

**THE EFFECT OF APPLYING TABOO GAME STRATEGY ON THE
STUDENTS' ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT**

SKRIPSI

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BY
AZAN SYAM S SIREGAR
1202050340



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

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This study deals with applying Taboo Game Strategy on the students’ achievement in writing descriptive text. This study was conducted by using quantitative research. The population of the research was 50 students’ in class VIII SMP Muhammadiyah 48 Medan at Jl. Ledjasujono. Academic year 2016 / 2017. It was conducted in two classes which divided into two groups, namely experimental group consisting of 25 students and control group which consisting 25 students. The research design was experimental method. The instrument of research was test including pre-test and post-test. Based on the written test, the students’ score of experimental group keep improving in every test. In the pre-test the mean score of experimental group was 64.52, and in the post-test the mean score was 82,2. Mean while, in pre-test, students’ score of control group was 60,72 and in the post-test, the students’ score of control group was 67,92. Thus, the t-test in the experimental group was 8,92 and the t-table was 2,01. Because the t-test value was higher than the t-table ($8,92 > 2,01$), H_a was accepted and H_o was rejected. Based on the result of this research, it can be concluded that Taboo Game Strategy can effect students’ achievement in writing Descriptive Text. Indeed, it was recommended for teachers to apply this strategy in teaching English, especially in teaching writing.

Keyword: Taboo Game Strategy, Writing, and Descriptive text

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Medan, 18 April2017
The Researcher

AZAN SYAM S SIREGAR
1202050340

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, teaching English for junior high school students aims to make students capable in four basic language skills; listening, speaking, reading and writing. Besides, the students are also expected to have a good understanding in different kinds of text, including recount text (KTSP, 2006). Among those skills, writing was considered as the most difficult skill to be learned. This is because a writer needs to generate and organize ideas and also translate these ideas into readable text. It also highlights that to produce a good writing, students need a great deal of lexical and syntactic knowledge as well as principles of organization in second language.

Even though writing seems to be the most complex skill among others, yet, writing is very crucial to be mastered. Hedge (2005: 9) states that there are some purposes of writing namely: (1) for pedagogic purposes, to help students learn the system of language; (2) for assessment purposes, to examine a learner's progress or proficiency; (3) for real purposes, as a goal of learning which is to meet students' needs; (4) for humanistic purposes, to allow silent students to show their strengths; (5) for creative purposes, to develop self-expression; (6) for classroom management purposes, as a calm activity to settle students down; (7) for acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way;

and (8) for educational purposes, to contribute for intellectual development and to develop self-esteem and confident.

Based on the researcher experience in PPL atSMP Muhammadiyah 48 Medan, the researcher found the some problems on the students when teach English especially in writing skill. When the researcher taught them about descriptive text the students have difficulties to describe about it because they are not able to write based on the generic structure and language features in writing, the students do not able to arrange the words they do not able to arranges the sentences because they are lack of vocabulary, they do not understand about grammar, the students also bore with the teaching strategy by the teacher, and they are not interesting to study especially in writing.

For these reasons the researcher was applied interesting and appropriate strategy to develop the students' achievement in writing descriptive text, one of them is using Taboo game. Taboo game is the game of "unspeakable fun" and popular variation on the classic game of charades, invites one player to verbally suggest to his teammates a word or phrase printed on each game card.¹ The catch: that player may neither say the given word or phrase, nor say any of the commonly associated words or phrases that are also listed on the card.² This rule forces participants to be creative and indirect in their communication under time pressure, for if the speaker utters any of the "taboo" words during his round, a buzzer sounds and his team loses points. On September 16, 2012, the United States Patent and Trademark Office (the Office) effected its latest variation on the game of Taboo, although one much less common at family game night. In

accord with the changes to patent prosecution procedure set forth in the Leahy-Smith America Invents Act (the AIA),⁵ the Office's 2012 regulations permit the public to submit to the Office any patents or printed publications that bear upon the patentability of pending patent applications the students are expected to have sufficient vocabulary to generate ideas to produce a text and also comprehend what kinds of text to be written. In this study, the researcher will focus on the students' content and organization. The researcher chose these aspects among five aspects; content, organization, vocabulary, grammar and mechanics since the students' assessment on writing the researcher is interested to finding out "**The Effect of Applying Taboo Game on the Students' Achievement in Writing descriptive Text.**

B. The Identification of the Problems

Based on the background of the study above the problems of this study was formulated as follows:

1. The students are not able to express their ideas in writing.
2. The students are lack of vocabulary and they also do not understand the grammar.
3. The students do not interest in writing.

C. The Scope and Limitation

This study was focused on Writing by using Tabo Game Strategy. The limitation of the study was on the students' writing descriptive text on the grade VIII of SMP Muhammadiyah 48 Medan. Jl. Letda Sujono kel. Medan Tembung kec Medan Tembung, academic year 2016-2017

D. The Formulation of the Problems

The problems this researcher was formulated as the following.

1. Is there any effect of applying Taboo Game on the students' achievement in writing Descriptive text?
2. What are the students' difficulties of applying Taboo Game in writing descriptive text?

E. The Objectives of the Study

The objectives of this study are:

1. To find out of the effect of applying Taboo Game on the students achievement in writing descriptive text.
2. To find out the students difficulties of applying Taboo Game in writing descriptive text.

F. The Significance of the Study

The findings of this study was expected to be useful theoretically and practically.

1. Theoretically
 1. As input for other researcher to make education policy in the teaching English who want to do research on the same issue and Taboo Game Strategy is a strategy that the students identify and are supported an evidence source to make a text become a good paragraph. The result of this research is supposed to make contribution to the foreign language teaching. So Ripple Writing Strategy can be applied in teaching especially in writing.

2. Practically

a. For students

It encourages the students to be motivated in expressing their ideas using English and to be more careful in writing them accurately.

b. For Teachers

This writing encourages the teachers to apply it in order to achieve the target of Curriculum of English that is the writing competency.

c. For school

It motivates the school to facilitate the students to display their creativity in daily writing English through board news.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research theories was needed to clarify some terms, which were used. The clarification of the terms was avoided misinterpretation and confusion in understanding the problem. The term may function to give a limited concept, which was specifically meant particular, context. In this case, it provides some term, which was important to make clear the start in order to prevent possible misunderstanding between the researcher and the reader about this convey.

1. Description of writing

Writing was one of the most important skills in learning language beside reading, speaking and listening. Writing was derived from the verb “to write”. Writing was to convey exact meaning accurately and clearly organize ideas in idea in a logical structure register appropriate a for a task/situation. The ideas of the message cab be conveyed in sentences, single paragraph or extended text.

