

THE EFFECT OF WHOLESOME SCATTERING GAME TOWARDS STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPN 35 MAKASSAR

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ABSTRACT

The aim of this study is to describe the way students' writing ability of the third-year students improved by using Wholesome Scattering Game of SMP Negeri 35 Makassar. The study employed Experiment Class. Where the subject consisted of 30 students who taken from class IX-1 of the third-year students of SMP Negeri 35 Makassar. The instrument of this research was writing test. The data were collected in pre-test and post-Test. The result indicates that the mean score in pre-test of experiment class was 55 and posttest was 85,83 It shows that used of Wholesome Scattering Game as a medium has effect on students' writing paragraph at SMP Negeri 35 Makassar

Keywords: Wholesome Scattering Game, Writing

Introduction

Writing is one of the four language skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, proposition, or the principle how to write.

According to Marianne Celce (2001: 205) stated that the ability to express an idea in second or foreign language especially in writing skill is a major problem for many native speakers to write coherence of paragraph and accuracy in choosing sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

According to Ramelan (2003: 4) if someone wants to learn English as a foreign language he/she will obviously meet all kind of learning problems,

especially in writing skill, the learners will meet some problems for example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word into sentences.

Teaching is an art to convey knowledge information and skills to students. In order the message to be effective, teachers need to apply special technique. According to Pardiyono (2010:1) therefore, learning process can be interested, enjoyable, and comfortable and the lesson can be receipted and mastered by students easy.

According to John M. Swales and Christine B. Peak (2000: 34) writing is a complex socio-cognitive process involving the construction of recorder messages on paper or on some other material and more recently, on computer screen. Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing. Writing descriptive text is one of the genres in writing texts. 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. Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive text. They also do not able to recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely.

Teaching a foreign language is considered as one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start. Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

Based on explanation above, Allah stated that He desires for His servant to be easy, not their discomfort, Islam gives motivation to Moslem in the world to make some ways or method for their work to get better in the future and make them to be easier in many things. Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language class. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to be more meaningful, for example by showing how wards relate to each other and more memorable, for example by involving as many approaches to how language is stored as possible, such as mime and movement, the use of color, and patterns, personalization.

Games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning

sequence (presentation, repetition, recombination and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.

The researcher tries to give students a method in order to make them enjoyable, easy, and memorable about the material especially in writing skill. In this case, the writer wants to introduce a method in learning writing descriptive text by using wholesome scattering game.

METHOD

This research used pre-experimental research design which applied in one class as pre-test and post- test group. In this research the researcher used total sampling technique the subjects would be regarded that all of them have the equal chance to be chosen as the sample. The researcher took one class of the VIII-9 as the sample. The total sample is 30 students. In collecting data, the researcher gave a writing test in the form of descriptive text to know the students' ability in writing. The test consisted 1 descriptive text and students arranged the descriptive text be good story

Finding Dan Discussion

Findings.

The students' writing score obtained through tabulating the five components, there are; content, organization, vocabulary, grammar and mechanic in the pre-test are as follows:

Table 1 Percentage and Category of Students Based on Their Scores in Content

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-
4.	Poor	25	-	-
	Total		30	100%

Source: (SMPN 35 Makassar)

The table 1 above points out experiment class of students' achievements in content in the pre-test. All students got very good category. In this case, the students' writing ability for content component which is assessed as well as displayed above indicated that for content. Meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category.

**Table 2 Percentage and Category of Students
Based on Their Score in Organization**

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	9	30%
2.	Good	75	-	-
3.	Fair	50	9	30%
4.	Poor	25	12	40%
Total			30	100%

Source: (SMPN 35 Makassar)

For organization component, in the pre-test on experiment class, the writer found that most students have a poor chronological, but just a few of them have fluent expression and ideas clearly stated. There are 9 students got Very good score, 9 students got Fair score and 12 students got Poor Score meanwhile no one student got good score. In other side, there were some students having not enough fluency and their ideas sometimes confused or disconnected among paragraphs.

**Table 3 Percentage and Category of Students
Based on Their Score in Vocabulary**

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-
4.	Poor	25	-	-
Total			30	100%

Source: (SMPN 35 Makassar, 2014)

In this case, table 3 above shows about the students' achievement especially in vocabulary or diction component on experiment class. For narrative test, most students have occasional errors of words and idiom, and the usage out meaning not occurred. Meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category.

Table 4 Percentage and Category of Students Based on Their Score in Grammar

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-
4.	Poor	25	-	-
Total			30	100%

Source: (SMPN 35 Makassar.)

Table 4 above displayed that for grammar component in pre-test in experiment class, most students are in very good category. This finding indicated that grammar or language use component is very good. There were no mayor problems in complex construction of sentence, and most students virtually has mastery of sentence construction rules even about using past tense for writing descriptive text. Meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category.

Table 5 Percentage and Category of the Students' Based on Their Score in Mechanics

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-
4.	Poor	25	-	-
Total			30	100%

Source: (SMPN 35 Makassar)

For mechanic component, table 5 above strongly stated that in the pre-test All of student is in very good category. Meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category. In this case, most students have no problem in frequent errors of spelling punctuation, capitalization and some students who have classified into very good category actually have mastery of connections and dominated by errors of spelling, capitalization, and paragraphing their descriptive text.

Table 6 Percentage and Category of Students Based on Their Scores in Content

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-
4.	Poor	25	-	-
Total			30	100%

Source: (SMPN 35 Makassar)

In the post-test, for content component most students are in very good category, meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category. These table shows the progress that the rate percentage of the post-test was the same as the pre-test especially for content.

