

## MODIFYING ZIP-ZAP GAME TO LEFORI (LEFT OR RIGHT) GAME FOR TEACHING WRITING IN DESCRIPTIVE TEXT

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**Abstract:** In learning writing a descriptive text, the students should be able to imagine the object then describe it into a sentence. However, they often face difficulties during writing process. They frequently do not know what they are going to write or how to start writing it. In this case, the teacher needs a supporting learning media to make the teaching learning process done more effectively. This research was proposed to modify a game as a medium for the teacher to teach a descriptive text. LEFORI game was a modified game from a Zip-zap game. This game was used by the teacher to help the students in learning writing descriptive text. The game was modified based on the students' need. The design of this research was Design Based Research as proposed by Akker, et al. (2013). To collect the data, this research used an interview and questionnaire. In addition, the assessment of the game was done by giving questionnaire to get judgment from the teacher. The result showed that LEFORI game was very good and appropriate for overcoming students' problem in learning writing of descriptive text.

**Keywords:** *need analysis, teaching writing, LEFORI game*

**Abstrak:** Dalam pembelajaran menulis sebuah teks deskriptif, siswa harus bisa membayangkan sebuah obyek untuk di deskripsikan dalam sebuah kalimat. Akan tetapi, mereka seringkali kesulitan disaat proses penulisan. Seringkali mereka tidak tahu apa yang akan ditulis atau bagaimana untuk memulai menuliskannya. Dalam hal ini, seorang guru membutuhkan media pembelajaran bantuan untuk membuat proses belajar mengajar berjalan dengan efektif. Penelitian ini mengusulkan untuk memodifikasi sebuah permainan sebagai media kepada guru untuk mengajar sebuah teks deskriptif. Permainan LEFORI adalah sebuah permainan modifikasi dari permainan ZIP-Zap. Permainan ini digunakan oleh guru untuk membantu siswa dalam pembelajaran menulis teks deskriptif. Permainan ini dimodifikasi berdasarkan kebutuhan siswa. Desain penelitian ini adalah *Design Based Research* yang diusulkan oleh Akker, et al. (2013). Untuk mengumpulkan data, penelitian ini menggunakan wawancara dan kuisisioner. Sebagai tambahan, penilaian dari permainan ini dilakukan dengan memberikan kuisisioner untuk mengetahui pendapat/pertimbangan dari guru. Hasilnya menunjukkan bahwa permainan

LEFORI ini sangat bagus dan sesuai untuk mengatasi masalah siswa dalam pembelajaran menulis teks deskriptif.

**Kata Kunci:** *analisis kebutuhan, pengajaran menulis, permainan LEFORI*

## INTRODUCTION

Educating and training students to gain skills to produce their language in the written form is the purpose of teaching writing (Viridyna, 2016, p.71). To improve student's writing ability, a teacher needs to pay much attention to an approach use to teach writing through providing guide and feedback (Suspiani, 2017, p.38). The teacher must help and encourage his/her students to learn to write a sentence or a text. To do that, the teacher needs varied activities to be implemented in the classroom so that the students can develop their ideas into better.

To write something, students unconsciously learn many things because they should do some activities, such as observing and reading, to gain information about the topic to be written. This view is commonly shared by Pingan and Said (2019) that "Writing is a way of learning in which none of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading" (p.63).

Based on the previous study which was conducted by Aini and Rusdi (2016), there were still many students who faced difficulties in writing process. Even though they could imagine the object to be described but they did not know what they wrote or how to start writing it. It happened because they were lazy to read. So, they lacked ideas and they did not know how to convey and develop it.

The problems are also faced by the seventh grade students in SMPN 2 Megaluh. They seemed to have difficulty in writing something. From the preliminary study, it was found that the teacher did not use media for his teaching writing. Whereas, the use of media can help students overcome boredom in learning. It made the students less interested in the learning. These problems certainly led the students to feel bored and as a result they aren't motivated to develop their ideas in a paragraph.

To solve those problems, the teacher should be able to build students' engagement in writing to achieve the needs in teaching writing. The use of media in learning process can be the best solution to overcome those problems. There are many kinds of media that can be used, one of them is a game. Boyle (2011) claims that games make students more comfortable with the learning concepts and permit them to express their creativity (p. 3). It means that a game can help the students to enjoy the learning process and they can be motivated to learn more with their creativity.