Pradiyono (2006:49) sais that a text many consist of one until three paragraph event it can be consisted of one sentence only. In writing the students were encourage to focus on accurate language use ang language development. The objective of teaching writing is ti help students learn how to write in various genres. They was focused on writing text in form of paragraf. Writing was one of the language skills that students should know learning language. Pradiyono

(2006:249) says writing is the ability to use the structure, the lexical item and the conventional representation, in ordinary matter focus of writing.

From the quotation above, the researcher concludes that writing ability is someone capacity in using grammar an organizing the lexical item to express her/his ideas in form of written representation. Writing should be organizing effectively and includes some aspect such as idea, word choice, grammar, content, and coherent. In this simple form a process approach ask students to consider a procedure of putting together a good piece of work. We might for example to discuss the concept of first and final with our students and then ask them to say whether the following activities take place a first ad final stages and to put them in the best order: (1)Check language use, (2)Check your spelling, (3)Check your writing for unnecessary repletion of wordor information, (4)Decide on the information for each paragraph and the order the paragraph should go on, (5)Note down the various idea, (6)Select the best idea for the conclusion, (7)Write a clean copy of correct version, (8)Write ought rough version.

2. Criteria of Good Writing

Table 2.1
The scale of Quantitative and Qualitative

Quantitative form	Qualitative form
90-100	Excellent to very good
70-85	Good to average
30-86	Fair to poor
0-29	Very poor

3. The Scoring Component of Writing

To know the students achievement in writing there were some criteria considered Jacobs et al.'s in Weigle (2002:116) states there were five scoring components scales namely content, organization, vocabulary, language use, and mechanism.

3.1 Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences. The criteria of scoring will be as follows:

24- 30	Excellent to very good: knowledge able to substantive through development of topic sentence- relevant to assigned topic .
22- 26	Good to average: some knowledge able of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks detail.
17-21	Fair to poor: Limited knowledge of subject-little substance inadequate development of topic.
13-16	Very poor: Does not show of subject- not substantive not pertinent or not enough to evaluate.

3.2 Organization

The organization refers to students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated. The criteria of giving the score use as follows:

18- 20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
14- 17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
10-13	Fair to poor: non- fluent, ideas confused or disconnected, lacks logical sequencing and development.
7-9	Very poor: Essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate

3.3 Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, prefix, suffix exactly. The criteria or scoring vocabulary used were:

18- 20	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
14- 17	Good to average: adequate range, occasional errors of words. Choice but meaning not obscured
10-13	Fair to poor: limited range, frequent errors of words, choice usage, meaning confused or obscured
7-9	Very poor: Essentially a translation, knowledge of English vocabulary, word form or not enough to evaluate

3.4 Language Use

The criteria of scoring language use as follows:

22- 25	Excellent to very good: effective complex construction- few errors argument, test, word order/function, articles, pronouns, preposition
18- 21	Good to average: effective but simple constructions-minor problems in complex construction-several errors of agreement, tense, number word order/ function, articles, pronouns, preposition but meaning seldom obscured.
10-13	Fair to poor: major problems in simple/complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition and or fragment,deletions-meaning confused or obscured.
5-11	Very poor: virtually no mastery of sentence constructions rules dominated by errors-does not communicate or not enough to evaluate

3.5 Mechanism

The criteria of scoring mechanism was give below:

05	Excellent to very good: demonstrate mastery of conversations- few errors spelling, punctuation and capitalization writing sentence
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04	Good to average: occasional errors of spelling, punctuation, capitalization, writing sentences.
03	Fair to poor: frequent errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured.
02	Very poor: no mastery of conventions-dominated by errors of spelling, punctuation and capitalization, paragraph –hand writing illegible- or not enough to evaluate

Based on these indicator, then the students achievement in writing recount paragraphusing analytic scoring based on Brown (2003: 244), the scales will be as follows :

4. The Description of Descriptive.

According to Wyrick (2004:314) Descriptive is a word-pictures of person, place, objects, and emotion, using a careful selection of details to make in impression on the reader.

Pradiyono (2006: 165) stated that descriptive is one of the writing types, besides of native, recount, information report, discussion, explanation, exposition, procedure, anecdote, advertisement-persuasiv exposition. Descriptive text is a text that description of an object, both living thing and dead things including human and animals. Descriptive text is focus on the description of parts, characteristics, specialist, qualities or quantities by using objectives or attributed.

Carol et al (2001:99) explain some specific's personality and history of description:

- a. Functional descriptive include precise detail that objectively describe basic physical characteristics of people, place and thing.
- b. Character profile describe actual people their appearance, thought, accomplishment, and goals.
- c. Character sketches are detailed description of fictional characters. The writer reveals a character's personality and history through description and dialogue.

4.1 Part of descriptive writing

In writing descriptive there were several things that should be understand as the as follow:

- a. Social function The social function of writing descriptive is to describe a particular person, place, thing, or animal.
- b. Generis structure

Wardiman et al (2008) said that the generic structure of descriptive writing is:

1. Identification is the part of paragraph that introduces the character.
2. Description which describe about part, qualities or characteristic of something or someone in details.
- c. Grammatical Features

The following were several grammatical features of descriptive writing according to Knapp band Watkins.

1. In descriptive writing, the present tense is predominantly used. The past tense is used to describe something in the past.
2. The use of action verbs are needed in describing especially for describing behavior.
3. When describing feelings, mental verbs are used, adjectives, adverbs, and adverbial phrases are used more there.

4.2 Types of Descriptive Text

Descriptive text has five types they are:

1. Describing Personality

If we want to describe a person, the first that we do is recognize him or her individual characteristics. They need to describe people occurs fairly in archaism of physical attributes (hair, eye) emotional (warm, nervous and others), moral attributes (greedy, flush, worthy, etc) and intellect (clever perception, and so on) consequently the writer describes the person clearly.

2. Describing a place

As with the people, there is a commonly occurring head to describe place such as features of town district, or area like garden or park the best way to describe a place is by presenting some concrete example, such as hotel, home, and so on. Further, it is essential to describe the size and agreement of the area involved.

3. Describing a process

To describe a process in descriptive writing, it is important to the writer to know and to understand how something is happened and done. That's why the writer should consider the steps for completing the process and also the verbs are usually use in th imperative form.

4. Describing n Object

The best way to describing an object accurately in providing the physical characteristics of an object such as the size, the shapes, the form, the colour etc. Therefore the writer will describe all the pictures of the object.

5. Describing an Event

In describing an event, the writer should be able to recognize and remember what had happened two days ago, I that case he or she has to explain all details related to the event clearly. Indeed it makes the reader fell the event in the real situation.

5. Teaching writing by using TabooGame Setrategy.

According to Milton Bradley (2012) stated that teaching writing by using TabooGame as follow:

1. Pupils cluster in groups of three-four.
2. Each group receives an envelope containing word cards. Each card should contain the key word at the top as well as a list of, at maximum, fi ve words which pupils are not allowed to use in their explanation.
3. The aim of the game is for each group.

