



**THE INFLUENCE OF USING DICE GAME TECHNIQUE TOWARDS STUDENTS'
DESCRIPTIVE TEXT WRITING ABILITY AT MTs ISLAMIYAH SUBULUSSALAM
SUMBERJO**

A THESIS

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as Partial
Fulfillment of the Requirements for S-1 Program**

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**THE INFLUENCE OF USING DICE GAME TECHNIQUE TOWARDS STUDENTS'
DESCRIPTIVE TEXT WRITING ABILITY SEVENTH GRADE AT MTs ISLAMIAH
SUBULUSSAM SUMBERJO IN ACADEMIC YEAR 2020/2021**

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Skripsi ini yang berjudul “**THE INFLUENCE OF USING DICE GAME TECHNIQUE TOWARDS STUDENTS’ DESCRIPTIVE TEXT WRITING ABILITY AT MTs ISLAMIYAH SUBULUSSALAM SUMBERJO**” yang disusun oleh Moni Astuti Siregar dan telah di munaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

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Dengan ini kami menyatakan menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara

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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.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

THE INFLUENCE OF USING DICE GAME TECHNIQUE TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT MTs ISLAMIYAH SUBULUSSAM SUMBERJO IN 2020/2021 ACADEMIC YEAR

Skripsi, Medan: Department Of English, Faculty Of Tarbiyah Science and Teachers
Training, State Islamic University Of North Sumatera, Medan 2020

Keywords : *Dice Game Technique, Students' Writing Ability, Descriptive Text*

This Study aimed to find the influence of using dice game technique towards students' descriptive text writing ability at the seventh grade of Mts Islamiyah Subulussalam. This study used quantitative research with quasi-experimental. It was conducted in seventh grade of Mts Islamiyah Subulussalam Sumberjo. The researcher took 62 students where 32 students for VII-1 as experimental class and 30 for VII-2 as control class. In collecting data, the researcher used writing test and essay as the instrument to obtain students' result. The research methodology was an experimental research, which conducted the experimental class (VII -1) and control class (VII-2) as sample. The study quantitative research with method quasi-experimental design. For collecting the data, the researcher used a writing test and the essay as the instrument for to obtain the students result. The observation of the research showed that the student had the problem in writing elements: content, organization, vocabulary, language use, and mechanic. Researcher used two test, pre-test was given before treatment and post test was given after in learning process. Then, the researcher analyzed the data by statistical formulation by using t-test with 0.05 significance level. After analyzed, the result of the research indicate that the value of t-count was higher than the value of t-table $5.348 > 2.00$ at the significant level $\alpha = 0.05$ and at the degree of freedom (df) = 60. It means that the alternative hypothesis (H_a) was accepted and null hypothesis is rejected. It can be conclude that dice game technique has significant influence on students writing ability in descriptive text writing ability at seventh grade of Mts Islamiyah Subulussalam Sumberjo.

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The title of this thesis is *"The Influence Of Using Dice Game Technique Towards Students' Descriptive Text Writing Ability At Mts Islamiyah Subulussamin 2020/2021 Academic Year"*. This thesis is written to fulfill one of the requirements to obtain the bachelor degree (S-1) at the English Education Department of Faculty Tarbiyah and Teachers Training, State Islamic University of NorthSumatera.

There are so many difficulties that the writer found during conducting the data. The difficulties in arrange the thesis, find a suitable reference, make a research in hard situation during pandemic of Covid-19, collecting data, and analyze the data become the things that the writer have to face when arranged this thesis. Therefore, *Alhamdulillah* beside thank to Allah Swt who has given blessing, and also would like to thank for all of people who guide , helped and supported to finish this thesis well. The writer would like to express the gratitude to:

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TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	v
LIST OF TABLE.....	vii
LIST OF APPENDIX.....	viii
CHAPTER I. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement Of Study	3
1.3 Limitation Of Study	4
1.4 Formulation Of Study	4
1.5 Objective Of Study	4
1.6 Significant of Study	4
CHAPTER II. REVIEW OF LITERATURE	6
2.1 Theoretical Framework.....	6
2.1.1 Ability	6
2.1.2 Writing.....	7
2.1.3 Type Of Writing.....	8
2.1.4 writing process.....	11
2.1.5 Descriptive Text.....	13
2.1.6 Technique.	16
2.1.7 Dice Game	18
2.2 Related Studies	21
2.3 Conceptual Framework.....	24
2.4 Hypothesis.....	27
CHAPTERIII:RESEARCHMETHOD	28
3.1 The location of Time Research.....	28
3.2 Research Design	28
3.3 Population and sample	29
3.3.1 Population	29
3.3.2 Sample.....	30

3.4 Data Collection	31
3.4.1 Research instrument.....	31
3.5 Technique Of Collecting data.....	32
3.6 Technique of Data Analysis.	32
3.6.1 Normality Test.....	32
3.6.2 Homogeneity Test.....	34
3.6.3 T.-test	34
3.7 Research Procedure.....	35
3.7.1 Pre-Test	35
3.7.2 Treatment	36
3.7.3 Post-Test.....	36
3.8 Scoring	36
 CHAPTER IV: DATA ANALYSIS AND RESEARCH FINDINGS.....	40
4.1 Description Data.....	40
4.2 Data Analysis	45
4.2.1 Normality Testing	45
1. Normality testing in experimental class	45
2. Normality testing in control class	57
4.2.2 Homogeneity Testing	67
1.Homogeneity Testing in experimental class	67
2. Homegenity Tesing in control class.....	67
4.2.3 Hypothesis Testing.....	68
4.3 Discussion	70
 CHAPTER V: CONCLUSION AND SUGGESTION	74
5.1 Conclusion	74
5.2 Suggestion	74
 REFERENCES	76
 APPENDIX	78

LIST OF TABLES

Table 2.1 The Conceptual Framework.....	26
Table 3.1 Quasi Experimental Design	29
Tabel 3.2 The Population Of Research	30
Table 3.3 The Sample Of Research	31
Table 4.1. The Score of Pre Test and Post Test of Experimental Group.....	41
Table 4.2. The Score of Pre Test and Post Test of Control Group.....	43
Table 4.3. Frequency Distribution of Pre Test in Experimental Group.....	45
Table 4.4 Normality Testing of Pre Test in Experimental Group.....	47
table 4.5. Frequency Distribution of Post Test in Experimental Group	50
Table 4.6. Normality Testing of Post Test in Experimental Group.....	53
Table 4.7. Frequency Distribution of Pre Test in Control Group	56
Table 4.8. The Result of Normality Testing in Pre Test Control Group	60
Table 4.9. Frequency Distribution of Post Test in Control Group	62
Table 4.10 The Result of Normality Testing in Post Test Control Group	64

LIST OF APPENDICES

Appendix 1. Pre Test

Appendix 2. Post Test

Appendix 3 Lesson Plan of Experimental Group

Appendix 4. Lesson Plan of Control Group

Appendix 5. Name of Student in Experimental Group

Appendix 6. Name of students in Control Group

Appendix 7. The Critical Value Liliefors Test

Appendix 8. Table T distribution

Appendix 9 Student worksheet

Appendix 10 letter permission

Appendix 11 letter response

Appendix 12 Documentation

Appendix 13 Curriculum Vitae

CHAPTER I

INTRODUCTION

1.1 Background of The Study

There are four skill In learning English, that should be matched by by language learners; they ,listen they, speak, read, and write. There are four skills. Writing is among the four skills that any language learners should be able to master. This talentl is considered as the most challenging one. Writing is a dynamic method in which thought and composing are involved. There are several kinds of text in the writing skills that the students can learn, one of which is descriptive text. Descriptive text is a kind of text that is use to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone.

Nurfianti, Jamiluddin and Hastini found the problem of process writing, there are obstacles they lack of material of knowledge to write, they lack of vocabulary making writing, they lack of ability to organize paragraph, they lack of confidence for choosing a topic and developing their ideas, as result, they get stuck in the process of writing.¹

Furthemore, In Mts Islamiyah Subulussalam Sumberjo also discovered the same problem on the basiss of the problem above. In which students many students, when teacher asks them to write, many students have issues, no ideas when to write about, because they did not have to master grammar, substance, and limited vocabulary, they not understand about the spelling word. So that they

¹Nurfianti, Jamiluddin and Hastini. (2014). *Improving Writing Skill By Using Free Writing Technique*. e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 3

were still confused on how to write. Like, they generic structure, the language features. The information was derived from interview and observation performed by english teacher. In addition, in teaching learning method, there are still teachers using traditional method and some teacher teach writing only gave explanation and exercise. So, it makes students frustrated with learning in teaching process. Besides that, the students' response to english teacher also is less enthusiastic. In order to aid students with descriptive text writing skill. In writing class, the teacher had to make fun case.

When to teach the material, teacher should think and apply the media of the creative process. As Southerland said, since in this stage their age the student easily bored,² that junior high school teachers should gain the attention of their student. As a good teacher, teachers often strive to make their class successful teaching learning experience. The teacher requires all students in the class to attend correctly, listen to the teacher, and try to understand what the teacher is teaching in the class. tries to make an effective teaching learning process in their class.³

It is essential to use media to make English lesson more efficient teaching learning process. Teacher should extend the suitable material to the student. Then, students can understand easy the material. So the researcher will like to try of games use dice game especially teaching descriptive text.

Dice from latin " which means " given or played " is a small object that is typically used to produce random numbers or symbols with formed cubes. In a

²L.Southerland. (2011). *The effect of using of using interactive word walls to teach vocabulary to middle school students*. Florida: UNF Digital Common, p.1

³Elizabeth and Digumarti Bhaskara Rao. *Methods of teaching english*. New Delhi: Discovery Publishing House.p.1

number of children's games and gambling, the dice are used dice, usually are used in pairs. Modern dice cubes also have an obtuse angle and on each side they have different numbers or symbols. Dice was constructed to send the English Teacher a round number at random from one to six equal likelihood observation .

Dice from latin “ which means “ given or played “ is a small object that is typically used to produce random numbers or symbols with formed cubes. In a numbers of children's games and gambling, the dice are used dice. Dice usually are used in pairs. Modern dice cubes also have an obtuse angle and on each side they have different numbers or symbols.

The Dice are constructed to give a round number from one to six equal probability at random. The instructor will make students more involved and engaged in the dice game and will improve their ability to mastering a learning material .

According to the background of the study above, the researcher intends to conduct a research with the title “*The Influence Of Using Dice Game Technique towards Students' Descriptive Text Writing Ability at Junior High School*”.

1.2 Statement Of The Problem

Based on the background of the study, the identification of the problem can be described as bellow there are:

1. The students face some difficulties in writing descriptive text.
2. The students have no knowledge of descriptive text composition

3. The students difficult to determine the interesting technique to make their text creative with their own word.
4. The students are not inspired and interested in learning English

1.3 Limitation Of The Study

The problem of this research is limeted on the influence of using technique dice game on students'descriptive text writing ability.

1.4 Formulation Of Problem

Based on the research problem in backgorund of the study above, the formulation of can be seen as follow :

1. Is there any significant influence of using dice game technique towards students descriptive text writing ability?

1.5 Objective Of The Study

Based on the formulation of research above, the objective of study is:

1. To find out whether applying dice game significantly affects the students' descriptive text writing ability.

1.6 Significances Of The Research

The significance of this study can be seen from the therotical and practical perspectives, as below,students, teacher, and other researcher themselves would benefit from the outcome of this study as follows:

1. For the writer, this study is expected can provide information and knowledge for the readers about the influence of using dice game technique towards students' descriptive text writing ability
2. For the student, the result of this study is expected can give a contribution to the students at seventh grade of Mts Islamiyah Subulussalam Sumberjo.
3. For the teacher, this study expected can build teachers' motivation in using innovative teaching and learning media. Furthermore, if dice game is effective to improve students' writing ability, the teachers can use this application as a media in teaching learning process.
4. For another researcher, this study is expected can provide great information and also can be one of reference to complete the further research from another researchers who want to create a research in the same field of study.

CHAPTER II

REVIEW LITERATURE

2.1 Theoretical of Framework

There are several hypotheses required to justify the behaviour or term used in the research in order to conduct a research. The researcher offers some hypotheses relevant to the intent of the thesis in this chapter in order to provide a clear definition of the concept in this study and also to prevent confusion between the writer and the readers.

2.1.1 Ability

Ability is the talent that is done by every human being in this world, it can be said that talent, skill, and power. This meaning of power here, some student better understand this sense of power to learn here, as can be seen from the outcome of learning itself. The other definition, ability is to establish and organize in the form of a given pattern to build coherence and cohesive discourse. And ability here can find in the Holy Qur'an that tell about ability. In An-Nahl verse 78.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ

وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

The meaning: “ And Allah brought you forth from the wombs of your mothers knowing nothing, and gave you hearing and sight, and heart that happily you might give grateful” (QS: An-nahl: 78).

The means of the purpose in this verse is to show that is actually in an integrated capacity not only physically but also mentally which is shown in the verse, "hearing, vision, and also intelligence." That Allah has been blessed to have every human being.

Although, According to Benyamin S. Bloom and his friend, the first person to discover objective educational classification is the first person. According to them, three groups are divided into: Cognitive, Affective, and, psychomotoric.⁴

In Mardianto's book, William Stern said, according to offer the theory of said that ability someone able to adjust to new need that use thought instruments suitable for rich aim. Performance refers to intelligence at the human level, whether it is physical or non-physical ability.⁵

Therefore, we can say that the conclusion from definition above. ability is talent that is inherent in himself and new process of change occurs in each of them to do which occurs in cognitive, affective, and ability physically.

2.1.2 Writing

2.1.2.1 Definition Of Writing

Writing is one of the four language skills that students in the school need to study and master. Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with

⁴Mardianto.2012.*Psikologi Pendidikan*. Medan: Perdana Publishing, P.93.

⁵*Ibid*,.P.98.

others at school level⁶. In order to be able to write efficiently and creatively, it allows them to improve their innovative and critical thinking.

Writing is one way or the target language that is done after someone is able to begin reading. In the type of writing there are different levels of language performance levels. They may be classified as writing or composition.⁷

Writing is one of four abilities taught in the English subject according to Mundhe states. Writing ability in output since this ability is used to produce and distribute information.⁸

Spart et al., according to Puspitasari as quoted by Puspitasari. Writing is an activity in which, by creating signs on a paper, individuals express a message. This means that people should communicate their message or concept in a writing activity, which is expressed by certain signs such as letters and punctuation.⁹

In addition, according to Utami Dewi states that writing is the expression of language in the forms of letters, symbols, or words.¹⁰ From these all statements above, we may infer from these above statements that writing is an activity in which people need to be taught how to write to convey our emotions and thoughts in our attempts to create meanings.

