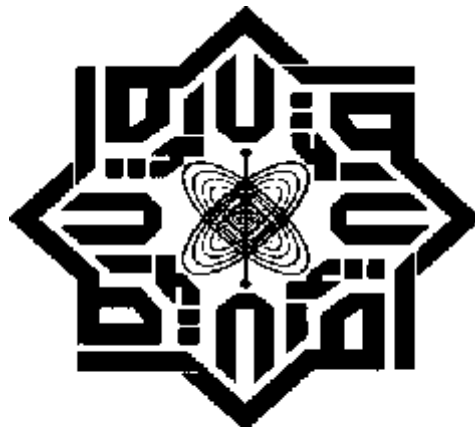


**THE ABILITY IN WRITING EXPOSITORY PARAGRAPH OF  
THE SECOND YEAR STUDENTS AT MA KAMPAR TIMUR  
OF KAMPAR REGENCY**



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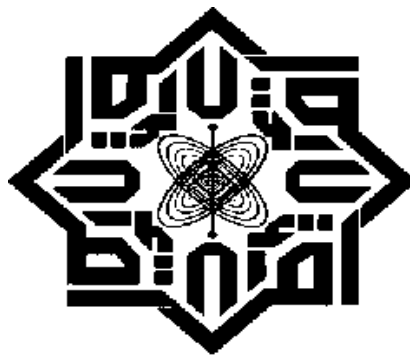
**THE EFFECT OF USING HERO QUEST STRATEGY  
TOWARD  
THE ABILITY IN WRITING EXPOSITORY PARAGRAPH OF  
THE SECOND YEAR STUDENTS AT MA KAMPAR TIMUR  
OF KAMPAR REGENCY**

A.Thesis

Submitted as Partial Satisfaction of the Requirements

For the Bachelor Degree of English Education

(S.Pd.)



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## ABSTRAK

**Ida Roswita (2012) : Pengaruh Penggunaan Strategi *Hero Quest* Menjelang Kemampuan dalam Menulis Paragraf Ekspositori Tahun Kedua Siswa di MA Kampar Timur Kabupaten Kampar**

Penelitian ini merupakan penelitian eksperimental. itu diselidiki untuk mengetahui ayat menulis ekspositori siswa dengan menggunakan *Hero Quest* dan untuk mengetahui strategi pengaruh signifikan. Metode dalam meningkatkan ayat menulis ekspositori siswa. Subyek penelitian ini adalah mahasiswa tahun kedua MA Kampar Timur. Mereka terdiri dari dua kelas (37 siswa). peneliti mengambil satu kelas (37 siswa) sebagai sampel penelitian. di samping itu, para siswa dibagi menjadi satu kelompok. Mereka adalah kelas kontrol dan kelas eksperimen yang terdiri dari 37 siswa.

Instrumen penelitian ini adalah observasi. pengamatan digunakan observasi kelas dalam mengajar menulis paragraph ekspositori dengan menggunakan *Hero Quest*. Sedangkan, untuk menganalisis data, peneliti menggunakan "t-uji statistik".

Akhirnya, berdasarkan temuan peneliti, hasil lebih tinggi daripada di tingkat keputusan alpha dan dengan derajat kebebasan ( $2,382 > 1,684$ ). Mengenai hasilnya,  $H_0$  diterima dan  $H_a$  ditolak. Ini berarti bahwa ada pengaruh yang signifikan dari *Hero Quest* untuk meningkatkan menulis paragraf ekspositori siswa di tahun kedua MA Kampar Timur. Temuan ini menunjukkan bahwa siswa menulis dengan menggunakan *Hero Quest* memiliki hasil yang baik dalam menulis paragraf ekspositori dari pada yang menulis dengan menggunakan satu konvensional.

## ABSTRACT

**Ida Roswita (2012) :The Effect of Using Hero Quest Strategy Toward the Ability in Writing Expository Paragraph of the Second Year Students at MA Kampar Timur of Kampar Regency**

This research was pre-experimental research. It was investigated to know the students' writing expository paragraph by using Hero Quest Strategy and to know the significant of the influence strategy. Method in increasing students' writing expository paragraph. The subject of this research was the second year students of MA Kampar Timur. They consisted of two classes (sains and social class). the researcher took one class (social class) as the sample of the research. In addition, the students were divided into one groups. It was experimental class consisting of 37 students.

