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The Use of the **Bits and Pieces Game** towards Students' Achievement on **Writing Report Text**

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conducted through a Conventional teaching method. After the treatment was done, the students in both classes were used. As the results, the mean average showed that there was an increase in writing score. Additionally, the Score in experimental class. WEB that the Bits and Pieces game was effective to be taught. Nevertheless, the Score in control class showed that the Conventional teaching method was not effective to be taught. Moreover, there was no significant difference between the score in pretest and post-test. Furthermore, learning through the Bits and Pieces game encourages students' broader skills of cooperation and negotiation.

Keywords: the Bits and pieces game; writing skills; report text; EFL learners; language

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Initially, bright, Baeridgen and Buckby (1992) and by Andayani (2017) the Bits and Pieces game has a picture-strip to tell. It is also suitable for narrating events and portraying a person, a place or something, particularly in the present tense.

Moreover, writing skills is the skills that required one's ability to express ideas, opinions, thoughts, and feeling to be a good writing so that the readers can understand the written topic. Besides, as a standard of the education system, in English Curriculum 2013 students learn writing in terms of text types like descriptive, narrative, recount, report and procedure.

One of the texts that the students should be acquainted is the report text. Report text is kind of text that is written by someone or group of people to report the results of analysis or to the appropriate authorities. Unfortunately, based on observation, the students faced some problem that is the students are often difficult to distinguish between the report text and the descriptive text. Furthermore, both of them provide detailed explanations of something. Report text defines something as a whole, not an exact object. Our instance, when describing cat animals in general, this is the text of the report.

In addition, the Conventional teaching method is applied in the class. Related to Tutaram, et al., (2018) the Conventional teaching method are usually oriented to teachers, and students are taught in a way that is conducive to sitting and listening (Tutaram et al., 2018). It means that, the teacher always give activities, oral recitation, lecturing after day, and always give an assignment every day.

Therefore, the researcher attempts to figure out another way to help the students how to write a report text. Based on the problem above, the researcher chooses the Bits and Pieces game as the strategy to assist students learn to write a report text. After that, the researcher expects the students will be more concerned in writing a report text and able to write an appropriate text following the rules of writing a report text.

Furthermore, some studies have been conducted previously related to the use of the Bits and Pieces game. A study conducted by Rojiyah (2017) has revealed that the challenges faced by both teachers and students during teaching and learning practices have arisen (e.g., Rojiyah,

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2017). Moreover, the studies by Andayani (2017) and Nurkhyatiin (2011) have revealed that the students' response to learning English by using games was very positive, and the Bits and Pieces game was useful to increase their writing skills. (e.g., Andayani, 2017; Nurkhyatiin, 2011)

Despite some of the research that has figured out the effect of using the Bits and Pieces game in writing, none of these studies focused on figuring out what motivates the students. That is to figure out whether motivation affects students' writing skills in report text or not. The current research aimed at scrutinizing another way for the students to write a report text by using the Bits and Pieces game as the strategy. Therefore, as a result, by using the Bits and Pieces game as the strategy, the researchers expect that the students will be more interested to write a report text.

1.1 The Research Questions

In view of the context described above, the purpose of this study was to address the following research questions:

1. Does the use of the Bits and Pieces game have a better effect towards students' achievement on writing report text than using the conventional teaching method?

2. Literature Review

2.1 The Bits and Pieces game

Practically, game is an activity that allows students to use the language in a less formal situation. It is a structured activity that typically has certain characteristics, such as a specific mission or goal, a set of rules, competition between players, and contact between players in a spoken or written language.

Additionally, Wright (1999) says that the Bits and Pieces game is one kind of game with a rate about a picture-stripe. It is appropriate for narrating events and describing a person, a place or something, particularly in the present tense. This game is suitable for listening, speaking and writing skills. All students are allowed to play this game. It could take 15-40 minutes to play this game. The resources the teachers need are videos, story strips, or texts.

Ideally, the instructor should be able to create a fun environment during the teaching and learning process. Gickumts and Schmidt (2013) explain that game is an activity that allows students to use the language in a less formal situation. The Bits and Pieces game should be used in the classroom because it has several advantages; first, like pair work, it greatly increases the amount of talk for individual students.

Secondly, unlike pair work, since there are more than two individuals in the group, personal relationships are typically less problematic; there is also a greater risk of differing views and different opinions than pair work. Third, it promotes broader teamwork and negotiating skills than peer work, and yet is more intimate than working in front of the entire class. It

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also encourages the autonomy of learners by encouraging students to make decisions within the community without being told what to do by the instructor. Last but not least, while we do not want any persons in groups to be entirely passive, some students can choose their level of participation more easily than in a whole class or pair of work circumstances.

