



**THE EFFECT OF Pictionary GAME ON THE STUDENTS' WRITING
ABILITY AT THE TENTH GRADE OF MAS AL-HASYIMIYAH TEBING
TINGGI**

A THESIS

**Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UINSU) Medan as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan (S-1)**

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN**

2020



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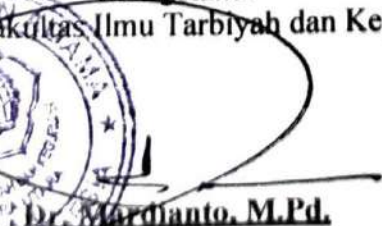

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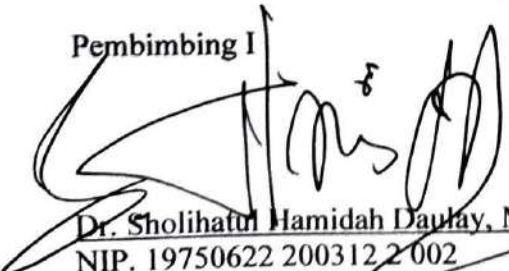
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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Yang Membuat Pertanyaan



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ABSTRACT

Kartika Rinanda, 0304161047, The Effect of Pictionary Game on the Students' Writing Ability at the Tenth Grade of MAS Al-Hasyimiyah Tebing Tinggi. Thesis (2020), Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera. Advisor (I) Dr. Sholihatul Hamidah Daulay, M.Hum. Advisor (II) Dr.H. Syaukani, M.Ed.Adm.

The research was conducted to know the significant effect of Pictionary game of students' writing ability which was observed from the students at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. The research method of this paper was quantitative research by using quasi-experimental research. The population of the research was the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. In taking the sample, the researcher used saturated sampling which took all of the students in the tenth grade. The two classes divided into experimental class and control class. There were 24 students in experimental class and 24 students in control class. In experimental class, the researcher taught by using Pictionary game, meanwhile the control class that used lecture method. In experimental class that was taught by Pictionary game, the increase of the mean score was 21.17 and in control class was taught by lecture method, the increase of the mean score was 4.87. The calculation of T-test by using SPSS v.23 in post-test of both classes, the researcher found that the value of the Sig. score was 0.000. It means that the Sig. core was smaller than 0.005 ($0.000 < 0.05$). It can be concluded that there were significant differences between the two classes; experimental class and control class. It showed that Pictionary game gave the effect on students' writing ability at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi.

(Keywords: writing ability, students, Pictionary game)

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This title of this thesis is **“The Effect of Pictionary Game on the Students’ Writing Ability at the Tenth Grade of Mas Al-Hasyimiyah Tebing Tinggi”**. This thesis is submitted to the Department of English Education, Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Medan as the partial fulfillment of the requirements of the degree S.Pd.

In finishing the thesis, the researcher faced much difficulties such as collecting the references, analyzing the data and also arranging this thesis thoroughly. I realized that I have received many supports and help form many people in completing this thesis well. Accordingly, I would like to thanks the following people:

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Medan, 6th November 2020



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CHAPTER I

INTRODUCTION

A. Background of Study

Globalization has touched on all aspects that make English as a widely used language. Fithriani stated that globalization has created English as the most spoken language in the world especially for trade, education, business and tourism.¹ Specifically in education, English is the tool of instruction in most universities and higher education institutes of the world.² Moreover, it is obvious that many studies are mostly revealed in English.³ It can be seen that many international journals and studies that used English for the writing.

Language is succinctly defined in our Glossary as a “human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols”.⁴ By the principle, the government requires people to learn English as the language that all of the students have to learn. Indeed, the awareness of English as an International language and as a language of science is responded with mandatory English teaching in Junior High school to universities level.⁵

¹Fithriani, R. (2018). *Discrimination behind NEST and NNEST dichotomy inELT professionalism*. In: 1st Annual International Conference on Language and Literature, 18-19 April 2018, Medan, Indonesia. p.741

² M. Samanth Reddy, (2016), *Importance of English Language in today's world*, International Journal of Academic Research, Vol.3, Issue-4(2), p.180

³ *Ibid*, p.183

⁴ Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: La Tansa Press, p.12

⁵ Devy Angga Gunantar, (2015), *The Impact of English as an International Language on English Language Teaching in Indonesia*, Journal of Language and Literature, X/2, p.143

In fulfilling the awareness, the government has made an appropriate curriculum for improving English for all students. Currently, the curriculum that used in Indonesia is Curriculum 2013. Meanwhile, the objective of teaching English in curriculum 2013 is to increase the ability of students to communicate in that language. It includes the ability to listen, speak, read and write.⁶

The four skills have to master by the students. One of the skills is writing. Writing is one of the language skills in which one can express one's ideas in written form.⁷ Moreover the government through curriculum 2013 wants to emphasize the students in Senior High school to master writing skill because almost all of the genre of text should learn in this level. English curriculum of Senior High school should be able to comprehend and produce short functional text in forms of narrative, recount, report, descriptive, procedure, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.⁸

The syllabus of the tenth grade Senior High School, there are three texts that the students have to master. They are descriptive, narrative and recount text. The first text that the students have to learn is descriptive text. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.⁹ In learning descriptive text,

⁶ Komang Juni Artini, et.al,(2018), *An Analysis of Learning Activities in Writing Classes based on the Curriculum 2013 at SMPN 4 Singaraja*, Jurnal Pendidikan Bahasa Inggris undiksha, 5/2

⁷ *Ibid*

⁸ Irawansyah, (2016), *Genre Based Approach: A Way to Enhance Students' Writing Ability*, Jurnal Tadris Bahasa Inggris, 9(1), p.75

⁹ Eko Noprianto, (2017), *Student's Descriptive Text Writing in SFL Perspectives*, Indonesia University of Education (UPI), Vol. 2(1), p.68

the students are expected to be able to write the texts thus writing is not a simple skill to learn.

Writing is a difficult skill that should be mastered by the students. Ariyanti stated that writing is quite difficult to master, especially for EFL students in Indonesia, since there are some differences between Bahasa and English such as structural and grammatical terms and styles.¹⁰ Fithriani also stated that writing is doubled difficult, because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language.¹¹

In mastering writing in English, the students need to know about grammar, vocabulary, organization, and mechanics.¹² Vocabulary is one of the elements that students need to know. Thus there are some problems that the students faced in vocabulary for writing. According to Novanna, there are some problems that commonly occurred in writing. One of them is problem in word choice. Writing in a second language using the appropriate words is the problem of the students.¹³ It can be concluded that the students in EFL context have the problem in word choice. Word choice is related to the vocabulary that use in writing. It means that the students in Indonesia are still having the problems in vocabulary for writing.

¹⁰ Ariyanti, (2016), *The Teaching of EFL Writing in Indonesia*, Widya Gama Mahakam University, Vol.16 No.2, p.264

¹¹ Rahmah Fithriani, (2018), *Cultural Influences on Students' Perception of Written Feedback in L2 Writing*, Journal of Foreign Language Teaching & Learning, Vol.3, No.1, p.1-2

¹² Komang Juni Artini, et.al, *op.cit*

¹³ Hanna Novariana, (2018), *Senior High School Study Students' Problems in Writing*, 2nd English Language and Literature International Conference, Vol.2, p.216

In order to solve those problems, the solution to overcome the problem is by using an interest game. Game is one of the techniques for teaching to the students in fulfilling and relaxing learning atmosphere.¹⁴ One of the games is Pictionary Game. Pictionary is a game that represents the picture of the word that should be guessed.¹⁵

According to previous study, Pictionary Game can be helped for the students in enhancing the students' vocabulary. It comes from Yuni Triandini, she stated that there was a positive effect of Pictionary Game on students' vocabulary retention. Thus there is also the study from Mei Setya Chairana about "The use of Picture to teach writing Descriptive text", she stated that pictures contributed highly in the students' writing ability especially in descriptive text. It can be seen the differences of the mean scores of the post-test obtained by experimental and control class. The mean score of post-test of the experimental class was 81.3, and the control class got 73.5, it concluded that the pictures were very effective helping the students in writing descriptive text. Due to Pictionary Game is related to the picture, these related study is become the reference in using Pictionary Game for writing Descriptive text.

Based on the issues above, the research is intended to conduct the research with the title **"The Effect of Pictionary Game on the Students' Writing Ability at the Tenth Grade of MAS Al-Hasyimiyah Tebing Tinggi"**

¹⁴ Arum Nisma Wulanjani, (2016), *The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning*, Transformatika, Vol.12, No.1, p.79

¹⁵ Melanie Napthine and Michael Daniel, (2011), *ESL English for Year 12*, Victoria: Insight Publications, p.102

B. Identification of Problem

Based on background of the study, the research identified the identification of problem as follows:

1. The students have less interest in learning writing.
2. The students still have low ability in writing descriptive text.
3. The students have problems in vocabulary in writing descriptive text.

C. Formulation of Problem

Based on the research problem above, the researcher formulate into research question, as follows; is there any significant effect of Pictionary Game on the students' writing ability?

D. Objectives of the Study

In accordance with the formulation of study above, the objective of the study is to find out the effect of using Pictionary Game on the student' writing ability.

E. Significances of the Study

This research is expected in providing both theoretical and practical significances as follow:

1. Theoretical Significance

The research expected to present a new knowledge and also important information to the readers about the effect of Pictionary game on students' writing descriptive text.

2. Practical Significance

a. For students

The research is expected to give some benefit and also can give a contribution for the tenth grade of the Senior High school students

b. For Teachers

The result of this research can build the teachers' motivation and also can be useful to deciding the right method and teaching designs to increase the students' interest in learning writing, and also can use Pictionary game to know the effect of using it.

c. For Researcher

This research can provide great information and also it become a useful reference for next researchers with similar or difference method.

CHAPTER II

THEORITICAL REVIEW

1. Writing as a Language Skill

Nunan stated that writing is an intellectual action of discovery the ideas and thinking about how to express and manage them into expression and paragraph which is clear to be understood by the reader.¹⁶ Meanwhile, White and Arndt in Hammad, also stated that writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written and using language for expressing exact meanings.¹⁷

Furthermore, Fithriani also stated that writing is one of the skills that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas.¹⁸

In the hadist from Prophet Muhammad SAW, writing is important to understand the knowledge. It can be seen from the hadist:

أَخْبَرَنَا أَبُو عَاصِمٍ أَخْبَرَنِي ابْنُ جُرَيْجٍ عَنْ عَبْدِ الْمَلِكِ بْنِ عَبْدِ اللَّهِ بْنِ أَبِي سُفْيَانَ عَنْ عَمِّهِ عُمَرُو بْنِ أَبِي سُفْيَانَ أَنَّهُ
سَمِعَ عُمَرَ بْنَ الْخَطَّابِ يَقُولُ قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

¹⁶ David Nunan, (2003), *Practical English Language Teaching*, New York: Grow Hill Press. p.88

¹⁷ E.A. Hammad, (2014), *Palestinian University-level Students' Use of Writing Strategies in Relation to their EFL Writing Performance*. Journal of Basic and Applied Scientific Research, www.textroad.com , p.1

¹⁸ Rahmah Fithriani, (2018), *Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing*, Journal of Foreign Language Teaching and Learning, p.1

Meaning: "Having told us Abu 'Asim he said have informed us Ibn Juraij from Abdul Malik bin Abdullah bin Abu Sufyan from his uncle 'Amr bin Abu Syfyan, he had heard from Umar bin Khattab said: Bind knowledge by writing". (HR. Ad-Darimi Number. 497)

In the Holy Al-Quran, writing is important skill that must be learned. It can be analyzed by the word Pen that as a tool to write. This is like Allah's said in the first verse of Surah Al-Qalam :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

(Nun. By the pen and that which they write (therewith)) (68:1).

