain card game where the results of the pre-test before using the chain card game had an average value of 55, which increased to 69 in the post-test score.

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After the normality test is completed, the final calculation is hypothesis testing. This test is the main calculation to answer a research problem: whether there is a significant difference or adequate difference between students' writing skills using chain card games, t-test or paired sample t-test in this paired sample assessment. However, t-test if Sig (2-tailed) < 0.05, then there is a significant difference between before and after treatment, and if Sig (2-tailed) > 0.05, then there is no significant difference between before and after treatment. Treatment, and if Sig (2-tailed) >

0.05, there was no significant difference between before and after treatments. The Sig (2-tailed) value in this study is 0.000, so it can be concluded that the value of 0.000 <0.05 is stated that there is a significant difference between before and after treatment can also be interpreted as Ho is rejected and Ha is accepted.

VI. Conclusion

Using chain card games as students' writing skills to improve students' skills in the descriptive text is an alternative way. This chain card game is beneficial in the English teaching and learning process. This strategy game is easy to use because it doesn't require any equipment and only use picture cards for students to make these simple sentences. In addition, this game strategy is a strategy that can make students more interested when working on the material to write the descriptive text. Using a card game strategy, the teacher can stimulate students to analyze descriptive texts. This strategy game is an excellent learning aid; students only develop their understanding and understanding of what to do when learning the text using games. The strategy of the chain card game is exciting and can motivate students to learn to write English quickly.

Based on the results of research that has

been carried out in one group, it can be concluded that there is an increase. The ability of students in writing descriptive texts increases after being taught by using a chain card game strategy. Applying the game as a learning aid to improve students' ability to write descriptive texts is very practical. This is supported by the significance of student scores in one group, pre-test and post-test. The Use of chain card game strategies in learning English is interesting for students; it can be seen from the observations and test results. The researcher uses a card game strategy as a learning aid because it can motivate students to learn to write English more fun and easy. However, there are some problems in using the chain card game strategy to improve students' writing skills; for example, some students are still confused in learning because some never analyze the structure of the descriptive text in the chain card game strategy. So the English teacher must explain the strategy of the chain card game.

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