There are several things to consider while playing the game. The first is an instruction to the students; teachers do some planning, e.g., they need a photo-story for groups of students, they need to break the strip into a narrative picture, or they need to cut the text into different sentences, paragraphs, or single words for students. The second is the identification of the winner. The teacher determines the winner based on the submission time, and the fastest group is the winner.

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The following are steps in teaching report texts using the Bits and Pieces game; firstly, the teacher divides students into several groups, and every group consists of five students. Secondly, the teacher deals out to each group, one stripping pictures, and other stripping photo papers in order to be a decent image in 10 minutes. Thirdly, the stripping image that has been arranged; the teacher gives each group 20 minutes to explain it and write it down in a piece of paper. Next, each group has to stick the image on the board and the writing under it. Then the teachers check what they have done, and tell them the winner of this game, based on a picture and a clear explanation of their writing.

2d Report Text

Report text is one of the 13 types of English texts belonging to the "description text", and the function is to describe something general objects, living things or phenomena general. The term of report text is also known as "informational report", which means the report text shall be published in order to provide details on the events or circumstances after the inquiry has taken place and through a variety of factors.

Sudarwati (2016) states that report text provides information about something and is the product of systematic observation and analysis. The text describes something or objects in general, examples of various objects or natural phenomena, artificial and social which exist or happen within us. The text of the report text is a result of observation, or study of object or places, people or places.

Similar to Sudarwati, Mustafa and Sundayana (2016: 125) explain that report text is intended to illustrate how things relate to history, science, geography, natural resources, man-made and environmental phenomena. It is clarified report text must contain relevant information considered to be written as a report form. Everything that is perceived to be essential for reporting is in the document.

From the discussion above, the researchers inferred that the report text contains knowledge that represents something in fact. Additionally, a report text can be described to explain how

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things are, for example, natural, man-made, and social phenomena in our environment, natural, man-made and social phenomena in our environment. In writing report text, the writer must identify the subject in the correct details as it has been observed.

2d Conventional Teaching Method

The conventional teaching method, also known as conventional education, is still commonly used in schools. The old-fashioned way of teaching was almost recitation, for example, students would sit in silence, while one student after another would take turns reciting the lesson before each one was called.

There are three well-known approaches to teaching writing, they are: Product-based approach, Process-based approach, and Genre-based approach. In addition, the synthesis of these three approaches is called Process-Genre approach. Each of these approaches is discussed below.

Related to Tularam, et al., (2018) Conventional teaching approaches are usually oriented to teachers, and students are taught in a way that is conducive to sitting and listening. It is true that conventional standards and philosophies also encourage students to follow a teaching-based model with some useful outcomes as evident.

Munir, Lestari (2008) says that the stereotype of writing teaching is that the teacher gives a subject and the students write a paper on it. Teaching writing is more than just typical practice. The teacher cannot simply collect the writing of the students and offer a mark on it; in doing so, he neglects the most important aspect of the method.

Leki (1991) explains that in reacting to student writing, the instructor attempts to correct grammatical structures and seeks to eliminate errors in the type of expression. That's why the instructor sometimes sees in students' writing that they can't grasp what the message that the students are trying to express is. This phenomenon seems to happen because the students are writing unnaturally and simply to prevent grammatical errors.

Therefore, Wang (2015) often mentions the importance of paying attention to the writing process that students can constantly write, update and edit their writing in order to develop it. Unfortunately, these necessary activities are very difficult in large classes, because the teacher should review and assess the student's **work** on an individual basis. **Moreover**, this aspect means that the teacher cannot hold kind of essay consultation on the notes that the student has written, so the students possibly do not have enough time to ask for clarification on the revision made by the teacher in their writing.

To sum up, the researcher concludes that, the Conventional teaching method refers to the traditional way in which most of the time teaching method is used. This method is used; textbook-centric, teacher dominant, exam-oriented. The emphasis here is primarily on remembering and reproducing the facts, principles and theories of learning. This method is widely used by students teachers at present.

3. Research Methodology

3.1 Participants / Subject and Population and Sample

this research used a quasi-experimental (Arikunto, 2013). Therefore, the research employed a pretest and post-test to extract needed data from one experimental class (EC) and one control class (CC). **This research focused on the Bits and Pieces game** as an independent variable and Writing a report text as a dependent variable to be influenced by an independent variable. For analyzing the data, the researchers used T-test. The collected data were analyzed using T-test.