Table 7 Percentage and Category of Students Based on Their Scores in Organization

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	18	60%
2.	Good	75	7	23%
3.	Fair	50	5	17%
4.	Poor	25	-	-
Total			30	100%

Source: (SMPN 35 Makassar)

For organization component in the post-test, most of students classified into very good category, have fluent expression and some of them has good organized, there are 18 Students got Very good scores, 7 Students got good scores and 5 students got Fair score meanwhile there is no student got Poor score. This finding indicated the significant progress that the post-test was higher than the pre-test.

Table 8 Percentage and Category of Students Based on Their Scores in Vocabulary

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-

4.	Poor	25	-	-
Total			20	100%

Source: (SMPN 35 Makassar)

Table 8 above displayed that in the post-test, students' diction has same with points out. Most students classified into very good category. Meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category. These table show the progress that the rate percentage of post-test was the same rate score with pre-test, especially for students' vocabulary or diction. Mostly students have adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred.

Table 9 Percentage and Category of Students Based on Their Scores in Grammar

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-
4.	Poor	25	-	-
Total			20	100%

Source: (SMPN 35 Makassar)

As the classical problem in learning English, in writing students have problem with this component. In the post-test, most students classified into very good categories have effective complex construction, mastering the past tense in language use. Meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category. Students who have fair category have mayor problems in sample or complex construction. Most of them wrote their descriptive text in present tense and present continuous tense.

Table 10 Percentage and Category of Students Based on Their Score in Mechanics

No.	Category	Range	Student	
			Number	Percent
1.	Very Good	100	30	100%
2.	Good	75	-	-
3.	Fair	50	-	-
4.	Poor	25	-	-
Total			20	100%

Source: (SMPN 35 Makassar)

In table 10 above displayed that in the post-test of experiment class, students' mechanics have the same as points out where most students are in very good category. Meanwhile no one student got scores at range 25, 50 and 75 in poor, fair and good category. These facts show the progress that the rate percentage of the post-test was higher than the pre-test, especially for students' mechanics; that concern about punctuation, capitalization, and all about connection between each sentence in their descriptive writing. After classified the students' achievement in pre-test and post-test of experiment and control class based on writing rubric which was introduced by Jacob, considering this is a true- experiment research design for educational

Discussion

In this section, the writer analyzed the data which had been collected and then described the result of the research. In the first meeting of the two classes, the writer gave a pre-test for students. They were difficult to write on the blank paper and said there were no ideas. This activity same as previous research done Jack C. Richard (2001: 316) Pre- writing is any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft.

In the second meeting (learning process), the control class was taught without wholesome scattering game. The writer just explains how to write descriptive text without a medium (watch the animation films). So as usual, students did not pay their attention to the writer explanation. They feel bored because the writer just used book to explain about the material. On the other hand, the experiment class which was taught by wholesome scattering game as a medium. The writer asked the students to watch the wholesome scattering game and then writer explained how to write the narrative text. After that, the students write some difficult words that found in wholesome scattering game and then wrote descriptive text with the title they have chosen in pre- test. In experiment class, the students more enthusiastic and more interested in learning because wholesome scattering game was interesting and students enjoyed to learning and not feel bored. In the last meeting, after the treatment was given, the students of experiment class found it was easier to write than control class. It happened because animation films as a medium could be seen as the guidance in arranging the events of the story. So, it made them get higher score in post-test than control class.

After the writer gave the treatment to experiment class, it can be seen that there is a significant improvement from pre-test to post-test that is 30,83 and the mean scores of experiment class increased (55 to 85,83). The students' imagination is built by wholesome scattering game. They are easier to express their idea in writing. Based on the above explanation, it shows that using wholesome scattering game as a medium can improve students' narrative texts. The wholesome scattering game medium can help students to write easier.

The result of analysis of the scores at eleventh grade of SMPN 35 Makassar, it can be said that the ability to write of students' narrative text after being taught under wholesome scattering game is better than without wholesome scattering game. From the research finding, it can be concluded that using wholesome scattering game as a medium can motivate students to engage in language learning. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. Briefly, the writing achievement in the experiment class has proven that wholesome scattering game as a medium can be good method in developing writing descriptive text. In addition, the positive finding of this research is in line with the previous research done Hami (2011: 3) students are unable to describe things in lively detail and they are almost always unmotivated and bored with writing. It helps students to imagine the ideas in writing descriptive text and develop their sentences.

Conclusions

After analyzing the findings and discussions of this research, it can be concluded that there is a significant effect of wholesome scattering game on students' descriptive text at SMPN 35 Makassar. After administering twice measurement writing test in pre-test and post-test in both classes; experiment class and control class, it was found that students can create a better descriptive text as well as theoretical standard based on its genre, general structure, and language features. The students' writing skill of class which is taught by using wholesome scattering game as a medium (experiment class) shows significant improvement. As the finding result shows in pre-test to post-test the mean score of experiment class (85.83 to 70). The students in experiment class are more enthusiastic and more interested in the teaching learning process because the writer used wholesome scattering game as a medium in her explanation. From the wholesome scattering game as a medium, the students can understand about the story live. They get new vocabularies, learnt about how to construct a sentence grammatically and arrange the events in the story. It can be seen from the data in the treatment class, the mean score of the students' pre-test was 85.83 and the post-test was 70. The mean score of students' post-tests in the experiment class after the writer gave treatment was higher than the pre-test.

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