4. to explain their word to other groups without using the words listed. If a group correctly guesses what the word is, they receive a point. The group doing the description also receive a point. Pupils look over their words and have an allocated time to consider in their groups how they might explain them – pupils should bounce ideas off each other.
5. Each group then takes it in turn to describe one of their words within a time limit. Other groups might write down their guess.

6. Description of Taboo Game Strategy.

Taboo Game is a word, guessing, and party game published by Parker Brothers in 1989. The objective of the game is for a player to have their partners guess the word on the player's card without using the word itself or five additional words listed on the card. An even number of players from four to ten sit alternating around in a circle. Players take turns as the "giver," who attempts to prompt his or her teammates to guess as many keywords as possible in the allotted time. However, each card also has "taboo" (forbidden) words listed which may not be spoken. Should the giver say one, a "censor" on the opposing team hits the buzzer and the giver must move on to the next word. For example, the giver might have to get his or her team to deduce the word "baseball" without offering the words "sport," "game," "pastime," "hitter," "pitcher," or "baseball" itself as clues. The giver may not say a part of a "taboo" word,^[3] for example, using "base" in "baseball" is taboo. The giver may only use speech to prompt his or her teammates; gestures, sounds (e.g. barking), or drawings are not allowed. Singing is permitted, provided the singer is singing words rather than

humming or whistling a tune. The giver's hints may not rhyme with a taboo word, or be an abbreviation of a taboo word.

While the giver is prompting the teammates they may make as many guesses as they want with no penalties for wrong guesses. Once the team correctly guesses the word exactly as written on the card, the giver moves on to the next word, trying to get as many words as possible in the allotted time. When time runs out, play passes to the next adjacent player of the other team. The playing team receives one point for correct guesses and one penalty point if "taboo" words are spoken.

6.1. The Advantages of Taboo Game Strategy.

the procedure tries to encourage the students' involvement in communicative tasks (that is, Step 1: Question Input);

1. it they can be wrong.
2. The power taboo prevents us from openly examining the actions of people in power.
3. In its more stringent form, this taboo can even convert "lessons learned" activities into simple exercises in fawning praise for the vision of our leaders.
4. When we cannot question the actions of the powerful, the organization can have difficulty finding its way out of trouble.
5. This problem is most severe when the actions (or failure to act) of a person in power is the issue.

6.2 The Disadvantages Taboo Game Strategy.

1. There is no guarantee that all voices will be heard, particularly if dominated by individuals or small groups.
2. Pictures can be drawn instead of writing but may need explaining
3. Reviews may be difficult if the subject is about people's thoughts. They may want to remain anonymous.
4. If anonymous it may be difficult to understand why a comment was written.

6.3 The Procedure of Taboo Game Strategy.

According to Milton Bradley (2012), the propose a procedure for Taboo Game as follow:

1. Groups of three to six participants were scheduled to play Taboo Game.
2. Participants were assigned to groups based on their availability.
3. Scheduling constraints prevented systematic assignment of high- and low-spans to groups.
4. The majority of groups had a combination of high- and low-span participants, although there were four instances in which a group consisted of only high-span participants or one group that consisted of only low-spans.
5. There were 15 groups total: 4 groups with three players, 3 with four players, 5 groups with five players, and 3 with six players. If only three participants came, they all played as one team; otherwise, they

were divided into two teams and randomly rearranged once during play

7. The Definition of Graffiti Board Method

A wall where children can record their thoughts on a topic or their provision. Boundaries need to be decided for the wall: what can/cannot be written and the time period they have to write/draw their comments. The children are then left to comment on the topic if they wish to do so. Ideas and themes will develop, especially if left for a week or more, and children may comment on and add to each other's ideas. The ideas can then be recorded and grouped for further discussion. (YorkFIS Journal).

Graffiti Boards are a part of the classroom, usually a very large sheet of paper, a whiteboard or chalkboard, where students engage in a written discussion. The purpose of the Graffiti Board strategy is to help students "hear" each other's ideas. Some benefits of this strategy are:

1. Graffiti is an inclusive activity that can involve all students in the class (including ESL students).
2. Students can choose to draw pictures instead of writing.
3. Graffiti is an independent activity in which students can think and write their responses freely. Nervousness over presenting their own information is eliminated.
4. The end product is the collective thoughts/ideas of all the class members on a given topic.
5. When students have appropriate "think time", the quality of their responses improves.
6. At the end of the activity, students can summarize all the ideas listed on their paper and present the results to the class. This method can be used to help students share reactions to texts as preparation for a class discussion,

writing assignment, or another project. If you are looking for a silent discussion activity that is structured to encourage deeper understanding and reflection.

7.1 The Advantages of Graffiti Board Method

According to Yorkfis Journal the Advantages of Graffiti Board as follows:

- a. Other than the basic rules, the facilitator does not influence the process.
- b. Children can write whatever they wish within the agreed boundaries. e.g. no offensive language or comments to individuals or communities.
- c. Children can add comments to others to spark off new ideas.
- d. Can be anonymous so children may be more willing to comment openly and honestly.

7.2 The Disadvantages of Graffiti Board Method

According to Yorkfis Journal the Disadvantages of Graffiti Board as follows:

- a. There is no guarantee that all voices will be heard, particularly if dominated by individuals or small groups.
- b. Pictures can be drawn instead of writing but may need explaining
- c. Reviews may be difficult if the subject is about people's thoughts. They may want to remain anonymous.
- d. If anonymous it may be difficult to understand why a comment was written.

7.3 Procedures of Graffiti Board Method.

According to Facing History and Ourselves that some procedures of Graffiti Board Method.

Here are some procedures of Graffiti Board method for writing, such as:

- a. You will need a large space in your room where several students (the more the better) can write at the same time. Some teachers cover a section of the wall with butcher or chart paper, while other teachers use a whiteboard or chalkboard. You will also need plenty of pens and markers. For this activity, markers work better than pens or pencils because they allow students' comments to be read from a distance. It is best if you have one for each student.
- b. Before the activity begins, contract with the students in terms of what an appropriate response is and how to express one's discomfort with something in an appropriate way. Students should be told that they are to remain silent during this activity. Make sure students know that several students can write at once. Students can write their own response to the prompt as well as respond to the questions and ideas that other students have written. They should draw lines connecting their comments to those of other students. Some teachers require all students to post at least one question or comment to the graffiti wall.
- c. Students are invited to write comments and questions on the graffiti board. It is typical for most students to be standing near the graffiti wall during this activity, so that they can more easily read and comment on what has

been written. Writing on the graffiti board often starts out slow and then increases as the graffiti board contains more comments to elicit student response. Typically, teachers give students 5-10 minutes for silent writing on the graffiti board, but the activity can go longer if students are still writing.