⁶ Muhammad Javed, Wu Xio juan, Saima Nazli. 2013. *A study of students' assesment in Writing Skills Of the English Language*. International Journal Of Instruction, July 2013. Vol.6, No.2.P.130-144

⁷ Marlina Marbun. 2018. *Teaching English To Speakers Of Other Language (TESOL)*. Medan: English Education State Islamic North Sumatera. p.69

⁸ Mundhe. Gamesh B. 2015. *Teaching Receptive and Productive Language Skills with the Help of Technique*. An International Journal in English, p.1-2

⁹ Puspitasari. Erika Yulia. 2014. *The Use Of Picture Series To Improve The writing skill of Tenth Grade Students Of SMA N 1 SRANDAKAN In Writing Narrative Texts In The Academic Year Of 2013/2014*, .Yogyakarta : English Education Department Faculty Of Language And Arts Yogyakarta State University, P.26

¹⁰ Utami Dewi. 2011. *How to write*, Medan: La-Tansa Press, p.2

2.1.3 Type of writing

There many kinds of text types in writing such as narrative text, recount text, procedure text, news items, procedure text, descriptive text, report text, discussion text, review text, anecdote text.¹¹

1. Narration

Narrative text is a complicated or problematic story and tries to find a solution to solve the problem. The narrative mode, the set of methods used to communicate the narrative through a narrative process, is an important part of the narrative text. The aim of the narrative text is to entertain the reader with a tale.

2. Recount Text

Recount text is a text that retells past events or experiences. This focuses on individual participant and the event series. Its aim is either to educate the audience or to entertain them.

3. News Item

News item is a text that tells readers about day's events. The actions are deemed newsworthy or important. Its goal is to educate readers about events of the day that are considered newsworthy or important.

4. Procedure Text

Procedure text is a text that demonstrate a process in order. Its social function is to describe how a sequence of series something entirely. It is intended to help us do something about a task

¹¹ Inda Susanti. 2017. *Improving Student's Ability At Writing Descriptive Text By Using The Learning CELL Learning Strategy At The First Year Of MTs Yayasan Islamiyah Medan In 2016/2017 Academic Year*,. Medan: English Education Department Faculty Of Tarbiyah Science And Teachers Training State Islamic University.

5. Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its intended is to identify and expose a spesific person, place, or object.

6. Report Text

Report text is a text of the report the text that provides. as it is information about something. It is as a product of systematic study and observation. To presents something with facts,, as it is.

7. Analytical Exposition

Analytical exposition is a text that elaborates the idea of the writers about the social role of the phenomenon surrounding. It, showing the reader that the idea of the important matter is the important

8. Spoof Text

Spoof text is a text that tells factual stories that have exsited in the past time with an unexpected and humorous ending. Its social role is to entertain and share the narrative.

9. Hortatory Exposition

Hortatory exposition is a form of English text that in a certain way influences the reader to do something or act. There are some views on some topics in Hortatory's exposition to support the key ideas of the text. The aim of the Hortatory present and influence the readers who should, and should not be. So

10. Explanation Text

Explanation text is of text the description is a text that describes the process of shaping natural, social, scientific and cultural phenomena.

The Explanatory text is to tell ‘why’, and ‘how’ the phenomena are created. It is also found in text book about science, geography and history text books. The purpose of the writer is to illustrate how something works or describes the reasons for certain phenomena. Explanations answer the questions “how” or “why”.

11. Discussion Text

Discussion text is a text containing a problematic discourse. From various perspective, this issue will discussed. In philosophical, historical, and social text, debate is commonly found. Its aim is to present data and views on issues one more than one side of a problem (‘for/pros’ and ‘Against/ Cons’).

12. Review Text

Review text for readers or public presents critical analysis or events or works. It is intended to criticize or judge an art work or occurrence for a general audience.

13. Anecdote Text

Anecdote text is a text that in truth or imagination retells amusing and unusual event. Its aim is to say an event and entertain the reader with a humorous twist.

The researcher selects the descriptive text to be researched and applied in writing from all types of text above.

2.1.4 Writing Process

The basic process of writing according to LAS laUniversity (2008) can divided into the following five steps.¹²

1. Question analysis: identifying key instruction words, the topic (s) and spesific aspects to be written.
2. Topic study: find sources supporting our opinion.
3. Essay planning: organize key ideas and related themes that will be discussed.
4. Writing process: writing our ideas into the key elements of an essay.
5. Include references of sources used.

Thes five steps are steps in the technique of learning to write,as the other steps that can be done is, such as brainstorming for ideas, organizing then sequencing them, revising, editing the draft, and so on. The main purpose of teaching English enable student to communicate both oral and writtten forms, and to understand English text. Furthermore students can learn language skill (listening, speaking, and writing) and language component such grammar, pronunciation and vocabulary integratedly.

As the writer starts writing. He/she is going to think about what the story plot is about and how to say it. After finishing it, the author read, as a whole ,what He/she wrote. Then, make the error corrections and adjusment. In addition, in order to gain success in His/her writing work, the author rewrites and revises it.

For detail there are the step process of writing: ¹³

¹²Jonathan Sarwono and Yudhy Purwanto. 2013. *English Academic Purpose* : Yogyakarta:C.v Andi Ofset .p.61

¹³*Ibid*,p.62.

1. Prewriting

This step includes: (a) finding an idea, (b) building the idea, and (c) planning structure. Writing: the process of real where write down what we done in the first step.

2. Revising: these steps may include adding, rearranging, removing and replacing. We add some words, phrases or even sentences to meet the required word-count. Sometimes, we feel that is better to rearrange the paragraph to make the argument flow more smoothly. We need to remove some words, phrases or event sentences when we have gone over the word count. We also can replace some words or phrases if we feel that they will make our writing more divid.

3. Editing: editing is different wiith revising in terms of detailed changes. In editing we need to go through line and make sure that each sentences, phrase and word is as strong as possible to express our ideas.

4. Publishing: optional for the the last move. We do not need to publish our writing when we write for the class assignment . Nonetheless, if we want the public to be ready, we should publish our writing.

From the step process above, the writer concluded that in writing there are four steps, the first steps; pre-writing, second revising, third editing, the last publishing

2.1.5 Descriptive Text

2.1.5.1 Definition of descriptive text

Descriptive text is a text in the purpose of describing particular person, place or things two.¹⁴ There are two main part, they are identification and description. Description is intended to classify the phenomenon to be described and description of the component, the quality and characteriscticto be described.

According To M Mursyid PW said that descriptive text is a kind of text with a purpose of providing information. The definition of a specific object, animal, human, is the meaning of this form of text.¹⁵

From statement above we can conclude that Descriptive text is a text that easy to find in everyday in our life, because in life we always provide a description of something . Such as about particulthar a person, place, animals, or thing. In learning descriptive text , there are three things that we musk know in studying it. There are they are purpose of descriptive text , generic structure descriptive text and language features.¹⁶

1. Social function

The social function of writing descriptive text is to describe a particular, place, person, thing, or animal.

2. Generic structure

It is consist of two part they are (a) identification; identification, that is the statement that consistof one topic to be describe, and (b)description , which

¹⁴Ira Wijayanti. 2013. *Be Smart In English*. Solo: PT Tiga Serangkai Pustaka Mandiri. P. 136 2.

¹⁵M Mursyid PW. *Englih Learning Handout For Grade VII Learning Descriptive Text* .p.4

¹⁶Rahmad Husein and Anni Holila Pulungan. 2017. *Sumber Belajar Penunjang PLPG Mata Pelajaran / Paket Keahlian Bahasa Inggris Bab VII*. From Pdf. Retrived February 1 , 2020 at 15.30

consist of the details description about the object that is identified in identification.

3. Grammatical features

In descriptive text, it is focuses on specific participant, uses of attributes, declarativets sentences, and simple present tense.

2.1.5.2 The generic structure of desriptive text

The generic sturcture is shown in the following:

1. Identification: the phenomenon to be mentioned is defined. The object that will be mentioned is defined by an astatement or short paragrapgh. Typicallt it interesting and able to provoke the readers to be ager to red the text.
2. Description: defines characteristic in order of significance. One of many paragraph can consist one. As described in the identification section. This part is used to provide a sufficient description of the objec The obejct can be defined according to different angles, such as size, lenght, strenght, color, height, condition of the location, weather, qualities, shape, etc. ¹⁷

2.1.5.3 The Purpose Of Descriptive Text

While the purpose of descriptive text are:

1. To entertain: an humorous explanation of the bedroom of a teenager.
2. To express feelings: a description of your favorite outdoor retreat so

¹⁷George E. Wishon and Julia M. Burks . 1980. *Lets write English* . New York :Liton Educational .P. 379

your reader understand why you enjoy it so much.

3. To relate experience: a description of your childhood home to convey a sense of the poverty you grew up in.
4. To inform (for reader unfamiliar with the subject): A description of a newborn calf for a reader who has never seen one.
5. To inform (to create a fresh appreciation for the familiar): a description of an apple to help the reader rediscover the joys of the simple fruit.

My Mother

Identification* \implies *introduces the individual mentioned

My mother is a beautiful person, she is very kind, she is tall, she used hijab, and she have the brown eyes, her eyes likes stars and her color skin light brown, She has beautiful smile, i like her smile. Her weight is 45 lbs

Description* \implies *gives the detail of the individual mentioned

My mother is a very kind and tidy person. She is lovely, friendly, patient, and she loves to help people. And her hobby is singing, she has a good voice also she have a talent qori'ah. my mother a very good child, wife and mother. She always take care of her family. She likes her house to be clean and organized. She is very organized person, and all things in the house are in the right place. I love her, because she is a good example for me

I love My Mother So much.

2.1.6 Technique

Performing teaching technique in the process of teaching and learning activities can influence students to help writing ability and this is one important for teacher.¹⁸ Meanwhile, according to Merriem-Webster, technique is the way in which technical details are handled (as by a writer) or simple physical movements are used (as by a dancer); such detail is also handled or used by such movement networks. Technique can also be said to be an approach. Which is done in the classroom with various methods in order to get an effective classroom situation.¹⁹

The teaching technique are very important factors to be able to influence students in learning writing ability²⁰. Therefore, we may also usually think of technique as a process or style of formal technical information. Cultural practices as well as human interaction with instruments and items associated with human arts, crafts, and skills are included in this general concept of technique. The verse related with Holy Qur'an An-Nahl verse 125.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَدِلْهُمْ بَالَّتِي هِيَ
أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ



¹⁸Prof. Dr Aytekin ISMAN.(2012) . *Techonology and Technique : An Educational Persepctive* . TOJET: The turkish Online Jurnal of educational Technology – April 2012. Volume 11 issue 2. Sakarya University –Turkey

¹⁹John Langan. (1999). *Collage Writing Skills Media Edition*.

²⁰Ramadani. Saptania Ayu. (2013). *Improving Students' Writing Ability In Writing Descriptive Text Thrpugh Field Trip At SMA N 1 Godeam* . P 6.

Meaning: invite (mankind of Muhammad) to the way of your Lord (i.e. Islam) with wisdom (i.e. with the divine inspiration and the Qur'an) and good instruction, and argue with them in a way that is best, indeed, your Lord most knowing of who has strayed from his way, and He is best aware of those who are guided (QS. An-nahul :125)

The means from this verse, we can take conclusion. Allah reminds us to improve ourselves with competencies skill in each of us, and attitudes, which are derived from Allah SWT. So, from this verse guide us, we can guide to improve the quality of education with various ways, such as developing a curriculum based on the times and improvement of curriculum, teacher strategy, technique of teaching the learning, supporting books, and improvement of learning methods.

As a teacher we as know the duties and responsibilities. In developing his/her profession that is 1) teacher as a teacher, 2) as guide, 3) class administration, 4) curriculum developer, 5) developing profession, 6) fostering relations with the community.²¹

2.1.7 Dice Game

Dice from Latin "datun" which means "given or played" is a small object that is generally shaped cubes are used to generate random numbers or symbols. The dice are used in a variety of children's games and gambling. Generally, the dice used in pairs. Traditional dice cube often with obtuse angle and have different numbers or symbols on each side. Dice designed to give a round number

²¹Ali Mudlofir.(2013). *Pendidik Profesional*. Jakarta: PT RajaGrafindo Persada. P. 62

at random from one to six equal probability.²²Traditionally, the pair number to number seven is made on the opposite side. According to Hadfield has a theory about dice game said dice games are familiar game type, where the aim is to able recognizw written numbers, drawing, matching, and for langugae, face and or body vacobulary basic game language.²³ while Lewis and Bedson said that dice games are incredibly versatile. Dice need only have number in the faces. They can have numbers, colurs, lette²⁴r of the alphabet virtually anything you like. Dice need not be six-side either.

The purpose of Dice Game is to make students practise spoken English Through a fun competition. Student sit in groups of four. Each member of group takes turn to throw the dice and moves his /her token as many steps as that appears on dice but can only stay there if answering the question or doing the instruction written on the board correctly.²⁵

In addition, There are four advantage of using this games in language learning.²⁶

1. Dice games help encourage many students or learners to sustain their interest and work on learning a language.

²²Nurazlina, and Safira Apriani Zahraa.(2017). *The Making of a Magic Dice Game To Learn English Vocabulary For Elementary Shool Students*. Inovinish Journal.Vol .2.No 1 June.

²³Jill Hadfield. *Elementary vocabular games*.London: longman.p 4

²⁴Lewis and Bedson, (2002) *Games for Children*. Oxford: University Press.

²⁵Rahmah Fithriani. (2018). *Communicate Game –Based Learning In EFL Grammar Class Suggested Activities And Student' Perception* .JEELS.Vol.5 .No. 2 November 171-188

²⁶Charles Guterres and Felisberto soares.(2017). *The use of dice game to improve students ability in simple past tense to the first grade students of secondary school in Timor Leste*. Vol .1.No.1

2. Dice games can help the teacher to create contexts in which language is useful and meaningful. English teachinginc includes the teaching of patterns. Through the game, these models can be taught meaningfully.
3. Dice games allow for the repeated use of language form or drill. By allowing the language to express knowledge and viewpoint, games provide the main of feature of the drill with the oppurtunity to the functioning of language as living communication.
4. Dice games can be found to provide practice in all skills, in all the stages of the teaching -learning sequences and many forms of communication.

