
THE EFFECT OF WHOLESOME SCATTERING GAME ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

(A Study at the Eight Grade of SMP NEGERI 1 Angkola Selatan in 2018/2019 Academic Year)

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Abstract: The purpose of this research are to find out: 1) the extent of the application of wholesome scattering game on students' writing descriptive text at the eighth grade of SMP N 1 Angkola Selatan. 2) The extent of the students' ability in writing descriptive text before and after using wholesome scattering game at the eighth grade of SMP N 1 Angkola Selatan. 3) Whether there is any significant effect of wholesome scattering game on students' writing descriptive text at the eighth grade of SMP N 1 Angkola Selatan. The population of this research is all of the eighth grade Students of SMP N 1 Angkola Selatan consists of 100 students. The sample was 27 students which are taken by purposive sampling. The research method is used by experimental method. Then the data is collected by using the instrument. The instrument used is composition writing test. The hypothesis of this research is there is significant effect of wholesome scattering game on students' writing descriptive text ability at the eighth grade of SMP N 1 Angkola Selatan. The calculation of t_{test} formula is higher than score of t_{table} . The score of the t_{test} is 2.53 meanwhile the score of t_{table} is 2.06 at 5% significant level with (df) 27, ($t_{test} 2.53 > t_{table} 2.06$) and hypothesis is accepted. It means that there is a significant effect of wholesome scattering game on students' writing descriptive text ability at the eighth grade of SMP N 1 Angkola Selatan.

Keyword: Wholesome Scattering Game, Writing Ability

Abstrack: Tujuan penelitian ini adalah untuk mengetahui: 1) sejauh mana pengaplikasian wholesome scattering game terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP N 1 Angkola Selatan. 2) sejauh mana kemampuan siswa dalam menulis teks deskriptif sebelum dan sesudah menggunakan wholesome scattering game. 3) apakah ada pengaruh yang signifikan dari penggunaan wholesome scattering game terhadap kemampuan menulis siswa kelas delapan SMP N 1 Angkola Selatan. Populasi penelitian ini adalah seluruh siswa kelas delapan SMP N 1 Angkola Selatan yang terdiri dari 100 siswa. Sampel nya adalah 27 siswa yang di ambil dengan purposive sampling. Metode penelitian yang digunakan adalah experimental method. Kemudian data di kumpul dengan menggunakan instrumen. Instrument yang digunakan adalah tes menulis. Hipotesis penelitian ini adalah ada pengaruh yang signifikan dari wholesome scattering game

terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP N 1 Angkola Selatan. Perhitungan rumus t_{test} lebih tinggi daripada t_{table} . Nilai t_{test} 2,53 sedangkan nilai t_{table} pada taraf 5% adalah 2,06. Dengan (df) 27, (t_{test} 2,53 > t_{table} 2,06) dan alternative hypothesis di terima. Ini berarti bahwa ada pengaruh yang signifikan dari wholesome scattering game terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP N 1 Angkola Selatan.

Kata kunci: Wholesome Scattering Game, Menulis

I. INTRODUCTION

Writing is one of skill that must be learnt and mastered by students. Through writing, student will write their idea, criticism, feeling, and expression easily in writing form. Writing is a process of selecting, arranging, and developing ideas into paragraph, text effectively. Because of that writing called as a productive skill because the skill is product information. but most of students still difficult in understanding of writing, especially at the eight grade students of SMP Negeri 1 Angkola selatan. They still hard to write a text. There are many types of text in English such as; narrative text, report text, descriptive text, recount text, exposition text, and others. They still difficult to write one of this text namely descriptive text. Descriptive text is a text that describe about something with the purpose is to give information. By learning descriptive text, it is expected the students able to understand about descriptive text, and able to write descriptive text.

In fact, many students at the eight grade students of SMP N 1 Angkola Selatan are not successful in writing descriptive text. They still difficult to determine the topic, difficult to arrange good sentence because lack of vocabulary, lack of self-confidence, lack of students motivation in learning, less in grammar mastery, weak in understanding about descriptive text, it is affected by environment, using effective strategy, less of schools facilities and the change of curriculum. It shown their ability in writing text especially in writing descriptive text is low. It can be seen from average score of pre-test when the researcher take the preliminary data is 67,65 meanwhile, the English criteria of minimum learning mastery is 73. The researcher see that their ability still far from expectation.

