

Improving Students' Writing Skill of Recount Text through Magic Board Game for the 8th Grade Students at SMPN 18 Surabaya

Rukiyah

STKIP PGRI Sidoarjo, email: rukiyah@gmail.com

Abstract

This research was carried out to find out the implementation of Magic Board Game (MBG) on the students' writing improvement in teaching writing of recount text at SMPN 18 Surabaya. In order to conduct research, the classroom action research (CAR) was used to the students of the class 8-A which consists of 40 students. Observation and tests were the instruments used. Based on the pre-test, by the number of students who were able to pass the test based on the success criteria (52.50%). In cycle 1, the total number of students grew by 15 students (37.50%). Then, in cycle 2, the students passed the test in 82.50 percent of passing rate. When the students achieved the success threshold of > 76 on the Minimum Mastery Criteria (KKM) agreed upon at SMPN 18 in Surabaya in the academic year 2020/2021, the research could be considered complete. The implementation of MBG indicated that a significant majority of students in cycle 2 performed excellently, demonstrating excitement for learning and being personally involved in the educational process, as revealed by the data examined.

Keywords: *writing, recount text, magic board game*

INTRODUCTION

Writing is one of four English skills and is important to students for their academic and actual requirements, both in writing. Writing is an element of language proficiency that plays a significant role in human life as a productive language skill. An individual can quickly get an idea and think to achieve determination and objective by writing. According to Istiqomah (2018, p. 1), 'to learn to write is started, when one learns how to interrelate thoughts and feelings with visible signs and it is understandable not only for oneself but for others as well.' In order to understand the need to learn writing, students need to learn writing skills as an important part of the English learning process for their students.

However, teaching English in schools does not provide adequate written skills as necessary. "Writing skills are less taken into account than other skills in the educational process" (Utami, 2012, p. 1). For instance, ask students to read certain texts and reply to the following question, rather than ask them to produce a text, teachers are often asked. Writing disguised appears to students not very important. The problems that arose thereafter become an obstacle to students achieving good results in their writings.

Richards & Renandya (2002, p. 30) claimed: "Writing is undoubtedly the hardest thing to master second language students (L2)." It is assumed that writing is regarded as the most complicated skill to learn and to master, because it is an active or productive skill that enables students who learn how to write to find ideas and express them in writing. Furthermore, the difficulty is not only to generate and organize ideas, but also to translate them into legible texts. Reid (1993, P. 8) argues, "The fundamental ability to support alternative skills in the acquisition used is the understanding of written skills." Thus, individuals are able to communicate and explore their concepts, thinking, attitudes and messages by writing activities to people throughout the world. You could even transfer and exchange information and knowledge one to another. They will explore their potential and their concepts in written form by writing.

"Written, a produced text, is both a language product and a means of communication expressed through written products that require specific expertise" Utami Utami (2012). In addition, written products can be measured as the achievement of students in the learning process. This is why writing skills are the language skills most difficult to master compared to other skills. Idea and writing should be drawn up and implemented, and the grammar rule should correspond to the correct spelling. However, writing knowledge becomes unsatisfactory when it is part of the language skill aspect. This ability should therefore be properly taught in the school writing process.

Students will write some texts in learning literature such as lettering, brief messages, greeting cards, monologs like descriptive, narrative, procedure and reporting texts which imply the fundamental skills of the 2013 secondary school curriculum (K-13). The counting text is a primary discussion of the text of this research in relation to the lesson plan taught in the curriculum used in the research. To create written products, students need to take each step in the writing process into account. Several parts of writing activity are to be considered for a good work as follows (Seow, 2002, p. 316; In Richards & Renandya, 2002):

"Process Writing as a classroom activity incorporates the four basic writing stages namely: planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. ... Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage."

Since writing is seen as an important matter, the standard of good writing also has many requirements and needs to be taken into account. When creating a written text, students have to examine several cases such as word selection, text organization, content, grammar and so on. However, during the writing process, it is not easy to do. Assuming that students can get

bored by explicitly teaching them all, creating a fun English classroom is not an easy effort. This may be caused by the lack of time for teachers to prepare the media for education and learning and the lack of school facilities.

