

---

---

## WHOLESONE SCATTERING GAME AS A TECHNIQUE TO IMPROVE STUDENTS' WRITING ON DESCRIPTIVE TEXT AT SMP NEGERI 3 PEMATANG SIANTAR

SEMARIA EVA ELITA GIRSANG<sup>1</sup>

NITA ANGGREINI DAMANIK<sup>2</sup>

<sup>1</sup>Dosen Prodi Bahasa Inggris FKIP

<sup>2</sup>Mahasiswa Prodi Bahasa Inggris FKIP

### Abstract

*The aim of this research is to find out the implementation of Wholesome Scattering Game in improving the students' ability in writing descriptive text. The population of this research was all of the eighth grade students of SMP N 3 Pematangsiantar, which consisted 312 students as the population and 31 as the sample. This research was conducted by Classroom Action Research with two cycles. The finding of this research is the researcher got good result from activities of teaching descriptive text using Wholesome Scattering Game technique. The quantitative data was taken from the tests, which were pre-test and post-test in first cycle and post-test II in second cycle. The improvement is the mean of the pre-test is 57,61 in first cycle. But it increase to be 74,19 in the post-test. And researcher found that the mean score of students increased up to be 80.67 in post-test II in second cycle. Difference calculation of the mean in cycle I is 16.58; and the standard deviation is 5.2. Beside that the standard error for the mean difference is 0.95. And researcher found that the t-test of this research was 17.45, with the effect size of the test was 3.18. From the explanation previous shows that by applying Wholesome Scattering Game technique can improve their writing ability. The difference calculation in the second cycle (post-test I and post-test II), the mean was 6.48, and standard deviation was 2.33. Besides that, the standard error for the mean difference was 0.42, and t-test was 15.42. To improve that the Wholesome Scattering Game was very significant to improve students' writing skills especially in descriptive text, researcher give the result of the effect size, namely was 2.78. Based on the explanation above, the researcher concludes that wholesome scattering game is effective to be used in teaching writing descriptive text which could interesting and useful to increase students' writing ability and students will not bored and passive in the class because they learn while interact with wholesome scattering game.*

*Keywords: Wholesome – Scattering – Game, Writing, Descriptive Text*

### I. INTRODUCTION

Does the Wholesome Scattering Game was effected to improve students' ability in writing descriptive text at the eighth grade students of SMP Negeri 3 Pematangsiantar. The objective of research is to know the effect of wholesome scattering game to improve the students' ability in writing descriptive text at the SMP NEGERI 3 PEMATANG SIANTAR. Descriptive text stretch out many information about certain people, things, and place clearly and detail. Writing descriptive text is one of genres in writing text. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach the students. When the researcher was PPL in SMP NEGERI 3 PEMATANG SIANTAR, many students were not interested in writing especially in descriptive text. They could not write their ideas in a good text, because they did not understand well about how to write especially in descriptive text. Students often find some difficulties. They did not know how to write correctly, especially in choosing a word or vocabulary to put in the sentences. They feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and

---

developed their imagination. In teaching learning process, teacher has important roles. Teacher is a professional educator who has main duty to educate, teach, guide, direct, train, and evaluate the learners on early children education at formal education (elementary school, junior high school, and senior high school)

## II. LITERATURE REVIEW

Writing is one of the four language skill that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. According to the Marianne Celce (2001:205), the ability to express an idea in second or foreign language especially in writing skill is a major problem for many native speaker to write coherence of paragraph and accuracy in choosing sentences. According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Beside, Tarigan (1994:3) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, sothat other people can read the graphic symbols presented.

According to McCallum (1980:101), games provide language teachers with many advantages are that learners are motivated to learn the language when they are in a game. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. Similarly, CrookalD (2009:40, 290-296) says that games are advantageous at this point because they reduce anxiety, increase positive feeling and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely. And, ZuliatiRohmah in Mira Sartika, AtniPrawati and Erni (2016:3), stated that game is easier for students to express their ideas, though, enjoyable and feeling. According to Hadfield (1998:4), defines the game as an activity governed by rules, a goal and an element of fun. Wright et al (2006:2) state that games also help the teacher to create context in which the language is useful and meaningful. According to Hami stated that the students should make sentences to create a good text from those key words. Beside that Juvrianto CJ, stated that wholesome scattering game able to increase the writing ability especially to write descriptive text in experimental class. Wholesome scattering game is one technique that was put forward by Natalie Hess in one of his book that entitled Headstarts (1991:39). In this activity students not only predict the content of the passage. A descriptive text is a text that describe the features of someone, something, animal, or certain place.