From this verse Imam Alusi said that *Nun* was Ink. The opinion of this quote is from the history of Imam Mujahid, Ibn Abbas, Hasan, Qatadah and Dlahhak,¹⁹ and if the letter is seen in terms of the series with an oath of God with *Qalam* (Pen) and what is written, it is not too much if it is stated that the meaning of the word is ink. Meanwhile what is meant by *Wa Ma Yasturun* is the writing.²⁰ The Oath of Allah SWT by using the Qalam on this surah is for reminding about His creatures (humans) of the favors of Allah that have been given to us, in the form of being taught to write which they can obtain science.²¹ It can be known that Allah SWT had told that writing is very important, indeed He also explain it in the Holy Al Qur'an to invite us to write.

¹⁹ Al-Alusi, *Ruh al-Ma'ani Jilid 15*, (Libanon : Dar al-Kutub al-Ilmiah), p. 27

²⁰ . Ahmad, Nurwadjah E.Q., *Tafsir Ayat – ayat Pendidikan*, (Bandung : MARJA 2007), p. 201

²¹ As-Shabuni, Muhammad Ali, *Shafwat at-Tafasir Juz 3*, (Libanon : Dar al-Fikr) p. 401

From the definition above, it can be known that writing is the process of finding the ideas that serve as a tool for communication for expressing exact meaning. Moreover, writing is also explained in the Holy Al-Qur'an to explain that our God has already invited us to write.

Writing is an essential factor of languages.²² As one of the language skills, writing is a very significant substance to express concepts and opinion in judgment. It also presents the aim in giving knowledge, experience, and strategies in writing for the students.²³ The position of writing as a language skill is the hard copy of the intellectual level and the level of your expressions.²⁴ Good writing skill is needed for all the students in order to complete the educational and also employable requirements.²⁵

Besides that, there is some importance of learning writing like Harmer states about the importance of learning writing, such as: (a) Writing is often not tie-bound in the way discussion is. It means the writing action, the students have longer time to cogitation soon than in speechmaking actions; (b) Writing drives the students focus on proper language take because they think as they write; (c) Writing has always been taken as a means of strengthening language that has been instructed; (d) Writing is often useful as arrangement for some action; (e) Writing can also be

²² V Satya Sri Durga & Dr.C S Rao, (2018), *Developing Students' Writing Skill in English- A process Approach*, Journal for Research Scholars and Professionals of English Language Teaching, Vol.2, Issue 6

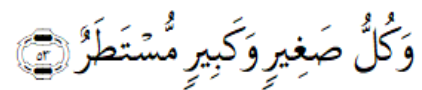
²³ Eliwarti & Rumiri Aruan, (2018), *A Survey on the Teaching of Writing at Senior High Schools in Riau Province*, International Journal of Educational Best Practices, Vol.2, No.2, p.64

²⁴ Lorena Manaj, (2015), *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*, European Journal of Language and Literature Studies, Vol.1, No.1, p.31

²⁵ V Satya Sri Durga & Dr.C S Rao, *op.cit.*,

taken as an whole section where the focus on something else as well as language practice, acting out, or speaking; (f) Writing is also taken in questionnaire-type activities; (g) Writing is also taken to support students carry out a different kind of activity (in this case speaking and listening).²⁶

In Surah Al-Qamar verse 53 also explained about the importance of writing and how a writing works as our reminder of what we have done. It can be seen in the following verse:



Meaning: “Every matter, small and great, is on record”.²⁷

In this Surah, Allah SWT said that everything in life from small thing to big thing was written already. It was written in *Lauh Mahfuz*. However, this verse has an absolute message for us to write, whether it was small and big things as a reminder for us in the next day.²⁸

From the explanation, it can be seen that writing is the process in finding ideas to communicate in expressing exact idea. Writing also give the good aims in knowledge and experience for the students. Moreover, there is the verse that explains about writing skill in the Holy Al-Quran. Our God explain that as a human, we need to write that is same like Allah SWT already use *Qalam* or pen to explain to us about His creatures.

²⁶ Harmer, (2004), *How to Teach Writing*, England: Pearson Educational Limited, p.31-33

²⁷ Abdullah Yusuf Ali, (2004), *The Meaning of the Holy Qur'an*, 9th edition, Beltsville, Maryland: Amama Publications, p. 1463.

²⁸ Jalaluddin Al-Mahalli and Jalauddin As-Suyuthi, 2018, *Tafsir Jalalain*, (Jakarta: Ummul Quro), p. 343.

2. Genre in EFL Writing

According to Sabouri, et.al, they stated that Genre is a specific class of speech events (written texts included) which are considered by the speech community as being of the same type. In the western countries, “genre” and “text-type”, either spoken or written, is often identified or grouped according to its primary social purposes.²⁹ Swales in Sabouri, et.al also stated that the genres which share the same purposes belong to the same text-types.³⁰

Teaching English in Curriculum 2013, the government already provided for the teachers about what the teacher should conduct in front of the class, it comes from syllabus and also textbooks. For textbooks, Ahmad in Ahkam stated that each part of the schoolbook is arranged around topics or themes covering the four skills of English language.³¹

Specifically in Senior High School level, there are some genres of the writing that the students have to know especially for the Senior High school level. The government through curriculum 2013 wants to emphasize the students in Senior High school to master writing skill because almost all of the genre of text should learn in this level. In accordance with Irawansyah’s statements that the English curriculum of Senior High school should be able to conceive and generate short functional text in forms of narrative, recount, report, descriptive, procedure, analytical exposition, hortatory exposition, spoof, explanation, discussion, and

²⁹ Sabouri, Hossein. et.al,(2014), *Genre-Based Approach to Teaching Writing in EFL Context*, International Journal of Applied Linguistics Studies, Vol.3, Issue 1, p.2

³⁰ *Ibid*

³¹ Arifin, Muhammad Ahkam, Analysis of the Indonesian high school curriculum focusing upon the English program. *Journal of Language and Teaching and Learning, Linguistics and Literature*, Vol.5.(2), p.137

review.³² All of these texts are learned by the senior high school, specifically the tenth grade, in their syllabus will learn about Descriptive Text.

3. Descriptive Text

a. Definition of Descriptive Text

Description in writing is the way of producing visual figures and sensory impress through words.³³ Gerot & Wignel; Knapp & Watkins in Eko Noprianto stated Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.³⁴ Descriptive text is a kind of genre of text with an objective to provide information.

The social function of descriptive text is to describe a particular person, place or thing.³⁵ Learning Descriptive genre is essential in order students can describe vivid and proper information. It can be concluded that Descriptive is a text to describe something, such as person, animal, place, etc. that have a goal to present information about what is contained in the text.

b. Generic Structure

Descriptive text also has the generic structure. It must have these elements to produce a good descriptive text. The generic structure of descriptive text consists

³² Irawansyah, (2016), *Genre Based Approach: A Way to Enhance Students' Writing Ability*, Jurnal Tadris Bahasa Inggris, 9(1), p.75

³³ Wardiman, Artono, et. al. 2008. *English in Focus: for Grade VII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, DEPDIKNAS.

³⁴ Eko Noprianto, (2017), *Student's Descriptive Text Writing in SFL Perspectives*, Indonesia University of Education (UPI), Vol. 2(1), p.68

³⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory of wordbook*, (Australia: Gerd Stabler AEE), p. 208

of identification and description. Identification is about introducing subject or thing that will be described. Meanwhile, description is brief details about who, or what of the subject.³⁶

c. Language Features in Descriptive Text

Grammatical features of the genre in writing seem to have the specific features. It can occur because the different purpose, context when it happens, how it happens or why it happens.³⁷ It also occurs in Descriptive text. Alexander stated that the grammatical features that descriptive text uses are:

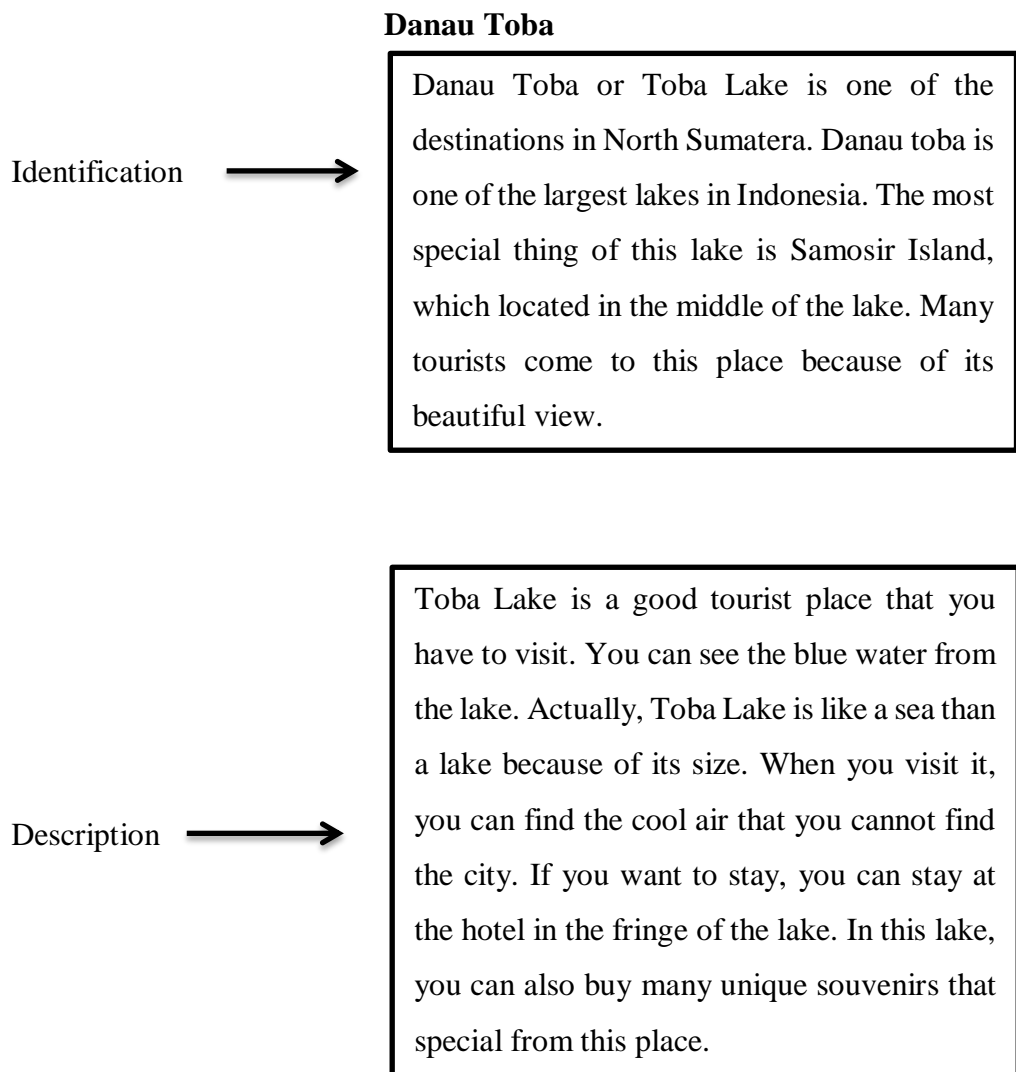
1. The use of noun/clear noun, such as: *my cat, my uniform, etc.*
2. The subject which is described is picturesque and the describing is sticks the distinction or uniqueness out of the other.
3. The using of simple present tense, such as: I *go* to school; the car *is* very unique; it *has* a wonderful park.
4. The use of noun phrase; to declare about the subject, such as: I have *a white skinned girlfriend*, etc.
5. Then using some adjectives that have representing something such as: *skinny skin*. Then use thinking verbs and feeling verbs.
6. Action verbs, such as: my students *learn* English; etc.