Based on the above problems, the researcher intended to modify a medium to assist the teacher in teaching writing for seventh grade students at SMPN 2 Megaluh. The modified media was called LEFORI (Left of Right) game, which was adapted from Zip-Zap game. Zip-zap game is the form of communicative game. Bahri (2014) states that Zip-Zap game helped the students to get closer to each other, to solve awkwardness, to improve imagination, and to train them to think fast as in group cooperation (p.33).

So, based on the background of the study above, this research wants to answer the following questions: What are the needs to modify LEFORI game in teaching writing a descriptive text? How does the modified LEFORI game look like to teach writing? How is the assessment of LEFORI media based on the teacher's judgment?

## REVIEW OF RELATED LITERATURE

Need Analysis is an analysis which looks for what the students already know and what they need to know (Nation & Macalister, 2010, p.24). In instruction, need is defined as a gap between the existing and the desired situation in teaching and learning process (Labesse, 2008, p. 5). Richards (2001) argues that there are some procedures in conducting needs analysis. Those are by questionnaires, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, case studies, and analysis of available information (p. 59). In this research, the researcher used interview to collect the needs that will be used to modify the media. This is in line with Nation & Macalister (2010) mention that gathering the information of needs can be through personal interview (p. 25). The aim of interview is to find out more in-depth information about the issues (Richards, 2001, p. 61).

Teaching writing is a part of teaching English. According to Flynn and Stainthorp (2006), writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people. It means that writing is a way of communicating and sharing ideas to other people through a written language. Brown (2001, p.336) argues that writing is a thinking process. It means that writing is essentially a robust tool that enables us to clarify and communicate our thoughts. While writing, you are forcing yourself to think critically and exercise parts of your brain.

In teaching writing, there are 3 important teacher's roles to support students' writing (Harmer, 2001, p.261-262).

1. As motivator, the teacher needs to create the right condition for the generation of ideas, persuade the students of the usefulness of the activity and also encourage them to make as much effort.
2. As resource, the teacher should supply information and language when the students are writing, offers advice and suggestions.
3. As a feedback provider in teaching writing, the teacher's role is giving the students some compliments or remarks after collecting their result in writing a kind of text.

Pardiyono (2006, p.163) argues that a descriptive text is a text that describes someone or something which consists of characteristics, something special, quality and quantity. Based on Savage and Shafiei (2007, p. 30), descriptive text uses words that create and tell the reader on how something looks, feels, smells, tastes, and/or sounds. Thus, a descriptive writer is able to make the reader imagine the person, object, or place in his/her mind. Language Features of Descriptive Text are descriptive adjective, simple present, action verb. The pattern of the sentence in descriptive text is divided into two sentence forms. They are verbal form and non-verbal form. Verbal form uses verbs that indicate an action. Further, the non-verbal form uses be verb or usually named *to be*. This sentence form generally is a verb that is not showing an action. To be that used in non-verbal form are am, is, and are.

LEFORI game is shortening from the words Left or Right game. It is a modification media which consists of zip zap game combined by using some cards. Richards and Renandya (2002, p.208) explain that zip-zap game, moreover can provoke students' interaction between students to another student and students to teacher.

According to Askew (2008) states "Zip Zap is a traditional warm-up game that forms the basis of mathematical variation. It is best introduced in its traditional form and then played with a mathematical slant - suggestions for this follow" (p.2). The goal of the game is to pass the words - Zip Zap and energy around the circle as quickly and smoothly as possible.

In addition, according to Europe in Bahri (2014, p. 20) explains that, ZIP - means LEFT - pointed student must tell the name of the neighbor on the left, ZAP - means RIGHT