- d. The ideas on the graffiti board make an effective springboard for a discussion. You could begin a conversation by asking students to summarize what they see on the board or what they notice about areas of agreement and disagreement.

8. The Description of Approach, Strategy, Method and Technique

In teaching and learning process, a teacher should have approach, technique. There are four terms are very important in learning English to know how far the students in order students learn effectively and efficiently. Teaching is not only a process of transformation the lesson, but it also makes students have a skill and enables them to do something.

8.1 Approach

Brown (2001:16) stated that approach is in theoretically well-informed position and believe about nature of language, the nature of language learning and the applicability of both to pedagogical setting. An approach is a set of correlation assumption dealing with the nature of language and the nature of language learning and teaching. Approach is the level at which assumption and beliefs about language, language learning and language teaching.

8.2 Strategy

Brown (2001:113) stated that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Learning strategy can be defined as the planning that contain a series of activities designed to achieve specific educational objectives (JR David in Sanjaya 2008:126). Further described is a learning strategy learning activities that must be done as that the teacher and students learning objectives can be achieved effectively and efficiently (Kemp in Sanjaya 2008:126). The term strategy is often used in many contexts with meaning is always the same. In the context teaching strategies can be interpreted as a general pattern of teacher-students action in the manifestation of the teaching activity (Rohani Ahmad 2004:32).

8.3 Method

Brown (2001:16) states that methods that a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. Method is theoretically related to an approach, organized by design, and practically realized in procedure.

8.4 Technique

Brown (2001:14) states that "technique is the specific activities manifested in the classroom that are consistent with a method and therefore were

harmony with an approach as well". More clearly stated that technique as a super ordinate term to refer various activities that either teacher or learners in the classroom. In this case technique is helped someone to improve the students' achievement in mastering the language. So it ill very usefully to be applied in the classroom, with the technique teaching process will be facilitated and enjoyable to study.

In fact technique is a kind of strategy to make a lesson more understands able by the students in other word, the teacher device a kind of activity then simulated the curiously of the students when the learning process occurred. It is a particular trick, strategy or contrivance use to accomplish and immediate objective technique to be consistent with aa method and therefore in harmony with an approach as well. Further, technique depends on the teachers, his individual art and on the composition of the class particular problem must be track equally successful by the different technique

B. Conceptual Framework

Writing was one of the language skills which inform the writer's in the written form, It was processed of communication which requires an entirely different set of competence and use theoretical convention. In teaching. Descriptive text was one of the types of writing to describe about particular person, thing, place, object and also event. In teaching English especially in writing strategy is one of the most important factors. The teacher should choose the appropriate strategy in teaching. Teaching with the appropriate strategy help the students can be easy to understand the material. Taboo Game strategy can be

used to teach descriptive text, in that strategy the teacher was teaching the students by using some involve as a media of teaching

The teacher teach descriptive text by using stop taboo game strategy. This strategy the teacher will teach the students and ask them to describe about something. The first step the teacher explain about descriptive by using stop think ask recite strategy the teacher showing the pictures as a media the teacher ask them to stop and think about the some pictures showing by the teacher and they think and write some picture what the interesting according to them, and then the teacher ask them to choose which one was they describe, and the last the teacher ask them to recite and describe the picture their choose. This strategy was interesting to the students because the teacher was asked them to choose which one was their describe based on the some title showing by teacher.

C. Hypothesis

Based on the explanation above the hypothesis of the research were stated below:

- H_a: There is significance effect applying Taboo Game on the students' achievement in writing descriptive text.
- H_o: There is no significance effect applying Taboo Game on the students' achievement in writing descriptive text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at VIII grade students of SMP Muhammadiyah 48 Medan, Jl.letdja sujono. The research was conducted during the academic year 2016/2017. The reason for choosing this school because the facilities was not capable to support teaching learning process, and the students hard to making good sentences and the students hard to understand about descriptive text, the students hard to comprehend about writing especially Descriptive text. the problems found when the researcher did experience program or PPL.

B. Population and Sample

1. Population

The population of this research was the VIII grade students of SMP Muhammadiyah 48 Medan Tebung at academic year 2016/2017. There were two classes VIII-1 and VIII-II. With the total population is 50 students.

2. Sample

In this research, the researcher was taken all the population as the sample. Since the subject is less than 100 it was better to take all as the data (Arikunto, 2013: 125). this research was applied total sampling

Table 3.1
Population and Sample

Group	Class	Population	Sample
Experimental	VIII-1	25	25
Control	VIII-II	25	25
	Total	50	50

C. Research Design

The research was experimental research meaning that there were two groups from the sample. The experimental groups and the control groups. The experimental groups was the group that taught by applying Taboo Game Strategy in Writing Descriptive Text.

Table 3.2
Research Design

Group	Pre-test	Treatment	Post-test
(Experimental)	ü	ü	ü
(Control)	ü	–	ü

researcher designs two kinds of test, namely pre-test and post-test for both of different groups.

Before doing the treatment. In the experimental group, the treatment was given by applying Taboo Game strategy. After the treatments was given the post test. All the tests were the same test.

The procedure in administrating the test shows bellows:

a. Pre-test

Before treatment of research by applying Taboo Game Strategy, a pre-test is administrated to the sample, the experimental group and control group.

The pre- test consist of writing test. The researcher asked the students to write a descriptivetext based on the direction given. The pre-test was used to measure the students' homogeneity before getting treatment.

b. Treatment

The experimental and control group were taught by using same skill, that was writing comprehension but different in treatment. It means that in the experimental group was taught by applying Taboo GameStrategy, while in the control group was taught by using Grafiti Board Method. The treatment was given in 2 (second) meeting. The steps of treatment of experimental group and control group show as follow.

Table 3.3
Activities in Experimental Group

Meeting	Researcher Activities	Students' Activities
	<ol style="list-style-type: none"> 1. Researcher asked the pupil to make the Groups of three to sixparticipants were scheduled to play Taboo Game. 2. Researcher gavean envelope containing word cards. Each card should containthe key word at the top as well as a list of, at maximum, five words 3. The Researcher asked the pupil to explain their word to other groups without using the words listed. If a group correctly guesses what the word is, they receive a point. 	<ul style="list-style-type: none"> • The students' made small group best the instruction • The students' gave attention to the researcher. • The students' recited and writed the word.

	4. The Researcher ask Each a group taked it in turn to describe one of their words within a time limit.other groups might write down their guess.	<ul style="list-style-type: none"> • The students' described a word in envelope that given.
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3. Post-test

After treatment, the post test was given to the students. The post test instrument is same at the pre-test. The post-test in the final test in this research, is used to measure the treatment, whether it is significant or in order to find out the weather the treatment was affective to the students' achievement in writing descriptive text.

