

**THE EFFECTIVENESS OF USING ALPHABET SOUP GAME
TOWARDS STUDENTS WRITING ABILITY AT MTsN BANDUNG**

THESIS

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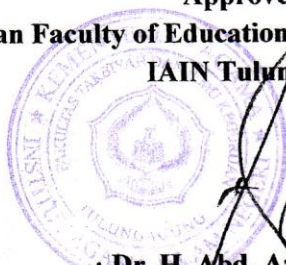
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MOTTO

“NEVER PUT OFF TILL TOMORROW WHAT YOU CAN DO TODAY

BECAUSE NOTHING IS IMPOSSIBLE IN THIS LIFE”

DEDICATION

This thesis is dedicated to :

- My “great” mother (Sriatminarti) and father (Muhsin) who have given me full of love, attention, motivation, and everlasting prayer.
- My beloved younger sisters (Zaqla Laiggin Mahfiana and Wilujeng Tri Wulandari), my brother “Abu” thank for your kindness, advices and your support to finish my thesis and your time that always accompany me.
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ABSTRACT

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Keywords: writing, alphabet soup game, descriptive text

As an English skill, writing is very important. So, it is need for teacher to teach writing which motivating to help students have a better ability on the writing skill. One of the method used in teaching writing is using of games. Alphabet soup games is one kind of games that purposes to create the most new words. It can be done individually or cooperatively. In alphabet soup game, the teacher first prepares a picture of each alphabet on a box. Next, the students guess the words that can be built from the four alphabets given. After finding the words, the teacher asks the students to make short descriptive text. It can try the students' ability starting from simple writing before they write more complex.

The formulation of the research problems are: 1) How is the writing ability of the first grade students at MTsN Bandung before being taught by using alphabet soup game? 2) How is the writing ability of the first grade students at MTsN Bandung after being taught by using alphabet soup game? 3) Is there any significant difference of the writing ability of the first grade students at MTsN Bandung before and after being taught by alphabet soup game?

The purpose of this study are to: 1) find out the writing ability of the first grade students at MTsN Bandung before being taught by alphabet soup game, 2) find out the writing ability of the first grade students at MTsN Bandung after being taught by alphabet soup game, 3) find out whether there is any significant difference of the writing ability of the first grade students at MTsN Bandung before and after being taught by using alphabet soup game.

The research design in this study is pre-experimental research that uses one group pre-test and post-test design with quantitative approach. The population of this study was all of first grade students of MTsN Bandung on second semester. The sample was VII C class consisting of 44 students. The sample was taken by using purposive sampling. The data was got by administering pre-test and post-test and then analyzed by using paired sample T-test through SPSS 16.00.

The result of data analysis showed that the mean of students' score in writing ability before they are taught using alphabet soup game was 56.36, while the mean of students' score after they are taught using alphabet soup game was 76.27. The statistical analysis using SPSS 16.00 showed that the value of t_{count} is -17.171 and the significance value is 0.000. The value of t_{table} with significant level

(α) 5% was 2.017. Since t_{count} is higher than t_{table} ($17.171 > 2.017$) and significance value is lower than 0.05 ($0.000 < 0.05$), so the null hypothesis (H_0) which states that there is no significant difference of the writing ability of the first grade students of MTsN Bandung before and after being taught by alphabet soup game is rejected and alternative hypothesis (H_a) which states that there is significant difference of the writing ability of the first grade students of MTsN Bandung before and after being taught by using alphabet soup game is accepted. It means that the use of alphabet soup game is effective towards writing ability of the first grade students of MTsN Bandung and it is suggested to be used in teaching writing skill.

ABSTRAK

Rinawati, Erlin Sanora. NIM. 3213103013. 2014. *The Effectiveness of Using Alphabet Soup Game Towards Students Writing Ability at MTsN Bandung*. Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Advisor: Faizatul Istiqomah, M. Ed.