Dice game is a game , it is easy and fun to play. The advantage of this game as technique is very flexible and fun when during the teaching learning process. In this research by using Dice Game is to teach writing descriptive text, it can support students' writing ability and make more challenging in writing skill, especially writing descriptive text, so the writer modifies the teaching instructions or the teaching stpes as follows:

1. Teachers shows the picture famous artist indonesian.
2. Ask three to five student about the picture .
3. The class divided into five groups
4. Teacher explain the rules and play together
5. The game strart from teacher and be continue by students
6. Student throw the dice and if she or he get one ,two ,or three dots they must to make one ,two , or three word base on the picture
7. So each students writes each word do at the board.

8. Then ask the students to speak to their group classes, ask them to offer a picture or poster suggestion or solution.
9. In front of their peers, each group gives a presentation about their discussion.
10. And the last Ask the student to give comment about the their description in the board.
11. And the teacher to evaluate the answer with student
12. After that the student has divided by group, the student write story together by completing sentences
13. Each group give a presentation about their discussion in front of their classmate.
14. Ask the other team to comment on the presentation.

2.2 Related Study

Using media is important when teaching learning proces. It will inspire students to be involved in the learning process. The previous research that used medis to boost the ability of students to compose descriptive text has been checked as the previous research inclcudes. there are :

1. “The Use Of Dice Game To Improve The Students’ Writing Skill Of Descriptive Text” written by Hidayatul Ummah. The objectives of this research are to describe the implementation of dice game to improve the students’ writing skill of descriptive text and to find out whether dice game can improve the writing skill of descriptive text of the tenth grade students. This research belongs to classroom action research. The media

that is used in this research is dice. Before implementing cycles in research, the writer got the data from the teacher. The research was done in 2 cycles. And the writer use two instruments in this research , they are observation sheet and written test. Based on the finding of the research , the students' average score was improved from 67.35% in cycle I then it was changed into percentage to be 78.68%. From the data above, the category of the average score of the students' writing skill of descriptive text in cycle I is sufficient, while category of the average score of the studentss' writing skill of decriptive text cycle II is good. It can be concluded that dice game improve the writing skill of descriptive text of tenth grade students.

2. "Improving Writing Skills In Descriptive Text By Using Dice Game Of Sevent Grade Students (2015) " writer by Kusriah. This research Used classroom action research method. Then, the researcher choose the students class VII-A as sample that consist of 35 students. This research is done 2 cycles. There are two meetings in each cycle which consist of four stages, those are: Planning, action, observing, and reflecting. In this research, there are three instruments that are used by the writer to collect the data. In this research. There are observation sheet, questionnaire and achivement test. Based on the finding of this research. The student' writing skill could be seen from test in every cycle, in pre cycle the writer observed the students writing skill is low because the result just 56.58%. In cycle II. The students' writing skill at first cycle was 64.17% it means that the students writing skill was still sufficient. In cycle II the reselt of

students' writing skill was 76.37%. It can be concluded that dice game can improve writing skill in descriptive text .

3. "The Use Of Dice Game To Improve Students Ability In Simple Past Tense To The First Grade Students" writer by Charles Guterres and Felisberto Soares. The focuses of this study were to know that dice game can improve students' ability in simple past tense. The modality adopted was qualitative. Classroom action research was the strategy of the research. This strategy comprised four stages: planning, action, observation, and reflection. To collect the data. The researcher used observation and test. The test consisted of 20 items : 10 item for multiple choice and 10 items for completing the sentence. The participants of the study were the first grade students of secondary school. The finding of this research showed that the score of pre-test was 6.5. It mean that the students still got difficulties in using simple pas whether in speaking or writing. In order to overcome this issue. The researcher applied dice game to teach simple past tense. After the interventation of this game, the researcher administered the post-test . The result of the post-test was 9.2 and is classified as higher and highest level. To sump up, using dice game to teach simple past was innovative method and using simple past tense,this may increase the capacity of students.

Based on the related study above, there are similarity with the researcher about student writing ability in descriptive text ,and some method the previous studies with the writer but the The first writer , second and third writer use class action research and the third writer teach simple past tense when using dice

game.while the researcher here focus to know the effect of using dice game in writing ability descriptive text. So that the researcher interested conducting research on teaching writing using dice game . The researcher will use the same method and material use descriptive text.

2.3 Conceptual Framework

Writing can be defined as a process in which ideas and emotions are expressed and arranged and the correct words can be found to render them on piece of paper.

Therefore, students should also know how to write well and what they need to write a good sentence to explain their thoughts or views from their writing based on grammar.²⁷ The object of writing is to well convey and organize words from the ideas one to the other, the other one word, opinion in the written text from your mind to another mind ritten text

Descriptive text is describing a text in particular person, place or things two. The purpose of descriptive text: (1)To entertain: an amusing description of a teenager's bedroo (2)To express feelings: a description of your favorite outdoor retreat so your reader understand why you enjoy it so much . (3)To relate experience: a description of your childhood home to convey a sense of the poverty yoy grew up in. (4)To inform (for reader unfamiliar with the subject): A description of a newborn calf for a reader who has never seen one.To inform (to create a fresh apreacition for the familiar): a description of an apple to help the reader rediscover the joys of the simple fruit.

²⁷D. Nunan (2003) . *Second Language Teaching and Learning* . Boston: Heinle & Heinle Pubilisher, p. 88

The dice are used in a variety of children's games and gambling. Generally, the dice used in pairs. Traditional dice cube often with obtuse angle and have different numbers or symbols on each side. Dice designed to give a round number at random from one to six equal probability.²⁸Traditionally, the pair number to number seven is made on the opposite side.

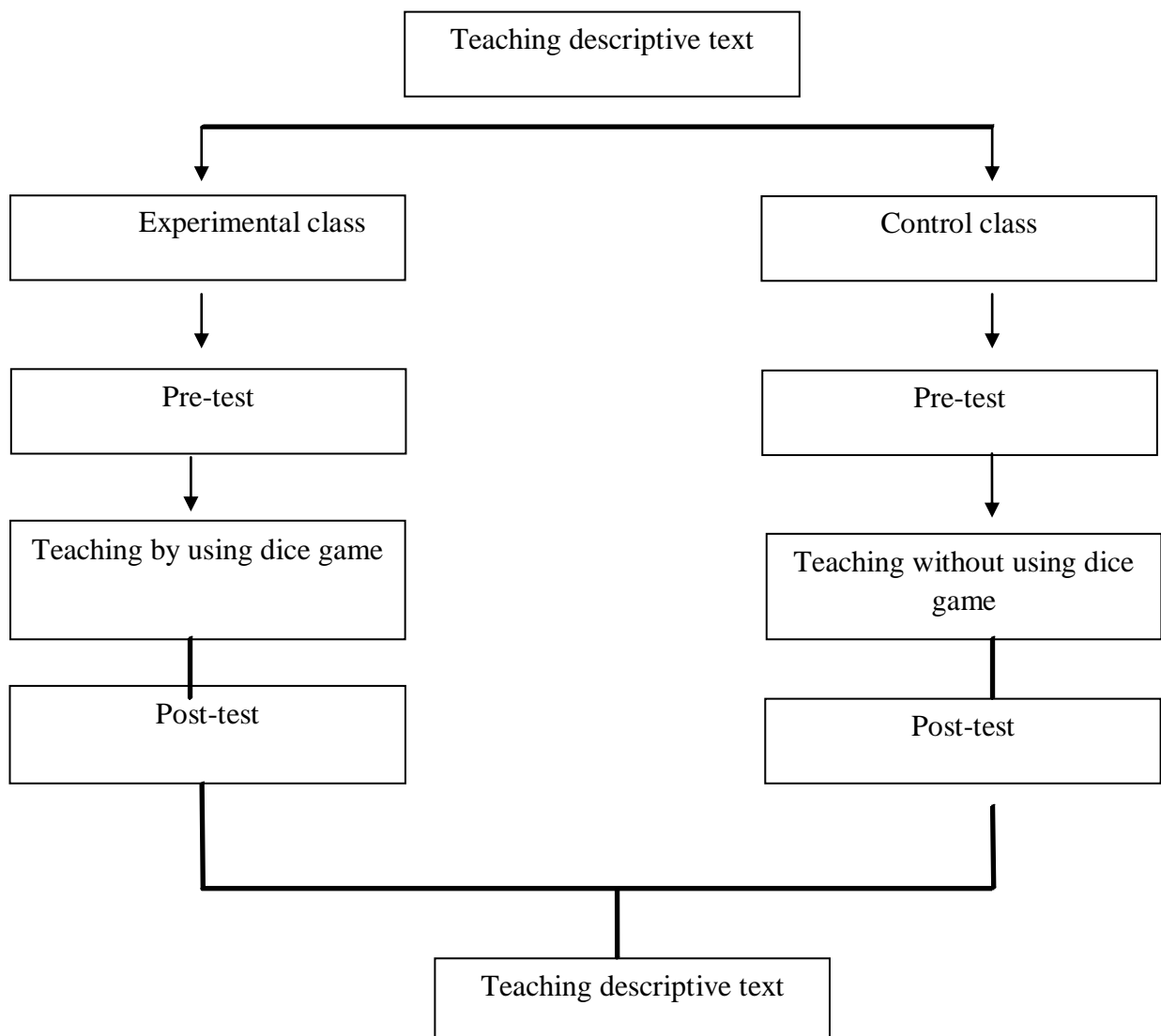
The purpose of Dice Game is to make students practise spoken English Through a fun competition. Student sit in groups of four. Each member of group takes turn to throw the dice and moves his /her token as many steps as that appears on dice but can only stay there if answering the question or doing the instruction written on the board correctly.

Therefore, the researcher conducted to determine whether teaching using dice game technique was successful in enhancing and influencing the motivation of students in writing descriptive text.. Generally, the problem factors that students frequently face in writing are laziness, lack of vocabulary, absence of mastery grammar, and hard to set up, and communicate their thoughts in written form. Thus, the researcher assumes that using teaching technique in teaching learning proces can stimulate their interest and motivation in writing,through the use of dice gams, particularly in descriptive text, which can help them to develop written ideas. In this research, researcher used two kinf of variable, such as variable X and variable Y, the first is dice game technique as the "X" variable, and the second is the students' writing ability as the "Y" variable.

²⁸Nurazlina, and Safira Apriani Zahraa. (2017). *The Making of a Magic Dice Game To Learn English Vocabulary For Elementary Shool Students*.Inovonish Journal. Vol. 2.No. 1 June

Furthemore, the researcher applied quasi experimental design. The sample consisted of two classes namely : experimental class and control class. Researcher gave pre-test and post test to both classes to know and to get data both classees how the interaction before after trearment, but treatment was applied only to the experimental class . Then control class was without using dice game, but the same material both classes.

Picture 2.1 The Conceptual Framework



The conceptual structure of this research is : input, method or process and output. The input of this research is teaching descriptive text through dice game in experimental class and problem based learning in control class. The process of this research is the student in writing descriptive text. The output of this research is the result of the dice game technique in teaching descriptive text

2.4 Hypothesis of The Study

In order to know the effectiveness of teaching writing descriptive text by using dice game , the researcher develop two hypotheses that will use t-test.

They are:

1. Null Hypothesis (Ho) There is no significant influence of using dice game technique towards students'descriptive text writing ability at MTs Islamiyah Subulussalam Sumberjo.
2. Alternative Hypothesis (Ha) There is significant influence of using dice game technique towards students'descriptive text writing ability at MTs Islamiyah Subulusalam Sumberjo.

CHAPTER III

RESEARCH METHODOLOGY

3.1 The location and time Of Research

This research was conducted at the seventh grade of Mts Islamiyah Subulussalam which located Jl Protokol Pasar 1 Desa Persiapan at Sumberjo. This research was conducted during six meetings in the teaching learning process, consisting of giving pretest, presenting materials with treatment and giving post-tets in the last meeting.

The researcher choose MTs Islamiyah Subulussalam because:

- a. There has not been the sama research done before in this school.
- b. The researcher found interesting experience in field practice.
- c. The researchers want to know the more about the student and have inspiration and challenge earned by them
- d. The researcher near from boarding school.

3.2 Research Design

The design in this reserch was carried out by using quantitative research with the quasi experimental design. According to Sugiyono Quantitative research of quasi experimental design analysis is a study that compares the pretest and posttest values between the experimental and control groups.²⁹ Pretest to determine the students' initial ability to understand a descriptive text, then given treatment, and student in understanding a descriptive text , then treatment, and the

²⁹Sugiyono.(2016). *Metode Penelitian Pendidikan*. Bandung:Alfabeta.p.116

last post –test given to determine the understanding after treatment of descriptive text relevant to the students. After that, the researcher will evaluate the result of the pre-test and post-test.

The general of quasi experimenta table is given below.³⁰

Table 3.1 Quasi –Experimental Design

Groups	Pre-test	Treatment	Post-test
Experimental class	✓	Tretment by using Dice game	✓
Control class	✓	Treatment by uisng whiteboard and paper as media	✓

In this research, the student in the experimental class was taught by using Dice game and the student in the control class was taught didn't receive using Dice game but the other method. The research was carried out for sixs meetings, included giving the pretest, treatment, and posttest.

3.3 Population And Sample

3.3.1 Population

Population is any group of people with one or more uncommon features that are inherent to the writing. According to Endang Mulyatiningsih population is a set of persons, animals, plants or artifacts to be studied has certain

³⁰John W. Creswell. (2008). *Educational Research. Educational Research: Planning, Conducting, and Evaluating Quantitative Research*: New Jersey: Pearson Educational. Inc, p.314

characteristic.³¹ While, according to Sugiyono in his book said generalation area consisting of objects or subjects that have certain qualities and characterisctic that are determined by the researcher to be studied and then dram conclusions.³²

The population in this researh is the Second Grade MTs Islamiyah Medan consist of two classes, they are VIII- 1, VIII –2. The total number of population was 62 students.