The instruments of this research were observation and Test. the observation was used classroom observation in teaching writing expository paragraph by using Hero Quest. Whereas, to analyze the data, the researcher used "t-test statistic" or T-Test

Finally, based on the researcher's findings, the result of  $t_{calculated}$  was higher than  $t_{distributi on}$  in alpha decision level ( $\alpha$ )0,05 and with the degree of freedom ( $df$ 38)(2.382>1.684). Regarding to the result,  $h_a$  was accepted and  $h_o$  was rejected. It means that there was significant influence of Hero Quest to increase students' ability in writing expository paragraph at the second year of MA Kampar Timur. In conclotion, the students writing expository paragraph taught by using Hero Quest Strategy is better than the students taught by using conventional one.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is one of the of four skills that should be acquired by the students because all information has already been achieved by expressing opinion, ideas and thoughts clearly and legibly. Writing is very important skills that language because learners need to learn as essential component not only for their academic practice but also letter in their professional life. In writing, students should be able to express ideas. They need vocabulary and also ideas in writing in order they can make good paragraph. Writing is one of language skills used to communicate. Someone can express ideas, feeling, or information. The writer can deliver it if someone or he/she can write well.

Writing can be defined by a series of contrasts:

1. It is both a *physical* and a *mental* act. Writing is the physical act of committing words or ideas to some medium and the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
2. Its purpose is both to *express* and *impress*. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, who need to have ideas expressed in certain ways.
3. It is both a *process* and a *product*. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product-an essay, letter, story, or a research report”<sup>1</sup>

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<sup>1</sup> Nunan, David, *Practical English Language Teaching*. (Singapore: Mc.Graw Hill, 2003) p.88

From the definition above, the writer concludes that writing is the process to express idea. Writing will help students master other skills and course in mastery English completely.

In addition, teacher should also consider the tone of writing, which depends on his subject matter and his audience. Tone is style or manner of expression. It is revealed by choice of words and grammatical structures and even the length of your sentences. The tone of a place of writing can be, for example, serious, amusing, personal, or impersonal. Academic writing is formal and serious tone. Finally, the purpose of a place of writing determines the rhetorical form chosen for it<sup>2</sup>. A persuasive essay will be organized in one way and an expository essay in another way<sup>3</sup>. In writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a “product”. This means that a place of writing, whether it is a composition for your English class or a lab report for your chemistry class, is never complete; that is it is always possible to review and revise again

Based on KTSP (School Based Curriculum), English students of islamic senior high school Kampar Timur of kampar regency, all skills in teaching and learning English that are integrated each other much be learnt and thought by both students and teacher, including writing skill. Writing will help students mastering the other skills and of course in mastery English completely.

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<sup>2</sup>Oshima, Alice and Ann Hongue. *Writing Academic English*, (New York: Longman, 1998).p3

<sup>3</sup> Ibid.p3

Islamic senior high school Kampar Timur is one of the private schools that use the curriculum (KTSP) as a formal education. MA Kampar Timur also provide English as a main subject for students, especially writing. English has been taught four hours on 45 minutes for one-hour-learning process. English subject has been taught 180 minutes a week. In this school, the basic competence stated in syllabus of second year MA Kampar Timur is students are able to express the ideas in expository paragraph.

Based on preliminary study, the found that in MA Kampar Timur, the teacher used technique with various strategies in teaching, such as: discussion, explanation, asking students to write draft expository paragraph, and sometimes, he also divided them into several groups and asked them to make a expository paragraph based on the topic that has been given. The passing score/KKM of English subject in MA Kampar Timur is 69<sup>4</sup>.

According to opinion above, in teaching writing, the teacher used technique with various strategies in teaching such discussion. Discussion in class was one of aspects that would influence the achievement of teaching and learning. If the teacher used good technique in class it would help student to comprehend the lesson.