Kata kunci: writing, alphabet soup game, descriptive text

Sebagai salah satu kecakapan yang harus dikuasai dalam Bahasa Inggris, kemampuan menulis menjadi sangat penting. Sehingga, menjadi penting bagi guru untuk melaksanakan pembelajaran menulis yang memotivasi untuk membantu siswa agar mempunyai kemampuan yang lebih baik dalam hal menulis. Salah satu metode yang digunakan dalam pembelajaran menulis adalah permainan. Alphabet soup game adalah suatu jenis permainan yang bertujuan untuk membuat kata-kata baru. Permainan ini dapat dilakukan secara individu ataupun berkelompok. Dalam alphabet soup game, pertama-tama guru menyiapkan sebuah gambar dari tiap huruf di dalam sebuah kotak. Kemudian, siswa menebak kata-kata yang dapat dibuat dari empat huruf yang telah tersedia. Setelah menemukan kata-kata, guru menyuruh siswa untuk membuat teks deskriptif pendek. Hal ini dapat melatih kemampuan menulis siswa mulai dari yang sederhana sebelum siswa menulis yang lebih rumit.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana kemampuan pemahaman membaca siswa tingkat pertama (kelas VII) MTsN Bandung sebelum diajar menggunakan alphabet soup game? 2) Bagaimana kemampuan pemahaman membaca siswa tingkat pertama (kelas VII) MTsN Bandung setelah diajar menggunakan alphabet soup game? 3) adakah perbedaan yang signifikan antara kemampuan pemahaman membaca siswa sebelum dan sesudah diajar menggunakan alphabet soup game?

Tujuan dari penelitian ini adalah untuk 1) Mengetahui kemampuan pemahaman membaca siswa tingkat pertama (kelas VII) MTsN Bandung sebelum diajar menggunakan alphabet soup game 2) Mengetahui kemampuan pemahaman membaca siswa tingkat pertama (kelas VII) MTsN Bandung setelah diajar menggunakan alphabet soup game 3) Mengetahui ada atau tidak perbedaan yang signifikan antara kemampuan pemahaman membaca siswa sebelum dan sesudah diajar menggunakan alphabet soup game.

Desain yang digunakan dalam penelitian ini adalah penelitian *pre-eksperimental one group pretest-posttest design*. Populasi dalam penelitian ini merupakan keseluruhan siswa tingkat pertama (kelas VII) MTsN Bandung. Sedangkan sampel yang diambil kelas VIIC yang berjumlah 44 siswa. Pengambilan sampel dilaksanakan melalui purposive sampling. Data diperoleh

melalui pelaksanaan tes dan kemudian data tersebut dianalisis menggunakan *paired sample T-test* melalui SPSS 16.00.

Hasil analisis data menunjukkan bahwa rata-rata skor kemampuan menulis siswa sebelum diterapkan alphabet soup game adalah 56.36, sedangkan rata-rata skor kemampuan menulis siswa setelah diterapkan alphabet soup game adalah 76.27. Berdasarkan analisis statistik melalui SPSS 16.00 diketahui bahwa nilai t_{hitung} adalah -17.171 dan nilai signifikansi 0.000. Nilai dari t_{tabel} pada taraf signifikansi 5% adalah 2.017. Karena nilai t_{hitung} lebih besar daripada t_{tabel} ($17.171 > 2.017$) dan nilai signifikansi lebih kecil daripada 0.05 ($0.000 < 0.05$) maka H_0 yang menyatakan bahwa tidak ada perbedaan yang signifikan antara kemampuan menulis siswa tingkat pertama (kelas VII) sebelum dan sesudah diajar menggunakan alphabet soup game ditolak dan H_a yang menyatakan bahwa ada perbedaan yang signifikan antara kemampuan menulis siswa tingkat pertama (kelas VII) sebelum dan sesudah diajar menggunakan alphabet soup game diterima. Artinya, penggunaan alphabet soup game efektif terhadap kemampuan menulis siswa tingkat pertama (kelas VII) MTsN Bandung dan disarankan untuk menggunakannya pada pengajaran kecakapan menulis.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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