³⁶ Imelda Wardani, Dkk, (2014), *Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique*, e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 3

³⁷ Anik Puspitasari, (2017), *English Teaching Learning Process of Writing Descriptive Text at the Seventh Grade Srudents of MTs Negeri Ngemplak Boyolali Academic Year 2015/2016*. Surakarta” State Islamic University of Surakarta

7. The last is metaphorical language such as simile or metaphor. For example: John is white as chalk.³⁸

Here is the example of Descriptive Text



From the example above, it can be known that the generic structure of the text. There are Identification and Description. It can be known that the identification

³⁸ Allexander mongot Jaya, et. al. , *English Revolution*, (Jepara: Mawas Press, 2008), 3th Ed.,p. 14

introduce about Danau Toba, what is Toba Lake, etc. meanwhile, description is the details of the Toba Lake. It also can be seen that the text use the good language features. It's such as, the using simple present tense, e.g.: Danau Toba or Toba Lake is one of the destinations in North Sumatera.; the using of action verb, e.g.: Many tourists come to this place because of its beautiful view. The word *come* is the action verb, the certain noun and also describe about the subject.

4. Pictionary Game

a. Definition of Pictionary Game

Pictionary is a game that reflect the picture of the word that should be guessed.³⁹ Pictionary Game is one of the most popular games. It was created by Rob Angel at the age of 24 years. Pictionary was presented by him in 1986.⁴⁰ According to Claire Howell Major, Michael S.Harris, Todd Zakrajsek, in Pictionary Game, the student have to choose a card with a course idea, fact or person on it. The student draw pictures to define the idea while teammates guess the word or phrase based on the card.⁴¹

It is like the Thornbury statement that Pictionary Game is a game that is conducted for team; there are some importance and also the big influence by implementing the game in the classroom. The previous research from Yuni, she

³⁹ Melanie Napthine and Michael Daniel, *op.cit*, p. 102

⁴⁰ Brian Tinsman, (2002), *Game Inventor's Guidebook*, Iola: Krause publications, p. 58.

⁴¹ Claire Howell Major at all, (2016), *Teaching for Learning*, New York:Routledge,p.140

stated that Pictionary Game made the students able to work in team. Pictionary Game also could be used as an instrument in reviewing the material so that the teacher could know what materials that the students had not yet understood without having to ask them.⁴² It can be conclude that Pictionary Game can be a media in language learning process. Media can be a tool in helping delivering the teaching process. In a hadist from the Prophet Muhammad SAW clasped His fingers as media to help him. It can be seen from the hadist below:

حَدَّثَنِي عَمْرُو النَّاقِدُ. حَدَّثَنَا أَبُو أَحْمَدَ الزُّبَيْرِيُّ. حَدَّثَنَا مُحَمَّدُ بْنُ عَبْدِ الْعَزِيزِ عَنْ
عُبَيْدِ اللَّهِ بْنِ أَبِي بَكْرٍ بْنِ أَنَسٍ، عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى
اللَّهُ عَلَيْهِ وَسَلَّمَ "مَنْ عَالَ جَارَتَيْنِ حَتَّى تَبْلُغَا، جَاءَ يَوْمَ الْقِيَامَةِ أَنَا وَهُوَ"
وَضَمَّ أَصَابِعَهُ. (رواه مسلم)

Meaning: "Have told me Amrun and Naqid, has told us Abu Ahmad Zubair, has told us Muhammad bin Abdul Aziz from Ubaidillah bin Abu Bakr bin Anas from Anas bin Malik r.a Rasulullah SAW said: "Whoever takes care of two daughter until adulthood, then on the Day of Judgment he will come with me", he clasped his fingers". (HR. Muslim)

From the explanation, it can be understood that when the Prophet Muhammad explain his teachings, he used varied and communicative media based on the condition at that time. By clasping his finger, it showed closeness between the Prophet Muhammad SAW and that person. So, it will be easier and more understandable for the companions to get the explanation from the Prophet Muhammad SAW.⁴³

⁴² Yuni Triandini, (2017), *The Effect of Pictionary Game on Students' Vocabulary Retention*, Jakarta : State Islamic University Syarif Hidayatullah, p.47

⁴³ M. Ramli, (2015), *Media Pembelajaran dalam Perspektif Al-Qur'an dan Hadis*, Ittihad Jurnal Kopertais Wilayah XI Kalimantan, Volume. 12 Number 23, p. 141

In addition, Thornbury also stated that Pictionary Game engages the students in trying to guess words or phrases from the drawings. The game build the students to work in teams and each member of the team should turn to be the artist. The things that are required to play Pictionary Game are a list or card of vocabulary items, whiteboard, chalkboard, or smart board and markers, it means that the students guess the pictures and should the word that can describe the picture.⁴⁴ From the picture, the students will know the new Vocabulary to describe the picture. So the students try to guess the picture with the correct vocabulary that can describe about what the picture about.

b. Procedures of Pictionary Game

There are some studies that explained about the procedures of Pictionary game. Almost all of the studies use the statement from Paula for implementing Pictionary game in classroom. Paula in Buttner stated that there are some steps that are needed in applying Pictionary game.⁴⁵

- a. Firstly, the students are separated into some teams.
- b. Secondly, every team has to choose one person as the person who draws on the whiteboard. It can be called as an artist. Every group members takes a turn to be an artist.
- c. Thirdly, the teacher says what the artist should draw.

⁴⁴ Scott Thornbury,(2002),*How to Teach Vocabulary*. Essex: Longman, p.102

⁴⁵ Amy Buttner, (2013). *Activities, Games, Assessment Strategies for the Foreign Language Classroom*. New York: Routledge, p.158

- d. Fourthly, the team who can immediately guess deserves to get a score.

These are the procedures that can be used in the classroom when applying Pictionary game. It commonly used for enhancing vocabulary. Due to one of the problems in writing is word choice that related with vocabulary, the researcher believes that Pictionary game can be used in students' writing descriptive text. Accordingly, the researcher make the procedures of using Pictionary game in improving students' writing descriptive text, as follows:

- a. Firstly, the students are separated into some teams
- b. Second, every team must choose one person to draw the picture that the person called as an artist must draw on the whiteboard.
- c. Third, the researcher gives the card about the picture that the artist must draw on the whiteboard.
- d. Fourth, after the artist draw the picture, each of the other group members have to make one sentence that describe about the picture.
- e. The last, the artist write all of the sentences that the group member had already said on the white become a descriptive text.

c. Advantages and Disadvantaged of Pictionary Game

In applying the teaching method in the classroom is sometimes very hard for the teacher because it is not only to increase the skill that the students must learn but also thing about how to apply it correctly in the classroom, Every method has the weakness and the strength.

In addition, it is also for Pictionary game, there are some advantages and also disadvantages of it. It can be seen from the previous research about Pictionary. There are many advantages that the teacher and students got by using Pictionary Game in learning process. The research came from Rilly Yaumil Akrimah, et.al that stated the advantages of Pictionary Game, as follows:⁴⁶

1. In guessing the words, the students become more active and creative because they have to communicate with other group members in guessing the words which is appropriate with the drawings.
2. In playing the game, the teams also choose the appropriate sketches that will more effective to communicate the association to the rest of their team.
3. This game brought relaxation and fun for the students and created motivation for learners to participate actively in learning activities.
4. Before the students played the game, they were demand to complete the game about matching the words which related with the game. It means that the students were trained to drill the words.

From the advantages above, it can be known that Pictionary game give the positive impact for the students' interest in learning. One of the advantages that can be reference for the research is Pictionary game can make the students to be active especially in guessing word. It related with the problem of writing about word choice. Writing in a second language using the appropriate words is the problem of

⁴⁶ Rilly Yaumil Akrimah, (2017), *Teaching vocabulary through Pictionary game to first grade students of SMPN 1 Way Tuba*. Lampung: Lampung University.

the students.⁴⁷ Thus, in Pictionary game, the students can learn about the appropriate word for writing.

Meanwhile, Fadhilah states that the disadvantages of the implementation of Pictionary Game are it might make the students become too noisy in the classroom and teaching learning activity might not give any conducive atmosphere at all.⁴⁸ Ellen also stated that the disadvantage of Pictionary game is the noise will be unbearable.⁴⁹

Pictionary game is mostly making the students active in the class. The game is one of the games which are student-centered. Thus before the teacher conducted the game, the teacher must suggest the students to making less noisy. Or maybe the teacher can give the rule to make the students before the game started.

b. Related Studies

There are many researches that discuss about Pictionary game, thus almost all of the research discuss about Pictionary game in Vocabulary. Because Pictionary game is related with pictures, the researcher also takes the related study that explains about the use of picture for writing. This research will focus on writing. In this research, the writer takes to related studies that connect with this research, as follow:

⁴⁷ Hanna Novariana, (2018), *Senior High School Study Students' Problems in Writing*, 2nd English Language and Literature International Conference, Vol.2, p.216

⁴⁸ Fadhilah, S. (2011). *Teaching English Concrete Nouns Using Pictionary Game: An Experimental Study With the Fourth Graders of SDN 01 Donowangun Talun Pekalongan in the Academic Year 2010/2011*. Semarang:IAIN Walisongo. p.16

⁴⁹ Ellen Kottler, Nancy P. Gallavan,(2007), *Secret to Success for Beginning Elementary School Teachers*, California: Corwin Press, p. 92.