D The Instrument of the Research

The instrument of the research was used written test because it was the relevant In this study, and to conducting this research,(1)Researcherask the pupil to make the Groups of three to six participants were scheduled to play Taboo Game, (2) Researcher give an envelope containing word cards. Each card should contain the key word at the top as well as a list of, at maximum, five words, (3)Researcher ask the pupil to explain their word to other groups without using the words listed. If a group correctly guesses what the word is, they receive a point, (4) Researcher ask Each a group takes it in turn to describe one of their words within a time limit.other groups might write down their guess.

To score the students performance in writing recount text, some criteria will be used. Jacobs et al.'s in Weigle (2002:116) states that there five scoring

components scale namely content, organization, vocabulary, language use, and mechanics.

E. The Techniques for Collecting Data

To collect the data, some steps was applied, they were:

1. Giving pre-test to both groups.
2. Giving treatment in the experimental group by applying Taboo Game Strategy.
3. Giving post-test to both groups.

F. The Technique for Analyze Data

In this research descriptive quantitative technique was applied it analyze the data, here were the steps:

- 1) check the students' answer
- 2) Identify the students' answer
- 3) scoring the students' answer.
- 4) Listed into table the score of experimental group.
- 5) Calculating the total score post-test in experimental group.

- a. Corelation

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \quad (\text{Sugiyono, 2015:255})$$

- b. Significant Test

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}} \quad (\text{Sugiono, 2015:257})$$

- c. Refretion Linear Test.

$$\hat{y} = a + bx$$

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

d. Determination Test

$$D = (r_{xy})^2 \times 100\%$$

6) finding out the students' difficulties: $P = \frac{B}{JS} \times 100\%$

Notes: P= Difficult index

B=The Number of the Students Correct Answer

JB=The Number of the Students

G. Statistical Hypothesis:

The following statistical hypothesis criteria was used to reject or accept if the null-hypothesis .

If test $\geq T_{table}$ = Ha is accepted and Ho is rejected, but

If test $\leq T_{table}$ = Ha is rejected and Ho is accepted

Notes:

H_a: There is significance effect applying Taboo Game on the students' achievement in writing descriptive text.

H_o There is no significance effect applying Taboo Game on the students' achievement in writingdescriptive text.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data collection of this research was taken from students' written test. The students' score was taken from their content, organization, vocabulary, language use and mechanics. The experimental group were given pre-test and post-test in the form of written paragraph. The result of the pre-test and post-test of the experimental group were presented in the following tables. Each student from each group was based on five indicators:

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanism

The result of the pre-test and post-test of the classes were presented in the following tables:

Table 4.1
The Pre-test Score of Experimental Class

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	A	15	12	14	12	2	55
2.	AOS	22	17	18	17	3	77
3.	AS	15	10	15	15	2	57
4.	CD	20	15	13	14	3	65
5.	DCS	18	13	10	9	2	52
6.	DRPS	23	13	14	14	3	67
7.	DSS	25	13	13	12	3	66
8.	F	20	13	14	14	2	63
9.	EA	19	14	16	16	3	58

10.	IG	23	13	14	14	12	76
11.	IN	23	14	13	14	3	67
12.	JS	16	14	13	12	3	58
13.	LM	14	16	14	12	3	59
14.	LMH	15	16	14	12	3	60
15.	LN	18	15	16	14	3	66
16.	LPM	14	14	17	15	3	63
17.	MKS	18	17	19	14	3	71
18.	MTS	23	15	16	12	3	69
19.	RAWT	22	13	14	15	3	67
20.	RH	23	15	16	12	3	69
21.	RPP	15	13	13	12	3	56
22.	RT	23	13	14	14	3	67
23.	TIH	26	17	16	14	3	76
24.	TS	18	15	16	14	3	66
25.	WS	14	14	17	15	3	63
SUM							1613
MEAN							64.52

Based on the data in the table above, it showed that the highest score was **77** and the lowest score was **52**, so the total score of pre-test in experimental class was **1,613**. The mean of pre-test in experimental class was **64,52**.

Table 4.2
The Pre-test Score of Control Class

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	AALS	18	17	19	14	3	71
2.	ADD	23	15	16	12	3	69
3.	ARJN	21	14	11	11	3	60
4.	ATS	20	15	13	14	3	65
5.	BAS	15	13	13	12	3	56
6.	DDTZ	18	10	10	11	3	52
7.	DVT	20	12	11	16	4	63
8.	ELG	23	15	10	11	3	62
9.	F	21	10	12	11	3	57
10.	FAS	23	15	10	11	3	62
11.	HMF	23	14	13	12	4	66
12.	JS	19	15	14	14	2	64
13.	MHS	15	14	10	15	3	57

14.	MJS	15	13	14	17	3	62
15.	MLH	21	14	11	11	3	60
16.	MTW	15	13	14	17	3	62
17.	PP	15	14	10	15	3	57
18.	RCB	18	10	10	11	3	52
19.	RMS	21	13	12	10	3	59
20.	RN	22	14	12	12	2	62
21.	SBT	21	14	10	10	3	58
22.	SCD	15	13	14	11	3	56
23.	SMOS	18	10	10	11	3	52
24.	Y	22	12	11	14	3	62
25.	YZ	20	14	17	17	3	72
SUM							1518
MEAN							60,72

Based on the data in the table above, it showed that the highest score was **72** and the lowest score was **52**, so the total score of pre-test in control class was **1,518**. The mean of pre-test in control class was **60,72**.

Table 4.3
The Post-test Score of Experimental Class

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	A	23	17	15	17	3	75
2.	AOS	28	20	19	24	4	86
3.	AS	27	19	19	21	4	78
4.	CD	26	18	18	20	4	86
5.	DCS	21	16	15	15	3	72
6.	DRPS	27	19	19	20	4	89
7.	DSS	22	18	16	18	4	78
8.	F	23	18	16	18	4	79
9.	EA	23	18	17	19	3	85
10.	IG	26	19	17	19	4	80
11.	IN	28	19	17	19	4	87
12.	JS	28	19	17	19	4	87
13.	LM	26	19	18	19	4	86
14.	LMH	23	18	17	18	4	80
15.	LN	26	19	19	19	4	87
16.	LPM	24	16	15	16	4	75

17.	MKS	29	19	19	19	4	90
18.	MTS	27	19	18	18	4	86
19.	RAWT	23	17	15	17	3	75
20.	RH	25	17	15	17	3	77
21.	RPP	28	19	19	19	4	89
22.	RT	29	19	19	19	4	90
23.	TIH	27	19	18	18	4	86
24.	TS	23	17	15	17	3	75
25.	WS	25	17	15	17	3	77
SUM							2055
MEAN							82,2

Based on the data in the table above, it showed that the highest score was **90** and the lowest score was **72**. So the total of post-test in experimental class was **2,055**. The mean of post-test in experimental class was **82,2**.

