The Effectiveness of Bits and Pieces Game to Student Writing Skill in Seventh Grade Student

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Abstract

In this research, students had problems in writing a text, the difficulty of generating ideas to be written was the main obstacle. This research aims to determine whether the Bits and Pieces Game is effective for the writing skills of class VII students of SMP Muhammadiyah 1 Jember. This study used a quasi-experimental pre-test and post-test method with a non-equivalent control group design. The population in this study were all class VII students of SMP Muhammadiyah 1 Jember for the 2022/2023 academic year. Using saturated sampling technique (total sampling) which involved all students of class VII with a total of 36 students, then divided into two groups, there were class VII A with 22 students as the control group and VII B with 14 students as the experimental group. Both classes were given pre-test and post-test. The results of his research showed that the control class was from 45.63 to 52.45, and the experimental class was from 56.42 to 74.43. From the hypothesis test, it is obtained that the significance of the T-test Sig 0.000 <0.05, which means the null hypothesis (Ho) is rejected. This shows that the Bits and Pieces Game has a significant effect on students' writing skills.

Keywords: Bits and Pieces Game, Writing Skill, Generate Ideas

INTRODUCTION

In general, in the field of language, writing is a skill that has an important role as a means of communication. Writing is a person's skill to express ideas, opinions, experiences, information and feelings in written form (Vanesa & Setiawati, 2021) . In learning English, writing is one of the basic skills that must be learned. In accordance with the curriculum, the junior high school level included in phase D is expected to be able to create written and visual texts in structured English with a more diverse vocabulary by understanding the objectives (Damayanti et al., 2022). Students are trained to produce an idea in written form consisting of arrangement of letters, then arranged into words, words into sentences, and sentences into paragraphs. In the writing process there are complex rules according to the type of writing, and the process will be influenced by several elements such as determining topics, vocabulary, grammar, spelling, and punctuation. When determining a topic, students are encouraged to think creatively and imaginatively. According to Palupi et al. (2019) as a writer must master the topic or subject matter in order to be able to put the problem/discussion in writing. As is known, if students have low scores in writing skills, it is due to a lack of knowledge and understanding in writing.

The low value of writing skills is influenced by several factors, both from students and teachers. Often students have difficulty determining a main idea/idea, choosing vocabulary, and constructing sentences coherently. However, the difficulty that often occurs in the early stages of writing is determining the topic. Students do not know what interesting things to write about. So determining the topic is considered a step that wastes a lot of time. This happens because of the lack of interest and motivation in learning to write. Students are less skilled in expressing their ideas in writing. According to Sudiyono & Astuti (2021) interest in learning acts as a student's strength in wanting to learn without having to be forced. Interest has an important role and function in the learning process. Students who have an interest in the lesson will work harder to study and practice seriously. The learning atmosphere is also an important point in the learning process. When the class is in progress, it is common to find students who tend to be passive, bored and sleepy. The existence of these problems requires the role of teachers who are creative, qualified and can reflect the ability of a teacher who can manage the teaching and learning process which will affect their students in accepting the material being taught. The learning method will facilitate the results of students' understanding and interest in learning. The better the learning method, the more effective the learning objectives will be. Therefore, to improve writing skills, appropriate and interesting methods are needed, one way is by playing. According to Selvi & Çoşan (2018) students will become more enthusiastic about learning when the learning takes place in a fun and interactive way like playing a game. There are many categories of games that can be applied during the learning process in class, especially in writing activities, namely through games such as bits and pieces games.

According to Sugar & Sugar (2002) at first the bits and pieces game was made as an ice breaker activity, then he developed this game as an educational game for children. At first this game trained children in shape and pattern recognition skills with the aim of completing the pattern with shape pieces, but then it was changed using picture pieces and used in language learning. According to Harmer (2007) bits and pieces game is a type of game that uses image media. The picture consists of several parts like a puzzle. As stated by Maggioli (2014) that learning to solve language can be through bits and pieces put together into a "big picture" or whole. So bits and pieces game is a type of game that uses pieces of pictures that aim to allow students to imagine and generate ideas for writing. Through this game students will be able to improve writing skills by describing what is in the picture. This game will develop students' potential in problem solving, collaboration and communicative.