Table 3.2 Population Of The Research

Class	Number of Students
VII-1	30
VII-2	32
Total	62 tudents

3.4.2 Sample

According to Sugiyono, sample is a part of the number and characteristics possessed by the population.³³ Sample is part of population which will be researched.. In selecting sample, the research used” saturated sampling ” by taking two classes they are VIII 1 and VIII 2, because seventh grade was only two class in MTs Islamiyah Subulussalam automatically all population in in this research include sample.So the research use saturated sampling. On that basis of the sample, two classes are taken , namely class VIII 1 as an experiment class and VIII 2 as a control class.

³¹Mulyatiningsih, Endang. (2004). *Metopel Terapan Bidang Pendidikan*. Bandung: Alfabeta, p 9

³² Sugiyono. (2018).*Metode Penelitian Pendidikan*. Bandung:Alfabeta,p.117

³³Sugiyono. (2018) .*Metode Penelitian Pendidikan*. Bandung: Alfabeta, p.118

Table 3.3 Sample Of The Research

Class	Number of Students
VII-A	32
VII-B	30
Total	62 tudents

3.4 Data Collecion

3.4.1 Research instrument

In a research, instrument defined as a tool to collect the data.³⁴ The researcher used writting test as to collect data, in this research by using pretest and posttest in the experimental class and control class. The topic of pre test and posttets is about to describe people with the title my best friend and my english teacher. The experimental and control was taught by using different method, the student in the experimental class learn descriptive text by using dice game while the student in the control class learn descriptive text without using dice game.

1. Validity

Validity is the degree to which it calculate what it is intended to calculate. To obtain the validity of test, the validity of the face and content was modiefied by changing the test with SKKD (*Standar Kompetensi dan Kompetensi Dasar*) . “validity” is a noun , while valid is an adjective. For example a test is called valid if the test can precisely measure what is being measured.³⁵

³⁴ Neliwati.(2018).*Metodologi Penelitian Kuantitatif kajian teori dan praktek*.Medan:CV Widya Puspita, P. 161.

³⁵Suharimi Arikunto. (1993). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta:Bumi Aksara.P.56.

2. Reliability

Reliability is a required feature of any successful test, so that, a test must first be accurate as a measuring test to be true at all.³⁶ An objective scale is then used as a written evaluation of the students to make the test accurate. Some elements, such as material, organisations, vocabulary, language use, and mechanic are evaluated.

3.5 Technique of Data Collecting

Data collecting technique to determine the extend of influence of using dice game technique towards students' descriptive text ability at SMP Muhammdiyah Medan is using test techniques and instruments in form of an essay. The students was instructed to write a descriptive text based on the topic given by the researcher.

3.6 Technique of Data Analysis

The data analysis technique used in this study is a decriptive statistical analysis technique. According to Sugiyono descriptive statistic, the analysis of the data by mean of a description of the data that has been collected without the intention of producing a conclusion that applies to the public or to generalisation.³⁷ There are several steps, to prove the hypothesis, such as the formula below:

³⁶Sugiyono. (2017). *Metode Penelitian Pendidikan. Bandung: Alfabeta*, p.446

³⁷*Ibid*, p.446

3.6.1 Normality test

According to Sudjana a normality test was performed to determine the population and normality was or was distributed in the sample of study. This test used by the liliefors test. The measures are as follows:

Observation $X_1, X_2, X_3, X_4, \dots, X_n$ are presented raw numbers $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

with \bar{x} = Average

s = Standart sample deviation

For each of these ras numbers using the normal distribution is calculated the probability $F(Z_i) = P(Z \geq Z_i)$

Next is calculated the proportion of smaller or equal to Z_i . If that proportion states with $S(z_i)$, then

$$S(Z_i) = \frac{Z_1, Z_2, Z_3, \dots, Z_n \leq Z_i}{n}$$

Calculating $F(Z_i) - S(Z_i)$ then determined the absolute price. Takes the absolute gretest price (L_0) to accept or reject the hypothesis, then compare L_0 with the critical value taken, from the list, for the the real level $\alpha = 0.05$.

By criterion

if $L_0 < L_{\text{tabel}}$, then the sample is normally distributed

if $L_0 > L_{\text{tabel}}$, then the sample is not normally distributed

3.6.2 Homogeneity Test

Arikunto, said that homogeneity test is done to test the similarity of variance. The homogeneity test used is the largest variance way compared to the smallest variance, with the following steps.³⁸

Write H_a and H_0 in form of sentencing.

Write H_a and H_0 in form of sentencing

Find F_{count} by the formula:

$F_{count} = \text{the biggest variant} / \text{the smallest variance}$ with Set α to 0.05.

Next, Calculate $F_{table} = F(n \text{ variance large} - 1, n \text{ the smallest variance} - 1)$

Compare F_{count} with F_{table} .

Define the test criteria if $F_{count} < F_{table}$ so H_a be accepted (homogen) , and if $F_{count} > F_{table}$ is heterogounous.

3.6.3 t-Test

t-test is the statistical analysis to determine the difference between two means.³⁹ The test formulat used in this study with a significant degrre of α is 0,05. The test formula is as follows :

To select alternative t -test

If the data comes from a homogenous population ($\sigma_1 = \sigma_2$ and σ is unknown), then the t test formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

³⁸ Arikunto. S. (2010). *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara, p.32

³⁹ Sri wahyuni Saragih, (2017). *Statistik Pendidikan*. Medan: Fakultas Tarbiyah UINSU

with $S_2 = \frac{(n_1-1) S_1^2 + (n_2-1) S_2^2}{n_1 + n_2 - 2}$, if the data comes from a non-homogeneous

population ($\sigma_1 \neq \sigma_2$ and σ unknown), then the t- test formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Information:

t = t-test

n1 = The sample of the experimental class

n2 = The sample of the control class

S1 = Standard deviation experimental group

S2 = Standard deviation of the control group

S2 = Combined variance of S1 and S2

\bar{X}_1 = The average of the experimental class

\bar{x}_2 = The average of control class

Testing criteria are: H_0 accepted and H_a rejected, if $t_{\text{count}} < t_{\text{table}}$ with dk = $(n_1 + n_2 - 2)$ with opportunity $(1 - \alpha)$ and the significant degree $\alpha = 0,05$. Then,

H_0 rejected and H_a is accepted if $t_{\text{count}} > t_{\text{table}}$. It can be concluded

H_0 accepted if price $t_{\text{count}} < t_{\text{table}}$ and H_a rejected.

H_a accepted if price $t_{\text{count}} > t_{\text{table}}$ and H_0 rejected.

3.7 Research Procedure

3.7.1 Pretest

Before the learning process, the pretest was performed to assess students' interpretation of descriptive text. The pre-test was given before treatment. The same pre-test was given to both experimental class and control class in order

to investigate the students writing ability. Both experimental and control group were asked to write a descriptive text based on the topic given.

3.7.2 Treatment

In the treatment was conducted after giving pre-test and teaching-learning activity with the students in both experimental and control class in second meetings. In this teaching and learning process, experimental class using dice game and the control class didn't receive using dice game. Both of experimental class and control class were taught with the same material.

3.7.3 Posttest

After treatment process, post-test was given to the students, same as pre-test, post-test was also received by two classes. The posttest was carried to understand the progression between the experimental and control class, after the teacher give treatments to the students. In this last meeting, research give to the test to the students in experimental and control class. The way ask the test was similar pretest. In analyzing and assessing the students' writing ability.

3.8 Scoring Test

There are five scoring scales in scoring writing, namely content, organization, vocabulary, language use and mechanics.⁴⁰

1. Content

⁴⁰Arthur Hughes, (2003), *Testing for Language Teachers (Second Edition)*, Cambridge: Cambridge University Press, p. 104.

30-27	excellent to very good
	Knowledge substantive, development of topic sentence is relevant to and assigned topic
26-22	good to average
	Some knowledge of subject –adequate-etc
21-17	fair to poor
	Limited knowledge of subject-little substance-etc
16-13	very poor
	Does not show knowledge of subject-non- substantive-etc

2. Organization

20-18	excellent to very good
	Fluent expression-ideas clearly stated-etc
17-14	Good to average
	Somewhat choppy-loosely organized but main ideas stand out, etc
13-10	Fair to poor
	Non fluent –ideas confused or disconnected-etc
9-7	Very poor
	Does not communicate-no organization-etc

3. Vocabulary

20-18	excellent to very good
	Sophisticated range-effective word/idiom choice and usage –etc

17-14	Good to average
	Adequate range-occasional errors of word/idiom form, choice usage but meaning not obscured
13-10	Fair to poor
	Limited range-frequent errors of word/idiom, form,choice,usage etc.
9-7	very poor
	Essentially translation-little knowledge of english vocabulary

4. Language use

25-22	excellent to very good
	Effective complex constuction-etc
21-19	Good to average
	Effective but simple constuctions-etc
17-11	Fair to poor
	Major problems in simple/complex constructions- etc
10-5	very poor
	Virtually no mastery of sentence construction rules- Etc

5. Mechanics

5	Excellent to very good
	Demonstated mastery of conventions-etc

- 4 **Good to average**
Occasional errors of spelling, punctuation-etc
- 3 **Fair to poor**
Frequent errors of spelling,punctuation,
capitalization-etc
- 2 **Very poor**
No mastery of conventions –dominated by errors of
spelling,punctuation, capitalization, paragraphing –
etc

Table 3.4 the Rubric to score the students

No	Students' Name	Component				
		Content	Organnization	Vocabulary	Language use	Mechanics

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 FINDINGS

4.1.1 The Data

In this section, the researcher analyze and demonstrates the writing ability before and after teaching by using dice game technique in teaching writing. The sample of research consist 62 students from the seventh grade of Mts Islamiyah Subulussalam ,consisting of two classes, namely experimental class and control class. The purpose of this research is understant and find out that applying of using dice game technique significantly affects towards students' descriptive text writing ability at Mts Islamiyah Subulussalam.

In this research there are two groups, namely experimental and control group.VII-1 as experimental class and VII-2 as control class. All of Student in each class got a pre-test and post-tes to conduct data. Pre-test was given before the learning process on August 13th ,2020. After that, the students in each class get a post –test was given after the learning process or after the treatment on September 4th,2020, to get the data researcher use writing test with score by calculating the fice component scale there are : content, organization, vocabulary, language use and mechanics.

Then, the researcher colleted the students score as the requirements to analyze the data. Before analyze the data, all of the students in pre-tes and post-test in each class was colleted in the table. Researcher make more detail in the tabel , it can be seen in the table bellow:

Table.4.1**The Score of Pre-Test and Post-Test Of Experimental Class**

No	Student' Initial	Pre-Test	Post-Test
1	AF	46	78
2	AR	52	77
3	AA	59	72
4	AZ	78	88
5	AS	75	85
6	ALN	72	85
7	EH	68	83
8	EAP	63	70
9	EL	50	77
10	FA	70	85
11	JPH	78	88
12	KAN	63	70
13	KT	63	80
14	MRK	55	75
15	MS	46	67
16	MA	50	85
17	NP	78	88
18	NA	52	70
19	RRA	46	67
20	RS	55	65
21	RP	55	65
22	RA	34	42
23	RS	38	46
24	RAA	72	83
25	SAN	61	83
26	SSN	34	65
27	SAF	59	75
28	SR	52	72
29	SAD	78	85
30	UN	63	72

31	WN	66	80
32	WD	66	85
	Total	$\Sigma = 1897$	$\Sigma = 2408$
	Mean	59.28	75.25

From the table above, the result of pre-test and post test in the students' descriptive text writing ability in experimental class showed the lowest score of pre-test was obtained by 2 students with a score of 34. At a score of 38, it was found that in 1 student. Then there were 3 students who got score 46. And the value of 50, there were 2 students. For the value of 52 obtained by 3 students, the value of 55 was obtained by 3 students, and the value of 59 was obtained by 2 students, the value of 61 was obtained by 1 student, then the value of 63 was obtained by 4 students, the value of 66 was obtained by 2 students, furthermore, the value of 68 was obtained by 1 student, the value of 70 was obtained by 1 student, the value of 72 was obtained by 2 students, and the value of 75 was obtained by 1 students. Then for the highest score of pre-test score was obtained by 4 students with score 78. The total number of pre-test in experimental class is 1897 and the average is 59.28. meanwhile, the lowest score of of post-test was 42 obtained by 1 student, and the score of 46 was obtained by 1 student, then the value of 65 was obtained by 3 students, the value of 67 was obtained by 2 students, the value of 70 was obtained by 3 students, the value of 72 was obtained by 3 students, the value of 75 was obtained by 2 students, the value of 77 was obtained by 2 students, the value of 78 was obtained by 1 student, the value of 80 was obtained by 2 students, the value of 83 was obtained by 3 studentes, and the value of 85 was obtained by 6 students. Then for the

highest score of post-test score was obtained by 3 students with score 88.

The total number of post-test in experimental class is 2408 and the average is 75.25 .