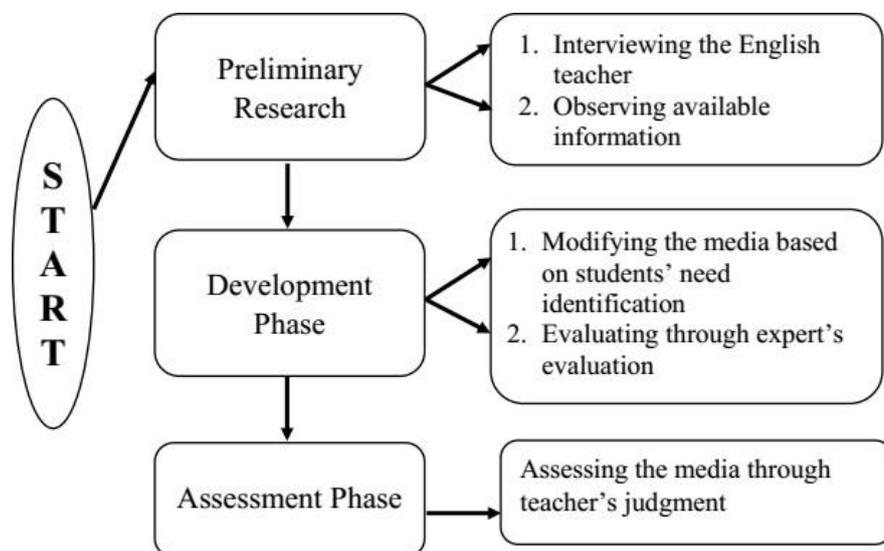
- pointed student must tell the name of the neighbor on the right ZIP - ZAP - means that everybody changes their seats.

In the previous study, there are some researchers concerning the development of learning media, one of them is Azizah, A. (2016) entitled Using Zip Zap Game to Improve Students' Speaking Skill of the Seventh Grade at SMP Islam Al Azhaar Tulungagung. This research was a Classroom Action Research. The result of the research showed that students' speaking skills improved. It was proved that in the second cycle the students speaking ability was higher than first cycle. In cycle 1, it showed the mean was 60.90% and (Pass: 8/36.36%), (Fail: 14/63.63%). Meanwhile, the result of cycle II gained the learning process was 81% and (Pass: 18/90%), (Fail: 2/10%).

Another previous study was conducted by Nursan, et.al (2017) entitled Developing Students' Speaking Skill through Zip Zap Game. It was experimental research that consisted of control and experimental group. The result of this research showed that there was a development of speaking skill of the seventh grade students and it gave significant influence for students by using Zip Zap game as a media for speaking learning. It was proved by the result of the t-test that showed t-counted value (6,52) is greater that t-table value (2.003).

## RESEARCH METHOD

The design of this research was Design Based Research using Akker design model. According to Akker, et al. (2013), design research is a study conducted to design and develop an intervention (such as programs, teaching-learning strategies and materials, product and system) as a solution of educational problem or alternatively to design and develop educational interventions with the purpose to develop or validate theories (p. 15). This designresearch consisted of the number of phases Akker, et al. (2013). Those are preliminary research, development phase, and assessment phase (p. 19). Moreover, the aim of this research was to modify the game as media in teaching writing descriptive text called LEFORIGame for the seventh grade students.



**Figure 1** Flow Chart Adapted from Akker's Theory

The participant of the research was the English teacher in SMPN 2 Megaluh who taught the seventh grade students. He acted as the informant in the preliminary phase and as the evaluator in the assessment phase. The reason for choosing the teacher because he knows well about his students' need in writing class.

There were three data of this research. In the preliminary phase, the data were the students' needs in the form of materials, topic, and students' writing activities. While, the source of data were obtained from the English teacher, and also from syllabus used in seventh grade. In the development phase, the data was expert's evaluation toward the media modified. The source of data was the expert. In the assessment phase, the data was teacher's judgment toward the media. And the source of data was the English teacher.

To collect the data, the researcher used three instruments. The first instrument used in preliminary research was an interview with the English teacher by using an interview guide. This interview consisted of 13 main questions. The questions focused on exploring information about instructional needs, such as the materials, the topic, and some information to modify the game as learning media. Next, questionnaire 1 was used to get the expert's validation in the development phase. The questionnaire was related to the design of LEFORI game and the content used. And questionnaire 2 was used to get the teacher's judgment in the assessment phase, the questionnaire was given to the English teacher. The last instrument was observation. This observation note was used in the preliminary research for observing the syllabus. It was related to the material of the game.

The steps of data collection in the *Preliminary Research*: Interviewing the teacher to select teaching material for writing, tabulating the result of interview to identify the data, analyzing the syllabus used in seventh grade for teaching writing. In the *Development Phase*: Asking the validation to the expert by giving questionnaire to know whether the media was appropriate with the need or not, collecting data from the result of validation. In the *Assessment Phase*: Asking judgment to the English teacher by giving questionnaire, collecting data from the result of teacher's judgment.