Wardiman in Fitriyanti (2014:16) stated that descriptive text a kind of text which describes particular thing, person, or other. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. (Linda Gerot in M Mursyid PW, 2005:4) Bachtiar and Bima M and CicikKurniawan (2005:15) stated that descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to the Harmer (2004:31-33) there are some importance of writing. Those are :

- a. Writing is not often time-bound in the way conversation.
- b. Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing, puts in their mind.
- c. Writing is often used as a means of reinforcing language that has been thought.
- d. Writing is frequently useful as preparation for some other activity.
- e. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

f. Writing is also used in questionnaire-type of activities.

According to Harmer (2004:4-6) states that there are four main elements in writing process. Those are planning, drafting, editing (editing and revising), and final version.

- a) Planning
- b) Drafting
- c) Editing
- d) Final version

### III. METODE OF RESEARCH

The research was conducted by applying Classroom Action Research (CAR). Research design have done with some steps as follow: Collect data such as documentation includes the number of the students, students' name list, and pre-test.

Make a pre-test, to know the score of students writing in descriptive text before using wholesome scattering game. The researcher assesses the result of student's writing in pre-test. Before the sample was collected, the researcher had to determine the population. Population is a set or collection of all elements processing one or more attributes of interest (Arikunto 2006:130). Population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion.

Based on definition above, the research was conducted at SMP Negeri 3 Pematangsiantar, that is located in jln. Laguboti Ujung no 3 Pematangsiantar. After researcher getting an agreement of the school principal and then consult to an English teacher who teaches at second year students of SMP Negeri 3 Pematangsiantar. The population of this research is all of the second year students which consist of eleventh classes. They are 312 students as the population.

According to Arikunto (2006:109,134), a sample must be representative to a population and if the subject had less then 100, its better take all the subject. Based on Ary (2002:163) a sample is a group of a population. Its mean that good sample must be representative of the entire as possible. The researcher conclude that the sample is a small unit of individual that exactly include in a research. Because of the sample of this research is more than 100 subjects, is better the researcher take 10% from the population. In formula  $312 \times 10\% = 31,2$ . So the researcher took 31 students as a sample.

This research used an instrument for obtaining the research data. Here, the writer used writing test and will be implemented with pre-test and post-test. To collect the data, the researcher goes with the following techniques: 1) Gives pre-test, 2) Give the treatment of teaching writing descriptive text by using Wholesome Scattering game, 3) Distributes post-test, 4) giving more detail about the treatment, 5) make post-test II

And to know there is the improvement after the students being taught using wholesome scattering game or no. In this research, the researcher took some formula to knowing how the effectiveness of Wholesome Scattering Game in improving writing descriptive text by HadiSutrisno (1981:246-258) in Ni'matulMaula (2018).

1. To knowing the mean score.

To find the difference between pre-test and post-test by looking for mean, as the following formula:

$$M = \frac{\sum x}{N}$$

Where :M = The mean score

$\sum x$  = The sum of the total scores

N = The number of students

## 2. Difference Calculation of the mean

$$MD = \frac{\sum D}{N}$$

Where : MD = Different of mean

$\sum D$  = Sum of difference between pre-test and post-test

N = Total number of students

## 3. Standard Deviation

$$SD = \frac{\sqrt{\sum D^2 - (\sum D)^2}}{NN}$$

Where : SD = standard deviation

D = Difference between Post-test – Pre-test

N = The Number of Students

## 4. Standard Error for Mean Difference

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

Where :  $SE_{MD}$  = The standard error for the mean difference

$SD_D$  = Standard Deviation

N = Total number of students

d. f = N-1

## 5. Calculation of t-test

$$T\text{-test or } T_0 = \frac{MD}{SE_{MD}}$$

Where: t = t-test for the difference between pre-test and post-test

SD = Standard deviation

D = Differences between pre-test and post-test

N = Total number of students

In knowing whether the students writing of descriptive text is improve or not, the researcher used the steps which were done by the researcher in analyzing the result students' writing in descriptive text. Furthermore, to analyze the data this research will use analyzing of the five categories, namely: excellent, good, fair, poor, very poor. (Alice C. Omaggio, *Teaching language in Context*, (Heinle&Heinle Publisher, Inc.: Boston, 1986), p. 266).