Table.4.2

The Score of Pre-Test and Post-Test Of Control Class

No	Students'Initial	Pre-Test	Post-Test
1	AP	60	66
2	ATR	50	60
3	ATS	46	76
4	AA	50	60
5	BN	55	55
6	BP	46	55
7	DD	52	66
8	DA	66	76
9	DRP	52	55
10	DAP	46	52
11	F	38	52
12	FCS	34	46
13	GTW	52	66
14	HH	34	66
15	IAS	55	66
16	KO	59	70
17	MA	66	70
18	MFN	50	55
19	MI	46	52
20	MS	59	60
21	PR	42	46
22	PF	55	60
23	RA	55	70
24	RAC	66	76
25	RI	46	64
26	RY	66	64

27	SP	42	46
28	SN	42	46
29	SL	38	60
30	VTR	66	78
	Total	$\Sigma = 1534$	$\Sigma = 1834$
	Mean	51,13	61,13

From the table above, the result of pre-test and post-test in the students' descriptive text writing ability in control class showed the lowest score of pre-test were obtained by 2 students with a score 34. At score of 38, it was found that there were 2 students. Then there were 3 students who got a score of 42. And the value 46, there were 5 students, for the value of 50 was obtained by 3 students, then the value of 52 was obtained by 3 students, the value of 55 was obtained by 4 students, and the value of 59 was obtained by 2 students, the value of 60 was obtained by 1 student. Then for the highest score of pre-test score was obtained by 5 students with score 66. The total number of pre-test in control class is 1534 and the average is 51.13. Meanwhile, the lowest score of of post-test was 46 obtained by 4 students, and the score of 52 was obtained by 3 students, the value of 55 was obtained by 4 students, then the value of 60 was obtained by 5 students, the value of 64 was obtained by 2 students, the value of 66 was obtained by 5 students, the value of 70 was obtained by 3 students, the value of 76 was obtained by 3 students. Then for the highest score of post-test score was obtained by 1 student with score 78. The total number of post-test in control class is 1834 and the average is 61.13

4.2 DATA ANALYSIS

4.2.1 Normality Testing

In this reserach, normality testing was checked by using statistical form of liliefors to calculated the score. Normality test is one of requirement besides of homegeneity test in preliminary analysis step for – t-test and hypothesis test. The purpose of normality test here is to know whether all of the data are normally distributed or not. The result of normality test was showed as below:

1. Normality Testing of Experimental Class

Table. 4.3

Frequency Distribution of Pre-Test in Experimental Class

No	Xi	Fi	FiXi	Xi ²	FiXi ²
1	34	2	68	1156	2312
2	38	1	38	1444	1444
3	46	3	138	2116	6348
4	50	2	100	2500	5000
5	52	3	156	2704	8112
6	55	3	165	3025	9075
7	59	2	118	3481	6962
8	61	1	61	3721	3721
9	63	4	252	3969	15876
10	66	2	132	4356	8712
11	68	1	68	4624	4624
12	70	1	70	4900	4900
13	72	2	144	5184	10368
14	75	1	75	5625	5625
15	78	4	312	6084	24336
Total		32	1897	54889	117415

According to table above, the result from data of $F_i X_i^2$ is 117415 and $F_i X_i$ is 1897. Then, the equation of mean, variant and standart deviation is as follows.

a. Mean

$$\bar{x} = \frac{\sum f_i . x_i}{\sum f_i}$$

Where :

\bar{X} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{1897}{32}$$

$$\bar{X} = 59,28$$

b. Variant

Where

S^2 =Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S^2 = \frac{32.(117.415) - (1897)^2}{32(32-1)}$$

$$S^2 = \frac{3.757.280 - 3.598.609}{32(31)}$$

$$S^2 = \frac{158.671}{992}$$

$$S^2 = 159.65$$

c. Standart Deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{159.65}$$

$$S = 12,65$$

The normality of the test is calculated after the measurement of mean, variant, and standart deviation, and then the next step is to calculate it. It implies that test was given to the students by liliefors test is observed. You can see the measurement of the normality of writing descriptive text in the table bellow:

Table 4.4 The Result Of Normality Testing In Experimental Class

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	34	-2	0,022750132	0,0625	-0,039749868	0,039749868
2	34	-2	0,022750132	0,0625	-0,039749868	0,039749868
3	38	-1,683544304	0,046134885	0,09375	-0,047615115	0,047615115
4	46	-1,050632911	0,14671361	0,15625	-0,00953639	0,00953639
5	46	-1,050632911	0,14671361	0,15625	-0,00953639	0,00953639
6	46	-1,050632911	0,14671361	0,1875	-0,04078639	0,04078639
7	50	-0,734177215	0,231420369	0,25	-0,018579631	0,018579631
8	50	-0,734177215	0,231420369	0,25	-0,018579631	0,018579631
9	52	-0,575949367	0,282324703	0,34375	-0,061425297	0,061425297
10	52	-0,575949367	0,282324703	0,34375	-0,061425297	0,061425297
11	52	-0,575949367	0,282324703	0,34375	-0,061425297	0,061425297
12	55	-0,338607595	0,36745268	0,4375	-0,07004732	0,07004732

13	55	-0,338607595	0,36745268	0,4375	-0,07004732	0,07004732
14	55	-0,338607595	0,36745268	0,4375	-0,07004732	0,07004732
15	59	-0,022151899	0,491163394	0,5	-0,008836606	0,008836606
16	59	-0,022151899	0,491163394	0,5	-0,008836606	0,008836606
17	61	0,136075949	0,55411938	0,53125	0,02286938	0,02286938
18	63	0,294303797	0,615737114	0,65625	-0,040512886	0,040512886
19	63	0,294303797	0,615737114	0,65625	-0,040512886	0,040512886
20	63	0,294303797	0,615737114	0,65625	-0,040512886	0,040512886
21	63	0,294303797	0,615737114	0,65625	-0,040512886	0,040512886
22	66	0,53164557	0,702514252	0,71875	-0,016235748	0,016235748
23	66	0,53164557	0,702514252	0,71875	-0,016235748	0,016235748
24	68	0,689873418	0,754863103	0,75	0,004863103	0,004863103
25	70	0,848101266	0,801809212	0,78125	0,020559212	0,020559212
26	72	1,006329114	0,84287136	0,84375	-0,00087864	0,00087864
27	72	1,006329114	0,84287136	0,84375	-0,00087864	0,00087864
28	75	1,243670886	0,893189642	1	-0,106810358	0,106810358
29	78	1,481012658	0,9306984	1	-0,0693016	0,0693016
30	78	1,481012658	0,9306984	1	-0,0693016	0,0693016
31	78	1,481012658	0,9306984	1	-0,0693016	0,0693016
32	78	1,481012658	0,9306984	1	-0,0693016	0,0693016
L₀ = 0,1068						
L_t = 0.1542						

a. Finding Z score

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{34 - 59,28}{12,65} = -2$$

$$Z_i 2 = \frac{38 - 59,28}{12,65} = -1.683$$

$$Z_i 3 = \frac{46 - 59,28}{12,65} = -1.050$$

$$Z_i 4 = \frac{50-59,28}{12.65} = -0.734$$

$$Z_i 5 = \frac{52-59,28}{12.65} = -0.575$$

$$Z_i 6 = \frac{55-59,28}{12.65} = -0.348$$

$$Z_i 7 = \frac{59-59,28}{12.65} = -0.022$$

$$Z_i 8 = \frac{61-59,28}{12.65} = 0.136$$

$$Z_i 9 = \frac{63-59,28}{12.65} = 0.294$$

$$Z_i 10 = \frac{66-59,28}{12.65} = 0.702$$

$$Z_i 11 = \frac{68-59,28}{12.65} = 0.689$$

$$Z_i 12 = \frac{70-59,28}{12.65} = 0.848$$

$$Z_i 13 = \frac{72-59,28}{12.65} = 1.006$$

$$Z_i 14 = \frac{75-59,28}{12.65} = 1.243$$

$$Z_i 15 = \frac{78-59,28}{12.65} = 1.481$$

b. Finding S(Zi)

$$S(Z_i) = \frac{fkum}{N} =$$

$$\frac{2}{32} = 0.0625$$

$$\frac{3}{32} = 0.0937$$

$$\frac{6}{32} = 0.187$$

$$\frac{8}{32} = 0.25$$

$$\frac{11}{32} = 0.343$$

$$\frac{14}{32} = 0.437$$

$$\frac{16}{32} = 0.5$$

$$\frac{17}{32} = 0.531$$

$$\frac{21}{32} = 0.656$$

$$\frac{23}{32} = 0.718$$

$$\frac{24}{32} = 0.75$$

$$\frac{25}{32} = 0.781$$

$$\frac{27}{32} = 0.843$$

$$\frac{32}{32} = 1$$

From the analyze, it can see in table above, the $L_{\text{observation}} (L_0)$ value is obtained which is taken from the L value which is the largest among the differences, from the table above $L_{\text{observation}} (L_0) = \mathbf{0,1068}$, after knowing Liliofers observation, it is consulted through the liliofers table as the significance level $\alpha = 0.05$ and $n = 32$ from the list of critical value of liliofer table $(L_t) = \mathbf{0,1542}$ (see appendix 7). So it can conclude that coefficient the data distribution $L_0(0.1068) < L_t(0.1542)$. Therefore, it means that the data pre-test in experiment class is **Normal**

Table.4.5**Frequency Distribution of Post-Test In Experimental Class**

No	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	42	1	42	1764	1764
2	46	1	46	2116	2116
3	65	3	195	4225	12675
4	67	2	134	4489	8978
5	70	3	210	4900	14700
6	72	3	216	5184	15552
7	75	2	150	5625	11250
8	77	2	154	5929	11858
9	78	1	78	6084	6084
10	80	2	160	6400	12800
11	83	3	249	6889	20667
12	85	6	510	7225	43350
13	88	3	264	7744	23232
Total		32	2408	68574	185026

According to table above ,the result data from $F_i X_i^2$ is 185026 and $F_i X_i$ is 2408. Then, the equation of mean, variant and standart deviation is as follows.

a. Mean

$$\bar{x} = \frac{\sum f_i . x_i}{\sum f_i}$$

Where :

\bar{X} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{2048}{32}$$

$$\bar{x} = 75.25$$

b. Variant

Where

S^2 =Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$S^2 = \frac{32.(185026) - (2408)^2}{32(32-1)}$$

$$S^2 = \frac{5.920.832 - 5.798.464}{32(31)}$$

$$S^2 = \frac{122.368}{992}$$

$$S^2 = 123.35$$

c. Standart Deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{123.35}$$

$$S = 11.11$$

The normality of the test is calculated after the measurement of mean, variant, and standart deviation, and then the next step is to calculate it. It implies that test was given to the students by lilieofors test is observed. You can see the measurement of the normality of writing descriptive text in the table bellow:

Table. 4.6 The Result Of Normality Testing Of Post-Test

Experimental Class

No	X	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	42	-2,99279928	0,001382157	0,03125	-0,02986784	0,029867843
2	46	-2,63276328	0,004234668	0,0625	-0,05826533	0,058265332
3	65	-0,92259226	0,178109866	0,15625	0,021859866	0,021859866
4	65	-0,92259226	0,178109866	0,15625	0,021859866	0,021859866
5	65	-0,92259226	0,178109866	0,15625	0,021859866	0,021859866
6	67	-0,74257426	0,228869739	0,21875	0,010119739	0,010119739
7	67	-0,74257426	0,228869739	0,21875	0,010119739	0,010119739
8	70	-0,47254725	0,31826811	0,3125	0,00576811	0,00576811
9	70	-0,47254725	0,31826811	0,3125	0,00576811	0,00576811

10	70	-0,47254725	0,31826811	0,3125	0,00576811	0,00576811
11	72	-0,29252925	0,384940998	0,40625	-0,021309	0,021309002
12	72	-0,29252925	0,384940998	0,40625	-0,021309	0,021309002
13	72	-0,29252925	0,384940998	0,40625	-0,021309	0,021309002
14	75	-0,02250225	0,491023659	0,46875	0,022273659	0,022273659
15	75	-0,02250225	0,491023659	0,46875	0,022273659	0,022273659
16	77	0,15751575	0,562580803	0,53125	0,031330803	0,031330803
17	77	0,15751575	0,562580803	0,53125	0,031330803	0,031330803
18	78	0,24752475	0,597748931	0,5625	0,035248931	0,035248931
19	80	0,42754275	0,665507974	0,625	0,040507974	0,040507974
20	80	0,42754275	0,665507974	0,625	0,040507974	0,040507974
21	83	0,69756976	0,75727685	0,71875	0,03852685	0,03852685
22	83	0,69756976	0,75727685	0,71875	0,03852685	0,03852685
23	83	0,69756976	0,75727685	0,71875	0,03852685	0,03852685
24	85	0,87758776	0,809916263	0,90625	-0,09633374	0,096333737
25	85	0,87758776	0,809916263	0,90625	-0,09633374	0,096333737
26	85	0,87758776	0,809916263	0,90625	-0,09633374	0,096333737
27	85	0,87758776	0,809916263	0,90625	-0,09633374	0,096333737
28	85	0,87758776	0,809916263	0,90625	-0,09633374	0,096333737
29	85	0,87758776	0,809916263	0,90625	-0,09633374	0,096333737
30	88	1,14761476	0,874436183	1	-0,12556382	0,125563817
31	88	1,14761476	0,874436183	1	-0,12556382	0,125563817
32	88	1,14761476	0,874436183	1	-0,12556382	0,125563817
L₀ = 0,1255						
L_t = 0,1542						

a. Finding Z score

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i = \frac{42 - 75,25}{11,11} = -2,993$$

$$Z_i \ 2 = \frac{46-75.25}{11.11} = -2,633$$

$$Z_i \ 3 = \frac{65-75.25}{11.11} = -0,923$$

$$Z_i \ 4 = \frac{67-75.25}{11.11} = -0,743$$

$$Z_i \ 5 = \frac{70-75.25}{11.11} = -0,473$$

$$Z_i \ 6 = \frac{72-75.25}{11.11} = -0,293$$

$$Z_i \ 7 = \frac{75-75.25}{11.11} = -0,023$$

$$Z_i \ 8 = \frac{77-75.25}{11.11} = 0,158$$

$$Z_i \ 9 = \frac{78-75.25}{11.11} = 0,248$$

$$Z_i \ 10 = \frac{80-75.25}{11.11} = 0,428$$

$$Z_i \ 11 = \frac{83-75.25}{11.11} = 0,698$$

$$Z_i \ 12 = \frac{85-75.25}{11.11} = 0,878$$

$$Z_i \ 13 = \frac{88-75.25}{11.11} = 1,148$$

a. Finding S(Zi)

$$S(Z_i) = \frac{fkum}{N} =$$

$$\frac{1}{32} = 0.031$$

$$\frac{2}{32} = 0.063$$

$$\frac{5}{32} = 0.156$$

$$\frac{7}{32} = 0.219$$

$$\frac{10}{32} = 0.313$$

$$\frac{13}{32} = 0.406$$

$$\frac{15}{32} = 0.469$$

$$\frac{17}{32} = 0.531$$

$$\frac{18}{32} = 0.563$$

$$\frac{20}{32} = 0.625$$

$$\frac{23}{32} = 0.719$$

$$\frac{29}{32} = 0.906$$

$$\frac{32}{32} = 1$$

From the table above, the $L_{\text{observation}} (L_0)$ value is obtained which is taken from the L value which is the largest among the differences, from the table above $L_{\text{observation}} (L_0) = \mathbf{0,1255}$, after knowing Liliofers observation, it is consulted through the liliofers table as the significance level $\alpha = 0.05$ and $n = 32$ from the list of critical value of liliofer table (L_t) = **0,1542** (see appendix 7). So it can conclude that coefficient the data distribution $L_0(0.1255) < L_t(0.1542)$. Therefore, it means that the data post-test data in experiment class is **Normal**