1. The related study comes from Yuni Triandini in the title “The Effect of Pictionary Game on Students’ Vocabulary Retention. The method that was used is quantitative method. The sample of the research was 50 students of eighth grade. The instrument of this research was tests. Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha (α) 0.05, then H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. In this research, the result of sig. 2 tailed was 0.001 and it proved that $p < \alpha$. It showed that there was a positive effect of Pictionary game on students’ vocabulary retention. Furthermore, the *Cohen’s d* formulation was used in order to know the effect size of Pictionary game on students’ vocabulary retention. The result of the calculation was 1.01. It proved that Pictionary game gave high effect size on students’ vocabulary retention.
2. The other related study is about the use of picture, it comes from Mei Setya Chairena with the title, “The Use of Pictures to Teach Writing Descriptive Text”. The result of the study showed that picture the pictures contribute greatly to the students in writing a descriptive text. It can seen from the differences of mean score in post-test from experimental and control class. The mean score of post-test for experimental class was 81.3 and the mean score of post-test for control class was 73.2. it can be inferred that pictures was effective for helping the students in writing descriptive text.

The related studies above become the reference for the researcher to conduct the research. Pictionary game commonly used to enhance the students’ vocabulary, thus there is the related that explain about the use of picture that it can be known

that picture is related with Pictionary game. Based on the related studies, the researcher wants to know about the effect of students' writing descriptive text.

c. Conceptual Framework

Writing is one of the language skills in which one can express one's ideas in written form. Writing also is called difficult especially for EFL students in Indonesia because there are some challenges that the students got in learning writing. One of them is because there are some differences between *Bahasa* and English, thus the students need an ability to translate or transform the meaning from *Bahasa* to English context in order not to make the result of the writing awkward, and to enable the text make sense when it is read by people especially native speakers.

Furthermore, there are some problems that commonly occurred in writing. One of them is problem in word choice. Word choice is related to the vocabulary that use in writing. It means that the students in Indonesia are still having the problems in vocabulary for writing. In solving the problems, the researcher will use Pictionary game on the students' writing descriptive text. Descriptive text is one of the texts that is learned by the tenth grade of Senior High School.

Actually Pictionary game can be helped for the students in enhancing the students' vocabulary. Thus there is a research that explains about the use of pictures. In this study, the pictures contribute greatly to the students in writing a descriptive text. Due to Pictionary game is related to the picture, these related study is become the reference to know the effect in using Pictionary game for writing Descriptive

text. This research hope can provide the effect of using Pictionary game in students' writing descriptive text.

d. Hypothesis

In this research, the researcher has hypothesis as temporary answer toward some problems that occur in this research. The hypothesis of this research is :

1. Null Hypothesis (Ho) : There is no significant effect of Pictionary game on students' writing ability at the tenth grade of Senior High School.
2. Alternative Hypothesis (Ha) : There is significant effect of Pictionary game on students' writing ability at the tenth grade of Senior High School

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research was conducted in MAS Al-Hasyimiyah. It is located on Padang Merbau, Kec. Tebing Tinggi, Kota Tebing Tinggi, Sumatra Utara. The reason to choose this school because the researcher has obtained permission to conduct the research and also this school is near from the researcher's house. It becomes the reason why the research will conduct in this school. The research focused on the Tenth Grade of MAS Al-Hasyimiyah. It was conducted on 19th October, 2020 until 6th November, 2020. It was done in six meetings that consist of one meeting for pre-test, four meeting for treatment and another one meeting for post-test.

B. Research Design

The design of this research is Quantitative Research method. Based on Syahrums and Salim, they stated that Quantitative Research is empirical research whose data is in the form of numbers.⁵⁰ The purpose of quantitative research is to develop and use mathematical models, theories and or hypotheses relating to natural phenomena.⁵¹ The researcher used the quasi-experimental design that suitable for the research. The purpose of this design is to reach the conclusion about the effect

⁵⁰ Syahrums & Salim, (2014), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p.40

⁵¹ *Ibid*, p.19

of experimental treatment on the dependent variable.⁵² It is related with the research that wants to know about the effect of Pictionary game in learning and teaching process. The research used two classes; it divided the class into two groups, namely Experimental and Control class. Both of the Experimental class and Control class got pre-test and post-test. Firstly, the researcher conducted pre-test to both of the class. The Experimental class got the treatment based on Pictionary Game, while the control class didn't get the treatment with Pictionary game. After the treatment, both of experimental and control class received the post-test to know the effect of Pictionary game on students' writing descriptive text. According to Ary et.al, the design of the quasi-experimental design as follow:

Table 3.1
Quasi-Experimental design: Pre-test and Post-test

Group	Pre-test	Independent Variable	Post-test
Experimental	✓	✓	✓
Control	✓	—	✓

Source: Donald Ary, et.al, *Introduction to Research in Education*, 8th Edition

C. Research Subject

1. Population

Before the research conduct, the researcher has to choose the subject of the research. Firstly, the researcher has to determine the population of the

⁵² Donald Ary, Lucy CheserJacobs,Chris Sorensen and AsgharRazavieh. (2010). *Introduction to Research in Education*8th edition, USA : Wadsworth Cengage Learning. p.301

research. According to Arikunto in Sugiyono stated that Population is a set of all elements processing one or more attributes of interest.⁵³

In this study, the researcher conducted the research at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. Besides of the other classes, the tenth grade is appropriate class because Descriptive text will learn by the students at that grade. The total of the student of the tenth grade is 48 students. The number of the students can be seen in the following table:

Table 3.2
Population of the Study

No.	Class	Number of Students
1.	X IPA-1	24
2.	X IPA-2	24
	Total	48

2. Sample

Sample is some elements of population that are used as object of research. The researcher used all members as population.⁵⁴ In determining the sample, the researcher chose saturated sampling that the sampling usually uses for the small population. It is like the statement from Sitoyo and Sodik, stated that saturated sampling is a sampling technique if all

⁵³ Sugiyono, (2011), *Metode Penelitian Kuantitatif and Kualitatif, dan R&D*, Bandung : Alfabeta, p.80

⁵⁴ Sugiyono, *Ibid*, p.85

members of the populations are used as samples.⁵⁵ Thus, the researcher chose the entire tenth grade of this school to be sample of the researcher. The researcher took the two classes which is half number of the students in the tenth grade becomes Experimental class and also half number of the students in that grade becomes a Control class. It can be seen in the table below:

Table 3.3

Sample of the Study

Class	X IPA-1	X IPA-2	Total
Experimental Class	12	12	24
Control Class	12	12	24

D. Operational Definition

The research has two variables; independent variable and dependent variable, as follows:

1. Independent variable of this research is Pictionary game in teaching descriptive text. This game was applied to know the effect of using Pictionary game in teaching descriptive text. It is a game that can be applied to know the students' ability of vocabulary that usually use on descriptive text. Basically, it is like the game to improve their ability in writing descriptive text and teach the students about the common vocabulary that commonly use in that text. This is the group game, thus the students divided into some group and they can play the game. By

⁵⁵ Sandu Siyoto & Ali Sodik,(2015), *Dasar Metodologi Penelitian*, Yogyakarta: Literasi Media Publishing, p.66

this game, the researcher can know the effect of the Pictionary game in writing descriptive text.

2. Dependent variable is Students' writing ability. The text that used in measuring the writing ability is Descriptive text. Descriptive is a text that has a purpose to describe a person, an animal, place or things, etc. Usually this text has the social function to describe something but also see about the generic structure and language feature itself. The students' writing ability was affected by the using of Pictionary game. This game is hoped that the students can write descriptive text well and also the students will get the interest method to learn descriptive text.

E. Instrument of Data Collection

The instrument of research is a tool for collecting data from the sample analysis unit.⁵⁶ This research used the test as the instrument of data collection. This research used an essay test that adapted from the previous study. The test related with the material that the students learn from the book and also the test that already exist from the book. It is only consists of one direction that the students have to write in the test sheet. In the direction, the students are just only written a descriptive text about tourist attraction that has to fulfill the generic structure of the text. The time that the students need is 45 minutes and the students also write the text at least 2 paragraph.

⁵⁶ H. Douglas Brown, (2004), *Language Assessment Principles and Classroom Practices*, New York: Pearson Education, Inc, p. 3.

The test was given in pre-test and post-test section. Pre-test was given before treatment; meanwhile post-test was given after treatment. Basically, the instruments must fulfill the specifications that are validity and reliability. Measuring instruments is prepared in validity and reliability, so that the data obtained from the measuring instruments can be reliable and valid.⁵⁷

F. Validity and Reliability

The instruments must fulfill the specifications that are validity and reliability.⁵⁸ Validity is one of the characteristics that mark the test of good learning outcomes.⁵⁹ Briefly, the instrument in this research is adapted from the previous study that the test has already valid. For obtaining the validity, this research used *content validity*. Content validity means the gluten of a test in terms of the contents of the test. A test of learning outcomes can be said to be valid, if the test material is truly representative material for the given learning material.⁶⁰ It means that test must be connect with the material that be learned by the students.

Meanwhile, reliability relates to the accuracy of the instrument in measuring what is measured, the accuracy of the measurement results and how accurate should a repeat measurement be done.⁶¹ To obtain the reliability, the researcher use the scoring rubric based on C.Trible (see Lesson Plan, Appendix 1) and also *inter rater reliability*. *Inter rater reliability* is an index of consistency across raters calculated

⁵⁷ Sandu Siyoto & Ali Sodik, *op.cit*, p.84

⁵⁸ Sandu Siyoto & Ali Sodik, *op.cit*, p.84

⁵⁹ *Ibid*

⁶⁰ *Ibid*, p.85

⁶¹ *Ibid*

using correlations.⁶² This step is to confirm that the rubric score is reliable. Related with the validity, this research also use the test that has already reliable because the test is adapted with the previous study in measuring students writing descriptive text.

G. Technique of Collecting Data

According to Syahrurum & Salim, the test is one of the measurement tools commonly used in quantitative research.⁶³ Thus, all of the students will be given two tests about writing descriptive text. The steps are as follow:

1. Pre-Test

Pre-test was conducted before the students got the treatment. The research was an essay test for the students to write descriptive text. It was only consists of one direction that the students have to write in the test sheet. In the direction, the students were just only written a descriptive text about tourist attraction that has to fulfill the generic structure of the text. The time that the students need is 45 minutes and the students also write the text at least 2 paragraph. The test was given to know about the students' writing ability before the treatment is conducted.