Moreover, in fact, most of students only just follow the writing stages in their writings that they often duplicate texts from the students who are good at English subject. Sometimes they just reorganize sentences given by the teacher or taken from the textbooks provided. The facts mentioned regularly happen in many schools such as at SMPN 18 Surabaya. Based on the observation done during online classroom, it seems the students are hardly ever taught to write in English properly especially in recount text. What they have done is just completion of the assignment or discussion of the answers together. Students are reluctant to write even a very simple text when they are asked to write. Actually, the students are expected to be able to write a good text with good content and coherence, but in fact, they have difficulties in doing it properly. As a result, they could not reach the criteria of minimum standard (KKM, *Kriteria Ketuntasan Minimal*, ≥ 76).

A recount text is a kind of text to retell the series or events which happened to the participant in the past. According to Hyland (2004) recount is a kind of category that has social function to retell experience for the purpose of expressive or entertaining. Furthermore, based on the Competency Standard in 2013 curriculum, the students are expected to be able to analyze the social function, structure, and language feature of recount text. Besides, they should be able to develop recount text in the form of work report, history, and personal experience (Kemdikbud, 2013). It is argued teaching writing of recount text is essential in junior high school. Because of that, the teacher should give some strategies to help students increase or even solve their difficulties. These strategies should be interesting in order to interest students to write especially in recount texts as the problems faced by the students at SMPN 18 Surabaya.

Teachers need to create a new strategy within learning activities. One of the strategies to create new atmosphere is to use game as an effective approach to the learning process, especially in the online classroom. Games are said to be effective in improving positive attitudes towards English learning if games improve student interest and motivation (Lee, 2005, p. 5). In addition, games give students interest in things that make it unexciting and can increase student interest in learning efforts. As a result, the students will not feel doubted by the pressure of the lesson, but also learn from the activities. You might have more time to learn with your friends during the games and more chances to share your knowledge and understanding.

The teacher should provide and prepare interesting topics and appropriate techniques for the practice. "Playing games is one of the techniques English teachers use in teaching

because games are one of the potential activities which give students a sense of self-determination" " (Syahara, 2010, p. 2). As a result, game activity can be used as one of the efficient ways of creating a good circumstance during learning activities. "Games are not only motivating and fun, they also offer excellent practice to improve vocabulary, pronunciation, grammar and the four language skills in a classroom," says Brewster & Ellin (2002, page 27). It is clear that game is seen as an effective approach in classroom learning activities, which plays the key role in a student-centered lesson. Games allow students to immerse themselves completely in learning. Games also help teachers to create contexts in which language is meaningful and useful.

There are many categories of games can be applied during the learning process. One solution can be conducted so that the students are more active in the learning process in the classroom, especially in writing activities, is through game such as a magic board game. It is suitable and actual to use subsequently it can be applied in groups so the students can express their idea using English with their friends in fun way. Students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning by learning in groups (Jayanti & Murdibjono, 2013). In addition, a magic board game is a type of game played by students in learning activities in case of placing or moving pieces of words, phrases, sentences on a board provided by the teacher based on the directions given. Studying with board games might be more stimulating since it also necessitates students' attractiveness. Their excitement to become the best among their groups will motivate them to study better. To the researcher willing to address this problem in improving writing skill of recount text with hope through the use of this magic board game during online classroom can improve the ability to write recount texts for students. Concerning to the background of the research mentioned, the researcher conducted the research entitled: "*Improving Students' Writing Skill of Recount Text through Magic Board Games for the 8th Grade Students at SMPN 18 Surabaya*". It aimed to describe the implementation of Magic Board Game in teaching writing of recount text at SMPN 18 Surabaya and their achievement of a recount text writing skill.