2. Normality Testing of Control Class

Table. 4.7

Frequency Distribution of Pre-Test In Control Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	34	2	68	1156	2312
2	38	2	76	1444	2888
3	42	3	126	1764	5292
4	46	5	230	2116	10580
5	50	3	150	2500	7500
6	52	3	156	2704	8112
7	55	4	220	3025	12100
8	59	2	118	3481	6962
9	60	1	60	3600	3600
10	66	5	330	4356	21780
Total		30	1534	26146	81126

According to table above, the result data of $FiXi^2$ is 81126 and $FiXi$ is 1534. Then, the equation of mean, variant and standart deviation is as follows

a. Mean

$$\bar{x} = \frac{\sum fi.xi}{\sum fi}$$

Where :

\bar{X} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{X} = \frac{1534}{30}$$

$$\bar{X} = 51.13$$

b. Variant

Where

S^2 =Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum f_{ixi}^2 - (\sum f_{ixi})^2}{n(n-1)}$$

$$S^2 = \frac{30.(81126) - (1534)^2}{30(30-1)}$$

$$S^2 = \frac{2.433.780 - 2.353.156}{30(29)}$$

$$S^2 = \frac{80.624}{870}$$

$$S^2 = 92.67$$

c. Standart Deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{92.67}$$

$$S = 9.63$$

The normality of the test is calculated after the measurement of mean variant, and standart deviation, and then the next step is to calculate it. It implies that test was given to the students by lilieofors test is observed. You can see the measurement of the normality of writing descriptive text in the table bellow :

Table.4.8 the result of Normality Testing in Pre-Test Control Class

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	34	-1,77937052	0,037589518	0,06666667	-0,02907715	0,02907715
2	34	-1,77937052	0,037589518	0,06666667	-0,02907715	0,02907715
3	38	- 1,363872442	0,086303858	0,13333333	-0,04702948	0,04702948
4	38	- 1,363872442	0,086303858	0,13333333	-0,04702948	0,04702948
5	42	- 0,948374364	0,171469453	0,23333333	-0,06186388	0,06186388
6	42	- 0,948374364	0,171469453	0,23333333	-0,06186388	0,06186388
7	42	- 0,948374364	0,171469453	0,23333333	-0,06186388	0,06186388
8	46	- 0,532876285	0,297059611	0,4	-0,10294039	0,10294039
9	46	- 0,532876285	0,297059611	0,4	-0,10294039	0,10294039
10	46	- 0,532876285	0,297059611	0,4	-0,10294039	0,10294039
11	46	- 0,532876285	0,297059611	0,4	-0,10294039	0,10294039
12	46	- 0,532876285	0,297059611	0,4	-0,10294039	0,10294039
13	50	- 0,117378207	0,453280176	-0,5	0,953280176	0,95328018

14	50	- 0,117378207	0,453280176	0,5	-0,04671982	0,04671982
15	50	- 0,117378207	0,453280176	0,5	-0,04671982	0,04671982
16	52	0,090370832	0,536003733	0,6	-0,06399627	0,06399627
17	52	0,090370832	0,536003733	0,6	-0,06399627	0,06399627
18	52	0,090370832	0,536003733	0,6	-0,06399627	0,06399627
19	55	0,401994391	0,656155923	0,6875	-0,03134408	0,03134408
20	55	0,401994391	0,656155923	0,6875	-0,03134408	0,03134408
21	55	0,401994391	0,656155923	0,6875	-0,03134408	0,03134408
22	55	0,401994391	0,656155923	0,6875	-0,03134408	0,03134408
23	59	0,817492469	0,793176474	0,75	0,043176474	0,04317647
24	59	0,817492469	0,793176474	0,75	0,043176474	0,04317647
25	60	0,921366989	0,821570571	0,41666667	0,404903905	0,4049039
26	66	1,544614106	0,938780184	1	-0,06121982	0,06121982
27	66	1,544614106	0,938780184	1	-0,06121982	0,06121982
28	66	1,544614106	0,938780184	1	-0,06121982	0,06121982
29	66	1,544614106	0,938780184	1	-0,06121982	0,06121982
30	66	1,544614106	0,938780184	1	-0,06121982	0,06121982
L_O = 0,1029						
L_t = 0.1590						

a. Finding Z score

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i \ 1 = \frac{34 - 51.13}{92.67} = -1,779$$

$$Z_i \ 2 = \frac{38 - 51.13}{9.63} = -1,364$$

$$Z_i \ 3 = \frac{42 - 51.13}{9.63} = -0,948$$

$$Z_i \ 4 = \frac{46 - 51.13}{9.63} = -0,533$$

$$Z_i \ 5 = \frac{50 - 51.13}{9.63} = -0,117$$

$$Z_i \ 6 = \frac{52 - 51.13}{9.63} = 0.090$$

$$Z_i \ 7 = \frac{55-51.13}{9.63} = 0.402$$

$$Z_i \ 8 = \frac{59-51.13}{9.63} = 0.817$$

$$Z_i \ 9 = \frac{60-51.13}{9.63} = 0.921$$

$$Z_i \ 10 = \frac{66-51.13}{9.63} = 1.544$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{fkum}{N} =$$

$$\frac{2}{30} = 0,066$$

$$\frac{4}{30} = 0.133$$

$$\frac{7}{30} = -0.233$$

$$\frac{12}{30} = 0.297$$

$$\frac{15}{30} = 0.5$$

$$\frac{18}{30} = 0.6$$

$$\frac{22}{30} = 0.6875$$

$$\frac{24}{30} = 0.75$$

$$\frac{25}{30} = 0.416$$

$$\frac{30}{30} = 1$$

From the analyze, it can see in the table above, the L_{observation} (L₀) value is obtained which is taken from the L value which is the largest

among the differences, from the table above $L_{\text{observation}} (L_0) = \mathbf{0,1068}$, after knowing Liliofers observation, it is consulted through the liliofers table as the significance level $\alpha = 0.05$ and $n = 32$ from the list of critical value of liliofer table $(L_t) = \mathbf{0,1590}$ (see appendix 7). So it can conclude that coefficient data distribution $L_0(0.1068) < L_t(0.1542)$. Therefore, it means that the data pre-test in control class is **Normal**

Table.4.9
Frequency Distribution of Post Test in Control Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	46	4	184	2116	8464
2	52	3	156	2704	8112
3	55	4	220	3025	12100
4	60	5	300	3600	18000
5	64	2	128	4096	8192
6	66	5	330	4356	21780
7	70	3	210	4900	14700
8	76	3	228	5776	17328
9	78	1	78	6084	6084
Total		30	1834	36657	114760

a. Mean

$$\bar{x} = \frac{\sum f_i . x_i}{\sum f_i}$$

Where :

\bar{X} = Mean of variable x

$$\sum F_i X_i = \text{Total number of score}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\bar{x} = \frac{1834}{30}$$

$$\bar{x} = 61.13$$

d. Variant

Where

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{30.(114.760) - (1834)^2}{30(30-1)}$$

$$S^2 = \frac{3.442.800 - 3.363.556}{30(29)}$$

$$S^2 = \frac{79.244}{870}$$

$$S^2 = 91.085$$

e. Standart Deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{91.09}$$

$$S = 9.54$$

The normality of the test is calculated after the measurement of mean, variant, and standart deviation, and then the next step is to calculate it. It implies that test was given to the students by liliefors test is observed. You can see the measurement of the normality of writing descriptive text in the following table:

Table. 4.10 The Result Of Normality Testing in Post-Test Control

Class

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	46	-1,59736954	0,055091679	0,133333333	-0,078241654	0,078241654
2	46	-1,59736954	0,055091679	0,133333333	-0,078241654	0,078241654
3	46	-1,59736954	0,055091679	0,133333333	-0,078241654	0,078241654
4	46	-1,59736954	0,055091679	0,133333333	-0,078241654	0,078241654
5	52	-0,96096733	0,168284297	0,233333333	-0,065049036	0,065049036
6	52	-0,96096733	0,168284297	0,233333333	-0,065049036	0,065049036
7	52	-0,96096733	0,168284297	0,233333333	-0,065049036	0,065049036
8	55	-0,64276623	0,2601879	0,366666667	-0,106478767	0,106478767
9	55	-0,64276623	0,2601879	0,366666667	-0,106478767	0,106478767
10	55	-0,64276623	0,2601879	0,366666667	-0,106478767	0,106478767
11	55	-0,64276623	0,2601879	0,366666667	-0,106478767	0,106478767
12	60	-0,11243106	0,455240816	0,533333333	-0,078092517	0,078092517
13	60	-0,11243106	0,455240816	0,533333333	-0,078092517	0,078092517
14	60	-0,11243106	0,455240816	0,533333333	-0,078092517	0,078092517
15	60	-0,11243106	0,455240816	0,533333333	-0,078092517	0,078092517
16	60	-0,11243106	0,455240816	0,533333333	-0,078092517	0,078092517
17	64	0,311837081	0,622417829	0,6	0,022417829	0,022417829
18	64	0,311837081	0,622417829	0,6	0,022417829	0,022417829
19	66	0,52397115	0,699850697	0,766666667	-0,06681597	0,06681597
20	66	0,52397115	0,699850697	0,766666667	-0,06681597	0,06681597
21	66	0,52397115	0,699850697	0,766666667	-0,06681597	0,06681597
22	66	0,52397115	0,699850697	0,766666667	-0,06681597	0,06681597
23	66	0,52397115	0,699850697	0,766666667	-0,06681597	0,06681597
24	70	0,948239287	0,828496175	0,866666667	-0,038170492	0,038170492
25	70	0,948239287	0,828496175	0,866666667	-0,038170492	0,038170492
26	70	0,948239287	0,828496175	0,866666667	-0,038170492	0,038170492
27	76	1,584641493	0,943476094	0,966666667	-0,023190573	0,023190573

28	76	1,584641493	0,943476094	0,966666667	-0,023190573	0,023190573
29	76	1,584641493	0,943476094	0,966666667	-0,023190573	0,023190573
30	78	1,796775562	0,963814371	1	-0,036185629	0,036185629
	L₀ = 0,106478767					
	L_t = 0,1590					

a. Finding Z score

$$\text{Formula : } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i \ 1 = \frac{46 - 61.13}{91.09} = -1.597$$

$$Z_i \ 2 = \frac{52 - 61.13}{91.09} = -0.960$$

$$Z_i \ 3 = \frac{55 - 61.13}{91.09} = -0.643$$

$$Z_i \ 4 = \frac{60 - 61.13}{91.09} = -0.112$$

$$Z_i \ 5 = \frac{64 - 61.13}{91.09} = 0.311$$

$$Z_i \ 6 = \frac{66 - 61.13}{91.09} = 0.524$$

$$Z_i \ 7 = \frac{70 - 61.13}{91.09} = 0.948$$

$$Z_i \ 8 = \frac{76 - 61.13}{91.09} = 1.584$$

$$Z_i \ 9 = \frac{78 - 61.13}{91.09} = 1.796$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{f_{kum}}{N} =$$

$$\frac{4}{30} = 0.133$$

$$\frac{6}{30} = 0.233$$

$$\frac{11}{30} = 0.366$$

$$\frac{16}{30} = 0.533$$

$$\frac{18}{30} = 0.6$$

$$\frac{23}{30} = 0.766$$

$$\frac{26}{30} = 0.866$$

$$\frac{29}{30} = 0.966$$

$$\frac{30}{30} = 1$$

From the table above, the $L_{\text{observation}} (L_0)$ value is obtained which is taken from the L value which is the largest among the differences, from the table above $L_{\text{observation}} (L_0) = \mathbf{0,1064}$, after knowing Liliofers observation, it is consulted through the liliofers table as the significance level $\alpha = 0.05$ and $n = 32$ from the list of critical value of liliofer table (L_t) = **0,1590** (see appendix 7). So it can be conclude that coefficient that the data distribution $L_0(0.1064) < L_t(0.1542)$. Therefore, it means that the data post-test data in control class is **Normal**

According to the data above, it can concluded that all of the data distribution was normal ; because $L_o < L_t$. It can be seen in that table below:

No.	Data	N	A	L observed	L table	Conclusion
1	Pre test of experimental class	32	0.05	0.1068	0,1542	Normal
2	Post test of experimental Class	32	0.05	0.1255	0,1542	Normal

3	Pre test of control class	30	0.05	0.1029	0,1590	Normal
4	Post test of control class	30	0.05	0.1064	0,1590	Normal

4.2.2 Homogeneity Testing

Homogeneity testing is to analyze whether or not the scores of population is homogeneous. The researcher applied the variance homogeneity test to test the variance of two samples, that are experimental class and control class.

1. Homogeneity Testing of Pre-test

$$F = \frac{\text{Highest Varian}}{\text{Lowest Varian}}$$

$$= \frac{159.95}{92.67} = 1.72$$

According to the calculated of statistical above, it can be seen that $F_{count} = 1.72$ and $F_{table} = 1.834$. for F_{table} researcher used microsoft excel with the formula = FINV (probability;deg_freedom1;_deg_freedom2) with dk numerator (V1) = n-1 = 32-1 = 31 and dk denominator (V2) = n-1 = 30-1 = 29 at significant level $\alpha = 0.05$ is not contained in the table, then researcher get the F_{table} is 1.834. After that, the F_{table} price is compared with F_{count} , $F_{count} < F_{table}$ or $1.72 < 1.834$. Then it can be said that the data for both classes is **homogenous**

2. Homogeneity Testing Of Post-Test

$$F = \frac{\text{Highest Variant}}{\text{Lowest Variant}}$$

$$\frac{123.35}{91.085} = 1.35$$

According to the calculated of statistical above, it can be seen that $F_{count}=1.35$ and F_{table} 1.834. For F_{table} researcher use microsoft excel with the formula = FINV (probability;deg_freedom1;_deg_freedom2) with dk numerator (V1) = n-1= 32-1= 31 and dk denominator (V2)= n-1= 30-1= 29 at significant level $\alpha = 0.05$ is not contained in the table,then researcher get F_{table} is 1.834. After that, F_{table} price is compared with F_{count} , $F_{count} < F_{table}$ or $1.35 < 1.834$. Then it can be said that the data for both classes is **homogenous**.

4.2.3 Hypothesis Testing

Based on the result of test of normalty and homogeneity test that have been conducted, the data showed normal and homogeneous. So, that it can continue testing balance or avarage similarity test using t-test.