2. Treatment

After the pretest conducted, the treatment was given for the students as the subject of the research; Experimental class and Control class. For experimental

⁶² Judy R.Wilkerson and William Steve Lang, (2007), *Assesing Teacher Competency: Five Standards-Based Steps to Valid Measurement Using the CAATS Model*, California: Corwin Press, p. 243.

⁶³ Syahrurum & Salim, *op.cit*, p.132

class, it used Pictionary game in the learning process, while for the control class; it did not use Pictionary game in the learning process.

3. Post-Test

It is same like pre-test, that the test is an essay test. The test is same like the pre-test. It was conducted to the students to know their achievement about writing descriptive text after the treatment.

H. Technique of Data Analysis

The next step of the research is data analysis. The research analyzed the data by counting the result of pre-test and post-test. The result of test will be recorded based on the grade that the students got from pre-test and post-test. It will be recorded as the table below:

Table 3.4

Score of Experimental Class

No.	Initial Name of Students	Score	
		Pre-test	Post-test

Table 3.5

Score of Control Class

No.	Initial Name of Students	Score	
		Pre-test	Post-test

After the data was collected from based on the table above, the data can be analyzed. There are some parts of data analysis and it was explained as below:

1. Preliminary Analysis

The first thing that the researcher has to do is preliminary analysis. It will conduct to know whether the data are accepted as requirement for t-test and hypothesis test. It is consist of normality and homogeneity test.

a. Normality Test

Normality test is performed to determine whether a data distribution is normal or not.⁶⁴ Normality test is used to know the normality of the data from experimental class and control class. Normality Test was done by using SPSS v.23. After getting L_o , it will be compared to L_t with the significance (α): 0,05. The testing criteria can be seen as below:

- a. $L_{value} < L_{table}$, it means that the data is distributed normally
- b. $L_{value} > L_{table}$, it means that the data is not distributed normally

The steps of normality test as follows:

- 1) Open SPSS v.23 program.
- 2) Go to Variable View and fill the column with name of variable data.
- 3) Move to Data View and input all the data.
- 4) Click Analyze > Descriptive Statistic > Explore

⁶⁴ Rusydi Ananda & Muhammad Fadhli, (2018), *Statistik Pendidikan (Teori dan Praktik dalam Pendidikan)*, Medan: CV Widya Puspita, p.158

- 5) Input the variable name into Dependent List column
- 6) Click Plots and give a checklist in Normality plot with test
- 7) Click continue and OK (The result is represented in output window)

b. Homogeneity test

Homogeneity test is done in order to test the similarity of variance for each group of data.⁶⁵ For the homogeneity test was done by SPSS v.23. In analyzing homogeneity test, the data that was obtained from pre-test and post-test. The data should be homogeneous if the significance score more than 0.05. The step of homogeneity test as follow:

- 1) Open SPSS v.23 program.
- 2) Go to Variable View and fill the column with name of variable data.
- 3) Move to Data View and input all the data.
- 4) Click Analyze > Descriptive Statistic > Explore.
- 5) Input the variable name into Dependent List column.
- 6) Click Plots and give a checklist in Power Estimation.
- 7) Click continue and OK (The result is represented in output window).

c. T-test

The researcher conducted the normality and the homogeneity to confirm the students' writing descriptive text. After the test is complete, the researcher collected

⁶⁵ *Ibid*, p.158

the data from experimental and control class in order to know the difference and the result of the means of the two classes.

In obtaining the T-test, the researcher used SPSS v.23 to analyze it. For this test, the significant value (2-tailed) < 0.05 that indicates there were the significant differences in the mean score between the class that used Pictionary game in the learning process and the class that used lecture method. The steps of T-test as follows:

- 1) Open SPSS v.23 program
- 2) Go to Variable View and fill the column with name of variable data.
- 3) Move to Data View and input all the data.
- 4) Click Analyze > Compare Means > Independent Samples T-test
- 5) Select variable that have to be test variable box.
- 6) Selecting grouping variable.
- 7) Defining two types of groups in Define groups
- 8) Click continue and OK (The result is represented in output window).

d. Statistical Hypothesis

Statistical hypothesis is to decide if a data sample is typical or atypical compared to a population assuming a hypothesis we formulated about the population is true.⁶⁶ The hypotheses of the research are:

⁶⁶ Frank Emmert-Streib and Mathias Dehmer, (2019), *Understanding Statistical Hypothesis Testing: The logic of Statistical Inference*, Machine Learning and Knowledge Extraction, 1, p.946

- a. H_0 (Null Hypothesis) $X_1 < X_2 =$ There is no significant effect of Pictionary game on students' writing descriptive text.
- b. H_a (Alternative Hypothesis) $X_1 > X_2 =$ There is significant effect of Pictionary game on students' writing descriptive text.

The formulation of the statistical hypothesis as follow:

- a) H_a is accepted if the Sig. (2-tailed) $5\% < (0.05)$
- b) H_0 is accepted if the Sig. (2-tailed) $5\% > (0.05)$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Data Description

This research is conducted with quasi experimental research. There are two classes that be used in this research. The data of this research was acquired from both of the classes. After conducting the research, the researcher got the data from the students' scores in pre-test and post-test from both experimental and control class. The pre-test and post-test that the researcher gave were about descriptive text. The pre-test was conducted in the first meeting before the treatment to know the basic skill of the students in writing descriptive text. Meanwhile, the post-test was conducted in the last meeting after the treatment.

After the research was done, the researcher collected the data based on the students' scores from pre-test and post-test from both experimental and control class. From the data that was collected by the researcher, It can be seen the measurement data as follow:

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	24	47	67	59,04	5,782
Post-Test Experimental Class	24	73	89	80,21	3,978
Pre-Test Control Class	24	47	70	59,21	6,262
Post-Test Control Class	24	52	74	64,08	6,150
Valid N (listwise)	24				

The table was showed that the mean between pre-test and post-test in experimental class was 59.04 and 80.21, with standard deviation 5.782 and 3.978. For control class, the mean between pre-test and post-test was 59.21 and 64.08, with standard deviation 6.261 and 6.150. It can be seen that there is significant increase in experimental class in the mean of the score. Experimental class showed the increase in the mean of 21.17. Meanwhile, the control class is 4.87.

a. The Data of Experimental Class

Table 4.2

Students' Score of Experimental Class

No.	Initial name	Score	
		Pre-test	Post-tets
1	AS	54	80
2	ASD	57	86
3	BMP	63	78
4	EWS	65	81
5	HAP	56	74
6	HKS	61	78
7	IIS	50	80
8	IS	65	89
9	KRS	67	79
10	MIS	54	78
11	MR	57	81
12	NA	67	85
13	NFH	63	83
14	NHP	64	76
15	NN	58	86
16	PS	47	83
17	RA	62	73
18	RA	60	78
19	RDI	63	84
20	RS	55	76
21	RY	51	80
22	SFAP	62	78

23	SS	51	77
24	WAP	65	82
	Total	1417	1925
	Mean	59,04	80,21

Based on the table above, it showed the total score and also the mean score from experimental class for pre-test and post-test. For pre-test, the total score is 1417 and the mean score is 59.04. Meanwhile, the total score of post-test is 1925 and the mean score is 80.21. It can be known that the experimental class got the improvement after the treatment conducted. Therefore, the students' score in post-test is better than pre-test. It can be concluded that there is the improvement on the students' writing ability by using Pictionary game.

b. The Data of Control Class

Table 4.3

Students' Score of Control Class

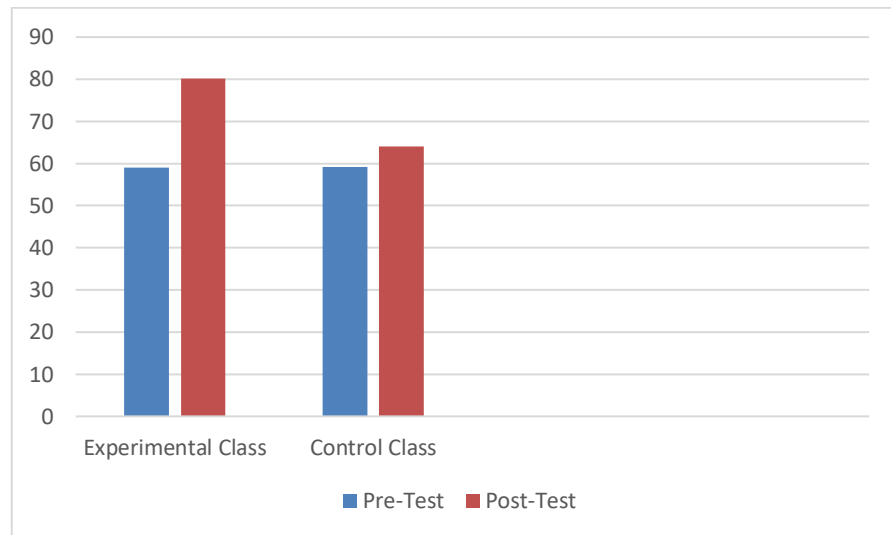
No.	Initial name	Score	
		Pre-test	Post-tets
1	A	53	56
2	AA	47	52
3	AEN	50	55
4	AF	70	72
5	AFP	58	63
6	AMF	59	65
7	ANW	58	63
8	AR	57	61
9	AS	56	63
10	AS	54	59
11	BRS	58	64
12	F	65	69
13	MKH	54	65

14	NAS	63	68
15	NSS	60	63
16	RSS	63	68
17	SFWA	66	68
18	SH	70	74
19	SI	62	71
20	SRD	67	73
21	TAS	64	70
22	UAS	56	60
23	YS	49	53
24	ZNNS	62	63
	Total	1421	1538
	Mean	59,21	64,08

In control class, the test was same like experimental love. The data was collected based on the students' score in pre-test and post-test. It can be seen that the total score of pre-test is 1421 and mean score is 59.21. For post-test, the total score is 1538 and the mean score is 64.08. It can be concluded that the using of lecture method didn't make a high improvement on students' writing ability.