This playing learning method has been used by previous researchers and has had a positive impact on student learning outcomes. Rizky & Zainil (2021) explain that bits and pieces games can be an alternative to developing student skills in several aspects, especially in content and organization. In addition, in the learning process this strategy encourages students to be more interactive. Furthermore, Juliana' research (2020) revealed that the implementation of bits and pieces games makes the teaching and learning process more efficient and successful. Students experienced an increase in writing skills, including increased vocabulary and mechanics of writing. The strategy has helped students understand the material more quickly and more interestingly.

Apart from previous research that has known the effects of bits and pieces games, this research will focus on increasing students' interest in learning to write and generate writing ideas through a game. In order to hone students' creativity, the picture media used in this bits and pieces game will consist of several objects, with the aim that students can choose the object independently and which one is interesting to be the topic to be written about. Therefore, this research was conducted to determine the significant effect of bits and pieces games compared to conventional teaching on students' writing skills.

METHOD

This research uses quantitative methods. According to Sugiyono (2015) the quantitative method is a research method based on the philosophy of positivism, used to examine certain populations or samples, and statistical data analysis with the aim of testing established hypotheses. In quantitative research, the main goal is to set the connotations between the independent variable and the dependent or consequential variables in a population. If this quantitative research aims to clarify the causes of the relationship between variables, then what is used is the quasi-experimental method. Quasi-experimental is a type of research in which the researcher is unable to control or manipulate all the variables studied. Although the research subjects in the quasi-experimental design were not randomly assigned, this study had an experimental group and a control group. Determination of the class that will be used as the control group and the experimental group is chosen randomly. It's just that the two classes have equality. According to Fauzi et al. (2022) that the quasi-experimental design seeks to allocate or select a control group that is similar to the experimental group. So, the two groups do not have to have equality in all aspects, but only in some aspects (non-equivalent).

Quasi-experimental methods are used to measure causation and conclude the changes obtained in the study. What has been used in this research is to clarify the causes of the relationship between variables, namely bits and pieces game as the independent variable and students' writing skills as the dependent variable which is influenced by the independent variable. To determine the existence of this influence, this study used a pre-test and post-test. The pre-test is used to determine the initial competency level of students' understanding before getting treatment, while the post-test will show students' competency achievements after receiving treatment. So, to be precise, this study used a pre-test and post-test with a non-equivalent control group design.

Table 1 Pre-test and Post-test with Non-equivalent Control-group Design

Group	Pretest	Treatment	Posttest
Experimental Group	O_1	X	O_2
Control Group	O_3	…	O_4

Where:
X   : Teaching writing descriptive text using bits and pieces game
…   : Teaching writing descriptive text without given treatment
O1   : Pre-test for the experiment class (before given treatment)
O2   : Post-test for the experiment class (after given treatment)
O3   : Pre-test for the control class (before given the discussion)
O4   : Post-test for the control class (without given treatment)

Respondents from this research were all students of class VII at SMP Muhammadiyah 1 Jember. For the population there were 2 classes, class VII A total 22 students, and class VII B total 14 students. If added up there are only 36 students, so the population is relatively small. Then the sampling technique used is saturated sampling (total sampling). According to Sugiyono (2015) this sampling technique is a sampling technique in which all members of the population are used as samples. The determination of the control group and the experimental group was done randomly, so class VII A was the control group and class VII B was the experimental group. This research was conducted in the 2022/2023 academic year in the second semester.

The instrument used was a written test using a descriptive text type, and topics were written according to the pictures obtained by students. With provisions that have been made, students must write a descriptive text consisting of 2-3 paragraphs and consisting of 70-100 words. This writing test focuses on how to generate ideas in descriptive text, which determines the ideas to be written which is the initial stage in learning to write paragraphs. According to Brown (2004) in the early stages of writing a text, try to focus more on meaning, main ideas, and organization. Therefore, in the assessment rubric only uses two aspects, there are content and organization.