One of the technique is hero quest. *Hero Quest* is an adventure game that extends learners' enthusiasm for playing to the hard work of writing an essay. The prize for those who prevail in *Hero Quest* is a cohesive organization of Ideas critical to essay writing. Brain-Friendly Strategies for Developing Student Writing Skills mapping writing plan or outline quickly,

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<sup>4</sup> Syllabus of MA Kampar Timur. (2011 ). unpublished

which becomes especially important when writing tests have time limits. Used in or beyond the language arts classroom, its graphic orientation is especially helpful for visual learners.<sup>5</sup>

*Hero Quest* can help teachers identify gaps in understanding and application so they can remediate *before* students face high-stakes frustration and potential failure. Regardless of subject matter, we can help students acquire more proficiency in writing by helping them learn the importance of visually organizing their writing and the strategies to do so. What better way. Authentically assess students' formative writing than by seeing the organizational pictures they rely on to assist their writing.<sup>6</sup>

The symptoms of the second year students of Islamic senior high school Kampar Timur of Kampar regency can be more explained as follows:

1. Some of the students are still difficult to write expository paragraph:
2. Some of the students are lazy to write:
3. Some of the students can not make a good writing:
4. Some of the students do not express their ideas:
5. Some of students get low score:

Based on the symptoms above, the writer is interested in conducting a research entitled **“THE EFFECT OF USING HERO QUEST STRATEGY TOWARD THE ABILITY IN WRITING EXPOSITORY PARAGRAPH OF THE SECOND YEAR STUDENTS AT MA Kampar Timur OF KAMPAR REGENCY”**.

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<sup>5</sup> Anne Hanson, *Brain-Friendly Strategies for Developing Student Writing Skills*.(-2009) p.72

<sup>6</sup> Ibid.p.80

## **B. Problems**

### **1. Identification of the Problem**

Based on the problem stated above, this research identifies the problem as follow:

- 1) Why do some of the students still get difficulties to write writing expository paragraph?
- 2) Why are some of the students lazy to write expository paragraph?
- 3) Why can not some of the students make a good paragraph writing
- 4) Why do some of the students still get difficulties to express their ideas in writing expository paragraph?
- 5) What the factors make that students get low score in writing expository paragraph?

### **2. Limitation of the Problem**

Based on the limitation of the problem stated above, it is very important for the writer to limit the problem. The writer focuses on the use of hero quest strategy toward the ability in writing expository paragraph of the second year students at Islamic senior high school Kampar Timur of Kampar regency.

### **3. Formulation of the Problem**

According for the limitation of the problem above, thus the research problem will be formulated in following research questions:

- 1) How is the students' ability in writing expository paragraph of the second year students at MA Kampar Timur of Kampar regency?
- 2) Is there any significant effect of using hero quest strategy toward the ability in writing expository paragraph?

### **C. Objective and Significance of the Research**

#### **1. Objective of the Research**

The objectives of the research are describing the teaching and learning process of teaching writing to second year students of senior high school. The objectives of the research can be stated as follows:

- a) To find out students' ability in writing expository paragraph at the second year students' of Islamic senior high school Kampar Timur of Kampar regency
- b) To find out whether there is or not significant effect of using hero quest strategy the toward in writing expository paragraph of the second year students at MA Kampar Timur of Kampar regency”

#### **2. Significance of the Research**

- a) To give contribution to the English teacher to develop student ability in writing expository paragraph.
- b) To give contribution to the students to improve students ability in writing expository paragraph.
- c) Writer hopes this research can help student in writing expository paragraph

- d) To add references for other researcher that have the some problem as writer
- e) To complete one of the requirements intended to finish the writer study program at the English Education Department of Tarbiyah and Teacher Training Faculty of UIN SUSKA Riau.