Scores	Value
80-100	Excellent
60-79	Good
40-59	Fair
20-39	Poor
0-19	Very Poor

Next, to categorize the number master of the students, the researcher continues it by applying formula below:

$$P = \frac{y}{T} \times 100\%$$

Where P = The percentage of students who get good and enough

R = The number of the students who get good and enough

T = The total number of students

## IV. THE DATA AND DATA ANALYSIS

This research was conducted by using a classroom action research. And it will make in one cycle with four steps namely; planning, acting, observing, and reflecting. The cycle contained of pre-test and post-test.

Before conduct the pre-test, the researcher observed the students about their English in writing skill especially in descriptive text. Actually in this research, the researcher not only gave the treatment and games but also hold evaluation test to measure the degrees of ability students in writing descriptive text.

The researcher analyzes the students' improvement based on the result of analyzing in pre-test and post-test. The improvement is the mean of the pre-test is 57,61 with only 3.22% students who got the good criteria and 96.78% who got fair criteria. But it increase to be 74,19 in the post-test with 63% students who got good criteria or 37% who got the fair criteria. And researcher found that the mean score of students increased up to be 80.67 with 96.77% students have got good criteria or only 3.23% students got the fair criteria. From the explanation previous shows that by applying Wholesome Scattering Game technique can improve their writing ability, because the researcher can found after calculated the statistical technique, as follows: Difference calculation of the mean in cycle I is 16.58; and the standard deviation is 5.2. Beside that the standard error for the mean difference is 0.95. And researcher found that the t-test of this research was 17.45. It means that in first cycle the researcher can conclude that the Wholesome Scattering Game can give the strong effect for the students. Because the researcher have found that the effect size of the test was 3.18 or strong effect. The mean score of post-test is higher than the score of pre-test in cycle I ( $74.19 > 57.61$ ). And the mean score of post-test in cycle II higher than post-test in cycle I ( $80.67 > 74.19$ ). Besides that, the students stimulated to produce sentences based on the vocabularies which was written. Then they have an idea to arrange the sentences to be a text.

The result of writing test after treatment is; the improvement of students' mean score in pre-test and post-test was significant. In pre test that 57,61 increased to 76,19 which 96% students reached good category. It means that the indicator of success of this research was passed. It could be concluded that the result of the research showed that Wholesome Scattering Game Strategy could improve the students' ability in writing descriptive text. It can make the students more excited in learning descriptive text. It also could be proven by the quantitative data which showed the students' score got more better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven that the researcher got better in controlling class and the students were more active and pay attention in learning writing descriptive text.

In other hand, the researcher found that the effect of Wholesome Scattering Game in Cycle two also give the strong effect. We can see from the statistical calculation below; The difference calculation of the mean was 6.48, and standard deviation was 2.33. Besides that, the standard error for the mean difference was 0.42, and t-test was 15.42. To improve that the Wholesome Scattering Game was very significant to improve students' writing skills especially in descriptive text, researcher give the result of the effect size, namely was 2.78. It's mean that the Wholesome Scattering Game give the strong effect to students to improve their writing skill on descriptive text especially in second grade.

## V. CONCLUSION AND SUGGESTION

After concluding the research of teaching writing in a descriptive text through implementing wholesome scattering game, the researcher concludes of the result, as follows:

- 1) The implementation of wholesome scattering game can improve students' writing skill especially in descriptive text for the eighth grade students of SMP NEGERI 3 PEMATANG SIANTAR in the academic year 2019/2020 that the researcher analyzes the students' improvement based on the result of analyzing in pre-test and post-test. The improvement is the mean of the pre-test is 57,61 with only 3.22% students who got the good criteria and 96.78% who got fair criteria. But it increase to be 74,19 in the post-test with 63% students who got good criteria or 37% who got the fair criteria.