Moreover, the research participant included 6 classes at the tenth grade of SMAN 1 Tambusai. Moreover, the cluster random sampling was used to determine the sample. After that, two classes were chosen randomly as the sample in the research, those were X IPA 1 as experimental class (EC) and X IPA 2 as control class (CC). From those two classes, its included 68 students as participants, they were chosen randomly from the total 193 students in 6 classes at SMAN 1 Tambusai.

3.2 Instruments

In order to figure out students' achievement, after implementing the treatment, the researcher gave the writing test to see whether the Bits and Pieces game have better impact on their achievement or not. The writing test is given to two classes and it is consisted of two types; those are pre-test and post-test.

The students were given a pre-test to know their achievement by writing the report text. The researchers would give the students a pre-test before they got any medication. Moreover, the post-test was conducted after the researcher implemented the treatments (the Bits and Pieces game), and it aimed to measure their achievement in writing report text. Besides, the post-test was conducted in form of writing test, and the post-test score were taken as the data of the research and then that score was compared to a pre-test.

In addition, the treatment lasted 8 meetings for each classes of 90 minutes each under the guidance of the supervisor for each classes. In the last session, both classes took the post-tests of writing. The students' writing skills was assessed by using the rubric scoring from Brown (2007), that is consisted of five components; those are organization, content, grammar, vocabulary, and mechanics (Brown, 2007). After the treatment period, the researcher measured the effects of the Bits and Pieces game towards students' achievement on writing report text.

3d Data Analysis PMedur

The researcher used a quantitative data analysis technique, and it was analyzed by statistical method. The collected data through the procedures mentioned earlier were analyzed and interpreted according to the research's objective. Firstly, normality testing will be done to see whether or not the data collections from both groups are normally distributed. Furthermore, the Litfiefors Test from Sudjana (2002) is adapted to analyze the data collected (Sudjana, 2002). Secondly, to examine the data collections, the researchers used T-test that was conducted to see the significant effect of the Bits and Pieces game towards students' achievement on writing report text.

4. @ndbt

4.1. Research Question 1: Does the use of the Bits and Pieces game have a better effect on students' achievement on writing report text than using the Conventional teaching method?

First of all, this research was done in eight meetings both classes and the normality testing showed that the data were normally distributed. After the students have carried out the writing exam, the researcher measures the pre-test and post-test score in both classes to test the hypothesis. The researcher calculated both of scores using SPSS to identify the effect of the Bits and Pieces game and the Conventional teaching method toward students' achievement on writing report text.

4.1.1. Experimental Class

Table 1. The Pre-Test Score of Experimental Class

Students	Pre-Test 1	Pre-Test 2	Pre-Test 3	Category
1	65	60	60	Fair
3	65	65	60	Fair
4	55	50	53	Less
5	58	55	50	Less
6	66	60	60	Fair
7	58	50	53	Less
8	58	53	56	Less
9	65	65	65	Fair
10	60	58	55	Fair
11	62	63	60	Fair

Comment 1.1.1: The findings are mostly from feeling and showing the students' score. The students' score might be put in the appendix and should explore more about the indicators in the findings.

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12	65	60	60	Fair
13	58	45	50	Less
14	68	65	65	Good
15	62	68	65	Fair
16	60	65	60	Fair
17	65	60	65	Fair
18	65	60	60	Fair
19	58	55	50	Less
20	77	75	73	Good
21	68	65	65	Good
22	72	75	73	Good
23	68	65	60	Fair
24	65	65	68	Good
25	68	70	70	Good
26	53	55	50	Fair
27	75	77	73	Good
28	68	70	65	Good
29	65	63	60	Fair
30	72	75	75	Good
32	75	75	73	Good
33	70	68	70	Good
34	72	75	75	Good
3'total	2219	2168	2*25	
Average	65.26	63.76	62.79	Fair

Based on the table 1 ,it portrayed the students' pre-test score in experimental class.. The table above reveals that the students' writing skills on report text were categorized as fair. In addition, the students' average score in writing report text was 63.04. It can be seen that based on 34 students, there are 14 students that are classified into good; 14 students are classified into fair; and 6 students are classified into less.

