Differences Using and Without Feely Game

in Written Report Texts

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Abstract

The main objectives to find out whether there is any significant difference or not of the students' ability in writing report text between the students' taught using feely game and those without using feely game. This study is true experimental design using post-test control and experimental design. The population of the research is 342 students. The total sample were 69 students' which taken from two classes. XI A1 and XI A2 were the sample. The instrument of this research is written test. The mean score for the class that is taught using feely game is 84.97 and for the class that is taught without using feely game is 78.81. The result of t-test is 4.47 and the different deviation is 67. The percentage of t-table 5% is 1.996. The computation shows that t-test was statistically higher than t-table (4.47> 1.996). It can be conclude that the students' ability in writing report text who are taught using feely game is better than those are taught without using feely game. The teacher may implement feely game to developed the students' ability in writing. Moreover, the students' gets a new experience in learning English to improve their writing ability by using feely game.

Keywords: Feely Game, Writing, Report Text

1. **Introduction**

Writing is difficult for some students in Indonesia. According to Harmer (2001: 79):

> "Writing is one basic skill that needs to improve, because students need to know how to write letters, how to put written reports together, how to replay advertisement and increasingly and how to write using electronic media"

Moreover, mostly the Indonesian's students are afraid of their grammar. Hyland (2003: 03) stated that, "a product created from the writer understands of grammatical and lexical knowledge is seen as writing and the result of imitating and manipulating models offered by the teacher is being considered as writing development". Therefore, in teaching and learning activities, the teachers need to pay close attention to the students in order to find out an enjoyable learning activity that can be interested for the students. There are several things that can be done by the teachers to make the class enjoyable, one of them is by using media. Media as a teaching method are used to help the teacher in delivering the materials to the students.

One of media that can be used is game. According to Heinich, "A game is an activity in which participants follow prescribed guidelines that differ from those of real life as they strive to reach a challenging goal (2002: 29)". Hence, it can be said that game is a fun activity that help to makes the students be relaxed and

enjoyable. Game is a competition between individuals or team. This study tried to apply feely game.

Feely game is a game that students have to identify object on the box. They can identify from the shape. The students identify without looking at the object. There are many variation of feely game. Besides the students can identify by touching and describing, the students also identify by listening voice, smelling, and tasting.

Consider at the characteristic of feely game which is touching, so this study decided to apply the game in report text material because from touching the students will clearly identify the things they touched. It can make them easily to report what they touched previously.

The previous study written by Lia Apriliani (2013), entitled The Effectiveness of Guided Discussion Technique to Teach Writing of Report Text: An Experimental study of the second year students of Madrasah Aliyah Negeri Purwodadi in Academic Year 2012/2013. This previous study is about how to apply guided discussion technique in teaching writing report text.

The previous study has similarity of material with this study. The difference is the previous study is using guided discussion technique in teaching writing report text. At the time this study is using feely game to teach writing report text for eleventh grade students.

Hence, this study wants to investigate whether there is any significant difference of the students' ability in writing report texts taught using Feely Game, and those taught without using Feely Game.

2. Background
2.1. General Concept of Writing

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge (Hyland, 2003:3).

The writing process is both a key concept in the teaching of writing and an important research concept in the field of composition studies. Students need a sense of meaning, so what they write can be connected to the world outside of the classroom. Based on Harmer (2004:4), there are four steps of writing process: planning, drafting, editing, and final version.

Brown (2004:220) describes that there are four categories of writing skill. These are categorized as follows:

Imitative writing, it measures the ability's students to spell correctly. The examples of imitative writing are teacher gives task in handwriting, word punctuation, and detecting students. This level is for elementary school.

Intensive (controlled) writing, it deals with skills in vocabulary within context, collecting and idioms, and correct grammatical features. Teachers give task in dictation, grammatical transformation task, and vocabulary assessment task. This level is for junior high school.

Responsive writing, here teacher asks students to perform at a limited discourse level, connecting sentence into paragraph and creating a logically connected sequence of two or three paragraphs. This level is for senior high school.

Extensive writing, its implies successful management of all the processes and strategies of writing for all purposes. It focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical varieties, and so on.

According to Martin (1992) in Ken Hyland (2003, 19) he said that, "the definition of genre as a goal- oriented, staged social process". It means that genres have evolved to achieve things; made in step and it usually takes writers more than one step to reach their goals; members of culture interact to them. Genre can be recognized from three rhetorical structures. They are social function, schematic structure, and language/ linguistics features.