And researcher found that the mean score of students increased up to be 80.67 with 96.77% students have got good criteria or only 3.23% students got the fair criteria. From the explanation previous shows that by applying Wholesome Scattering Game technique can improve their writing ability, because the researcher can found after calculated the statistical technique, as follows: Difference calculation of the mean in cycle I is 16.58; and the standard deviation is 5.2. Beside that the standard error for the mean difference is 0.95. And researcher found that the t-test of this research was 17.45. It means that in first cycle the researcher can conclude that the Wholesome Scattering Game can give the strong effect for the students. Because the researcher have found that the effect size of the test was 3.18 or strong effect.

- 2) In other hand, the researcher found that the effect of Wholesome Scattering Game in Cycle two also give the strong effect. We can see from the statistical calculation below; The difference calculation of the mean was 6.48, and standard deviation was 2.33. Besides that, the standard error for the mean difference was 0.42, and t-test was 15.42. To improve that the Wholesome Scattering Game was very significant to improve students' writing skills especially in descriptive text, researcher give the result of the effect size, namely was 2.78. It's mean that the Wholesome Scattering Game give the strong effect to students to improve their writing skill on descriptive text especially in second grade.

From the conclusion above, there were some suggestions that are proposed by the writer

- 1) To the students

Students have to interest in English first with this strategy, and they will focus and will enjoy along learning by using the game. The second is students have to learn and improve ability in writing descriptive text by wholesome scattering game with make a sentence with some keywords. The students also will be easier to choose word by word to write a better sentence. The last is students should extend their vocabulary and easier to memorize in many ways, e.g. reading the texts especially descriptive text; using new words along in the classroom activities or their daily life, or even by drilling some new words. So finally, students are able to write a qualify text.

- 2) For the Teacher

Firstly, teachers are expected to use wholesome scattering game as a teaching media, especially in teaching writing descriptive text. Because by using this game, teacher can expect the students' writing result well. Because the game stimulates students' brain in arrange sentences. The second is teachers are expected to develop the teaching of writing descriptive text by increasing the exercises in writing. Teacher should give more attention to the students in writing descriptive text. Finally, teachers are expected to motivate to the students in writing in order they can write good paragraph and accurately. It is recommended that English teacher implement such method in the English class by applying Wholesome Scattering Game.

- 3) To the Other Researcher

The researcher hopes that this research can be used as a reference and a source by the other researcher in teaching-learning process. It aims to extend the material easier and have better result of the next research

## BLIBLIOGRAPHY

Marianne Celce, Murcia (ED 2001:205). Taching English as a Second or Foreign Languag.United States of America: Heinle and Heinle Publisher.

- Tarigan, Henry Guntur. (1994). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung. Penerbit Angkasa.
- White, Fred D. (1986). *The Writer's Art: A Practical Rhetoric & Handbook*. California: Wadsworth Publishing Company.
- McCallum (1980). Effectiveness of using games in teaching grammar to young learners.
- Mira, S (2017). The Effect of Wholesome Scattering Game on the Ability of the First Year Students of SMAN 12 PEKANBARU in Writing Descriptive Text.
- Rohmah, Zuliati (2012). *Teaching English Joyful*. Bs Press: Bintang Sejahtera. Jakarta.
- Hami Widodo (2011). *Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game (A classroom action research with the Eighth Grade Students of MTs Patean Kendal in the Academic year of 2010/2011)*. Published, Walisongo State Institute for Islamic Studies. Semarang.
- Juvrianto, C J (2014). His journal. *Increasing the Writing Ability Through Wholesome Scattering Game*.
- Natalie Hess (1992:39). *Head stars*. England: Longman Group
- Wardiman (2008:122). *Language Features of Descriptive Text*.
- Linda Gerot and Peter Wignell (1994:92). *Making Sense of Functional Grammar*. Tanya Stabler, Sydney.
- Harmer, J (2004:31-33). *The Importance of Writing*
- Arikunto, Suharsimi (2006:99). *Prosedur Penelitian Suatu Pendekatan*. Jakarta: PT. Asdi Mahasatya
- Hadi, Sutrisno (1981) in Ni'matulMaula (2018). *Methodology Research*. Yogyakarta: Yayasan Penerbitan Fakultas Psikologi Universitas Gadjah Mada Yogyakarta.