Table 4.4
The post-test Score of Control Class

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	AALS	18	16	15	17	2	74
2.	ADD	18	14	16	17	2	71
3.	ARJN	19	19	17	17	2	68
4.	ATS	20	17	12	18	2	69
5.	BAS	19	15	14	14	2	64
6.	DDTZ	17	15	13	15	2	62
7.	DVT	19	19	15	17	2	72
8.	ELG	20	15	15	16	2	68
9.	F	19	15	14	14	2	64
10.	FAS	20	17	12	18	2	69
11.	HMF	18	17	14	18	3	70
12.	JS	18	15	16	14	2	68
13.	MHS	19	16	17	17	2	71
14.	MJS	17	15	15	15	2	64
15.	MLH	19	16	17	17	2	67
16.	MTW	19	15	14	14	2	64
17.	PP	20	17	12	18	2	69
18.	RCB	19	15	14	14	2	64
19.	RMS	20	17	12	18	2	69
20.	RN	20	16	12	18	3	69
21.	SBT	17	15	15	16	2	65
22.	SCD	19	16	17	17	2	71

23.	SMOS	19	16	17	17	2	71
24.	Y	18	13	15	15	2	63
25.	YZ	20	14	17	17	3	72
SUM							1698
MEAN							67,92

Based on the data in the table above, it showed that the highest score was **74** and the lowest score was **62**. So the total score of post-test in control class was **1,713**. The mean of post-test in control class was **68,52**.

B. Data Analysis

Based on the data from the test, the score were analyzed in order to the differences of pre-test and post-test of the experimental and control class.

Table 4.5
The Difference Score of the Pre-Test and Post-Test in Experimental Class

No.	Students' initial	Score	
		Pre-Test	Post-Test
1.	A	55	75
2.	AOS	77	86
3.	AS	57	78
4.	CD	65	86
5.	DCS	52	72
6.	DRPS	67	89
7.	DSS	66	78
8.	F	63	79
9.	EA	58	80
10.	IG	76	85
11.	IN	67	87
12.	JS	58	87
13.	LM	59	86
14.	LMH	60	80
15.	LN	66	87
16.	LPM	63	75
17.	MKS	71	90
18.	MTS	69	86
19.	RAWT	67	75

20.	RH	69	77
21.	RPP	56	89
22.	RT	67	90
23.	TIH	76	86
24.	TS	66	75
25.	WS	63	77
Total Number		1613	2055
MEAN		64.52	82,2

Table 4.6
The Differences Score of the Pre-Test and Post-Test in Control Class

No.	Students' initial	Score	
		Pre-Test	Post-Test
1.	AALS	71	74
2.	ADD	69	71
3.	ARJN	60	68
4.	ATS	65	69
5.	BAS	56	64
6.	DDTZ	52	62
7.	DVT	63	72
8.	ELG	62	68
9.	F	57	64
10.	FAS	62	69
11.	HMF	66	70
12.	JS	64	68
13.	MHS	57	71
14.	MJS	62	64
15.	MLH	60	67
16.	MTW	62	64
17.	PP	57	69
18.	RCB	52	64
19.	RMS	59	69
20.	RN	62	69
21.	SBT	58	65
22.	SCD	56	71
23.	SMOS	52	71
24.	Y	62	63
25.	YZ	72	72
Total Number		1518	1698
MEAN		60,72	67,92

Table 4.7
The differences of Pre-Test and Post-Test in Experimental Class

No.	Students' Initial	Pre-Test (X_1)	Post-Test (X_2)	$(X_2 - X_1)$	X^2
1.	A	55	75	20	400
2.	AOS	77	86	9	81
3.	AS	57	78	21	441
4.	CD	65	86	21	441
5.	DCS	52	72	20	400
6.	DRPS	67	89	22	484
7.	DSS	66	78	12	144
8.	F	63	79	16	256
9.	EA	58	80	22	484
10.	IG	76	85	9	81
11.	IN	67	87	20	400
12.	JS	58	87	29	841
13.	LM	59	86	27	729
14.	LMH	60	80	20	400
15.	LN	66	87	21	441
16.	LPM	63	75	12	144
17.	MKS	71	90	19	361
18.	MTS	69	86	17	289
19.	RAWT	67	75	8	64
20.	RH	69	77	8	64
21.	RPP	56	89	33	1089
22.	RT	67	90	23	529
23.	TIH	76	86	10	100
24.	TS	66	75	9	81
25.	WS	63	77	14	196
TOTAL		$\Sigma X_1=1613$	$\Sigma X_2=2055$	$\Sigma X_2X_1=442$	$\Sigma X^2=8940$

Based on the **table 4.7** above it can be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was **52** and in post-test was **72**. While the highest score of experimental class was **77** in pre-test and **90** in post-test. After calculated the data for the experimental group above the score for pre-test was **1613** and the total score for

post-test was **2,055**. It means the score for post-test is higher than pre-test. The mean score was calculated as follow :

$$\begin{aligned} X &= \frac{\sum X_2}{N_X} \\ &= \frac{2055}{25} \\ &= 82,2 \end{aligned}$$

So, the mean score for Experimental Group was **82,2**.

The standard deviation of Experimental Group

$$\begin{aligned} S^2 &= \frac{N\sum x^2 - (\sum x)^2}{(N)(N-1)} \\ &= \frac{25(8940) - (442)^2}{(25)(25-1)} \\ &= \frac{223500 - 195364}{600} \\ &= \frac{28136}{600} \\ &= 46,89 \end{aligned}$$

$$\begin{aligned} SD_1 &= \sqrt{46,89} \\ &= 6,84 \end{aligned}$$

Table 4.8
The differences of Pre-Test and Post-Test in Control Class

No.	Students' Initial	Pre-Test (Y ₁)	Post-Test (Y ₂)	(Y ₂ - Y ₁)	Y ²
1.	AALS	71	74	3	9
2.	ADD	69	71	2	4
3.	ARJN	60	68	8	64
4.	ATS	65	69	4	16
5.	BAS	56	64	8	64
6.	DDTZ	52	62	10	100
7.	DVT	63	72	9	81

8.	ELG	62	68	6	36
9.	F	57	64	7	49
10.	FAS	62	69	7	49
11.	HMF	66	70	4	16
12.	JS	64	68	4	16
13.	MHS	57	71	14	196
14.	MJS	62	64	2	4
15.	MLH	60	67	7	49
16.	MTW	62	64	2	4
17.	PP	57	69	12	144
18.	RCB	52	64	12	144
19.	RMS	59	69	10	100
20.	RN	62	69	7	49
21.	SBT	58	65	7	49
22.	SCD	56	71	15	225
23.	SMOS	52	71	19	361
24.	Y	62	63	1	1
25.	YZ	72	72	0	0
TOTAL		$\Sigma Y_1=1518$	$\Sigma Y_2=1698$	$\Sigma Y_2Y_1=180$	$\Sigma Y^2=1830$

Based on table 4.4 the mean score was calculated as follow :

$$\begin{aligned}\bar{Y} &= \frac{\Sigma Y_2}{N_Y} \\ &= \frac{1698}{25} \\ &= 67,92\end{aligned}$$

So, the mean score of Control Group was **67,92**.