#### **D. Definition of the Terms**

To avoid misinterpretation of this research, it is necessary to the writer to define the following term

##### 1. Hero quest

*Hero Quest* is an especially effective tool for learners with a visual/spatial Learning-style preference and for struggling readers and writers. *Hero Quest* is an adventure game that extends learners' enthusiasm for playing to the hard work of writing an essay. The prize for those who prevail in *Hero Quest* is a cohesive organization of Ideas critical to essay writing. Brain-Friendly Strategies for Developing Student Writing Skills mapping writing plan or outline quickly, which becomes especially important when writing tests have time limits. Used in or beyond the language arts classroom, its graphic orientation is especially helpful for visual learners.<sup>7</sup> Is a role-playing game that was simplified to a few simple actions (move, attack, and search) and was played out on a wonderfully illustrated game board divided by squares<sup>8</sup>

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<sup>7</sup> ibid, p.71

<sup>8</sup> <http://www.bowserbag.com/heroquest/>



In this hero quest strategy we can play game or organization of ideas critical to essay writing. And also for developing student writing skills in the expository paragraph. Hero quest strategy it is very important when writing text have time limits in the classroom.

## 2. Writing Expository Paragraph

Expository paragraph is to give information, explain why or how. Clarify a process, or define a concept.<sup>9</sup> Actually an expository paragraph is an instructional paragraph giving clear instructions to persons about a topic or a theme. It can be explained as a "How to do" instructor for any thing. Examples are: cooking instructions, medical information, first aid guidelines, etc.

In the expository paragraph is an instructional paragraph giving clear instruction to persons about a topic or a theme. In expository paragraph, we also give explanation about a subject, or give direction, show how to do something.

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<sup>9</sup> M.Syafi'I S, *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. ( Pekanbaru: LBSI,2007)p.62

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

Writing is a powerful tool used in the written form. It is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Hughey said, in writing we express our feelings, our hope, dreams, and joys as well as our fears, angers and frustration.<sup>1</sup> Though writing we can express ideas, our plans, comitmens, or recommendation. We can explain to other who we are, what we believe and understand, and why we believe and understand as we do.

Alice Oshima says that the process of writing there are four main stages in the writing process, among other;

##### a. Free writing

Free writing is brainstorming activity in which you write freely about a topic because you are looking for specific focus. The purpose of writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, spelling, logic, or organization. In free writing must be following of this procedure. Among other;

1. Write the topic at the top of your paper.

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<sup>1</sup>Hughey ,Jane B.. *et al, Teaching ESL Composition:Principles and Techniques.*(Sringfield: Newbury House Publishers.1983).p.33

2. Write as much as you can about your topic until you run out of ideas.
3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
4. Take that main idea and free write again.

b. Planning (outlining)

An outline is a formal plan for a paragraph. In outline, you write down the main point and sub points in the order in which you plan to write about them.

c. Writing and Revising Draft

The first step in this stage is to write a rough draft from your outline. These proceeds:

1. Write down the topic sentence and underline it.
2. Skip one or two line per line of writing and leave margins of one inch on both sides of the paper
3. Write your paragraph, following your outline as possible.
4. Don't worry about grammar, punctuation, or spelling.

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this proofreading, which you will do later. During the first revision, be concerned mainly with content and organization. The following this precedes:

1. Read over your paragraph carefully for a general over view.
2. Check for general logic and coherence.

3. Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central (main) focus; act.

d. Writing the final copy

Now you are ready to write the final copy to hand in. your instructor will expect it to be written neatly and legibly in ink your type. Be sure that you make all the corrections that you noted on your second draft. After rereading the final copy, don't be surprised if you decide to make a few minor or even major changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product.

Good writing starts with process. So we'll begin by telling you how to go about Writing. How to get ideas. How to put them together. How to get them on paper. How to polish them into a fine piece of writing. Those are the four broad steps in writing anything: prewriting, writing, revising, and proofreading.

- a) Prewriting : The prewriting process refers to the kinds of things you do to get. Ready to write. Helpful hints to suggest how to think. How to plan. How to Make choices. Prewriting prepares you to write freely.
- b) Writing : Suggestions for writing follow with details about how to use the. Building blocks of good writing: Good sentences Good paragraphs, Good multi-paragraph papers.
- c) Revising : Then we help you with probably the toughest part of writing : Polishing your paper. Improving content.

Improving structure. Improving Emphasis.

Improving continuity.