Next, the Steps of Data Analysis in the *Preliminary Research*: Listing the needs based on the results of interview, analyzing of syllabus for seventh grade, especially *descriptive* subject. In the *Development Phase*: Modifying Zip-zap game as LEFORI game based on the needs, consulting the game with the expert (lecturer), revising the game (if any), getting validation of the game from the expert. In the *Assessment Phase*: getting judgment of the game from the English teacher.

## FINDINGS AND DISCUSSION

### A. Findings

#### 1. Students' Need Identification

The first phase in this research was preliminary research. In this phase, the researcher collected the information to get the needs of teaching writing Descriptive Text at the seventh-grade students of SMPN 2 Megaluh. The needs were the principles in modifying learning media. From the result of preliminary research, the researcher formulated the following needs that would be the principles for modifying LEFORI game:

**Table 1** Result of the Students' Needs

Aspect	Needs
Material	Students need to learn more about "adjectives". Students must master "action verbs" used in verbal form. Students must master "be verb" used in non-verbal form.
Topic	The topic of the game was describing animal
Students' writing	Filling the blank sentence

### 1.a. Needs based on Materials

The researcher found some information about problems faced by the students at the seventh-grade of SMPN 2 Megaluh in learning writing Descriptive text from the identification of students' needs and analyzing the syllabus to choose the material.

**Table 2** Syllabus of Seventh Grade for Teaching Writing in Descriptive Text

<p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</li> <li>• Struktur teks Dapat mencakup:               <ul style="list-style-type: none"> <li>- identifikasi (nama keseluruhan dan bagian)</li> <li>- sifat yang menjadi pencirinya</li> <li>- fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question</i>; <i>Wh-question</i>), dalam <i>simple present tense</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</li> <li>- Bertanya tentang informasi yang terkait di dalam teks tersebut.</li> <li>- Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</li> <li>- Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan</li> <li>- Dalam kelompok membuat proyek kecil: dengan</li> </ul>
<p>kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<ul style="list-style-type: none"> <li>- bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

From the syllabus above, it could be explained that the students had to master of descriptive text. To achieve the basic competence, the students must be able to distinguish the social function, structure, and language feature. In the end of the meeting, the students could write short and simple descriptive text as well. Moreover, from the result of interview with the teacher, it was found that the students faced difficulties in language features of descriptive text, especially in using adjectives, action verbs, and be verb in present tense. These problems were the basis for modifying the material.

### 1.b. The Topic

After the researcher asked about the students' difficulties in descriptive text, the researcher also asked about the topic that they like the most. From the result of conversation, the teacher gave information that the students like animal as a topic to write descriptive text. For this reason, learning media that was created was specifically designed to make the students easy and happy to write descriptive with the animal topic.

### 1.c. Students' Writing Activities

To determine the writing activities used in the game, the researcher interviewed the teacher to select the appropriate activities. There were many writing activities that can be done in LEFORI game. But, this research used filling the blank sentence activities to teach writing of descriptive text to the students.

Besides, the activity carried out to overcome students' difficulties in mastering present tense, especially in verbal and non-verbal sentence form was arranging jumble words by giving the pattern to the student.

## 2. Modifying the Media "LEFORI Game"

### 2.a. Materials

The first step to modify the material was formulating learning indicators based on students' needs as the implication of materials.

**Table 1** The Indicators of the Material

No	Needs	Indicators of Learning
1.	Adjective	Students are able to use appropriate adjective to describe something.
2.	Action verb in verbal form	Students are able to determine action verb form based on singular/plural subject.
3.	Be verb in non-verbal form	Students are able to determine be verb (am,is,are) based on singular/plural subject.

From the indicators, the students applied the material in LEFORI game in way of:

#### a. Adjective

As a consequence of the importance of adjective, that it has significant role in describing something, it must be parts of materials which was designed. Students would learn some vocabularies about descriptive adjective. They were covered color, shape, size, appearance, and characteristic. Here was the list of the vocabulary:

**Table 2** The List of Adjective

Type/Category	Adjective
Color	White, black, yellow, orange, brown, red, golden
Size	Small, big, huge, fat, thin, large, little, long, short, wide
Shape	Round, oval, square
Appearance	Beautiful, colorful, dangerous, rough, hard, soft, strong, weak, cute, sharp
Characteristic	Herbivore, carnivore, omnivore, wild, tame

Students learnt the adjective from the LEFORI game in way of filling the blank sentence/completing missing word. The questions were written on Left-Question Cards. Each question card contained picture, incomplete sentence, and answer choices. (*for the complete examples, see appendix 4*)

Example:



The picture:

The sentence: This is a lion. The color is \_\_\_\_\_.