There are some efforts that has done by teacher to increase students' writing descriptive text ability, such as giving learning motivation, using media that suitable for the lesson, make group discussion, using book that suitable for the lesson. However, in fact it does not get positive respons from student in the learning process. Students still not interest to follow the lesson they still difficult to write the text. It becomes a problem and if this problem do not solve, it will make students' ability especially in writing descriptive text is poor. To increase

their ability in writing descriptive text, they should understand about element of descriptive text such as, social function, generic structure, and language features.

Wholesome scattering game is one game that is interested and useful to increase students' writing ability. In this game, the students are given some keywords to stimulate their writing ability, the students can find ideas to write sentences or paragraphs from keyword.

To produce qualified writing, the students should have basic knowledge in aspect of writing namely: content, organization, vocabulary, language use and mechanic. All of them are important aspect that should be considered in order to be able to write well. According to Jacob et al., in Amin (2015:4) there are five significant components in writing namely; content, organization, vocabulary, language use and mechanic.

A. Content

According to Brown (2007:357) "Content is a thesis statement, related ideas, development of ideas through personal experience, illustration fact and opinion, use of description, cause/effect, comparison/contrast and consistent focus."

Next, Brown in Sarwanti (2015:23) says "content is there at least two things which can measured in connection with content; the points that

are presented and formal signals given the reader to guide in understanding the topic.”

B. Organization

Brown (2007:357) state that “organization have some categories namely; effectiveness of introduction, logical sequences of ideas.” Next Brown in Sarwanti (2015:23) state that “the process of organizing materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern.

C. Vocabulary

According to Linse (2006:21) states “vocabulary is the collection of word that an individual knows.” Furthermore Maskor et all., (2016:261) state “vocabulary knowledge is known as the knowledge of the word.”

D. Language use/grammar

According to Brown in Sarwanti Grammar is one of important component in writing, it governs utterance that we produce to be right and orderly. Therefore, it also has great influence in quality of writing. In addition Jacob in Amin (2015:5) state that language use in writing involves correct usage of the rules of language or grammar, it focuses on verb, noun, agreement.

E. Mechanics

Mechanics is one of important aspect in writing. "Mechanics refers to spelling, punctuation, citation of references and neatness and appearance." Brown (2007:357). Then Brown in Sarwanti (2015:23) state that mechanic of writing deal capitalization, spelling, and punctuation.

Descriptive text is one of text that use to describe about something. Amarain et all., (2009:28) say "descriptive is in all form of writing to create a vivid impression of a person, place, object or event". On the other hand, Djuharie (2007:24) State that "descriptive is a text that describe about people, things, place, and animals in more specific way." Furthermore, according to Pardiyono (2012:5) "Descriptive text is a text that give information about an object, such as the size, color, quality, and quantity of the object." According to Pardiyono (2012:5) state that "social function of descriptive text is to describe what an object is like."

Furthermore, Djuharie (2007:24) says "social function of descriptive text is to give information about the characteristics a place/animals/people/things and other." Generic structure is important thing in construction a text. Descriptive text has two generic structure, Amarain et all., (2009:29) says "the generic structure of descriptive text are: Identification refers to identify phenomenon to be described and

description refers to describes parts, qualities and characteristics.” On the other hand, Djuharie (2007:24) state “descriptive text generally has structures: 1) Identification: an introduction of subject or something that want to be described. 2) Description: give information about the characteristics of the subject, such as, the psychologys, attitude, quality, and other.”

According to Amarain et all., (2009:28) language features of descriptive text are: 1. Using noun phrase, 2. Using adjective, 3. Using simple present tense, 4. Focus on specific participants, 5. Using attribute and identifying processes, 6. Frequent use of adjective or adjective phrase and classifier in nominal group, 7. Linking verb. 8. To set a mood or create an atmosphere, 9. To bring writing to live, 10. Aims to show rather than tell the reader what something/someone is like, 11. Is focused on concentrates only on the aspects that add something to the main purpose of the description, 12. Sensory description – what is heard, seen, smelt, felt, tasted, 13. Strong development of the experience that puts the reader there focuses on key details, powerful verb and precise noun. Furthermore, Djuharie (2007:24-25) explain that “Descriptive text usually use language features namely: 1. Using specific noun, example: *father, school, my dog*, etc. 2. Using simple present tense, 3. Using detailed

noun phrase, example: *an intelligent student, a big large beautiful wooden house*. 4. Using adjective, example: *white, beautiful*, etc. 5. Relation process, example: *my car has four doors, my father is really handsome*, 6. Figurative Language, example: *my mother is as dry dessert*.