- d) Proofreading: Finally, we show you how to eliminate those bothersome Mechanical errors.<sup>2</sup>

New paragraph the some components of good writing:

- 1) Topic choice—chooses a topic you feel passionate about (see what is a Good Topic?)
- 2) Main Idea—the meaning and development of your message
- 3) Organization—the internal structure of your piece—beginning, middle, and end—staying with your main idea
- 4) Good introductory sentence that draws your readers in and keeps them reading
- 5) Voice—your unique way of telling your story, how you create it and bring your topic to life
- 6) Word choice—intriguing words—active verbs, descriptive adjectives—the language you use to write your piece and convey your message
- 7) Authentic dialogue—dialogue that sounds like real people talking and doesn't sound fake
- 8) Using details and being aware of cause and effect
- 9) Good sentences—clear sentences that flow and captivate your reader—no choppy sentences and no run-on sentences
- 10) Good concluding paragraph and finishing sentence
- 11) Proper punctuation, grammar, as well as good presentation

## 2. Writing Expository Paragraph

Expository paragraph is an instructional paragraph giving clear instructions to persons about a topic or a theme. It can be explained as a "How to do" instructor for any thing.<sup>3</sup> M. Syafi'i S said (2007), in an expository paragraph, you give information. You can explain a subject, give directions, or show how to do something. In expository writing,

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<sup>2</sup> Sharon Sorenson, *Webster's New World Student Writing Handbook*. (Ohio : Wiley Hoboken, 2010 ) p.3

<sup>3</sup> <http://www.tutorvista.com/english/expository-paragraph-definition>

linking words like first, second, than, and finally are used to help readers follow the ideas. It is more difficult to develop than descriptive or narrative writing.

In exposition you have to establish your own order. The paragraph has a single controlling idea or topic. It uses various of details to develop it.<sup>4</sup>

There are five basic ways in which authors may choose to organize information in expository text:

- a. Description : in which a topic is introduced and followed by its attributes;
- b. Sequence : in which a topic is introduced and followed by details that need to be presented in an order;
- c. Cause/effect : in which an event or act and its effects are described;
- d. Comparison/contrast : in which the similarities and differences in two or more things are presented;
- e. Problem/solution : in which a problem is presented followed by one or more solutions.<sup>5</sup>

### **3. Hero Quest Strategy**

Hero Quest is a board game by Milton Bradley that came out about 1990, which is sadly no longer available. It is a role-playing game that was simplified to a few simple actions (move, attack, search) and was played out on a wonderfully illustrated game board divided by squares. It had 4 heroes and 1 person to control all the monsters (called Zargon), and incorporated random elements by using cards and dice. The most attractive of its features were it's ease of play and some of the best 3-D plastic figures and furniture I've seen, that could be placed anywhere on the board.

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<sup>4</sup> Op.cit, M.Syafi'p62

<sup>5</sup> [http://www.readingquest.org/edis771/paragraph\\_frms.html](http://www.readingquest.org/edis771/paragraph_frms.html)

Hero Quest also spawned 4 quest packs (with additional figures) adding 40 quests to the original 12, but unfortunately Milton Bradley discontinued the line before it could really catch on.

Games Workshop, a game company from Great Britain, followed with a game called Advanced Hero Quest, bringing more quests, furniture and figures (they were, in fact, the sculptures of the original figures), but that died as well. Games Workshop currently has a yet more advanced line of games called Warhammer Quest which, although similar to Hero Quest, does not have the sheer simplicity of play that Hero Quest had. A simplicity that is directly attributable to its special dice, which is also no longer available.<sup>6</sup> *Hero Quest* is the innovative, dynamic, and flexible rules engine by Robin Laws, suitable for play in any genre or setting. It present a simple and flexible system that allows Game Masters to make decisions the way authors and screenwriters do when creating novels, TV episodes and movies. *Hero Quest* encourages creative input from your players, resulting in an exciting, unpredictable narrative created through group collaboration. Its resolution methods and scalable character levels make it equally suited for any genre, from epic fantasy to satirical soap opera. Whether your next game idea draws on horror, war, westerns, martial arts, pulps, cyberpunk, cliff-hangers, giant robots, super-powered heroes, space opera, cop action, corporate intrigue, furry animals, swashbuckling adventure, Greek tragedy or even drawing room comedy,

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<sup>6</sup> <http://www.bowserbag.com/heroquest/>

*Hero Quest* can handle it! You can even use *HeroQuest* to emulate a musical – although it won't do the singing or dancing for you.<sup>7</sup>

a. The advantages of using hero quest

In the advantages there are four advantages to hero quest such as:

- a) Relationship development within your team and with your clients
- b) Team work
- c) Creativity challenges
- d) For a hilarious fun night

b. The procedure of hero quest

1. Provide learners with a reading choice from a number of appropriate

Options. The following example is based on the reading of an *abridged* version of “The Fall of the House of Usher” by Edgar Allen Poe.