LITERATURE REVIEW

Writing

Writing is an act of passing on messages attained from any resources. The messages have to be meaningful in order that they can be understood by the reader. Richards & Renandya (2002) stated writing as the act of transforming the ideas which is gained from research

inspiration, accident, trial or error and so forth into a message with a definite meaning. Therefore, to achieve the requirement, writers have to consider four elements of writing, i.e. the writer, the subject matter, the reader and the forms of language (Taylor, 2009, p. 3). Furthermore, it is described as follow: (1) The writer's point of view must emerge, not as a mere opinion but as an acceptable judgment.; (2) The writer needs to treat his/her subject matter as comprehensively and as precisely as the essay topic demands.; (3) The writer must present his/her work in the appropriate fashion for academic readers which is quite different from non-academic one.; and (4) The text of the essay needs to have a coherent unity from the many diverse elements of language.

As a productive skill, writing serves, as the most available and the most compelling way because of the outcome, visible language which is satisfying by permanent record of thought and feeling. In addition, writing is claimed as the mental work of the discovering ideas, thinking about how to express them, establishing them into statement and paragraph that will be clear to a reader (Nunan, 2005, p. 88). It is implied writing process is the stages a writer goes through in order to produce something in its ultimate written form. So, after a writer writes something, it will produce a product such as letters, essays, novels, texts, paragraphs, reports, and so forth.

Magic Board Game (MBG)

Board Games (in this research, it is defined as a Magic Board Game which is provided by Microsoft 365). Hadfield (2006, p. 5) stated "Board games are familiar game types, where demanding the players to be first rounding the board." In addition, it is argued board games are also a type of games includes battle of the players to reach the winning position. A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g., rolling dice), or a mixture of the two, and usually have a goal that a player aims to achieve.

In the implementation of Magic Board Game (MBG), first, game is introduced by the researcher as the English teacher and done during online classroom by using a board in Microsoft 365. Next, the teacher gives the topics and shows the role of MGB. Next, students are asked to mention vocabularies related to the topics given. In this part, the teacher let the students to write on the board of Microsoft 365. Then, students do the games by writing the simple sentences on board based on the topics chosen. After that, students write a paragraph based on the sentences they have written. lastly, students submit the written work through the

chat box provided in Microsoft 365. As a conclusion, the implementation of magic board games would be useful to activate their sensitivity in writing skill (Hadfield, 2006).

Recount Text

A recount is the retelling or recounting of an event or experience or recount is a text that retells events or experience in the past. In literary term, experience is what we do, feel, hear, read, even what we dream. Simple recount is defined as a type of text made in order to give information about the past activities. A recount retells past events in the order in which they happened. According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. In this study, students are assigned to write a recount text. Gerot and Wignell (1994, p. 194) found that recount text has social function, generic structure, and linguistic features that are as follows: (a) Social function of recount text is to retell events for the purpose of informing or entertaining.; (b) Generic structure consisting *Orientation* provides the setting and introduces participants which tells who was involved, what happened, where the events took place, and when it happened. *Events* tells what happened and in what sequence. *Re-orientation* consists of optional closure of events.; and (c) Linguistic features focusing on specific participants, use of material processes, circumstances of time and place, and use of past tense.

Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions. Recount text is meaningful linguistic unit in a context (Sanggam, 2008, p. 1). Recount text shows something in people activities that they have done in the past for example about the activity as long as in holiday activities, seminar activities, etc.

METHOD

Research Design

This research fits in to Classroom Action Research which is utilized by the aims to describe the implementation and the students' writing recount text skill toward Magic Board Games approach at SMPN 18 Surabaya in learning activities during online classroom. Kemmis & McTaggart (1982) "Action research is classified as an approach of collective self-reflective inquiry commenced by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their thoughtful of the practices

and the situations in which these practices are carried out". It is implied classroom action research is portrayed as a cyclical or spiral process relating steps of planning, acting, observing and reflecting with each of these activities being systematically and self critically implemented and steady to improve social or education practices. In this research, the action research denotes to classroom investigation initiated by researcher, as an English teacher, who looks critically at her own practice with the determinations of understanding and improving in teaching, and the quality of education.

Research Setting

The researcher conducted the research at SMPN 18 Surabaya. It is located on Jl. Bambang Sutoro, Komp. Kenjeran, Kec. Bulak, Kota Surabaya, East Java 60121.