Wholesome Scattering Game according to Hess in Hami (2011:15) wholesome scattering game is a game which students predict the content of the passage and duplicate sentences by using single word that have been given by the teacher. Students on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. Teacher might find that the first step of arranging the words in weird unusual ways is fun and takes quite a while. It is worth the effort. Students will not quickly forget these words. On the other hand CJ (2018:96) states that “wholesome scattering game is one game that is interesting and useful to increase students’ writing ability.” In this game, the students are given keywords to stimulate their writing ability. the steps according to Nisa (2015:4) are: 1) The teacher ask three learners to come forward and write the keywords she dictated. 2) Three learners should write the keyword in different for unusual shape. 3) From those keywords, the learners were asked to

make a good descriptive in group. 4) After twenty five minutes, each group presented their work in front of the class. 5) From the presentation teacher, the teacher decide which group was the winner. 6) The winner was the one that makes a descriptive text close enough with the original text that the teacher kept.

Wholesome scattering game is one game that is interested and useful to increase students' writing ability. According to Hess in CJ (2018:96) there are some advantages of using wholesome scattering game namely: 1) To stimulate students' ideas to write sentences. Students usually have blank ideas when they are thought material. In this game, students will be given some keywords to stimulate their brain. They hoped can get some ideas in writing descriptive text. 2) It is easy to be prepared when teachers want to use a media in their activities, they have to decide whether it is difficult to prepare or not, wholesome scattering game is a simple game, so it is easy to be prepared. The teachers prepares some keywords appropriate for the material. 3) Students could develop their text based on keywords have been given by the teacher. Finally wholesome scattering game drills students to know the spelling, meaning, pronunciation all keywords. According to Hess in Hami (2010:19), the disadvantages can be seen as follows: 1) The teachers

needs more time to collect and prepare the keywords appropriate for material before teaching and learning process. 2) Students are limited by the keywords that have been given by the teacher in organizing sentences. In addition Natalie in Sartika, et al., (2017:4) the disadvantages of wholesome scattering game are: 1) The teacher needs more time to collect and prepare the key word appropriate for material before teaching and learning process. 2) The students are limited by key words that have been given by the teacher in arranging the sentences.

II. METHODOLOGY OF THE RESEARCH

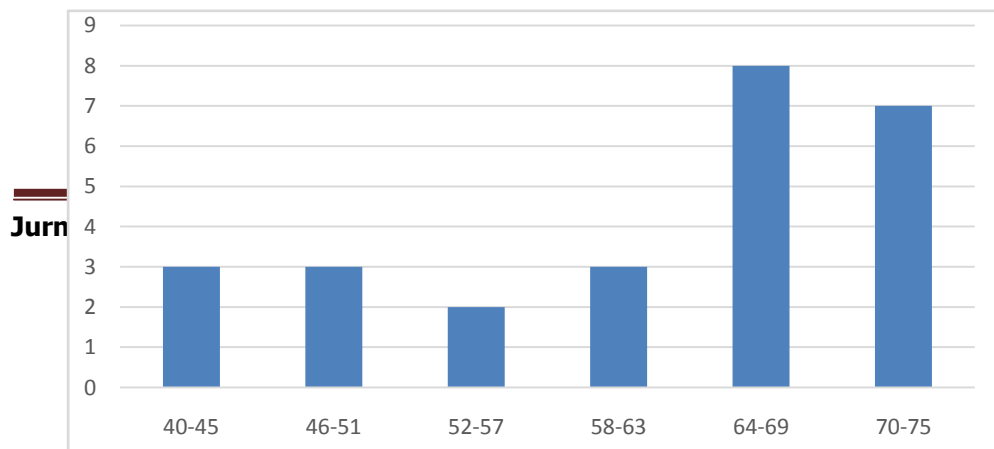
The location of the research is in SMP Negeri 1 Angkola Selatan. It is located on JL. Marpinggan Kel. Napa Kec. Angkola Selatan. Method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. Sugiyono (2014:24) said that “research method is a scientific way to get data with purpose and usefulness. According to Sugiyono (2014:334) explain that “experimental method can be defined as a research method that used to find out the effect of certain treatments on others in controlled conditions.” Then Gay and Airasian (2000:367) say “experimental research is the only type of research that can test hypotheses to establish

cause-and-effect relationship and use one of pre-experimental design namely one group pretest posttest design. Instrument arrangement of the research is done based on wholesome scattering game as X variable and students' writing descriptive text ability as Y variable. In this case the researcher use observation sheet to measure independent variable, and test to measure dependent variable. According to Larry Cristense in Sugiyono (2014:235) states that "in research, observation sheet is define as watching of behavioral patterns of people in certain situation to obtain information about phenomenon of interest. Observation is an important way to collecting information about people because people do not always do what they say do. Meanwhile test used to measure the dependent variable. According Arikunto (2006:150) explain that test is a series of questions or exercises and other tools that are used to measure skills, intelligence, abilities or talents possessed by individuals or groups. Furthermore Sanjaya (2013:252) states that tests are often used as a tool to measure abilities in the fields of cognitive, affective and psychomotor. Many kinds of technique of collecting data According to Arikunto (2006:150-157) they are: Test, Questionnaires, Interview, Observation , Carting scale , Documentation. Technique of collecting data in this research are observation sheet and test. There are two kinds of analysis