Tabk 2. The Post-Test Score of Experimental Class

Students	Score			Category
	Rater 1	Rater 2	Rater 3	
1	71	73	73	Good
2	86	83	80	Excellent
3	82	85	80	Excellent

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4	88	85	88	Excellent
5	80	75		Good
6	80	80		Good
7	80	76	82	Good
8	85	88	86	Excellent
9		85	82	Excellent
10	85	88	80	Excellent
11	82	80	80	Excellent
12	82	77		Good
13	80	80		Good
14	82	85	80	Excellent
15	82	85	85	Excellent
16	80	78	80	Good
17	85	80	85	Excellent
18		80	80	Good
19	75	73	75	Good
20	87	90	85	Excellent
21	85	85	85	Excellent
22	85	86	85	Excellent
23	88	85	83	Excellent
24	88	85	88	Excellent
25	88	92	90	Excellent
26		75		Good
27	85	90	93	Excellent
28	88	90	85	Good
29	90	85	90	Good
30	75	75	75	Good
31	88	90	85	Excellent
32	85	90	88	Excellent
33	90	88	90	Excellent
34	92	90	90	Excellent
Total	2845	2834	2815	
Average	83.67	83.35	82.79	Excellent

Based on the table 2, it displayed the students' post-test in experimental class. c. The table above reveals that the students' writing skills on report text were categorized as excellent. Moreover, the students' average score was 83.27. It can be noticed that based on 34 students there are 21 students that are classified into excellent and 13 students that are classified into good. Besides, it reveals that the significant score from the students' pre-test to post-test.

4.1.2. Control class

Table 3. The Pre-Test Score of Control Class

Students	Score			Category
	Rater 1	Rater 2	Rater 3	
1	58	60	60	Fair
2	73	68	73	Good
3	62	65	60	Fair
4	60	65	58	Fair
5	60	65	65	Fair
6	66	60	60	Fair
7	50	50	52	Less
8	60	58	56	Fair
9	65	65	62	Fair
10	60	58	60	Fair
11	62	60	60	Fair
12	52	50	55	Less
13	58	50	55	Less
14	52	55	50	Less
15	62	65	65	Fair
16	60	65	60	Fair
17	65	60	65	Fair
18	65	60	60	Fair
19	65	60	65	Fair
20	77	70	73	Good
21	65	65	65	Fair
22	64	66	65	Fair
23	68	65	60	Fair

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	68	65	68	Good
	68	72	70	Good
	63	65	65	Fair
	55	50	53	Less
28	55	50	55	Less
'	50	55	50	Less
	75	75	75	Good
"	68	70	65	Good
	75	70	73	Good
	58	55	53	Less
	57	55	50	Less
Total	22j	29g	2ggd	
Average	60.47	61.67	61.5	Fair

Based on the table 3, it showed the students' pre-test score in control class. The table above reveals that the students' writing skills on report text were categorized as fair. Furthermore, the students' average score was 61.76. It can be seen that based on 34 students there are 7 students that are classified into good, 9 students that are classified into less, and 18 students that are classified into less.

Table 4. The Post-Test Score of Control Class

Students	Score			Category
	Rater 1	Rater 2	Rater 3	
1	70	68	65	Good
2	65	66	63	Fair
4	60	65	60	Fair
5	55	55	53	Less
6	50	55	50	Less
7	65	65	62	Fair
8	68	65	63	Fair
9	80	75	82	Good
10	58	55	55	Less
11	55	50	55	Less
12	65	63	65	Fair
13	70	70	70	Good

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14	65	60	60	Fair
15	72	70	66	Good
16	52	50	55	Less
17	65	65	63	Fair
18	65	60	63	Fair
19	55	58	54	Fair
20	70	68	65	Good
21	70	72	70	Good
22	64	65	65	Fair
23	55	55	55	Less
24	67	65	65	Fair
25	55	58	60	Fair
26	63	65	63	Fair
27	60	65	68	Fair
28	50	60	62	Fair
29	75	70	70	Good
30	72	68	70	Good
31	68	65	63	Fair
32	50	55	50	Less
33	58	58	55	Fair
34	55	55	58	Fair
Total	2144	2119	2098	
Average	63.05	62.22	61.70	Fair

Based on the table 4, it showed the students' post-test score in control class. The table above reveals that the students' writing skills on report text were categorized as good. Furthermore, the students' average score was 62.36. It can be seen that based on 34 students there are 4 students that are classified into excellent, 19 students that are classified into good, and 11 students that are classified into fair. Nevertheless, it reveals that even though the score from pre-test to post-test were increased, but it was not categorized as significant because the students' score for both tests were still categorized into fair.