Research Subjects

The subjects of the research were the students of the class 8-A which consists of 40 students. The researcher decided the class 8-A as the subjects of the research to support this research due to the researcher is the English teacher of the class.

Data and Research Instruments

There were two kinds of data collected for this research, namely qualitative and quantitative data. The data were presented more qualitatively, however, with the quantitative data as the supporting ones. Qualitative data were described the situation and the findings of the research in the form of descriptions while the quantitative data were described in the form of scores. In conducting this research, the researcher used the field note in the observation conducted as the instrument to get the data of the students' ability in writing skill in recount text through the magic board games approach. This instrument used to answer the first research question. Then, tests were given to know the students' achievements in writing recount text. Pretest was given to the students in order to measure the capabilities of the students' writing skill of recount texts before they got any treatments of magic board games. Meanwhile, the tests in every cycle were given after they got treatments of magic board games.

Data Collection Procedures

There were two kinds of data collected for this research, namely qualitative and quantitative data. The data were presented more qualitatively, however, with the quantitative data as the supporting ones. Qualitative data were described the situation and the findings of the research in the form of sentences while the quantitative data are described in the form of

scores. The qualitative data were gathered through several techniques. The first one was observation conducted from the beginning of the research. The researcher wrote down the observation in an observation checklist and the data were presented in field notes. The quantitative data were obtained through the results from the writing tests. The tests showed the scores of the students from the beginning of the research until the implementation of the actions. This showed the differences that were later to be equated and designated in the form of sentences displayed.

Data Analysis

Five steps for analyzing data of Classroom Action Research containing: (1) *assembling the data*, (2) *coding the data*, (3) *comparing the data*, (4) *building meanings and interpretations*, and (5) *reporting outcomes*. Those steps are described as follows: a) in assembling the data, the researcher collected the data that have been gathered from the observations and the writing tests., b) in coding the data, the researcher categorized the data that has been collected into more specific patterns., c) in comparing the data, the researcher compared the data from different instruments and saw if they say the same thing or show some contradictions., d) in building of meanings and interpretations, the researcher thought deeply about what the data were saying and developed the explanations about what the research means at a boarder level., e) in reporting outcomes, the researcher considered about how she could present the research to others from the beginning to end, not just the analysis and findings.

To analyze quantitative data, the researcher compared the results of students writing scores from Cycle 1 before and after the implementation of the magic board games, and also from Cycle 2 after the implementation of the games. The scores were calculated and compared to find any significances of achievement until the criteria of success are achieved. The research is classified into success if the percentage of students in passing tests $\geq 75\%$ based on the Criteria of Minimum Success ($KKM \geq 76$). Then the researcher calculates the average of each test' scores and compare them to find if there is any improvement.

RESULTS FINDINGS AND DISCUSSION

Findings

The purpose of this study is to describe the implementation of the Magic Board Game (MBG) and the students' achievement of writing competency when composing recount texts. Rukiyah worked as an English teacher and researcher at SMPN 18 Surabaya, where she did the research with the assistance of the collaborator teacher, Dra. Sulastri, M.Pdi., who supervised

the actions. From April 5th to April 22nd, 2021, this research was conducted in two cycles, with each cycle consisting of three meetings lasting 2x40 minutes each and employing Microsoft 365 as the online learning platform. Initial observations of classroom activity during an English lesson were made before students were instructed to create recount texts on the implementation of the Magic Board Game (MBG), which was used to conduct preliminary research in this study. The results of the actions are presented on the following figure:

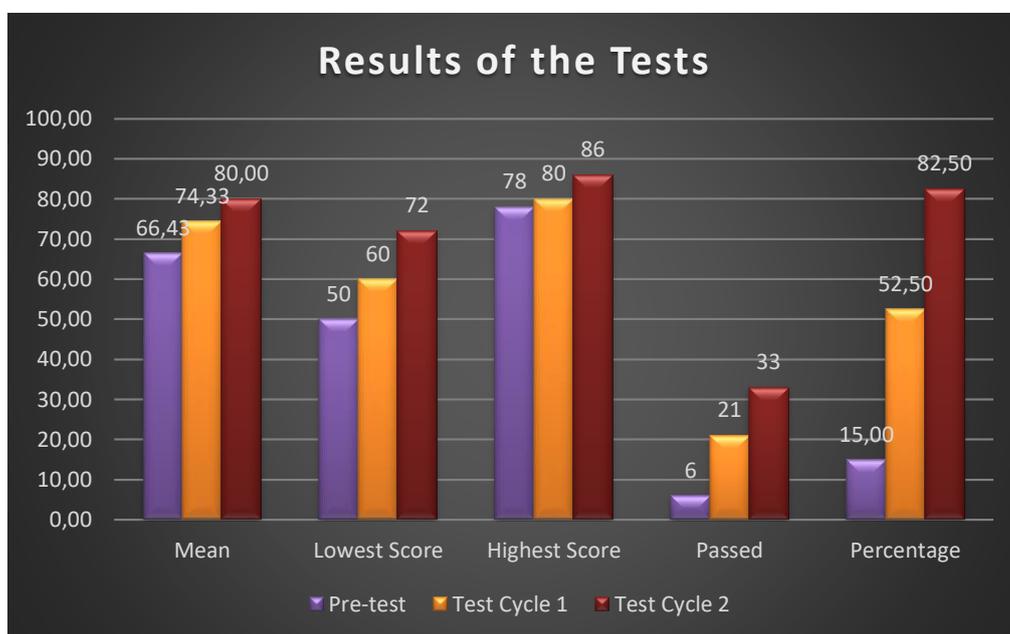


Figure 1. Results of the Tests

The data in Table 1 was based on the assumption that the students' academic achievement in writing was below average. Mean score was 66.43, with scores ranging from 50 to 78. Six students completed the pre-test according to the agreement reached by SMPN 18 Surabaya, as a result of which, they had attained a Minimum Mastery Criteria (KKM) score of ≥ 76 points on the scale. Only 6 students helped to accomplish a passing grade out of the entire class (15.00%).

Whereas the implementation of the Magic Board Game (MBG) strategy improved students' achievement in writing recount texts, the subsequent cycle was necessary because the first cycle's implementation of the MBG strategy needs to fulfil the research's minimum standard of success, as the students who passed the test based on the success criteria remained 21 students (52.50%). On the other hand, the mean score for students' writing skill was 74.33, with the lowest score being 60 and the highest being 80. However, as compared to pre-test results, students' recount text writing skills significantly increased, with mean scores increasing

from 66.43 to 74.33, the highest score being 78 in the pre-test and 80 in the cycle 1 test, and the lowest scores being 50 (pre-test) and 60 (test in cycle 1). Meanwhile, the number of students passing the test increased significantly from six to twenty-one. One could argue that the number of students increased by 15 students (37.50%). In light of the data from cycle 1, the researcher opted to continue with the next cycle in order to obtain the research's success.

It can be seen in Table 1 that with the implementation of MBG, the scores of students increased, and as a result, students' ability to produce recount texts increased. This could be a result of the MBG implementation. After research, it was determined that the mean score for cycle 2 was 80. With these scores, it can be seen that the lowest and greatest scores are 72 and 86, respectively. The percentage of students who passed the test for cycle 2 therefore increased significantly. The test was passed by 33 students, for an 82.50% passing percentage. This study may be said to have stopped once the students reached the success threshold of ≥ 76 on the Minimum Mastery Criteria (KKM) agreed with at SMPN 18 in Surabaya in the academic year 2020/2021.