The answer choices: black/yellow/brown

In the game, when the students were appointed, the teacher showed the sentence that must be completed. Then, students should complete the sentence by choosing the right adjective choice. After that, they must write the complete sentence in their worksheet card.

b. Action verb

Another part of the material that was designed was action verb. This part was also having important role in learning descriptive text. Students learnt some vocabularies about action verb. Here was the list of the vocabulary:

**Table 3** The List of Action Verb

Verb	Verb	Verb	Verb
Eat	Run	Love	Bite
Drink	Has/have	Like	Live

Students learnt action verb in verbal sentence form from the LEFORI game in way of arranging jumble words based on the pattern. The questions were written in Right-Question Cards. Each question card contained picture, verbal sentence pattern, and jumble words. *(for the complete examples, see appendix 4)*

Example:



The picture:

The pattern: (+) Subject + V1 (+s/es) + Object

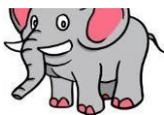
The jumble words: Eat/eats – Panda – bamboo

In the game, when the students were appointed, the teacher showed the sentence that must be arranged. The student should arrange the jumble words into a sentence. Besides that, they also have to choose the action verb that matches with the subject of the sentence. Then they must write the complete sentence in their worksheet card.

c. Be verb

The students also learnt be verb that used in present tense. There were three be verbs, they were am, is, and are. Students learnt be verb in non-verbal sentence form from the LEFORI game in way of arranging jumble words based on the pattern. The questions were written in Right-Question Cards. Each question card contained picture, non-verbal sentence pattern, and jumble words. *(for the complete examples, see appendix 4)*

Example:



The picture:

The pattern: (+) Subject + to be (am/is/are) + Object

The jumble words: Huge – am/is/are – The elephant

In the game, when the students are appointed, the teacher showed the sentence that must be arranged. The student should arrange the jumble words into a sentence. Besides that, they also have to choose be verb that matches with the subject of the sentence. Then they must write the complete sentence in their worksheet card.

**2.b. Cards Design**

After designing the materials, the next step was designing students' activities in writing descriptive text. The activities were written in the form of cards. So, the cards were made as an application from the material design. There were two kinds of cards that used in the game. They were:

A. Question card.

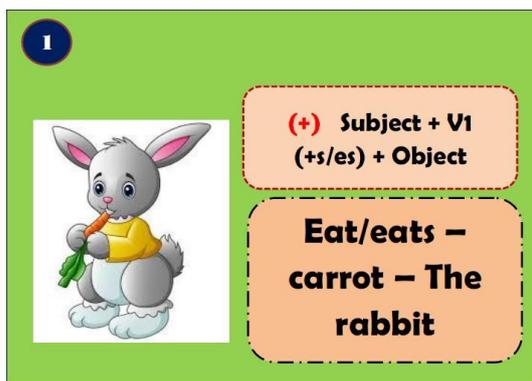
- 1) LEFT card was question card in the form blank sentence. The card was written the blank of description sentence that asked students to complete the sentence. The color of the card was yellow. And the size of the card was 19cm x 13.5cm. There were 10 cards that consisted of blank sentences about adjective missing in descriptive sentences. Each card contained picture, incomplete sentence, and adjective choice. Here was the appearance of the card:

**Picture 1** Left-question card design

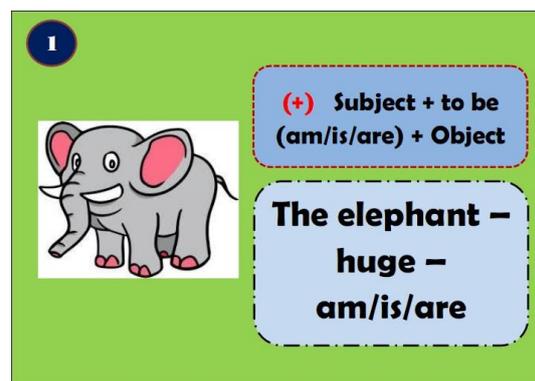


- 2) RIGHT card was question card in the form of jumble sentence. The card was written the pattern of verbal and non-verbal sentence form and jumble sentence that asks the students to arrange the sentence based on the pattern. The color of the card was green. And the size of the card was 19cm x 13.5cm. There were total 20 cards. 10 cards for jumble sentences about action verb in verbal form. Each card contained picture, verbal sentence pattern, and jumble words. And there were 10 cards for jumble sentences about be verb in non-verbal form. Each card contained picture, non-verbal sentence pattern, and jumble words. The picture used as a sign of the subject, whether it was singular or plural subject. Here was the appearance of the cards:

**Picture 2** Right-question card design  
(Verbal form)



**Picture 3** Right-question card design  
(Non-verbal form)



B. Worksheet card

Worksheet card was used for every group. The card given by the teacher as a media for write the answer based on the question card given. The groups must write the answer in order based on their turn. The color of the card was blue. And the size of the card was 15cm x 11cm. This card only contained number for each sentence that will be answered by each group. And there were 10 numbers provided. Here was the appearance of the card:

**Picture 4** Worksheet card design



### 2.c. Game Procedure

Then, continued to the modification of the procedure for playing the LEFORI game. The procedure were little dissimilar from the original procedure game, Zip-zap because it adjusted the target of the player of LEFORI game, students, and considered the aim of LEFORI game which for assisting the students in learning writing especially in descriptive text.

The researcher also got some information from the teacher about some of the rules needed in the game to be modified. They were the length of game time, the number of students in each group, and the seating arrangement for playing the game.

**Table 4** The differences between procedures for playing Zip-Zap and LEFORI

No.	Zip-Zap Game	LEFORI Game
1.	The group stands in a circle.	Divide the students into some groups. Each group has 4 students. Ask students to sit with their group and make a circle form. Distribute a worksheet card to each group.
2.	One student is in the middle,	Stand up in the middle of the groups.
3.	He/she says Zip or Zap or Zip/Zap to another chosen participant (pointing at him/her)	Ask each group to say Left / Right alternately Say “stop” immediately.
4.	Zip, it says the name of your left neighbor, (my friends who are sitting in my left. Her/his full name is... and thenickname is...)	If the group whose saying “Left” is chosen, ask them to answer the question in Left card. Ask them to write the complete sentence in their worksheet card.
5.	Zap, it says the name of you right neighbor, (my friends who are sitting in my right. Her/his full name is... and the nickname is...)	If the group whose saying “Right” is chosen, ask them to answer the question in Right card. Ask them to write the complete sentence in their worksheet card.
6.	Zip-Zap, it says to change your place.	Give 1 point to the group if the answer is correct. The group that gets the highest point will be the winner of the game.

## 2.d. Validation

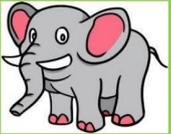
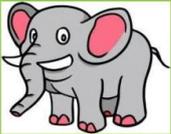
Validation process was used to analyze the design of LEFORI game whether it was developed appropriate or not to be used in teaching writing of descriptive text based on the needs. The validation process was conducted by using questionnaire. The questionnaire covered some aspects, they are learning aspect, layout and design aspect, and operation aspect. It was assessed by the expert lecturer. Based on her assessment, the modified game was categorized as “very good” as it had 50 from the total score of the indicator, 52. Despite having significant problems, there was still a suggestion given by the expert. The suggestion was about the design of question cards used in the game (see appendix 5).

The cards were colorful and interesting, but there is no instruction on each card. Whereas, the cards contained writing activities that students must do. So, the cards should have instruction to make the students know how to do on the exercise. There were two activities of the cards that must add instruction, they were:

1. Filling the blank sentence activity. The instruction of this activity was “Please, fill the blank sentence with an appropriate adjective!”
2. Arranging jumble words activity. The instruction of this activity was “Please, arrange the sentence and choose the suitable verb form!”