The standard deviation of Control Group

$$\begin{aligned}S^2 &= \frac{N \Sigma Y^2 - (\Sigma y)^2}{(N)(N-1)} \\ &= \frac{25(1830) - (180)^2}{(25)(25-1)} \\ &= \frac{45750 - 32400}{600}\end{aligned}$$

$$= \frac{13350}{600}$$

$$= 22,25$$

$$SD_2 = \sqrt{22,25}$$

$$= 4.71$$

C. Testing Hypothesis

Based on the previous data it was concluded in the following table :

Table 4.9
The Calculation Table

No	X	Y	$X_i(x-\bar{x})$	$Y_i(y-\bar{y})$	X_i^2	Y_i^2	$X_i Y_i$
1	75	74	-7,2	6,08	51,84	36,96	-43,77
2	86	71	3,8	3,08	14,44	9,48	11,70
3	78	68	-4,2	0,08	17,64	0,006	-0,33
4	86	69	3,8	1,08	14,44	1,16	4,10
5	72	64	-10,2	-3,92	104,04	15,36	39,98
6	89	62	6,8	-5,92	46,24	35,04	-40,25
7	78	72	-4,2	4,08	17,64	16,64	-17,13
8	79	68	-3,2	0,08	10,24	0,006	-0,25
9	80	64	-2,2	-3,92	4,84	15,36	8,62
10	85	69	2,8	1,08	7,84	1,16	3,02
11	87	70	4,8	2,08	23,04	4,32	9,98
12	87	68	4,8	0,08	23,04	0,006	0,38
13	86	71	3,8	3,08	14,44	9,48	11,70
14	80	64	-2,2	-3,92	4,84	15,36	8,62
15	87	67	4,8	-0,92	23,04	0,84	-4,41
16	75	64	-7,2	-3,92	51,84	15,36	28,22
17	90	69	7,8	1,08	60,84	1,16	8,42
18	86	64	3,8	-3,92	14,44	15,36	-14,89
19	75	69	-7,2	1,08	51,84	1,16	-7,77
20	77	69	-5,2	1,08	27,04	1,16	-5,61
21	89	65	6,8	-2,92	46,24	8,52	-19,85
22	90	71	7,8	3,08	60,84	9,48	24,02
23	86	71	3,8	3,08	14,44	9,48	11,70
24	75	63	-7,2	-4,92	51,84	24,20	35,42
25	77	72	-5,2	4,08	27,04	16,64	-21,21
Total	2055	1698	0	0	784	263,69	30,41

The table 4.7 above, the calculation table that explained the formula of Post-test in Experimental and Post-test in the Control group was implemented to find t-critical value for both groups as the basic to test hypothesis of this research :

a. Coeficiente r

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \text{(Sugiyono, 2015:255)}$$

$$= \frac{25 (30,41) - (0)(0)}{\sqrt{\{25 (784) - (0)^2\} \{25(263,69) - (0)^2\}}}$$

$$= \frac{760,25}{\sqrt{\{19,600\} \{6,592\}}}$$

$$= \frac{760,25}{\sqrt{129,203}}$$

$$= \frac{760,25}{359,44}$$

$$= 2,11$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}} \text{(Sugiyono, 2015: 274)}$$

$$= \frac{82,2 - 67,92}{\sqrt{\frac{46,89}{25} + \frac{22,25}{25} - 2 (2,11) \left(\frac{6,84}{\sqrt{25}} \right) \left(\frac{4,71}{\sqrt{25}} \right)}}$$

$$= \frac{14,28}{\sqrt{1,87 + 0,89 - 4,22 (1,36) (0,94)}}$$

$$= \frac{14,28}{\sqrt{2,76 - 4,22 (1,27)}}$$

$$\begin{aligned}
 &= \frac{14,28}{\sqrt{2,76 - 5,35}} \\
 &= \frac{14,28}{\sqrt{2,59}} \\
 &= \frac{14,28}{1,60} \\
 &= 8,92
 \end{aligned}$$

After accounting the data previously by using t-test formula that the critical value was **8,92**. Then after seeking the table distribution of Ripple Writing Strategy as the basic of counting t-critical in the certain degree of freedom(df), the calculation showed that df was $(2n-2 = 50-2 = 48)$. In the line of **48** that t-table was **2,01** at the level of significance **0,05**. The conclusion, because $t_{\text{observed}} \text{ was } > t_{\text{table}}$ or **8,92 > 2,01** so, H_0 was rejected. It means that H_a was accepted or there was significant effect of using Taboo game strategy on the students' achievement in writing descriptive text.

D. The significant effect of Taboo Game Strategy on the students' achievement in writing Descriptive Text.

The percentage of using this strategy was 2,11%

It proved :

$$\begin{aligned}
 \text{Significant} &= (r_{xy}) \times 100\% \\
 &= 2,11 \times 100\% \\
 &= 2,11 \%
 \end{aligned}$$

E. The Students' Difficulties in Writing Descriptive Text by Using Taboo Game Strategy.

Consulting to the process of getting the data to be analyzed, it is found that even after treatment, students were still get difficult in writing text especially in writing descriptive text. As it was known that, descriptive text contents some of paragraphs, at least two paragraphs. After analyzing the data, it can be concluded that the students' difficulties in writing descriptive text by using taboo game strategy were as the following:

1. Students were getting confused in finding the idea of writing sentences in the process of taboo game strategy.
2. Some of the students group were not focus to the learning material, so in the end of learning process, they did not know what to write.
3. Most of the students were lack of vocabulary item, and do not know how to put sentences in a good order.
4. Students did not know what is the organization, of writing descriptive text.

Considering the above students' difficulties, those can be solved by practicing English and practicing writing as often as possible, in order to get better understanding and get better in comprehending English especially in term of writing descriptive text paragraph. Students should make a list of new vocabulary at least two times a week, in order to gain new words, use them in writing or speaking, it was help them to improve their writing capability. By applying taboo game strategy, it want hope that the students can get a better

understanding about writing especially writing descriptive text. The criteria of the difficulties was shown in the following table.