Table 2 Descriptive Writing Rubric

Aspect	Performance Description	Score
Content • Topic • Details	The descriptive text gives paragraph unity (topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfill all criteria well.	25–30
	The descriptive text give paragraph unity (topic, state good topic sentence, conclusion of topic) but one of the criteria is weak.	19–24
	The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak.	13–18
	The descriptive text give paragraph unity (topic, state topic sentence) but some criteria above are weak.	7–12
	The descriptive text still give topic but all criteria are weak.	0–6
Organization • Identification • Description	The descriptive text is coherence and the coherences are correct. The text is using chronological order. The descriptive text repeat key words.	17–20
	The descriptive text is coherence and the coherences are correct. The text is using chronological order.	13–16
	The descriptive text is coherence and some criteria are appropriate enough.	9–12
	The descriptive text but the coherence but the coherences among sentences are weak.	5–8
	The descriptive text is not coherence.	0–4

The analysis technique used is parametric analysis technique. There are two assumption tests that must be met or commonly used by parametric data, there are a normality test and a homogeneity test. In the normality test the researcher uses the Shapiro Wilk technique because the data tested is less than 50 and for test its homogeneity using the Levene test technique. After carrying out the assumption test, it is followed by a t-test to find out whether there is a significant difference in the success rate between using the bits and pieces game and not using the bits and pieces game.

RESULTS AND DISCUSSION
Description of the Data
Data analysis in this study was to measure significant differences between students' writing scores with the bits and pieces game strategy and without bits and pieces games in the writing skills of class VII students at SMP Muhammadiyah 1 Jember. The primary data in this study consisted of data obtained from giving tests to class VII students to write descriptive texts for the pre-test and post-test. Student test scores were analysed using SPSS (Statistical Package for Social Sciences) 16.00 for windows.

Table 3 Descriptive Statistic of Data Control Group and Experimental Group

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Control Group	22	58	22	80	45,64	18,2327
Post-test Control Group	22	54	28	82	52,45	16,3641
Pre-test Experimental Group	14	56	28	84	56,43	18,9116
Post-test Experimental Group	14	28	60	88	74,43	9,89727

Based on the table above, the mean value of the control group at the pre-test was 45.64 and 52.45 at the post-test. Meanwhile, the mean value of the experimental group at the pre-test was 56.43 and 74.43 at the post-test. These results indicate that the experimental group experienced a better increase in scores than the control group.

Hypothesis Testing

Hypothesis testing is needed to prove whether the hypothesis is rejected or not rejected. Researchers used the SPSS formula to determine the significant effect of bits and pieces games on students' writing skills. Therefore it is necessary to do a t-test. The t-test was used to see the difference in scores between variables, students' writing skills before and after getting treatment. There are two assumption tests that must be met or commonly used by parametric data, there are normality tests and homogeneity tests as follows:

Table 4 Test of Normality of Control Group and Experimental Group

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
Group	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Control Group	.127	22	.200*	.932	22	.134
Pre-Test Experimental Group	.204	14	.116	.917	14	.201
Post-Test Control Group	.151	22	.200*	.945	22	.247
Post-Test Experimental Group	.212	14	.087	.908	14	.150

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

Based on the table above, from the output it is known that the value of Sig. for the control group pre-test of 0.134 and the value of Sig. for the experimental group pre-test of 0.201. While the value of Sig. for the post-test control group of 0.247 and the value of Sig. for the experimental group post-test of 0.150. Because the value of Sig. for the pre-test and post-test of the two groups > 0.05, then as the basis for decision making in the Shapiro-Wilk normality test above, it can be concluded that the data on student learning outcomes for the control group and the experimental group are normally distributed.