Therefore, the data showed the result of the both classes. There was a significant increase between the mean score of pre-test and post-test. In experimental class that the students was taught by Pictionary game, the increase of mean score is 21.17. Meanwhile, the control class was taught by lecture method, the increase of mean score is 4.87. The comparison of the mean score in both classes; experimental and control class can be seen in chart below:

Chart 4.1
The Mean Score Comparison between
Experimental Class and Control Class



2. Requirement Analysis Test

a. Normality Test

This research was tested the normality test by using Kalmogorov-Smirnov and Saphiro-Wilk. This test is one of the requirement that should be conducted by the researcher before t-test. In normality test, the students' score of experimental class and control class was calculated by SPSS v.23. The students' score is pretest and post-test in both classes. The data was distribute normally if the significance (α): 0.05. The result of normality test by using Kalmogorov-Smirnov and Saphiro-Wilk can be seen as follow:

Table 4.4
Normality Test of Pre-Test and Post-Test in
Experimental and Control Class

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Score	Pre-Test Experimental Class (Pictionary Game)	,154	24	,146	,941	24	,173
	Post-Test Experimental Class (Pictionary Game)	,127	24	,200*	,977	24	,841
	Pre-Test Control Class (Lecture method)	,089	24	,200*	,980	24	,892
	Post-Test Control Class (Lecture method)	,138	24	,200*	,963	24	,494

*, This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above showed that the data is normally distributed. It was showed on the Sig. Score was bigger than 0.05. In the test by using Kalmogorov-Smirnov, it can be seen from the table that the significance value of pre-test and post-test in experimental class was 0.146 and 0.200. Also, the Sig.score pre-test and post-test in control class was 0.200.

In Shapiro-Wilk, the normality test is also normally distributed. It can be known from the Sig. Score of pre-test and post-test in experimental class was 0.173 and 0.841. Meanwhile, the Sig. Score of pre-test and post-test in control class was 0.892 and 0.484. Therefore, it can be concluded that the data in pre-test and post-test of experimental and control class was normally distributed by the normality test

in Kalmogorov-Smirnov and Shapiro-Wilk, because the Sig. score of all of the test is more than 0.05.

b. Homogeneity Test

After the normality test was conducted, the researcher conducted the homogeneity test. In homogeneity test, the test also used SPSS v.23. The data used Lavene statistic to calculate the homogeneity test. The result of Homogeneity test can be seen in the table, as follow:

Table 4.5
Homogeneity Test of Pre-Test in
Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	,013	1	46	,910
	Based on Median	,028	1	46	,869
	Based on Median and with adjusted df	,028	1	45,561	,869
	Based on trimmed mean	,019	1	46	,892

Based on the table, it can be seen that the Sig. Score was bigger than 0.05. It can be known that the data was homogeneous. In this test that used Lavene Statistic, the Sig. Score of the pre-test in the both of classes; experimental and control class was 0.910. That result showed that that the Sig. Score $0.910 > 0.05$. It indicated that the data of pre-test was homogeneous.

Table 4.6
Homogeneity Test of Post-Test in
Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	3,610	1	46	,064
	Based on Median	3,596	1	46	,064
	Based on Median and with adjusted df	3,596	1	39,192	,065
	Based on trimmed mean	3,704	1	46	,060

Based on the table, it also can be seen that the Sig. Score was bigger than 0.05. It can be known that the data was homogeneous. In this test that used Lavene Statistic, the Sig. Score of the post-test in the both of classes; experimental and control class was 0.064. That result showed that that the Sig. Score $0.064 > 0.05$. It indicated that the data of post-test was homogeneous.

c. T-test

After the measurement of normality and homogeneity test were done, the researcher calculated T-test by using SPSS v.23. The purpose of the test is to know the significant differences between the experimental class that used Pictionary game and without Pictionary game in control class. The T-test that the researcher used is Independent Sample T-test with the level of significances is 5% (0.05). The result of the T-test that using SPSS v.23 was showed in the table below:

Table 4.7
The T-test of Post-Test in
Experimental class and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	3,610	,064	10,786	46	,000	16,125	1,495	13,116	19,134
	Equal variances not assumed			10,786	39,380	,000	16,125	1,495	13,102	19,148

In this table, it can be known that the Sig. (2-tailed) was 0.000. It was smaller than 0.05. Accordingly, it was a significance difference between experimental that used Pictionary game in the teaching process and also for the control class that used lecture method. It showed that the Sig. (2-tailed) $0.000 < 0.05$. Meanwhile, the differences between the mean score in post-test for experimental class and control class can be seen in the table below:

Table 4.8
The comparison of Mean score from Post-test in
Experimental and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Post-Test Experimental Class	24	80,21	3,978	,812
	Post-Test Control Class	24	64,08	6,150	1,255

The table showed that there is a significant difference between mean score in experimental class and control class. The mean score of post-test in experimental class is 80.21 with standard deviation 3.978. For control class, the mean score of post-test was 64.08 with standard deviation was 6.150. Accordingly, the differences between the mean score for experimental class and control class showed that there is the effect of using Pictionary game than the lecture method.

3. Hypothesis Testing

In knowing the result of the research, the researcher used the statistical hypothesis test with the criteria, as follow:

H_a is accepted if the Sig. (2-tailed) $5\% < (0.05)$

H_0 is accepted if the Sig. (2-tailed) $5\% > (0.05)$

In the result of T-test in post-test for experimental class and control class, it can be seen that Sig. (2-tailed) is $0.000 < 0.05$. It showed that Sig. (2-tailed) < 0.05 . Accordingly, H_0 was rejected and H_a was accepted. It can be concluded that there is a significant effect of Pictionary game on the students' writing ability.

B. Discussion

The data analysis has showed that there are significant differences between the students' score in the writing ability that used Pictionary game at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. It was showed from the students' pre-test and post-test in experimental class and control class. Based on the data that was

acquired, it was found that the total score of pre-test in experimental class was 1417 and the mean score was 59.04, meanwhile the total score of pre-test in control class was 1421 and mean score was 59.21. It showed that the experimental class and control class is in the same level. For post-test, the total score of post-test is 1925 and the mean score is 80.21 and for control class, the total score 1538 and the mean score is 64.08. It can be known that the experimental class got the improvement on students' writing ability after Pictionary game was applied in the classroom. Then, the using of lecture method didn't make a high improvement on students' writing ability. Meanwhile, the result of T-test in post-test for experimental class and control class, it can be seen that Sig. (2-tailed) is $0.000 < 0.05$. It showed that Sig. (2-tailed) < 0.05 . It means that H_0 was rejected and H_a was accepted. It can be concluded that there is a significant effect of Pictionary game on the students' writing ability.

The result of the research indicated that Pictionary game is the game that can be applied in the learning process, moreover in the students' writing ability. Game is very suitable for the learning process as the method that can be used in the classroom. The learning process by using Pictionary can increase the students' interest in learning writing. The students also can be an active students in front of the classroom because all of the students have to participate in that game. As the final result of this research, it showed that there is the significant effect of Pictionary game on the students' writing ability at the tenth grade of Senior High school as an interest method that can be used in the learning process.

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTION

A. Conclusion

Based on the data finding, it can be stated that the students' writing ability that was taught by Pictionary game is better than the lecture method.

The finding of the data showed that there is a significant effect that Pictionary Game has significant effect on the students' writing ability. After conducting Pre-test and Post-test in experimental class and control class, it can be seen that the T-test showed that the Sig. score of the test was smaller than 0.05. It means that H_0 was rejected and H_a was accepted. It also can be seen in the mean score between experimental class and control class. The mean score in experimental class was 80.21 and the mean score in control class was 64.08.

The conclusion of this research, it can be concluded that the students' writing ability by using Pictionary game is better than the lecture method. There is a significant effect of Pictionary game on students' writing ability.

B. Implication

The implication of the research can be drawn from the research finding. The research found that there is a significant effect of Pictionary game on students' writing ability than the using of lecture method in the learning process. Pictionary

game was examined to be a good and creative method in learning process in front of the classroom.

Pictionary game also can build the students' interesting in learning process. Besides that, the students also become more active in the classroom. Perhaps, the lecture method such as lecturing method made the students become passive. Thus, the Pictionary game can apply to make the students more active. Based on the data findings, Pictionary game help the students in improving writing ability.

C. Suggestion

Based on the research above, the researcher gives some suggestion. Firstly, the suggestion is to English teacher that can use Pictionary game in the learning process in order to improve and affect the students' writing ability or any skills that relate with this game. Secondly, the school can give some instruction for use the media in learning process that make the students more active in front of the classroom. The last, this research can be the reference to make the further research about this game but from the other perspective and idea. The further research can used the research with another skills that can use this game.

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Appendix I

LESSON PLAN (EXPERIMENTAL CLASS)

School	: MAS Al-Hasyimiyah Tebing Tinggi
Class/ Semester	: X/ I
Subject	: English
Subject matter	: Descriptive Text; Tourist Attraction and Famous Historic Building
Time Allocation	: 3 x 40 minutes

A. Core Competence

KI 1: Living and practicing the teachings of the religion he adheres to.

KI 2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of solutions to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, as well as applying the knowledge of procedural in the field of study that is specific according to his talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence

3.4. Distinguishing social functions, text structures, and linguistics elements of several verbal and written descriptive techniques by giving and asking for information regarding tourist attractions and famous historic buildings, short and simple, according to the context of their use.

4.4. Descriptive Text

4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings.

4.4.2. Arranging descriptive oral and written texts, short and simple, related famous tourist attraction and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context.

C. Indicator

- a. Identifying the expressions of giving and requesting information related to famous tourist attractions and historic buildings.
- b. Understanding the structure of the text of giving and asking information related to tourist attractions and famous historic buildings.
- c. Composing oral and written descriptive texts, short and simple, related to tourist attractions and historic buildings well-known, by paying attentions to social functions, text structures, and linguistic elements, correctly and in context.

D. Learning Objectives

At the end of learning, students can:

- a. Understanding the language elements of the expressions of giving and asking for information related to tourist attractions and the most historical buildings.
- b. Composing the sentences asking for information related to tourist attractions and famous historic buildings.
- c. Answer the questions about tourist attractions and famous historic building that are submitted to him.

- d. Arranging descriptive texts oral and written, short and simple, related to tourist attractions and famous historic buildings, by paying attention to social functions, text structures and linguistic elements, correctly and in context.

E. Learning Materials

- a. Descriptive Text
- b. Structure of Descriptive text

My Toy

Identification : *I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.*

Description : *The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.*

- c. The language features of Descriptive text
 - Firstly, has certain noun/clear noun, for example: *my car, my new house, etc.*
 - Secondly, the describing subject is unique and when describing is sticks the difference or uniqueness out of the others, for example: *my dog doesn't like bones.*
 - Then using simple present, for example: *I live in a simple house; the house is very beautiful; it has a wonderful park. Next is detailed noun phrase; to inform about the subject, for example: I have a white skinned girlfriend, etc.*

- Then using some kinds of adjectives that have describing, numbering, and classifying something, for example: *two strong legs*. Then use thinking verbs and feeling verbs.
 - Using Action verbs, for example: my cat *eats* mouse; etc. And the last is figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.
- d. Related Vocabulary in describing tourist attractions and famous historic buildings
 - e. Use Simple Present Tense

F. Learning Method : Lecture, Discussion, Pictionary Game

G. Learning Media : Picture, Text, Whiteboard, and marker

H. Learning Activity

1. Opening

a. Orientation

- Conducting an opening with an opening greeting, giving thanks to God and praying to start learning.

b. Apperception

- Linking the learning activities material that will be done with the experience of students with previous activity material

c. Motivation

- Provide an overview of the benefits of learning lessons to be learned in daily life.