Discussion

The implementation of Magic Board Game (MBG) via an online classroom using Microsoft 365 for 8th grade students at SMPN 18 Surabaya resulted in significant improvements in students' ability to write recount texts and the teaching and learning process. In the implementation of the Magic Board Game (MBG), the researcher is the English teacher and used a Microsoft 365 board to implement the game in an online classroom. The teacher as the researcher was accompanied by the collaborator teacher which served to monitor the activities during the implementation of the MBG. The teacher then presented the topics and demonstrated the role of MGB. The MBG was incorporated in the stages of the approach-based activities, which were as follows: "Showing Pictures", "Identifying Topic", "Listing the Related Vocabulary", "Classifying Words", and "Completing Sentence". Following, the students should mention discussion on the specified topics. The teacher allowed the students to write on the Microsoft 365 board in this phase. Then students make the games by writing basic phrases on board depending on the chosen topics. Students then construct a paragraph based on the sentences they wrote. Finally, students submit the written assignment via the Microsoft 365 chat box. These processes were demonstrated by Hadfield (2006) that the concept of employing images as a stimulus for language experiences of students was expressly intended to encourage students to write.

The second improvement was in the aspect of organization. By following the MBG steps, students were able to organize their thoughts in a manner consistent with the structure of recount text and in chronological order. By identifying pictures, listing words, and creating sentences, students developed the ability to generate paragraphs in orderly. The findings are consistent with the frameworks of MBG as defined by Hadfield, the students will learn to fix grammatical errors in provided sentences and write down the proper forms by doing the steps in game repeatedly, they will learn to create sentences with accurate grammatical forms and develop their understanding of grammar (Hadfield, 2006).

The improvements in the writing skills of the students were further verified using quantitative data acquired during the research. The data were presented as pre-test, test cycle 1 and test cycle 2 scores. Pre-test, test cycle 1 and test cycle 2 mean scores demonstrated significant improvements in all aspects of students' writing abilities. This means that the MBG could help students in 8-A class at SMPN 18 Surabaya in 2020/2021 to compose recount texts better.

In the preliminary research, the academic achievements of the students were assumed in writing to be below an average of 66.43, with scores ranging from 50 to 78. Six students finished the pre-test according to the agreement established by SMPN 18 Surabaya, which led them to have a score of >76 points on a scale of minimum mastery criteria (KKM). Only six students result revealed a degree from the whole class (15.00%). During the online lesson, the researcher observed that the teacher had only a few questions regarding the subjects. Moreover, the quality of their work remained weak in terms of language use, vocabulary and organizational components. Students found it challenging to speak in written language since some of them generated noise while the teacher was presenting the material and were concerned about how to write a recount text. This class may have required a strategy to improve its writing skills, notably in the areas of recount text composition. Based on this observation, the “Magic Board Game (MBG)” was considered to be the best suitable technology for teaching and learning in an online classroom. By studying this strategy, the achievement of students in composing for the recount text is expected to improve.

During the first cycle, which took place on Mondays and Thursdays each week, a total of three meetings took place. Three meetings were held in: the first and second meetings were devoted to implementing the Magic Board Game (MBG), and a third meeting was devoted to conducting testing during cycle 1. In the first cycle, which began on April 5, 2021 and ended

on April 12, 2021 and consisted of meetings held in an online classroom using the Microsoft 365 platform, each meeting lasted 2x40 minutes. The researcher discovered certain facts that occurred in the online classroom during the course of the inquiry. It can be summarized as follows: Students were greeted by their teacher at the start of class. Also caused students to become more focused and attentive, and it allowed them to engage with one another by monitoring their attendance in an online classroom. Then she went into detail about recount text and everything that is associated with it, including its generic structure, and its characteristics. The generic structure is made up of identification and description, as well as linguistic aspects that are used in the recount text. Students were requested to participate in a conversation about recount texts in an online classroom led by the researcher, who served as the English teacher. The research offered a test in cycle 1 at the conclusion of cycle 1 in order to assess the students' progress in the composition of recount texts.

After the implementation cycle 1, it can be argued despite the fact that the implementation of the Magic Board Game (MBG) strategy improved students' achievement in writing recount texts, the subsequent cycle was required because the first cycle's implementation of the MBG strategy must meet the research's minimum standard of success, as the students who passed the test based on the success criteria remained 21 students (52.50%). Students' writing ability, on the other hand, received a mean score of 74.33, with the lowest score being 60 and the highest score being 80. Although students' recount text writing skills improved significantly when compared to the pre-test results, the mean score increased from 66.43 to 74.33; the highest score was 78 in the pre-test and 80 in the cycle 1 test, and the lowest scores were 50 (pre-test) and 60 (cycle 1 test). The number of students who passed the exam increased significantly from six to twenty-one throughout this time period. One may argue that the number of students increased by 15 students as a result of the increase (37.50%). The researcher decided to proceed with the following cycle in light of the data from cycle 1, hoping to achieve success in the research attempt.