Table 4.10
Scales of Quantitative and Qualitative

Quantitative form	Qualitative form
90-100	Excellent to very good
70-89	Good to average
30-69	Fair to poor
0-29	Very poor

F. Research Finding

Testing the hypothesis should be done in order to know whether the hypothesis was accepted or rejected. In testing the hypothesis, it was decided that hypothesis was acceptable if t -observed was $>$ t -table, where t -table for the degree of freedom (df)=48 (obtained from $N_1+N_2- 2$; $25+25-2 =48$), in this case it was taken 48 at the level of significance 0,05 (2,01).

The result of computing, the t -observed was higher than t -table (t -observed $>$ t -table, $8,92 > 2,01$). It showed that the hypothesis was accepted. Its means that there was a significant effect of using Taboo Game Strategy on the students' achievement in writing skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding and analyzing the data, so the researcher make the conclusion as following :

1. There was significant effect of using Taboo Game Strategy on the students' achievement in writing descriptive text. $t_{\text{observed}} > t_{\text{table}}$ or $8,92 > 2,01$ it means that the hypothesis was accepted.
2. The students' who were taught by using Taboo Game strategy on the students' achievement in writing descriptive text, in order to increase their writing achievement to the students' was easier to develop their creativity using Taboo Game strategy in writing descriptive text.

B. Suggestions

From the conclusion above, the suggestion are advisable for improving the teacher of English particularly in learning especially in writing descriptive text as the following:

1. It was facilitated English teacher in learning that could assisted and develop students' in writing especially in descriptive text.
2. It was important to enhance and motivated the students to write by giving the freedom of inspiration in writing achievement.

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CURRICULUM VITAE

Name : Azan Syam Siswanto Siregar

Place/Date of Birth : Aluran Naga, 22th January 1995

Sex : Male

Religion : Islam

Hobby : Travelling and Watching

Parents' Name

Father : Fahrudin Siregar

Mother : Supriasih

Adress : Jln. Rela No. 47 A

Education : - SD Negeri No. 018476 Aluran Naga 2000 – 2006
- SMP Al-azhar Medan 2006 – 2009
- SMA Negeri 5 Medan 2009 – 2010
- SMA Negeri 1 Kualu Hulu 2010-2011
- MA Al-ulumul Wasi'ah 2011-2012
- Student of English Department Faculty of Teachers' Training and Education, UMSU 2012 until reaching the Degree of Sarjana Pendidikan (2012 – 2017)

Medan, 18 April 2017
The Researcher

AZAN SYAM SISWANTO SIREGAR
1202050340

STUDENTS' ATTENDENCE LIST OF EXPERIMENTAL GROUP

No	Students' Name	Signature	
		1 meeting	2 meeting
1	Anwar		
2	Arif Orino Saskia		
3	Audifa Saskia		
4	Candra Darmana		
5	Dika Chandra Syahputra		
6	Dara Raskia Piska Syahputri		
7	Desi Saskia Sinta		
8	Felvina		
9	Eka Ahmad		
10	Itria Gita		
11	Indri Gita		
12	Indah Nadia		
13	Lisa Maliha		
14	Lia Maliha Hamid		

15	Lina Nadia		
16	Laras Pitria Maharani		
17	Muhammad Kasman Salim		
18	Muhammad Tasman Salim		
19	Rani Aulia Warni Taskia		
20	Raudatul Harahap		
21	Rani Pita Prianti		
22	Rina Taslim		
23	Tiara Ilhami Hasan		
24	Tiara Syahputri		
25	Wahyu Salim		

STUDENTS' ATTENDENCE LIST OF CONTROL GROUP

No	Students' Name	Signature	
		1 meeting	2 meeting
1	Ainun Fitria		
2	Anisa Rahmi		
3	Anwar Razi Nst		
4	Aswan Maulana Ritonga		
5	Citra Sundari Manurung		
6	Dony AfriansyahTanjung		
7	Fahrezi andiwar		
8	Faldan Adi Gunawan		
9	Fania Sintia		
10	Gusniar		
11	Hendri Riawan		
12	Husin Saputra		
13	Indah Lidia Putri		
14	Indri Nasari		

15	Jeffri Faisal		
16	Kemala Ninggrum		
17	Kiki Ramadani		
18	Laina Afisa		
19	Marisa Fujjarini		
20	Muhammad Ilmi Nst		
21	Novia Risania		
22	Olivia Fitri		
23	Pahlevi Bahar		
24	Putra Hamdani		
25	Riski Ramadhan		
26	Sohandra Wira		
27	Tika Indah Pratiwi		
28	Yahdi Pratama		
29	Yulian		

30	Zuria Imanda Syari		
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STUDENTS' ATTENDENCE LIST OF EXPERIMENTAL GROUP

No	Students' Name	Signature	
		1 meeting	2 meeting
1	Anwar		
2	Arif Orino Saskia		
3	Audifa Saskia		
4	Candra Darmana		
5	Dika Chandra Syahputra		
6	Dara Raskia Piska Syahputri		
7	Desi Saskia Sinta		
8	Felvina		
9	Eka Ahmad		
10	Itria Gita		
11	Indri Gita		
12	Janita Sari		
13	Lisa Maliha		
14	Lia Maliha Hamid		
15	Lina Nadia		
16	Laras Pitria Maharani		
17	Muhammad Kasman Salim		
18	Muhammad Tasman Salim		
19	Rani Aulia Warni Taskia		
20	Raudatul Harahap		
21	Rani Pita Prianti		
22	Rina Taslim		
23	Tiara Ilhami Hasan		
24	Tiara Syahputri		

25	Wahyu Salim		

STUDENTS' ATTENDENCE LIST OF CONTROL GROUP

No	Students' Name	Signature	
		1 meeting	2 meeting
1	All Asmana Lutpi Satrio		
2	Aldiano Donisa Dormino		
3	Anwar Razi Jainal Nst		
4	Aswan Maulana Ritonga		
5	Armina Tinun Sari		
6	Dony AfriansyahTanjung Zaini		
7	Denisa Fitria Tanjung		
8	Edi Lesmana Ginting		
9	Fania		
10	Feri Arianto Siregar		
11	Hendri Miswar Fania		
12	Jery Saputra		
13	Muhammad Hamid Salim		
14	Muhammad jo Saputra		
15	Muhammad Lutman Hamid		
16	Muhammmad Taupan Wardana		
17	Pinko Penyy		
18	Rebeca Carisa Bangun		
19	Resti Mala Sari		
20	Rania Ningrum		
21	Sonia Benopisco Tanjung		
22	Siska Curnia Denisa		
23	Sara Monica Orisman Saragih		
24	Yosandra		

25	Yunita Zahra		
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