2. Core activities

a. Stimulation

- Learners are given motivation or stimulation to focus attention on the topic of material Understanding descriptive texts, examples and their use by: Provision of material Definition of descriptive text, examples and their use by the teacher.

- An introduction to the outline of activities / global about the subject matter about the material: Definition of descriptive texts, examples and their use
- Shows relevant pictures / photos / videos

b. Collaboration

- Teachers formed several groups to discuss about descriptive text
- Each group has one person who illustrates the picture in the whiteboard that the group must describe, and the other group members must guess the image related to a tourist site or famous historical building and also make a sentence that serves to describe the picture. Here is the pictures that the students have to describe, as follows:

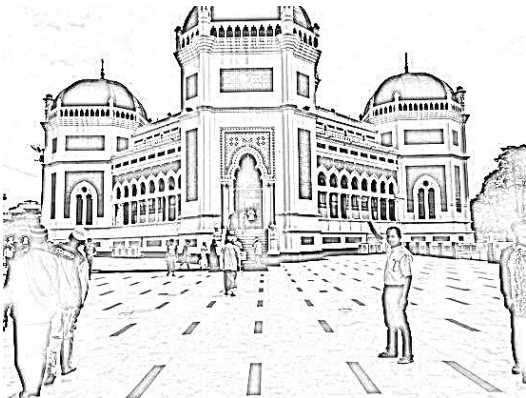


Figure.1

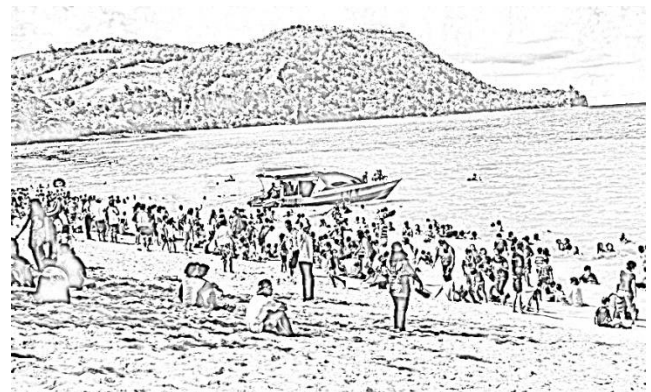


Figure.2

- The group also has one person in charge to record the sentences they use to describe the picture

c. Communication

- The teacher asks again the results of the discussion from each group
- Asking about things that are not yet understood, or the teacher throws a few questions to students regarding the material

d. Closing

- Asks to student to collect the results of discussion
- Teacher and students conclude the material.
- The teacher motivates the students who lack or have not actively participated.
- Teacher closes the meeting.

I. Learning Resources

1. Relevant Text
2. Pictionary Card

J. Scoring Rubric

Scoring writing rubric from *C.Tribble*

(Adapted from Wiegle's book entitled Assessing Writing)

Item Analysis	Score	Criterion of scoring
Content	30-27	Excellent : knowledgeable-substantive, etc
	26-22	Good : some knowledge of subject-adequate
	21-17	range
	16-13	Fair : Limited knowledge of subject little substance
		Very Poor :does not show knowledge of subject-non substantive
Organization	20-18	Excellent : fluent expressions-ideas clearly
	17-14	stated
		Good : Somewhat choppy—loosely organized
	13-10	but main ideas stand out
	9-7	Fair : not fluent-ideas confused or disconnected
		Very Poor :does not communicate-no organization

Vocabulary	20-18	Excellent : sophisticated range-effective word/idiom choice and usage
	17-14	Good : adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13-10	Fair : limited range-frequent errors of word/idiom form, choice and usage
	9-7	Very Poor : essentially translation- little knowledge of English vocabulary, idioms, word form
Language Use	25-22	Excellent : effective complex construction, few errors of agreement, tense, etc
	21-18	Good : effective but simple constructive in grammar
	17-11	Fair : major problem is simple/complex construction in grammar
	10-5	Very Poor : virtually no mastery of sentence construction rules
Mechanic	5	Excellent : demonstrates mastery of conventions
	4	Good : occasional errors of spelling, punctuation, capitalization, etc
	3	Fair : frequent errors of spelling, punctuation, capitalization, etc
	2	Very Poor : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc
Total Score		100

Tebing Tinggi, 2020

Agreed by
English Teacher



Irsa Aminingsih, S.Pd

Researcher

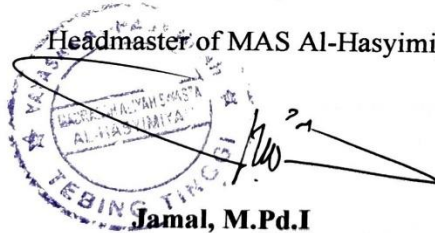


Kartika Rinanda

NIM: 0304161047

Approved by

Headmaster of MAS Al-Hasyimiyah



Jamal, M.Pd.I

Appendix II

LESSON PLAN (CONTROL CLASS)

School : MAS Al-Hasyimiyah Tebing Tinggi
 Class/ Semester : X/ I
 Subject : English
 Subject matter : Descriptive Text; Tourist Attraction and Famous Historic Building
 Time Allocation : 3 x 40 minutes

A. Core Competence

KI 1: Living and practicing the teachings of the religion he adheres to.

KI 2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of solutions to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, as well as applying the knowledge of procedural in the field of study that is specific according to his talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence

3.4. Distinguishing social functions, text structures, and linguistics elements of several verbal and written descriptive techniques by giving and asking for information regarding tourist attractions and famous historic buildings, short and simple, according to the context of their use.

4.4. Descriptive Text

4.4.1. Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings.

4.4.2. Arranging descriptive oral and written texts, short and simple, related famous tourist attraction and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context.

C. Indicator

- d. Identifying the expressions of giving and requesting information related to famous tourist attractions and historic buildings.
- e. Understanding the structure of the text of giving and asking information related to tourist attractions and famous historic buildings.
- f. Composing oral and written descriptive texts, short and simple, related to tourist attractions and historic buildings well-known, by paying attentions to social functions, text structures, and linguistic elements, correctly and in context.

D. Learning Objectives

At the end of learning, students can:

- e. Understanding the language elements of the expressions of giving and asking for information related to tourist attractions and the most historical buildings.
- f. Composing the sentences asking for information related to tourist attractions and famous historic buildings.
- g. Answer the questions about tourist attractions and famous historic building that are submitted to him.

- h. Arranging descriptive texts oral and written, short and simple, related to tourist attractions and famous historic buildings, by paying attention to social functions, text structures and linguistic elements, correctly and in context.

E. Learning Materials

- a. Descriptive Text
- b. Related Vocabulary in describing tourist attractions and famous historic buildings
- c. Use Simple Present Tense

F. Learning Method : Lecture, Discussion, Pictionary Game

G. Learning Media : Picture, Text, Whiteboard, and marker

H. Learning Activity

1. Opening
 - a. Orientation
 - Conducting an opening with an opening greeting, giving thanks to God and praying to start learning.
 - b. Apperception
 - Linking the learning activities material that will be done with the experience of students with previous activity material
 - c. Motivation
 - Provide an overview of the benefits of learning lessons to be learned in daily life.
2. Core activities
 - a. Stimulation
 - Learners are given motivation or stimulation to focus attention on the topic of material Understanding descriptive texts, examples and their use by: Provision of material Definition of descriptive text, examples and their use by the teacher.

- An introduction to the outline of activities / global about the subject matter about the material: Definition of descriptive texts, examples and their use
- Shows relevant pictures / photos / videos

b. Collaboration

- Teachers discuss about descriptive text.
- The teacher also describe about Generic Structure and Language features that is in Descriptive. The teacher describe based on learning material.

c. Communication

- that are not yet understood, or the teacher throws a few questions to students regarding the material

3. Closing

- Teacher and students conclude the material.
- The teacher motivates the students who lack or have not actively participated.
- Teacher close the meeting.

I. Learning Resources

1. Relevant Text
2. Pictionary Card

J. Scoring Rubric

Scoring writing rubric adapted from *C.Tribble*

Item Analysis	Score	Criterion of scoring
Content	30-27	Excellent : knowledgeable-substantive, etc
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	21-17	
	16-13	

		<p>Fair : Limited knowledge of subject little substance</p> <p>Very Poor :does not show knowledge of subject-non substantive</p>
Organization	20-18 17-14 13-10 9-7	<p>Excellent : fluent expressions-ideas clearly stated</p> <p>Good : Somewhat choppy—loosely organized but main ideas stand out</p> <p>Fair : not fluent-ideas confused or disconnected</p> <p>Very Poor :does not communicate-no organization</p>
Vocabulary	20-18 17-14 13-10 9-7	<p>Excellent : sophisticated range-effective word/idiom choice and usage</p> <p>Good : adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured</p> <p>Fair : limited range-frequent errors of word/idiom form, choice and usage</p> <p>Very Poor : essentially translation- little knowledge of English vocabulary, idioms, word form</p>
Language Use	25-22 21-18 17-11 10-5	<p>Excellent : effective complex construction, few errors of agreement, tense, etc</p> <p>Good : effective but simple constructive in grammar</p> <p>Fair : major problem is simple/complex construction in grammar</p> <p>Very Poor : virtually no mastery of sentence construction rules</p>
Mechanic	5 4	<p>Excellent : demonstrates mastery of conventions</p>

	3	Good : occasional errors of spelling, punctuation, capitalization, etc
	2	Fair : frequent errors of spelling, punctuation, capitalization, etc
		Very Poor : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc
Total Score		100

Tebing Tinggi, 2020

Agreed by
English Teacher



Irsa Aminingsih, S.Pd

Researcher

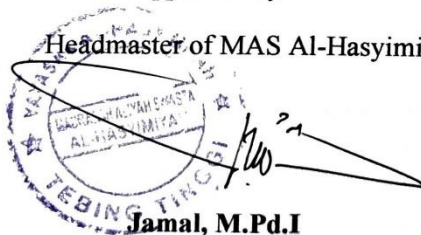


Kartika Rinanda

NIM: 0304161047

Approved by

Headmaster of MAS Al-Hasyimiyah



Jamal, M.Pd.I

Appendix III**Pre-Test**

Name :

Class :

1. Think of a tourist place that you like to visit or a favorite tourist place that you have visited several times. Write a descriptive text about that place.
2. Do it individually to produce a good written descriptive text.
3. The time allotment is 45 minutes.

Appendix IV

Post-Test

Name :

Class :

1. Think of a tourist place that you like to visit or a favorite tourist place that you have visited several times. Describe what is special about the place and Write a descriptive text about that place. The text must have the identification and description in it.
2. Do it individually to produce a good written descriptive text.
3. The time allotment is 45 minutes.