2. Distribute copies of the *Hero Quest* instructions and outline sheet.

Use visually

Appealing handouts or overheads to review the instructions as a class before getting started.

3. Use whole- and small-group instruction and individual assistance while the game plays out and outlines are constructed, transferred, and transformed to essay drafts.

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<sup>7</sup> <http://moondesignpublications.com/what-is-heroquest/>



## **B. Review of Related Finding**

Fera Afriliyah (2008), did a research entitled "Students' Ability in Developing a Topic Sentence in Writing Expository Paragraph of the Second Year Students of MAN 2 MODEL . The result showed that ability of language program students of AMAN 2 MODEL in developing a topic sentence in writing expository paragraph is enough. The students' ability in developing a topic sentence in writing expository paragraph at the second year students of language program students of MAN 2 MODEL Pekanbaru is categorized into enough. Based on each of five aspects of writing, the students' categories: content is in fair category, organization is in fair category, vocabulary is in good category, language use is in fair category and mechanics is in fair category<sup>8</sup>.

## **C. The Operational Concept**

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. Therefore, the variables investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments and assessments applied by the research.<sup>9</sup>

There are two variables in this research; they are variable X as Hero Quest Strategy and variable Y as writing expository paragraph. Thus, the writer determines some indicators of both variables.

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<sup>8</sup> Fera Afriliyah, Students' Ability in Developing a Topic Sentence in Writing Expository Paragraph. (Pekanbaru: Unpublished ),p57

<sup>9</sup> M.Syafi'i S, From Paragraphs to a Research Report: A Writing of English for Academic Purpose.(Pekanbaru: LBSI,2011).p122

1. The indicator of Variable X or Hero Quest Strategy :
  - a) The Teacher ask to Students learner with a reading choice from a number of appropriate Options.
  - b) The Teacher Ask to Students Please your Distribute copies of the *Hero Quest* instructions and outline sheet. And use visually, appealing handouts or overheads to review the instructions as a class before getting started.
  - c) The Teacher Ask to Srudents use whole and small-group instruction and individual assistance while the game plays out and outlines are constructed, transferred, and transformed to essay drafts in your writing.
  
2. The indicator of variable Y or writing expository paragraph can:
  - a) The students are able to produce appropriate ideas and them (Content)
  - b) The students can arrange orientation, complication and resolution in organization a narrative and make them coherence in writing, (Organization).
  - c) The students are able to use proper words or vocabularies in writing (Vocabulary).
  - d) The students can produce the topic sentences body and conclusion in writing paragraph by using correct grammar, punctuation and spelling ( Language use).

- e) The students can produce sentences in writing paragraph by using correct punctuation , spelling (Mechanics).

## **D. The Assumption and the Hypothesis**

### **1. The Assumption**

In general, the assumptions of such research can be expressed that:

- a. The ability in writing expository paragraph.
- b. There are some techniques that can affect the ability in expository paragraph.

### **2. The Hypothesis**

Based on the assumption above, the hypothesis of this study can be forwarded follows:

**Ho:** There is no significant influence of hero quest strategy toward the ability in writing expository paragraph of the second year at MA Kampar Timur of Kampar regency.

**Ha:** There is significant influence of hero quest strategy toward the ability in writing expository paragraph of the second year at MA Kampar Timur of Kampar regency.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research was pre-experimental study, intended to find out the effect of Learning English by using Hero Quest to increase students' ability in writing expository paragraph. Pre-experiments is experiment with only one groups. Pre-experimental designs are classified depending on whether there is an involvement of one or two groups, and whether the groups are post tests only, or both are pretested and post tests.