There are many kinds of genres, for examples recount, report, explanation, etc. Recount, retells events for the purpose of informing or entertaining. Events usually arranged in a temporal ; Information report, describes "the ways things are" in our natural, built, and social environment by firstly classifying things and then describing their special characteristics; Explanation, accounts for how or why things are as they are. An explanation sets out the logical steps in a process, etc.

Report Texts, it is one kinds of texts. The social function of report texts is to present factual information about class of things, usually by classifying them and describing their characteristics (Hyland, 2003:20). The schematic structure of report texts are general statement and descriptions. The gramatical feature, report texts focus on generic participants, use relational and behavioral process, its usually simple present tense.

2.2. Learning Media

Media are very useful to support the teacher's presentation during the teaching and learning process. In teaching learning activity, media are one of the most important things that should exist. According to Smaldino (2004: 09):

> A medium (plural, media) is a means of communication and source of communication. Derived from the Latin word meaning "between," the terms refer to anything that carries information between a source and a receiver.

It means that media are something that carries information from the source to the receiver. For example, videos, televisions, diagrams, printed materials, computer programs and instructions.

The function of media is to facilitate communication and learning (Smaldino, 2004:09). It helps students to learn faster and better. Through media the teaching learning activity will be more effectively and efficiently. The teacher as a trainer has a responsibility to know and determine how the media can be used in the classroom appropriately and efficiently. By using media, it is believed that the teaching and learning process will be more effective and both of teachers and students get the advantages from the use of media in classroom.

Based on Smaldino (2004:09), there are six basic types of media used in learning and instruction: text, audio, visuals, motion media, manipulative (object), and people. Text is alphanumeric character that may be displayed in any format-book, poster, chalk-board, computer screen, and so on. Audio includes anything you can hear – a person's voice, music, mechanical sounds, noise, and so on. Visual are regularly used to promote learning, they include diagrams on a poster, drawing on chalkboard, photographs, graphics, in book, cartoons, and so on. Motion media, these are media that show motion, including videotape, animation, and so on. Manipulative (objects), these are media that three dimensional

and can be touched and handled by students. The final category of media is people. These may be teachers, students, or subject matter experts.

2.3. Game as Learning Media

Games are activities that include interactions between individuals or groups aspiring to achieve the goals of learning. Games will give relaxation and fun for the students, thus help them learn and retain new words more easily.

A game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal (Heinich, 2002: 29).

Based on Brewster (2003:173), there are advantages of using games: add kind to range of learning situations; helps to keep students motivation; helps to recondition students energy; helps to create a fun atmosphere and reduce the distance between teacher ans students; helps to motivate and imporve writing skills by providing a real audience context and purpose.

Feely game is a game that students have to identify object on the box. They can identify from the shape. The students identify without looking at the object. There are many variation of feely game. Besides the students can identify by touching and describing, the students also identify by listening voice, smelling, and tasting.

The roles of playing feely game,

1) We need about at least 3 objects of different shapes and sizes
2) A piece of cloth, a thin towel, or a headscarf, which must be large enough to cover three or four of the object. We can also use box.
3) Make sure that the learners know the names of the majority of the object which we have collected.
4) Ask the learners to feel one of the objects through the cloth or box.
5) Tell them to think about what object that they have touched and write it.
6) Repeat to other learners (Wright, 2009:94-95)
7)

3. Method

This study belonged to quantitative research because this study relied heavily on statistical result and represented with number. The research design was used in this research was true experimental research design in which post-test control and experimental group design was applied here.

The amounts of groups were chosen was two groups. In which the first group as experimental group and the second as control group. Experimental group was taught using feely game, while control group was taught without using feely game.

A population consists of all possible people who fall into a particular category. Populations are the larger group that they wish to learn (Gall, 2003:167). The population in this study refers to the eleventh grade students of SMA N 1 Cawas Klaten in the academic year of 2014/2015 in the amount 342 students. According to Gall (2003:167), a sample is the smaller group they actually study. In this study, it chooses two classes to be the sample. The total number of sample is 69 students. The subject of this research is the students of XI A 1 as a control class and XI A 2 as experimental class.

In this study, there were two kinds of data collected. First is primary data which is the data taken from the field study in the classroom. Furthermore, to collect the data, this study used test as the instruments in which written test is

chosen from two kinds of test. A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3). The second is secondary data. To collect the secondary data, this study did library research that the data taken from many sources such as online books, journal, website, etc.