APPENDIX V**PRE-TEST ANSWER KEY****DANAU TOBA**

Danau Toba or Toba Lake is one of the destinations in North Sumatera. Danau toba is one of the largest lakes in Indonesia. The most special thing of this lake is Samosir Island, which located in the middle of the lake. Many tourists come to this place because of its beautiful view.

Toba Lake is a good tourist place that you have to visit. You can see the blue water from the lake. Actually, Toba Lake is like a sea than a lake because of its size. When you visit it, you can find the cool air that you cannot find the city. If you want to stay, you can stay at the hotel in the fringe of the lake. In this lake, you can also buy many unique souvenirs that special from this place.

APPENDIX VI

POST-TEST ANSWER KEY

BRASTAGI

Brastagi is a town and district of Karo regency situated on a crossroads on the main route linking the Karo highlands of North Sumatera to the coastal city of Medan. This place is located in the Barisan Mountains area. The weather can be fair and sunny during the day but may become foggy around dusk to night. The main economic activities in Brastagi centers on the colorful fruit and vegetables market, as well as tourism.

Brastagi is famous for its passion fruit. The main attractions of the town are the two active volcanoes; Mount Sibayak and Mount Sinabung. Each mountain can be climbed in one day, but a guide is needed. The town is also stop on the way Lake Toba. In brastagi, make sure to visit traditional markets and sample of exotic fruits. A glass of marquisa syrup will quench your rhirst, and it can be consumed hot or cold. This is also a perfect souvenir for your loved one.

APPENDIX VII**STUDENTS' PRE TEST***Respondent 1*

1. Write a descriptive text consisting at least 2 paragraph within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Zoo In The Siantar City

I once went to zoo. There I seen many animal, and the place is beautiful. There many tree, the tree is big. There is cool. There is swimming pool, area's game, garden and the other. There we can play flying fox, and can swim in the swimming pool.

There I seen tiger, lion, crocodile, snake, peacock, parrot, any bird, horse and the other. The place is so big. We can tried walk in there. But we also never bored if we go to there. Many person go to zoo, because there we can study about animal.

50

Respondent 2

1. Write a descriptive text consisting at least 2 paragraph within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Simararungung

North Sumatra have much tour place

One of that is Simararungung

In Simararungung area have too much other tour place
are sipiso-piso, sidebu-debu etc. much Person want touring
to this place. because this place beautiful and plus
this place location in the mountain that situation make
this place cool, we can see a beautiful view
from this place.

much the turise come to there. and we are
go to there use car. *

57

Respondent 3

1. Write a descriptive text consisting at least 2 paragraph within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Lake Toba

Lake Toba is Place picnic is the best in sumatra utara. because situation the fine and a number of person come to Lake Toba.

and in Lake Toba a number of person come to Lake toba and they like selfie and swimming in Lake Toba.

54

Respondent 4

1. Write a descriptive text consisting at least 2 paragraph within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Siantar city
zoo

At holiday, I go to Siantar city zoo. there I get very much animal. They are, Tiger, Lion, elephant, Bear, et cetera. and there too there is the regulation. They are, Forbidden to give some Food to the animal, and then forbidden to touch the animal.

Siantar city zoo in ^{the} Siantar city. every will enter to the zoo. we must buy the ticket. and put it in the hand. Although in the zoo many the regulation, we also can eat there. and we also can picnic there.

(63)

Respondent 5

1. Write a descriptive text consisting at least 2 paragraphs within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Siantar zoo

Siantar zoo, the place for animals. and the place^{for} tourist.

in Siantar zoo very much ~~the~~ ~~can~~ animals. that is, lion, zebra, monkey, camel, bird, giraffe, elephant, crocodile etc. and Siantar zoo perfectly for education children. because, we can explain for children about animals. In order, Siantar zoo perfectly for teens, because the ~~view~~ ^{view} is very beautiful. in there, very much street pandour, if we can buy very much foods.

for enter to Siantar zoo, we can buy the tickets. ~~for~~ and put the ticket in hand. In order, in Siantar zoo we can swimming.

68

APPENDIX VII**STUDENTS' POST TEST***Respondent 1*

1. Write a descriptive text consisting at least 2 paragraphs within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Zoo

In Sumatra there is city, the name of city is Siantar. In Siantar there is a zoo. The zoo is beside street. In front of the zoo is a restaurant. The zoo is so big.

In the zoo many animals, the example tiger, lion, crocodile, birds, snake, peacock and the other. There is cool and fresh, there much the big tree. In the zoo there is swimming pool, so after we study about animals we can swim in there. We can happy in there, and we can't bored in there.

The zoo is open from morning until afternoon, the zoo is open everyday, so we can go to there every day, when we want go to there, we can, but don't we go to there at night, because the zoo is close.

86

Respondent 2

1. Write a descriptive text consisting at least 2 paragraphs within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Simararung

North Sumatra have much tour place
 one of that is Simararung and
 in street Simararung in Parapat. or Sipiso-
 Piso and Simararung is place tour beautiful
 in Sumatra Utara and there are
 is a good place tour.

in Simararung is much view beautiful
 and Simararung area have to much
 other tour place are sipiso piso sidebu.
 debu. berastagi etc. because this place has
 a romance milieu. and plus this place
 location in the mountain that situation
 make this place cool - so we can
 see a beautiful view from this place.

86

Respondent 3

1. Write a descriptive text consisting at least 2 paragraphs within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Lake Toba

Lake Toba is place Picnic is The best in abot sumatra
and Lake Toba have situation good and Lake Toba
have Lake big and the water clear.

and a number of person come To Lake Toba
and a people like Lake Toba and and they can swimming
in Lake Toba and a people can photo in Lake Toba

65

Respondent 4

1. Write a descriptive text consisting at least 2 paragraphs within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Siantar city zoo

Siantar city zoo in the siantar. there we can look or see much animals. they are lion, Tiger, elephant,

~~Snake~~ Snake etc. except that we can get a swimming pool there. Before enter to Siantar city zoo we must buy a ticket. and put the ticket in the hand.

And there we can ^{also} picnic there. and in the siantar city zoo forbidden give some afood to animal. and then to touch the animal. but, we can buy some food and eat with our family.

68

Respondent 5

1. Write a descriptive text consisting at least 2 paragraph within 45 minutes about tourist place that you have visited several times. Pay attention to the punctuations, the sentence structure and generic structure.
2. Do it individually to produce a good written descriptive text.

Hutan mangrove

Hutan Mangrove, The tourist place in langsa, Nanggroe Aceh Darussalam. The place is mangrove and beach. In there, we will find mangrove tree and the view beach sunset in beach. Hutan mangrove, its a great place for selfie. because, the view very nice. we can walked around beach, because there is street. And, in there very much monkey. if you want walked around, forbidden bring food.

In Hutan Mangrove, facilities complete, that is Mosque, Toilet, cafe and the tower for see the view in. if you want enter you must buy the ticket for a ticket you must pay Rp 5.000

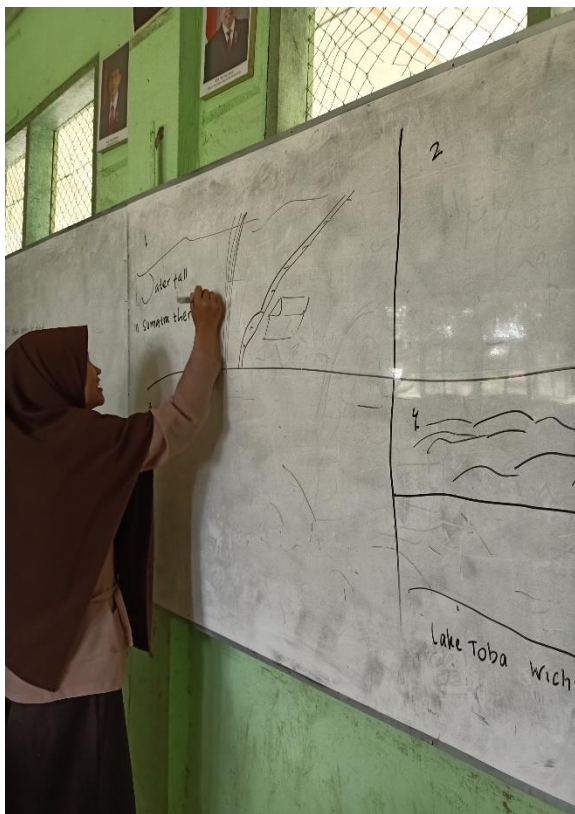
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APPENDIX IX

DOCUMENTATION







APPENDIX X

PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-10938/ITK/ITK.V.3/PP.00.9/09/2020

13 September 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS Al-Hasyimiyah Tebing Tinggi

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Kartika Rinanda
NIM	: 0304161047
Tempat/Tanggal Lahir	: Tebing Tinggi, 31 Mei 1999
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jalan Kesehatan No.9 Sentosa Baru Kelurahan Sei Kera Hilir Kecamatan Medan Perjuangan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Al-Hasyimiyah Tebing Tinggi, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Pictionary Game on Students' Writing Descriptive Text at the Tenth Grade of Senior High School

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 13 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag,
M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN AL-HASYIMIAH TEBING TINGGI
MADRASAH ALIYAH SWASTA AL-HASYIMIYAH
TEBING TINGGI
Jl. Danau Singkarak Kel. Padang Merbau Kec. Padang Hulu
Kota Tebing Tinggi Sumatera Utara 20623
Telp. 0621-24409

SURAT KETERANGAN

Nomor : 1704/MAS PP AI H/XI/2020

Berdasarkan surat Ketua Program Studi Pendidikan Bahasa Inggris UIN Sumatera Utara Nomor : B-10938/ITK/IK.V.3/PP.00.9/09/2020 tanggal 13 September 2020 Perihal Izin Riset, maka Kepala Madrasah Aliyah Swasta Al-Hasyimiyah Tebing Tinggi dengan ini menerangkan bahwa Mahasiswa tersebut dibawah ini :

Nama : **KARTIKA RINANDA**
 NIM : 0304161047
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Studi : S1 (Strata Satu)
 Asal Universitas : UIN Sumut

Benar telah melakukan Riset dan pengambilan data untuk penelitian di Madrasah Aliyah Swasta Al-Hasyimiyah Tebing Tinggi dari tanggal 19 Oktober 2020 s/d 6 Nopember 2020 berkaitan dengan Skripsi yang berjudul "*The Effect of Pictionary Game on Students' Writing Descriptive Text at the Tenth Grade of Senior High School*".

Demikian surat keterangan ini diperbuat agar dapat dipergunakan sebagaimana perlunya.

Tebing Tinggi, 9 Nopember 2020
 Kepala

JAMAL, M.Pd.I