Completing the cycle 2 after MBG was implemented led to a rise in the scores of students, and as a result, students' ability to produce recount texts improved. It is possible that this is a result of the MBG's implementation. After the test's result known, it was discovered that the mean score for cycle 2 was 80. By comparing these results, it can be noticed that the lowest and highest scores are 72 and 86 points, respectively. As a result, the proportion of students who passed the test for cycle 2 increased significantly. Students passed the test in 82.50 percent of cases, giving them an 82.50 percent passing rate. This research may be said

to have stopped once the students reached the success threshold of ≥ 76 on the Minimum Mastery Criteria (KKM) agreed with at SMPN 18 in Surabaya in the academic year 2020/2021.

CONCLUSION

Based on the findings and discussions, the researcher came to some conclusions about the implications of implementing the Magic Board Game (MBG) for the 8th grade at SMPN 18 Surabaya on the students' ability to write recount texts. Observation indicated that a significant majority of students in cycle 2 performed excellently, demonstrating excitement for learning and being personally involved in the educational process, as revealed by the data examined. Several improvements in students' test scores followed the implementation of MBG, resulting in some improvements in the students' ability to write recount texts as a result of the improvements in test scores.

Two cycles were used to implement MBG. Cycle 1 activities focused on introducing the MBG strategy to students, developing their understanding of recount text and implementing the MBG strategy to construct recount text. One could argue that, despite the fact that the implementation of the Magic Board Game (MBG) strategy improved students' achievement in writing recount texts, the subsequent cycle was required because the first cycle's implementation of the MBG strategy had to meet the research's minimum standard of success, as evidenced by the number of students who were able to pass the test based on the success criteria (52.50%).

The writing skill of students, on the other hand, obtained a mean score of 74.33, with the lowest score being 60 and the highest score being 80; the lowest score was 60 and the highest score was 80; Despite the fact that students' recount text writing skills improved significantly when compared to the pre-test results, the mean score increased from 66.43 to 74.33; the highest score was 78 in the pre-test and 80 in the cycle 1 test, and the lowest scores were 50 (pre-test) and 60 (cycle 1 test). This time period saw a considerable increase in the number of students who passed the exam, rising from six to twenty-one. One may argue that as a result of the increase, the total number of students grew by 15 students (37.50%). Completing cycle 2 after MBG was implemented led to an increase in student scores, which in turn resulted in an improvement in students' ability to produce recount texts. It was determined that after the test's result known, it was discovered that the mean score for cycle 2 was 80. Students passed the test in 82.50 percent of passing rate. When the students achieved the

success threshold of ≥ 76 on the Minimum Mastery Criteria (KKM) agreed upon at SMPN 18 in Surabaya in the academic year 2020/2021, the research could be considered complete.

Based on the findings of the research, the researcher makes the following recommendations: (1) It is strongly recommended that teachers develop an approach as an input to improve their teaching strategies, particularly in writing instruction, by presenting a variety of strategies to be fully prepared to teach students who learn in a variety of ways, such as the implementation of a magic board game (MBG) as an effective approach to be done.; (2) The results of the research are likely to motivate students to improve their abilities to write texts. In addition, the teacher implementation of the study can help students write recount texts so that their ability to write is better. The students should practice their recount text to build and improve the recount text.; (3) This research enables other researchers to gather more deeply comprehend data that can alter in the normal learning process and the usage of a magic board game can increase students' ability to develop more effective written activities.