The researcher used t-test formula to know the the hypothesis of this research was accepted or rejected,The formula stated as the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with

$$S^2 = \frac{(n_1-1) S_1^2 + (n_2-1) S_2^2}{n_1 + n_2 - 2}$$

Where:

t = wide area achieved

n_1 = Many students in the experimental group sample

n_2 = Many students in the control group sample

S_1^2 = Standard deviation experimental group

S_2^2 = Standard deviation of the control group

S_2 = Combined variance of S_1 and S_2

\bar{X}_1 = Average student scores of the experimental group

x_2 = Average score of control group students

it is understood from the processing of the data that:

$$\bar{X}_1 = 75.25$$

$$\bar{X}_2 = 61.13$$

$$S_1^2 = 123.35$$

$$S_2^2 = 91.085$$

$$n_1 = 32$$

$$n_2 = 30$$

combined variance (S^2) :

$$S_2 = \frac{(n_1-1) S_1^2 + (n_2-1) S_2^2}{n_1 + n_2 - 2}$$

$$S_2 = \frac{(32-1)123.35 + (30-1)91.09}{32 + 30 - 2}$$

$$S_2 = \frac{3.823.35^2 + 2.641.61}{32 + 30 - 2}$$

$$S_2 = \frac{6.467.96}{60}$$

$$S_2 = 107.79$$

$$S = \sqrt{107.79}$$

$$S = 10.38$$

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{75.25 - 61.13}{10.38 \sqrt{\frac{1}{32} + \frac{1}{30}}}$$

$$t_{count} = \frac{14.12}{(10.38)(0.254)}$$

$$t_{count} = \frac{14.12}{(10.38)(0.254)}$$

$$t_{count} = \frac{14.12}{2.64}$$

$$t_{count} = 5.348$$

It can be seen from the equation above, that $t_{\text{observed}} = 5.348$. As it can be known that the basis testing hypothesis was H_a is accepted if the $t_{\text{count}} > t_{\text{table}}$. So, H_a is accepted. In this study, researcher use the calculation of t-table with degree of freedom 60 ($df = 32 + 30 - 2$) at the level of significant 0.05. It showed that the critical value is 2.00.

It was noticed after the scores were determined, that in this study the t_{count} is higher than the t_{table} in this report. It can be seen as follow:

$$t_{\text{count}} > t_{\text{table}}(\alpha = 0.05) \text{ with } df \ 60$$

$$5.348 > 2.00$$

It means that dice game significantly influence students' descriptive text writing ability. It was shown by the data from post-test in experiment class (75.25) is higher than post-test in control class (61.13)

4.3 Discussion

According to the resut above, it is found there is significant an influence using dice game technique towards students descriptive text

writing ability at seventh grade Mts Islamiyah Subulussalam Sumberjo. The students that were taught by using dice game technique have higher score than were students didn't receive dice game.

The result of analysis can be explained by many reason. As it is already explained in chapter II, by using dice can help the student in achievement at writing ability and also help the teacher to improving their ability in writing.

It is supported by Hadfield said has a theory, dice game would be an influence way to improve students' writing ability. Dice game helps the students to develop their ideas in writing descriptive text. In writing descriptive text, it is commonly found that game is help encourage many students or learners to sustain their interest and work on learning a language.

The result this research was related to what Kusriah has found under a title "Improving Writing Skill In Descriptive Text By Using Dice Game. This research conducted in 2015 with the subject of class VII that consist of 35 students. This research applied a Collaboration research. This research is done in 2 cycles and there are three instruments that are used by researcher to collect the data, they are observation sheet, questionnaire and achievement test. Based on the finding research, the students' writing skill could be seen from test in every cycle. In pre cycle the writer observed the student learning process without using dice game the result of students writing skills is low because the result just 56.58 % in cycle I. The students' writing skill at the first cycle was 64.17%.

As well as what was found by Hidayatul Ummah the use of dice game to improve the students' writing skill of descriptive tex. The objectives of this research are to describe the implementation of dice game to improve the students' writing skill of descriptive text and to find out whether dice game can improve the writing skill of descriptive text of the tenth grade students. This research belongs to classroom action research. The research was done in 2 cycles. And the writer use two instruments in this research, they are observation sheet and written test. Based on the finding of the research , the students' average score was improved from 67.35% in cycle I then it was changed into percentage to be 78.68%. From the data above, the category of the average score of the students' writing skill of descriptive text in cycle I is sufficient, while category of the average score of the studentss' writing skill of decriptive text cycle II is good. It can be concluded that dice game improve the writing skill of descriptive text of tenth grade students. It means that the students writing skill was still sufficient. In cycle II the result of student' writing skill was 76.37% it can be concluded that dice game can improve writing skill in descriptive text.

In the final section , the result of this research prove that there is a significant influence of using dice game technique students' descriptive text writing ability at MTs Islamiyah Subulussalam Sumberjo. It means that teaching writing using dice game can stimulate the student in improving their ability in writing. Therefore, the students' achievement in writing ability using dice game is better than the students' achievement without didn't receive dice

game in writing ability for the seventh grade students of MTs Islamiyah Subulussalam.

It can be seen from the calculation above it found that $t_{\text{count}} = 5.348$ whereas the $t_{\text{table}} = 2.00$. it shows that students' achievement in writing descriptive text by using dice game writing ability was significant at at 0.05. From the result, the researcher found that there was significant influence of using dice game technique students' descriptive text writing ability.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

According to the result and discussion of the research, it can be concludes that by using dice game on students teaching descriptive text writing ability at the seventh grade of MTs Islamiyah Subulussalam Sumberjo in academic year of 2020/2021 the researcher takes the conclusion as follow:

1. There is significant influence of using dice game technique towards students' descriptive text writing ability. This support from The analysis of data, it can be seen that $t_{count} > t_{table}$ in the significant level of 0.05 ($t_{count} = 5.348$) and ($t_{table} 2.00$) $dk = n_1 + n_2 - 2$. So, $dk = 32 + 30 - 2 = 60$. It means that H_a is accepted and H_o is rejected. After that, the significant of this research can be seen from the average of students' post-test which has different score where the experimental class can got 75.25, meanwhile the control class was only got 61.13. So, this research can answer the problem that dice game as media can be effective to improve students writing ability in descriptive text at seventh grade of junior high school.

B. Suggestion

Based on the conclusion, the researcher give some suggestions:

1. For the students, writing is the skill of practising. Practising did not mean that had there was something scientific to write about. They could freely write whatever they wanted. They must know the main function of

writing is convey meaning or communicate. With using dice game when teaching learning process, the student more creative, active ,enjoyable and flexible and efficient in the teching learning process.

2. For the teacher, the teacher who teaches in junior high school in particular, a fun teaching situation should be generated so that students can actively engage in the classroom. Because its is important for teachers to use effecient and enjoyable media to teach writing.
3. For other researcher interested in conducting the same research, they must explore knowledge in order to benefit from the result of the research.

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APPENDIX I**PRE-TEST**

Name :

Class :

Direction :

1. Write your full name on the left top of your work sheet

Make a descriptive text (with minimum 2 paragraphs) about my best friend !

APPENDIX 2**POST-TEST**

Name :

Class :

Direction :

1. Write your full name on the left top of your work sheet

Make a descriptive text (2 paragraphs) about my english teacher !

APPENDIX 3

LESSON PLAN

(Experimental Class)

Name of School : Mts Islamiyah Subulussalam

Subject/ Class : English/ First Grade Class (VII)

Type of Text : Descriptive Text

Theme : Describing People

Aspect/ Skill : Writing

Time : 4 X 40 minutes

A. Standart Competence

Students are able to write descriptive text in daily life

B. Basic Competence

Students are expected to be able to write a descriptive text based on their experience.

C. Indicators

1. Explain the definition, purpose and function of descriptive text
2. Identifying the generic structure and language feature of descriptive text
3. Describe the feature of character, physical and profession of someone by writting

D. Learning Objectives

1. Student are know the definition , purpose and function of descriptive text
2. Student are able to identify the social function, generic structure and language features of descriptive text.
3. Students are able to write the feature of character, physical and profession of someone by writing

E. Learning Materials : Descriptive Text

F. Learning Methods : lecturing method, discussion, question and answer, Dice game

G. Teaching materials :

1. Media :animation movie
2. Tools/ materials : Whiteboard and boardmarker, power point

H. The teaching goals

- a. Student can understand about descriptive text
- b. Student can practise to write descriptive text

I. Teaching and Learning Process

Meeting 1

1. Pre-Activities (10 minutes)

- a. Greetings (communicative)
- b. Check the attendance list
- c. Before receiving the materials, the teacher asks the students to pray (religious)

2. Main activities (60 minutes)

- a. Teacher explains the definition, purpose and function, generic structure the language features and sample of personal descriptive text
- b. Gives an example of descriptive text
- c. Students are asked to read the text and discuss the meeting together by teacher's guide
- d. Students analyze the text, identifying the generic structure and language features

3. Closing (10 minutes)

- After the finish to think and analyze descriptive text, the students can giving question about news items text.
- Teacher answer the students' question and give example about descriptive text.
- Teacher ask student to determine about generic structure in the teachers' example
- Teacher ask student about the difficulties they find when creating descriptive text and provide problems.
- Teacher concludes the teaching and learning activities and ask the student to jointly say *Hamdalah*.

Meeting II

1. Pre – Activities (10 minutes)

- a. Greetings (communicative)
- b. Check the attendance list
- c. Before receiving the materials, the teacher asks the students to pray (religious)

- d. Ask the students about the previous lesson which has been taught

2. Main Activities (60 minutes)

- a. Teacher shows a picture of a famous person in Indonesia
- b. To continue the study the teacher instructs the student to play a dice game with the picture
- c. The teacher explains the instruction
- d. The time given is a minute each person.
- e. The player needs to throw the dice, and if the player gets the dot one, two or three. She or he needs to take the word, what number student gets
- f. The question is under the picture, if they can not answer the questions given. They will get the punishment by shocking card. The winner is a person who can answer questions as many as possible.
- g. So each student writes each word down at the board.
- h. After playing a dice game teacher guides with some questions that refer to the picture.
- i. Ask the students to discuss with their groups, then ask them to give a recommendation or solution about the picture or the poster.
- j. Each group gives a presentation about their discussion in front of their classmate.
- k. And the last Ask the student to give comment about their description in the board.
- l. And the teacher evaluates the answer with student
- m. After that the student has divided by group, the student writes story together by completing sentences

n. Each group give a presentation about their discussion in front of their classmate.

o. Ask the other group to give comment about the presentation.

3. Closing (10 minutes)

a. Teacher evaluates the stu

a. Relevant book grade VII

J. Source and Media

a. Internet

b. Relevant book grade VII

K. Assesment

a. Test from : written test

NO	Criteria	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use	25
5.	Mechanics	5
	Total	100

Sumberjo,

Agreed by,

Teacher Of English Subject,

Researcher



Sri Wulan Utami, S.Pd



Moni Astuti Siregar

Approved by,

Headmaster of MTs.Islamiyah Subulussam



Drs. Purwadi

APPENDIX 4

LESSON PLAN

(Control Class)

Name of school	: Mts Islamiyah Subulussalm
Subject/ Class	: English / First Class (VII)
Type of text	: Descriptive Text
Theme	: Describe people
Aspect of skill	: Writting
Time	: 4 x 40 minutes

A. Standard Competence

Students are able to write descriptive text in daily life

B. Basic Competence

Students are expected to be able to write a descriptive text based on their experience

C. Indicators

1. Identifying the social function, generic structure and language features of descriptive text.
2. Identifying the generic structure and language feature of descriptive text
3. Describe the feature of character, physical and profession of someone by writting

D. Learning Objectives

1. Student are know the definition , purpose and function of descriptive text
2. Student are able to identify the social function, generic structure and language features of descriptive text.

3. Students are able to write the feature of character, physical and profession of someone by writing

E. Learning Materials : Descriptive Text

F. Learning Methods : lecturing method, discussion, question and answer, poster comment

G. Teaching materials :

1. Media : Picture

2. Tools/ materials : Whiteboard and boardmarker

H. The teaching goals

1. Student can understand about descriptive text
2. Student can practise to write descriptive text
3. Students are able to write the descriptive paragraph

I. Teaching and Learning Process

Meeting 1

1. Pre –Activities (10 minutes)

- a. Greetings (Communicative)
- b. Check the attendance list
- c. Before receiving the materials, the teacher asks the students to pray (religious)

2. Main activities (60 minutes)

- a. Teacher explains the definition, purpose and function of descriptive text

- b. Teacher explains the definition, purpose and function, generic structure the language features and sample of personal descriptive text .
- c. Gives an example of descriptive text
- d. Students are asked to read the text and discuss the meeting together by teacher's guide
- e. Students analyze the text, identifying the generic structure and language features

3. Closing (10 minutes)

- After the finish to think and analyze descriptive text, the students can giving question about news items text.
- Teacher answer the students' question and give example about descriptive text.
- Teacher ask student to determine about generic structure in the teachers' example
- Teacher ask student about the difficulties they find when creating descriptive text and provide problems.
- f. Teacher concludes the teaching and learning activities and ask the student to jointly say *Hamdalah*.

Meeting II

1. Pre – Activities (10 minutes)

- a. Greetings (communicative)
- b. Check the attendance list

c. Before receiving the materials, the teacher asks the students to pray (religious)

d. Ask the students about the previous lesson which has been taught

2. Main Activities (60 minutes)

a. the teacher give explanation about the picture

b. Divide the students into several groups

c. the teacher gives a general clue before showing the first of the picture

d. the teacher continues the next clues, while showing the part of the picture, until the picture is guess

e. to guess the picture, each team has to send a representative by raising his or her hand

f. Each group give a presentation about their discussion in front of theirclassmate

g. Teacher gives the post test

h. Teacher collects the student's writing

3. Closing (10 minutes)

a. Teacher evaluates the students' error

b. Teacher

c. Teacher giveconclusionabout descriptive text

d. Teacher conludes the teaching and learning activities and ask the student to jointly say *Hamdalah*.