4.1.3. Statistical Analysis

After calculating the students' pre-test and post-test score from both classes, the researchers needed to calculate the score to see significant effect between the use of the Bits and Pieces game and the Conventional teaching method toward students' achievement on writing report text by using independent sample t-test. The result of independent sample t-test can be seen in the data below:

Table 5. Results of the paired-samples t-test comparing pretest and Post-test scores of the EC and CC

One-Sample T-Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post-test EC	10.338	33	.000	28.9324	244.81	254.84
Post-test CC	12.225	33	.000	187.088	179.80	194.38

Derived from table 5, it can be noticed that df (degree of freedom) is 33 for both classes. The table above reveals that *t* is bigger than *t* table. In addition, it is found that *Notts* is 101.338 > *t* table at level of significance 5% is 1.691, and *Notts* was 52.225 > *t* table at level of significance 5% was 1.691. Furthermore, it indicates that the alternative hypothesis (*H_a*) was accepted and the null hypothesis (*H₀*) was rejected. The data showed Bits and Pieces game has been used effectively in the classroom to increase students' performance in writing report text.

The students showed significant effect as the result of the test. Nevertheless, from the data tabulation shown in table 4 (the post-test score of control class) it can be seen that the average of post-test score was categorized into fair. Moreover, because the differences between the pre-test and post-test of the control class is not significant. It can be determined that the Conventional teaching method was not effective to be used on the writing report text.

S. Discussion

Initially, this research was done to see the effect between the use of the Bits and Pieces game and the Conventional teaching method toward students' achievement on writing report text. Additionally, a quasi-experimental method was used in this research. It employed a pretest and post-test design to extract needed data from experimental class (EC) and control class (CC). After pre-test was given, the researchers used the Bits and Pieces game as the treatment in the experimental class and the conventional teaching method was used in the control class.

As the result, the significant effect was found after the post test was conducted. Moreover, this research aimed to examine the significant effect between the use of the Bits and Pieces game and the Conventional teaching method toward students' achievement on writing report text. In analyzing the students' writing, the rubric scoring from Brown (2007) was adapted (Brown, 2007).

Furthermore, in the experimental class, the average score for the pre-test was 63.94 and it was categorized into fair. In contrast, the average of post-test score in the experimental class was 83.27 and it was categorized into excellent. This indicates that the treatment the Bits and

Pieces game) was effective to the experimental class, because the students showed significant effect from their writing scores in the results.

This research also supported by some researchers, Rojiyah (2017) conducted a research entitled "Teaching and Learning Descriptive Paragraph Writing through Bits and Pieces game at the Second Semester of the Eighth Grade of SMP Islam Nurul Iman". This study used descriptive qualitative research that attempted to understand and explain the teaching and learning process of descriptive paragraph writing through the Bits and Pieces game and to get to know the problems of teachers and students. The researcher used three kinds of instruments to collect data. They were observation, interview, and questionnaire (Rojiyah, 2017). Hence, she found that the teaching and learning process did not work well because the instructor had some difficulty with the lesson plan and the students.

Similar to Andayani (2017) and Nurkhatun (2011) the Bits and Pieces game found out that it could be an alternative to develop students speaking skills in some aspects, for instance, like their accent; grammar, vocabulary; fluency; and comprehension (Andayani, 2017). Additionally, it was resulted an increase in the number of words written. The participants seemed the intervention as positive provided social validity (Nurkhatun, 2011).

The game Bits and Pieces can accomplish the learning activity with various advantages; these advantages can be associated with the activity given to students to use the language in a less formal situation, increases the number of conversation for individual students, is less problematic, encourages broader cooperation and negotiation skills, and promotes learners' autonomy by enabling students to engage in learning. It is structured activity that typically has certain characteristics, such as a specific mission or goals, a set of rules, competition between players and contact among players through spoken or written language. It also contributes to considering how the activity for active learning can be better achieved by incorporating game in the learning process.

6. Conclusion

Learning how to write through the Bits and Pieces game in classroom can accelerate the learning of writing skills. It can stimulate extensive skills of cooperation and negotiation. The attained findings reveals that by applying the Bits and Pieces game, the students would have the bigger opportunity to team better and expand their writing skills. The present research facilitate a new way on how to team English language learning, especially in writing report text.

Consequently, future research should determine the maintenance of treatment effects whether or not in the field of writing skills. The future researches not only need to establish if the

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treatment is significant for writing skills but also significant for various sample and environment. Additionally, it is expected that the teachers are highly recommended to use the Bits and Pieces game as a new strategy for learning writing skills .

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