The cards could be shown clearly by picture of the difference between question cards before and after revision below:

*Table 4. 5 The Difference of Cards before and after Revision*

Before	After
<p><b>I</b></p>  <p><b>This is a lion. The color is _____.</b></p> <p><b>Black/Yellow/Brown</b></p>	<p><b>Please, fill the blank sentence with an appropriate adjective!</b></p>  <p><b>This is a lion. The color is _____.</b></p> <p><b>L</b></p> <p><b>Black/Yellow/Brown</b></p>
<p><b>I</b></p>  <p><b>(+) Subject + V1 (+s/es) + Object</b></p> <p><b>Eat/eats – carrot – The rabbit</b></p>	<p><b>R</b></p> <p><b>Please, arrange the sentence and choose the suitable verb form!</b></p>  <p><b>(+) Subject + V1 (+s/es) + Object</b></p> <p><b>Eat/eats – a carrot – The rabbit</b></p>
<p><b>I</b></p>  <p><b>(+) Subject + to be (am/is/are) + Object</b></p> <p><b>The elephant – huge – am/is/are</b></p>	<p><b>R</b></p> <p><b>Please, arrange the sentence and choose the suitable to be form!</b></p>  <p><b>(+) Subject + to be (am/is/are) + Object</b></p> <p><b>The elephant – huge – am/is/are</b></p>

After doing revision, all of the content had been fixed. The rules were also clear to be understood. Finally, the result of validation process was stated that LEFORI game was ready to be implemented to the students and could be assessed by the English teacher.

### **3. Teacher's Judgment to the Media**

After being validated, LEFORI game was assessed. It was the last phase in Design Based Research using Akker design model. The game was assessed by using questionnaire. The questionnaire covered some aspects, they are learning aspect (materials, topic, and learning activities), layout and design cards aspect, and game procedure aspect. These aspects were almost similar to the validation questionnaire before. But, this questionnaire had more detailed statements to be assessed. It was assessed by the English teacher. (see appendix 6)

Based on the result of teacher's judgement, in the learning aspect which covered materials, topic, and learning activities were almost perfect in the score, except one point in materials whose score was 4. That was "the terms are accurate and correct". Next, in the layout and design cards aspect, there were two indicator points whose score was 4 There werethe use of font size, and the easiness of text to read. The last, the game procedure was clear and easy to do. But some rules maybe could not adjusted to the class condition easily becauseof the current situation (online schooling).

However, the modified game was categorized as "very good" as it had 100 score from the total score of the indicator, 105. It can be concluded that the modified game can be applied to help the teacher to overcome students' problem in learning to write a descriptive text.

## **B. Discussion**

There were some phases for designing learning media. They were, need analysis, development, and assessment phase. (Akker, et al., 2013, p.17). The first was need analysis. Need analysis was very important to do before design the media. It was used to determine the right design of teaching material based on the students' needs. The aim of the need analysis was to find out what the students' problem and what the students require when they are studying. It was done by using personal interview to the English teacher (Nation & Macalister, 2010, p.25). The information obtained in the form of students' difficulties in learning, especially writing skill. The result of it was used as a guide to design the LEFORI game in writing descriptive text. In addition, Nation & Macalister (2010) state that the outcomes of need analysis were very useful for curriculum design (p.25). Based on the result of need analysis, the students had difficulty in writing descriptive text especially in the part of adjective, action verb, and be verb used. So, the design of the media was related to those problems.

There were some strengths from the modified game. The first was the cards had interesting design. There was a picture on each card, and the cards were colorful. In learning English, Nugrahani (2007) states that a learning media which have picture and colorful design will increase students' interest. It can help the students better engage with the materials. This media is also enable students to see and conceptualize the idea clearly (p.36). Hence, this game had cards that have those benefit. The next strength was the cards covered learning activities that must be done by the students. The activities had already represent writing skill activity. They were filling the blank sentence and arranging jumble words.

There were two assessments done in this research, validation and teacher's judgment. Based on those assessments, all of the aspect that was assessed were achieved good score. It can be concluded that LEFORI game was very good and appropriate learning media that later can be applied by the teacher to overcome students' problems in writing a descriptive text.

## CONCLUSION

This research was based on the students' need in writing skill. Therefore, the researcher modified the media using a design model proposed by Akker to help the teacher and students in solving the difficulties when learning writing. The media was in the form of game, LEFORI. Then it was validated by expert and was assessed by the English teacher. Based on the result of validation process, LEFORI was categorized as "very good" as it had 50 from the total score of the indicator, 52. And the result of assessment process showed that LEFORI was also categorized as "very good" as it had 100 from the total score of the indicator, 105. In accordance with the purpose of modifying this game, it can be concluded that LEFORI game was very good and appropriate learning media that can be applied to help the teacher overcome students' problem in learning writing of descriptive text.

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