Table 5 Test of Homogeneity of Control Group and Experimental Group

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	2.048	3	68	.115
Based on Median	1.387	3	68	.254
Based on Median and with adjusted df	1.387	3	60.504	.255
Based on trimmed mean	1.987	3	68	.124

Based on the table above, the homogeneity test result is 0.115. Because the value of Sig. is > 0.05, it can be concluded that from the data in the control group and experimental group, the variance values are the same or homogeneous.

Table 6 Output Independent Sample T-test of Control Group and Experimental Group

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed			-4.513	34	.000	-21.974	4.869	-31.870	-12.079
Equal variances not assumed	.352	.067	-5.019	33.957	.000	-21.974	4.378	-30.872	-13.076

From the table above it can be seen that the probability value (sig.2-tailed) with the t-test is 0.000. Because the probability value is more smaller than 0.05 then H0 is rejected. So it can be concluded that there is a significant effect of bits and pieces game to students' writing skills

Discussion

Based on the results of the research, the use of bits and pieces games has a significant effect on the writing skills of class VII students at SMP Muhammadiyah 1 Jember. There are differences in the test results before and after being given the bits and pieces game treatment. In addition, the test results have shown that the experimental group is better than the control group.

In contrast to conventional learning (lectures) which is commonly used, students tend to be passive and only as recipients of the material delivered by the teacher. Based on the results of the pre-test, it turned out that students tended to be unable to distinguish between parts of identification and description. So the structure of the text becomes inappropriate. Then when the bits and pieces game is applied in the learning process, students become active. Students become more interested in learning and conducting discussions regarding the objects in the picture. The object is in the form of a collection of animal pictures. In the process of discussion, students identify pictures by observing, taking notes and expressing their ideas. As stated by Wright et al. (2006) that bits and pieces games challenge students to share information from pieces of pictures to writing. After that, from the discussion students can get information related to the general description of the animal in the picture such as name, place of residence, type of group and other general explanations.

The application of bits and pieces games to learning to write makes the learning atmosphere more enjoyable. As stated by previous research, Rizky (2020) that the application of bits and pieces games can increase student interest in learning and can encourage students to be more interactive. By forming groups, students cooperate to arrange pieces of the picture so that it becomes a whole. Students collaborate and communicate about the results of guessing which animal is in the picture. By guessing, the learning atmosphere becomes more enjoyable, students feel enthusiastic and are challenged to finish the game immediately so they can see the picture as a whole.

(Juliana, 2020) suggests that implementing bits and pieces games for students can optimally improve writing skills. That's because in the process of compiling pictures students get information related to physical characteristics and detailed descriptions of these animals. By knowing the information students have got an overview of the animals in the picture, so that process can help students generate ideas. In addition, this information can help students in writing the text description section later. Then after the picture is intact, students will see the picture of the collection of animals clearly. This stage provides opportunities for students to choose which animals students find interesting and which will be used as writing ideas. So after implementing the bits and pieces game, students become able to fully master all the ideas in mind that will be written and can organize these ideas into the right structure.

Based on the theory, the findings of previous research, and the findings of this study, it can be concluded that bit and pieces games can have a significant effect on writing skills. Thus, the bits and pieces game strategy will definitely be used successfully in learning to write texts, especially in terms of content and organization.

CONCLUSION

After conducting the research, the primary data was analyzed using SPSS 16.00 on the computer. The results of the analysis show that there is a significant effect of students' writing scores before getting the bits and pieces game treatment and after getting the bits and pieces game treatment on students' writing skills. Based on the data that has been described, the mean scores in the experimental group were 56.43 pretest and 74.43 post-test, while in the control group the pre-test was 45.64 and 52.45 post-test. The difference in the average score between the pre-test and post-test results was higher in the experimental group, indicating that there was an effect before and after being treated with bits and pieces game. On the results of the average similarity test (t-test), the data shows that Sig. $0.000 < 0.05$, which means that the null hypothesis (Ho) is rejected.

The conclusion is that the experimental group that received the bits and pieces game treatment obtained a higher writing skill score than the control group that received the conventional learning treatment. This means that the game of bits and pieces significantly influences students' writing skills in class VII students of SMP Muhammadiyah 1 Jember.

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