J. Source and Media

c. Internet

d. Relevant book grade VII

K. Assesment

a. Test from : written test

NO	Criteria	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use	25
5.	Mechanics	5
	Total	100

Sumberjo

Agreed by
Teacher Of English Subject,



Sri Wulan Utami, S.Pd

Researcher



Moni Astuti Siregar

Approved by

Headmaster of MTs.Islamiyah Subulussam



Drs. Purwadi

APPENDIX 5

THE STUDENTS' INITIAL NAME OF EXPERIMENT CLASS

No	Initial Name	Gender
1	AF	M
2	AR	M
3	AA	F
4	AZ	F
5	AS	M
6	ALN	M
7	EH	F
8	EAP	F
9	EL	F
10	FA	F
11	JPH	M
12	KAN	F
13	KT	F
14	MRK	M
15	MS	M
16	MA	M
17	NP	F
18	NA	M
19	RRA	F
20	RS	M
21	RP	M
22	RA	M
23	RS	M
24	RAA	M
25	SAN	F
26	SSN	M
27	SAF	M
28	SR	F
29	SAD	F
30	UN	F
31	WN	F
32	WD	F
Total	Male = 16 Female = 16	

APPENDIX 6 :**THE STUDENTS' INITIAL NAME OF CONTROL CLASS**

No	Initial Name	Gender
1	AP	M
2	ATR	M
3	ATS	M
4	AA	M
5	BN	M
6	BP	M
7	DD	F
8	DA	F
9	DRP	F
10	DAP	M
11	F	F
12	FCS	F
13	GTW	F
14	HH	F
15	IAS	F
16	KO	F
17	MA	M
18	MFN	M
19	MI	M
20	MS	M
21	PR	M
22	PF	F
23	RA	F
24	RAC	F
25	RI	M
26	RY	F
27	SP	M
28	SN	F
29	SL	M
30	VTR	F
Total	Male = 15 Female =15	

APPENDIX 7

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	<u>1,031</u> \sqrt{n}	<u>0,886</u> \sqrt{n}	<u>0,805</u> \sqrt{n}	<u>0,768</u> \sqrt{n}	<u>0,736</u> \sqrt{n}

Source : Sudjana. 2005. *Merode Statistika*. Bandung: Trasiito

APPENDIX 8

TABLE OF T DISTRIBUTION

v = dk

(Bilangan Dalam Badan Daftar Menyatakan tp)

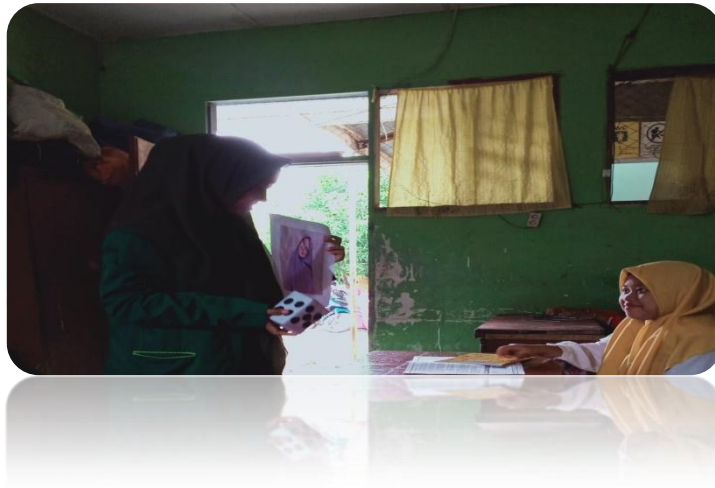
v	t _{0.995}	t _{0.99}	t _{0.975}	t _{0.95}	t _{0.90}	t _{0.80}	t _{0.75}	t _{0.70}	t _{0.60}	t _{0.55}
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito

APPENDIX 9

DOCUMENTATION

- The process of teaching in experimental class




- The process of teaching in Control class



APPENDIX IO

Letter Of Permission

12/8/2020 <https://isielma.unsu.ac.id/pengajuan/cetakaktif/OTAwOQ==>

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

12 Agustus 2020

Nomor : B-9476/TTK/ITK.V.3/PP.00.9/08/2020
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTs Islamiyah Subulussalam

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 : Moni Astuti Siregar
NIM : 0304161014
Tempat/Tanggal Lahir : Bunut, 05 Februari 1999
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : DUSUN BUNUT PEKAN, DESA BUNUT, KECAMATAN TORGAMBA
Kelurahan DUSUN BUNUT PEKAN Kecamatan TORGAMBA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Islamiyah Subulussalam, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Influence Of Using Dice Game Technique Towards Students' Descriptive Text Writing Ability At Mts Islamiyah Subulussalam

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

Medan, 12 Agustus 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan
Kelembagaan


Digitally Signed
Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX 11

LETTER OF RESPONSE

**MADRASAH TSANAWIYAH ISLAMIYAH SUBULUS SALAM**

NSM : 121212220024 (Jenjang Akreditasi : (B))

Alamat : Jl. Protokol Sumberjo Pasar I Desa Persiapan Sumberjo Kec. Torgamba
Kab. Labuhanbatu Selatan - Sumut

E-mail : mtsssubulussalam2@gmail.com

Kode Pos: 21464

Nomor : 862/MTs.S.ISL.SS/IX/2020

Hal : Pelaksanaan Penelitian

Kepada Yth.

Ketua

Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan
di**Tempat**

Dengan Hormat,

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Swasta Islamiyah Subulussalam Desa
Persiapan Sumberjo Kecamatan Torgamba Kabupaten Labuhanbatu Selatan, Menerangkan bahwa:

Nama : MONI ASTUTI SIREGAR

Npm : 0304161014

Prodi : Pendidikan Bahasa Inggris

Nama dan identitas di atas benar telah melaksanakan riset/penelitian pada Madrasah Tsanawiyah Swasta
Islamiyah Subulussalam Sumberjo dengan judul **The Influence Of Using Dice Game Technique Towards
Student's Descriptive Text Writing Ability At Mts Islamiyah Subulussalam.**Demikianlah Surat Keterangan Pelaksanaan Penelitian ini diperbuat dengan sebenarnya untuk dapat digunakan
seperlunya.

Sumberjo, 11-September 2020

Kepala MTsS Islamiyah Subulussalam

Drs. Purwadi M. Pd

PRE-TEST

Name Arimbi Lestari Ningsih
 Class VII²
 Direction

1 Write your full name on the left top of your work sheet
 Make a descriptive text (with minimum 2 paragraph) with theme "my best friend"

I have a close friend named Silvi annisa. we used to call her silvi. She is a very kind and friendly person. although I am not at her side, we are very close and familiar.

We are always together wherever we go, like to the cafeteria or to the bathroom. He always looks cheerful and active every day. He is also a very funny person and makes me laugh with his very ridiculous behavior. He is a nice person who treats all friends his friend very well. He is also a very polite, diligent, and also disciplined person.

Artinya = Saya mempunyai seorang teman dekat bernama silvi annisa. kami biasa memanggilnya dengan silvi. Dia adalah orang yg sangat baik dan juga ramah. Meski saya bukan sebangkunya, tetapi kami sudah sangat dekat dan akrab.

Kami selalu bersama kemanapun kami pergi seperti ke kantin ataupun ke kamar mandi. Dia selalu terlihat ceria dan aktif tiap hari. Dia juga orang yg sangat lucu dan membuatku tertawa dengan tingkah lakunya yg amat konyol. Dia merupakan orang yg baik yg memperlakukan semua teman-temannya dengan sangat baik. Dia juga orang yg sangat sopan, rajin, dan disiplin.

PRE-TEST

Name Amrita zahra
 Class VII¹ T. Soraqiyah
 Direction

1 Write your full name on the left top of your work sheet
 Make a descriptive text (with minimum 2 paragraph) with theme "my best friend"

"My best friend"

My Best friend is-- Dewi agustina ^{she} is a student, ^{he} studied at MTS subulussalam. Dewi favorite is bakso. Dewi hobi is baseball. ^{he} age There teen years. Dewi lives in sumberjo per 5 (five). Dewi is good base ball, s he's not too tall.

Dewi is always cheerful ^{she} is also very friends. --- with anyone like many other girls. She is also talkative. She likes to share her thoughts and feelings to her friends. think that's why many friend enjoy he comeany.

POST-TEST

Name: Maria Nurca
 Class: VII 2 Mrs. JENJUSRIANI
 Direction:

1. Write your full name on the left top of your work sheet

Make a descriptive text (2 paragraphs) with theme "my english teacher"

Mrs. Monica is really logistic teacher. She is also my favorite teacher. She is 25 years old, but she looks younger than her age. She is a passionate and intelligent teacher. Although she is very strict but she very kind and more active. Learning math with her is fun because the way she teaches makes math easier to understand.

(70)

POST-TEST

Name: Arimbi Lestari Ningsih
 Class: VII 2
 Direction:

1. Write your full name on the left top of your work sheet

Make a descriptive text (2 paragraphs) with theme "my english teacher"

I have a kind and friendly teacher. She is named Mrs. Utami. Mrs. Utami is an English teacher in my class. Mrs. Utami is very good to me or with my friends. Mrs. Utami is a teacher who is very generous with smiles. When I or my friends say hello, Mrs. Utami always smiles and answers our greetings. Mrs. Utami is a very patient and kind teacher. Mrs. Utami is always patient in educating us. Mrs. Utami is a good person, friendly, and patient. Mrs. Utami is my favorite teacher.

artinya: Saya mempunyai guru yg baik dan ramah dia bernama bu utami. Bu utami adalah seorang guru bahasa Inggris di kelas saya. Bu utami sangatlah baik kepada saya ataupun dengan teman & saya. Bu utami adalah guru yg sangat murah senyum ketika saya ataupun teman saya menyapa bu utami. Bu utami selalu senyum dan membalas sapaan kami. Bu utami adalah guru yg sangat sabar dan baik hati. Bu utami selalu sabar mendidik kami. Bu utami adalah seorang yg baik, ramah dan sabar. Bu utami adalah guru favorit saya.

(85)

APPENDIX III

PRE-TEST

Name ALHAT TOARIK SIREGAR

Class 7^a

Direction

1. Write your full name on the left top of your work sheet
Make a descriptive text (with minimum 2 paragraph) with theme "my best friend" !

I have a friend ^{friend} name is Dinar, Person is very kind
he goes to evening Terry school is close home.

Every day we play together, like playing ball and
fishing we always go to pray together.

C 17
D 10
V 10
100 7
100 2
100 1
46

(46)

APPENDIX III

PRE-TEST

Name ALHAT TOBIK SIREGAR

Class 7^a

Direction

1. Write your full name on the left top of your work sheet
Make a descriptive text (with minimum 2 paragraph) with theme "my best friend " !

I have a friend name is Dimas. Person is very kind
he goes to elementary school is close to me.
Every day we play together, like playing ball and
fishing we always go to prayer together.

C	14
O	10
U	10
USE	4
TL	<u>3</u>
	46

(46)

APPENDIX III

PRE-TEST

Name ADITRI AGUNG LAKONO

Class 7^a

Direction

1. Write your full name on the left top of your work sheet
Make a descriptive text (with minimum 2 paragraph) with theme "my best friend " !

I have a friend name is Dimas. his person is
very kind. He goes to elementary school SD, His house
is close to me.

every day we play together, like playing ball
and fishing. we always go to prayer together.

C	12
O	10
U	10
USE	7
TL	<u>3</u>
	42

(50)

PRE-TEST

Name: Keisyah Oktariani
Class: 7-2
Direction:

1. Write your full name on the left top of your work sheet
Make a descriptive text (with minimum 2 paragraph) with theme "my best friend".

" Sahabat Sejati Saya "

" Sahabat Sejati akan membuat kita Senang dan Gembira. mereka akan nomor 1 di dunia. mereka akan datang ketika kita sedih maupun senang. aku sangat senang mempunyai Sahabat. Seperti mereka. dan akan membuatmu gembira disaat kamu berseidih.

Sahabat tidak akan menyakitimu dan melukai hatimu. dan mariilah Sahabat kita bergembira bersama-sama. dan Sahabat itu harus kompak. Sahabat Selalu bersama dan tidak ada yg marah-marah. Sahabat Sejati Seiamannya."

" my best friend "

best friend will make use happy and exte excited. they are number one in the world. they will come when we are you said or happy. they give me total freedom to be myself. and ~~the~~ friend will make him happy when you are ^{so} sad.

(59) Friend will not hurt you hand hurt your heart and let our friend have fun together and friends must be united. Friend are always together and no one gets angry. best friend forever."

POST-TEST

Name: AHMAD TERIK SINGAR
Class: 7²
Direction:

1. Write your full name on the left top of your work sheet
Make a descriptive text (2 paragraphs) with theme "my english teacher".

My name is Ahmad Terik Singar I school in SAS class seven. I have an english teacher who is very good, cute and beautiful.

He always gives examples to students who do not understand the lessons. I love having an english teacher like him. That's my story a bout my english teacher.

POST-TEST

Name: ADITRIAGELIA Laksono
Class: 7²
Direction:

1. Write your full name on the left top of your work sheet

Make a descriptive text (2 paragraphs) with theme "my english teacher"

I have a teacher named Ibu moni
he is english teacher
mom is very kind and funny
my teacher is very good, she
lives in teh pondok area. The
characteristic of this mother's
body are small, not too big

60

POST-TEST

Name: Keisya Oktarani
Class: VII-2
Direction:

1. Write your full name on the left top of your work sheet

Make a descriptive text (2 paragraphs) with theme "my english teacher"

"MY ENGLISH Teacher"

The name of my english teacher is kak moni the
person is kind, polite, and cheerful I am very
happy to study with kak moni
because without kak moni we would not know
English as deeply as possible the people
in teaching are patient, gentle, and kind
I really like teacher like kak moni,
hopefully kak moni will be given
a blessing to the good of
the universe and the best
prayers are for the patient
moni

THAT IS ALL THANK YOU :)

70

APPENDIX 13 CURRICULUM VITAE OF RESEARCHER

CURRICULUM VITAE OF RESEARCHER

A. Personal Description

Name : Moni Astuti Siregar

Addres : Desa Bunut Pekan, Kec Torgamba ,Kabuupaten
Labuhan Batu Selatan.

Phone : -

Place &Date of Birth : Bunut, 05 Februari 1999

Religion : Islam

Nationality : Indonesia

Gender : Female

B. Information of Education

SDN 112232 Bunut	2004-2010
MTs Ahmadul Jariah Kota Pinang	2010-2013
MAN Rantau Prapat	2013-2016
Universitas Islam Negeri Sumatera Utara	2016-2020

C. Computer Skills

Can operate Misrosoft word, Microsoft Exel, Microsoft Power point.