REFERENCES

- Boardman, C. A., & Frydenberg, J. (2002). *Writing to Communicate: Paragraphs and Essays 2nd Edition*. White Plains: Pearson Education. Inc.
- Brewster, J., & Ellis, G. (2002). *The Primary English Teacher's Guidance. New Edition*. London: Pinguin English.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York: Routledge.
- Celce-Murcia, M. (1991). *Teaching English as a Second or Foreign Language*. New York: Newbury House.
- Dewi, U. (2013). *How to Write*. Medan : La-Tansa Press.
- Hadfield, J. (1996). *Intermediate Communication Games*. . Essex: Pearson Education Limited.
- Harmer, J. (2004). *How to Teach Writing*. Essex: Pearson Education Limited.
- Harmer, J. (2007). *How to Teach Writing*. Malaysia: Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford : Oxford University Press.
- Istiqomah, S. (2018). *Improving Students' Writing Skills Using Cooperative Learning (The Classroom Action Research for Vocational High School Of Tenth Grade Smk Diponegoro Salatiga in The Academic Year 2018/2019)*. Salatiga: State Institute for Islamic Studies (IAIN) Salatiga.
- Jayanti, N. M., & Murdibjono, A. (2012). *Developing A Board Game for Speaking Activities*. Retrieved April 20, 2020, from <http://jurnal-online.um.ac.id/data/artikel/artikelA2955306F88A12873ED9009706F04A70.pdf>
- Kemmis, S., & McTaggart, R. (1982). *The Action Research Planner*. Geelong, Victoria: Deakin University Press.
- Kurnia, F. D., & Sulistyoningsih, W. (2019). *Role of Philosophy Education for Children in Grade 3 of MINU Pucang Sidoarjo*. JournEEL, 1(1), 52-64.

- Lee, I. (2005). *Error correction in the L2 writing classroom: What do students think?*. Canada: TESOL Canada Journal, 22, 1-16.
- Metom, et. al. (2013). Mind Your Grammar! Learning English Grammar the Fun Way. *Journal of Education and Social Research*, Vol.3 (7), 402-407.
- Meyers, A. (2005). *Gateways to Academic Writing: Effective Sentences, Paragraphs and Essays*. New York: Longman.
- Musyarofah, L., & Amaliah, A. (2019). Improving the Students' Creativity in Writing Descriptive Texts by Using Super PC Media. *JournEEL*, 1(1), 11-30.
- Nation, I. S. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nik, et. al. (2010). Why Writing in ESL is Difficult for Undergraduates in a Public University in Malaysia. *International Conference on Educational and Information Technology*, 2, pp. 1-5.
- Nunan, D. (2005). *Practical English Language Teaching: Young Learner*. New York: McGraw Hill.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. New York: Pearson Education.
- Pardiyono. (2006). *12 Writing Clues for Better Writing Competence*. Yogyakarta : Andi Offset.
- Parsons, R. D., & Brown, K. S. (2002). *Teacher as Reflective Practitioner and Action Researcher*. Belmont: Wadsworth/Thompson Learning.
- Raimes, A. (1993). *Techniques in Teaching Writing*. Hongkong: Oxford University Press.
- Reid, J. M. (1993). *Teaching ESL Writing*. Prentice Hall: Englewood Cliffs, NJ.
- Richard-Amato, P. A. (1998). *Making it Happen: Interaction in the Second Language Classroom: From Theory to Practice*. New York: Longman.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge : Cambridge University Press.
- Syahara, F. R. (2010). *Improving Students' Speaking Skill by Using Guessing Game to the Fifth Grade of SDN 04 Kemiri Karanganyar*. Karanganyar: Sebelas Maret University.
- Taylor, G. (2009). *A Student's Writing Guide*. New York: Cambridge University Press.
- Tricomi, E. (1996). Krashen's Second-Language Acquisition Theory and the Teaching of Edited American English. *Journal of Basic Writing*, Vol. 5 (2), 59-65.
- Utami, A. B. (2012). *Improving Students' Writing Skills on Recount Texts through Collaborative Writing Technique (Classroom Action Research on Grade Eight of SMP N 2 Sentolo in the Academic Year of 2011/2012)*. Yogyakarta: Yogyakarta State University.