In analysing the data, this study conducted some steps. First, classifying the test item, then gave score for each item. There are content, organization, vocabulary, language use, and mechanics. After that, this study computes the mean score of the students which is proposed the mean of the students' ability. To know there is significant difference of the ability in writing reports between the students taught using feely game and those taught without using feely game, this study using T- Test

Before analyzed t-test, first find the sum of the standard deviation of each group. Second, analyzed the standard error of the mean each group. Third, analyzed the standard error of the difference between the means. The last, analyzed there was significant differences or not between them by statistical test called t- test.

After finding out the t- test, this study used t- table to compare t- test and t-table. If the t-test is more than t- table, there is a significant difference of the students' ability in writing report text using feely game between those classes that are taught without using feely game. Otherwise, if the t- test is lower than t- table, it means that there is no significant difference of the students' ability in writing report text using feely game. From that explanation, it can see that both groups had the same topics and materials but different way in teaching learning process. The result of the test used as the data in this study was to determine whether there was any significant difference in students' writing achievement between the control group and experimental group or not.

4. **Results**

The students who were taught using feely game (Experimental class), seen from the components of writing: first, the content is relevant to the topic, because they written appropriate with the object that they got. Second, the organization is well- organized, because its appropriate with the generic structure , the ideas clearly stated/ supported. Third, the vocabulary is use effective word/ idiom choice and usage, there is not error word. The fourth, about the language use, it is more effective complex and there is a few errors of tense, articles, prounouns, and prepositions. The fifth, about the mechanics, here the mechanics is demonstrates mastery of conventions and a few errors of spelling.

The students who were taught without using feely game (Control class), seen from the components of writing; first, the content, its mostly relevant to topic but lacks detail. Second the organization, it loosely organized but the main ideas stand out and limited support, and its incomplete sequencing. Third vocabulary, its occasional errors of word/ choice, usage but meaning not obscured. Fourth, language use, its effective but simple constructions. Fifth, the mechanics there are a few errors of speelling and word.

After this study got the score of each component, then finding the mean of each class, the mean of experimental class 84.97 and the mean of control class 78.81. The score of deviation of experimental class 6.897 and the score deviation of control class 4.312. The standard error of mean experimental class 1.1495 and the standard error of mean control class 0.751. The standard error of difference between means of experimental and control class 1.378. The value of t- test 4.47. the significant 5% (0.05) with df=67, the table shows 1.996. T- value was higher than t-table (4.47 > 1.996). So, there is significant difference between the students who were taught using feely game and those without using feely game.

5. Discussion

After getting the result of the data collection, this study discussed the finding of the research.

Content, the result of the students written report texts using feely game, view from the contents, its relevant to the topic. Then, the students written report texts without using feely game is mostly relevant with the topic but its lacks detail.

Organization, the result of the students written report texts using feely game view from the organization, the ideas clearly stated/ suppported and well organization. Then, the students written report texts without using feely game is loosely organized but main ideas stand out, logical but incomplete sequencing.

Vocabulary, the result of the students written report texts using feely game view from vocabulary, its used effective word in chosing and usage. Then, the students wrriten report texts without using feely game, its used occasional errors word in chosing and usage. It's usage but meaning not obsured.

Language use, the result of the students written report texts using feely game view from the language use, it is effective complex, few errors agreement, word, articles, etc. Then, the students written report texts without using feely game, its effective but simple constructions, several error of agreement, word, article, etc.

Mechanics, the results of the students written report texts using feely game view from the mechanics, its few of spelling, punctuation, and paragraphing. Then, the students written report texts without using feely game, it ocassional errors of spelling, punctuation, etc.

The students' writing skills in report text taught with and without using feely game have a significant difference. It can be seen from the post-test score of both classes. The score of experimental class is 84.97 and the score of control class is 78.81, so the score of experimental class is higher than the score of control class (84.97 > 78.81).

According to the result from the post-test of both classes, the value of t-test is 4.47 with df= 67 and the value of t-table is 1.996 at the level 0.05. Finally, the result of t-test was higher than t-table (4.47> 1.996). It means that there was a significant difference between students' writing ability taught with and without using Feely Game.

6. Conclusions

After conducting this study, Thus, the t-value was higher than the table (4.47 >1.996). It means that there was significant difference of students' ability in writing report text taught using feely game those without using feely game.

In addition, teaching writing by using feely game as media helped the students to improve their skill. It could be seen when teaching and learning process, the students were enthusiasm in writing report text by using feely game.

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