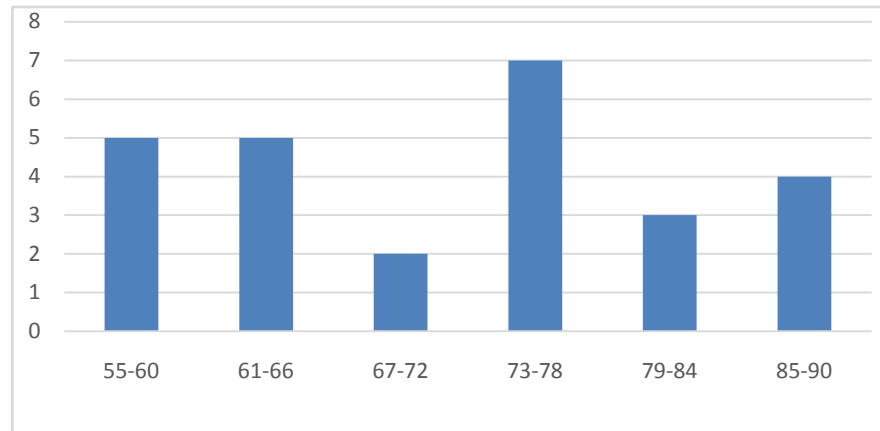
data namely: descriptive analysis and inferential analysis. Descriptive analysis use to describe variables for instance: mean, median, modus, histogram, and other, meanwhile inferential analysis uses to analysis the hypothesis.

III. RESULT

Based on the result obtained from the analysis of observation sheet about how the researcher apply wholesome scattering game on students' writing descriptive text ability at the eight grade students which contents 3 stages that is, pre-teaching, while-teaching and post teaching. The average score was 3.85 and it is categorize "very good", the mean score pre-test of students' ability in writing descriptive text is 67.65 it shown that their ability in writing descriptive text is enough category where the highest score is 75 and the lowest score is 40. The average or mean that got by the students after using wholesome scattering game was 72.86 and it is categorized "good" where the highest score is 90 and the lowest score is 55.



Students' Ability in Writing Descriptive Text Before Using Wholesome Scattering Game



Students' Ability in Writing Descriptive Text After Using Wholesome Scattering Game

From the histogram above the researcher conclude that post -test is higher than pre-test and the researcher found that t_{test} is higher than t_{table} ($2,53 > 2,06$) it means that there is significant effect of wholesome scattering game on students' writing descriptive text ability at the eight grade of SMP N 1 Angkola Selatan, or on the other word alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

Based on the result of the research the average of students' ability in writing descriptive text before using wholesome scattering game was

67,65 it is included in “enough” category. Furthermore the average of students’ ability in writing descriptive text after using wholesome scattering game was 72,86 it is included in “good” category. it means that there is an improvement of students’ ability in writing descriptive text after using wholesome scattering game. The result of observation sheet in applying wholesome scattering game, the researcher got the average 3,85 and it was included in “very good” category. then the result of t_{test} is higher than t_{table} ($t_{test} 2,53 > t_{table} 2,06$) so that the hypothesis is accepted. The researcher conclude that students’ ability in writing descriptive text after using wholesome scattering game is higher than before using wholesome scattering game at eight grade of SMP N 1 Angkola Selatan.

CONCLUSION

The researcher makes conclusion: 1) The result of application of wholesome scattering game on students’ writing descriptive text at the eight grade of SMP N 1 Angkola Selatan in 2018/2019 Academic Year is 3,85 it is included in “very good” category. 2) The students’ ability in writing descriptive text before taught by using wholesome scattering game was 67,65 it is included in “enough” category. While the students’ ability in writing descriptive text after using wholesome scattering game was 72,86 it is included in “good” category. 3) The hypothesis testing

shows t_{test} is higher than t_{table} ($2,53 > 2,06$) it means that there is a significant effect of wholesome scattering game on students' writing descriptive text ability at the eight grade of SMP N 1 Angkola Selatan, or on the other word alternative hypothesis (H_a) is accepted.

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