One-group pretest-posttest design: One group is pretested and exposed to the treatment, and then post tests. This is called a one-group pretest-posttest design because the two tests are administered to the same group. As seen in Table.III.1, the first one is administered at the beginning of the treatment and the second one at the end. This design is better than the one-shot case study design but it still has some weaknesses because no proper selection is made taking the other possible dependent variables into consideration.<sup>1</sup>

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<sup>1</sup>Gay.L.R.*Educational Research competencies for Analysis and Application. Sixth Edition.* (New Jersey,Prentice-Hall.2000)p.387

**Table.III. 1**  
**One-group Pretest-posttest Design Steps**

One-group Pretest-posttest Design Steps	PROCEDURE (on single group)	AIM
Step 1	PRETEST	To measure the degree of the dependent variable before the treatment
Step 2	TREATMENT (a few weeks of instruction on reading with a new technique)	To influence the dependent variable
Step 3	POSTTEST	To measure the degree of change on the dependent variable

This research operated two variables and consisted of one class. It was experimental class. This research was located in MA Kampar Timur. The subject of this research was second year registered In 2012/2013 academic year and the object of this research was that students' ability in writing expository paragraph. The total population of second year students was 37 students. The sample of this research was one class. To get some data needed in this study, the writer used the observation and writing test. The technique of data analysis used in this research, the writer used t-test, Pretest and Posttest.

#### **B. The Time and Location of the Research**

This research will be conducted from Mei –Juni 2012. The location of this research is MA Kampar Timur which is located in Kampar regency.

### **C. Subject and Object of the Research**

#### **1. The object of the research**

The object of this research the effect of using Hero Quest Strategy toward the ability in writing expository paragraph.

#### **2. The subject of the research**

The subject of this research is second year MA Kampar Timur in the academic year of 2012/2013

### **D. The Population and the Sample of the Research**

#### **1. Population**

The population of this research was all students at the grade of MA Kampar Timur in academic year 2012/2013. The total population 37 students which consist one classes. experimental research and the control one by using Total random sampling.

**Table. III. 2**  
**The Total Population of the Second Year of MA. Kampar Timur of Kampar Regency**

Class	Population		Total
	Famale	Male	
11	23	14	37

The table above shows the population of this research. The population was all of students of second years of MA Kampar Timur of Kampar Regency. The total of the population 37 students.

## **2. Sample**

The number of population was very limited. So, it was not necessary to limit the sample. Thus that the sample of this research was of students at second year of MA Kampar Timur of Kampar Regency

## **E. The Technique of Collecting the Data**

The instrument is defined as types of items that reflect appropriate technique, in this research the writer used techniques as follows:

### **1. Classroom observation**

It was used to know teaching and learning activity at second year students of MA Kampar Timur of Kampar regency. In this observation, the research used Hero Quest in classroom activities. The English Teacher was involved in implementing this learning English by using Hero Quest. The English teachers of that school though 8 meetings. When the teacher though the students in front of the classroom, the researcher sat at back of classroom to observe all the activities from the beginning till the end.

### **2. Test**

In research, the writer construed the test in order to get the data about writing expository paragraph.

#### **a. Pretest**

Pretest was conducted at the beginning process of implementing method. It was to find out of the ability of students in writing

expository paragraph meaning that the test before giving treatment or before giving explanation.

b. Posttest

Posttest was conducted to get the data at the end of process of implementing the method, meaning that getting data after treatment or giving explanation about Hero Quest.

### F. The Technique of Analysis Data

In analyzing test data, the researcher used mean score of experimental class, by using the following formula:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum SD_x}{\sqrt{n_x - 1}}\right)^2 + \left(\frac{\sum SD_y}{\sqrt{n_y - 1}}\right)^2}}$$

Where:

t = the value obtained

x = the mean score of post test experimental class

y = the mean score of pre test experimental class

SD<sub>x</sub> = Standard deviation of post test experimental class

SD<sub>y</sub> = Standard deviation of pre test experimental class

n<sub>x</sub> = Number of students

n<sub>y</sub> = Number of students<sup>2</sup>

The mean score is classified into classification of student' score as follows:

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<sup>2</sup> Hartono, *Statistik untuk Penelitian*. (Yogyakarta: 2004).p171



**Table. III. 3**  
**Classification of students' Score**

Score	Category
90 – 100	Excellent to very good
72 – 85	Good to average
51 – 67	Fair to poor
34 – 46	Very poor

In scoring the students' in writing expository paragraph, the writer could know about the score of students when they got test. The writer wanted to see they ability in writing expository paragraph. The scoring process was based on the following component:

**Table. III. 4**  
**The description of ESL composition profile (Based on Hughes)**

<b>ESL Composition Profile</b>		
<b>Score</b>	<b>Level</b>	<b>Criteria</b>
<b>Content</b>	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR: limited knowledge of subject , little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.

<b>Organization</b>	20-18   17-14   13-10   9-7	<p>EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</p> <p>GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.</p> <p>VERY POOR: does not communicate, no organization, OR not enough to evaluate.</p>
<b>Vocabulary</b>	20-18   17-14   13-10   9-7	<p>EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.</p> <p>GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.</p> <p>FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused.</p> <p>VERY POOR: does not communicate, no organization, OR not enough to evaluate.</p>
<b>Language Use</b>	25-22   21-18	<p>EXCELLENT TO VERY GOOD: effective complex construction, few errors of agreement, tense, word order, articles, pronoun, and prepositions.</p> <p>GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, but meaning seldom obscured.</p>

	17-11	FAIR TO POOR: major problems in simple and complex construction, frequent errors of negation, agreement, tenses, number, word order, articles, pronoun, preposition, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
<b>Mechanics</b>	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but the meaning obscured.
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

**Table. III. 5**  
**Marking Criteria for Writing Task**

The component of writing	The score range
1) Content	5:4:3:2:1
2) Organization	5:4:3:2:1
3) Vocabulary	5:4:3:2:1
4) Language use (grammar and spelling)	5:4:3:2:1
5) Mechanics	5:4:3:2:1



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters and to recommend some suggestions concerning with students' writing ability at the second year students at MA Kampar Timur of Kampar regency by using Hero Quest Strategy.

#### **A. Conclusion**

This research is a experimental research. It was done in two groups, pretest and posttest. The writer used you write the script to teach writing ability in pretest and posttest. The location of the research was at MA Kampar Timur of Kampar Regency which is located in Kampar Regency, with the target population of this research was at second year student at MA Kampar Timur in Academic 2011/2012. Exactly , the writer took 37 students as the sample.

Having analyzed the data presented in the previous paper chapter, there are several points that can be forwarded for the conclusion of this research relate to the second at MA Kampar Timur of Kampar Regency improvement in writing expository paragraph ability by using hero quest strategy. The conclusion could be draw as follows in the last formulation of the problem, is there any significant difference of using and without using Hero Quest Strategy to increase writing ability at the second year students of MA Kampar Timur. It can be answered that there is a significant difference between students who are though by using Hero Quest Strategy and without Hero Quest Strategy. This statement can be seen from

the result of t-test that is 2.493 higher than  $t_{calculated}$  is higher than  $t_{distribution}$  (2.493>2.042) in alpha decision level ( $\alpha$ )0,05 with the degree freedom (*d.f.* 35). It means that  $H_0$  is rejected and the  $H_a$  is accepted. In other words, there is significant effect of Hero Quest Strategy to increase students' writing ability.

## **B.Suggestions**

### **1. Suggestion for the Teacher**

The writer hopes that the English teacher to choose the effective media to increase students' writing ability. Related to the result of the research, the researcher offers some suggestions as follows:

- a. Hero Quest Strategy can give the students chance to apply their skill in writing. Therefore, the students are able to show their ideas or opinions in writing. It is suggested that English teacher can adopt and apply this media in order to improve the students' writing ability.
- b. The English teacher should have various media in teaching and learning process especially in teaching writing.

### **2. Suggestions for the Students**

- a. The students should realize that writing is very important.
- b. The students should use Hero Quest Strategy to show their idea or opinion in writing.
- c. The students should share their ideas or opinion to the others spontaneously.

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