

WHOLESOME SCATTERING GAME AS A TECHNIQUE FOR TEACHING DESCRIPTIVE WRITING TO THE SEVENTH GRADERS OF SMP SUNAN GIRI MENGANTI, GRESIK

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Abstrak

Menulis merupakan salah satu keterampilan yang harus dipelajari oleh pelajar bahasa Inggris karena tujuan dari pada pengajaran bahasa Inggris di Indonesia adalah untuk membuat siswa mampu berkomunikasi dengan baik menggunakan bahasa Inggris baik secara lisan maupun tulisan. Kebiasaan mengajar menulis yang terfokus pada teori dan tata bahasa saja tidak dapat membantu siswa dalam menulis dengan baik. Guru seharusnya menuntun siswa dalam proses menulis untuk membuat mereka lebih mudah dalam menulis. Salah satu cara untuk menuntun siswa dalam proses menulis, juga memotivasi mereka dalam belajar bahasa Inggris, adalah dengan menggunakan teknik *wholesome scattering game*. *Wholesome scattering game* adalah sebuah game, dimana siswa diberi beberapa kata kunci dari sebuah teks, siswa harus menyusun kata kunci tersebut dalam bentuk susunan yang tidak biasa atau unik, dan mereka harus membuat kalimat untuk membuat sebuah teks yang baik menggunakan kata kunci tersebut. Kalimat yang dibuat harus semirip mungkin dengan kalimat yang ada pada teks yang dimiliki guru. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek dari penelitian ini adalah siswa kelas tujuh di SMP Sunan Giri Menganti, Gresik. Instrumen yang digunakan untuk mengumpulkan data adalah catatan lapangan, transkrip dari perekam suara atau gambar, pedoman wawancara, dan hasil dari tugas menulis siswa. Terdapat tiga poin yang bisa dilihat dari hasil penelitian ini. Pertama, pelaksanaan *wholesome scattering game* sebagai teknik untuk mengajar menulis teks deskriptif berjalan dengan lancar. Kedua, hasil dari tugas menulis siswa menunjukkan bahwa kemampuan menulis siswa sudah baik. Ketiga, siswa menunjukkan respon yang positif terhadap pelaksanaan *wholesome scattering game*. Kesimpulannya, *wholesome scattering game* dapat digunakan untuk mengajar menulis teks deskriptif kepada siswa di kelas tujuh. Game ini berfungsi untuk membantu siswa menulis teks deskriptif.

Kata kunci: *Wholesome Scattering Game, menulis, teks deskriptif, respon siswa*

Abstract

Writing is one of the skills that have to be learnt by the English learners since the aim of teaching English in Indonesia is to make learners communicate well whether in spoken or written. The habitual of teaching writing which only focuses on the theory and the grammar does not help learners to write well. The teacher should guide the learners in the process of writing in order to make them easier to write. One of the ways to guide the learners in the process of writing also motivate them in learning English is by using *wholesome scattering game*. It is game in which learners are given some keywords from a text, they should arrange those keywords in unusual or weird shape, and they should make sentences to create a good text from those keywords. The sentences should be as close as possible with the text that the teacher has. This research is a descriptive qualitative research. The subjects of this research are the seventh graders of SMP Sunan Giri Menganti, Gresik. The instruments used to gain the data are field note, audio or video transcript, interview guide lines and learners' writing task result. There are three points that can be seen in the result of this research. First is the implementation of *wholesome scattering game* as a technique to teach descriptive writing run well. Second, the learners' writing task result showed that the learners' writing ability was good enough. Third, the learners showed a positive response toward the implementation of *wholesome scattering game*. In conclusion, *wholesome scattering game* can be used to teach writing descriptive text for the seventh graders. It is useful to help the learners in writing descriptive text.

Keywords: *Wholesome Scattering Game, writing, descriptive text, learners' response*

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INTRODUCTION

English has been taught in every level of school in Indonesia as a foreign language from kindergarten until university level. The aim of teaching English as a foreign language in Indonesia is to make learners communicate well whether in spoken or written form (Departemen Pendidikan Nasional, 2013). To achieve the aim, listening, speaking, reading, and writing are skills which should be taught to English learners. However, Bell and Burnabi (in Yusufanto, 2010) point out that writing is one of the most difficult skills for learners because they have to think about many things such as imaginary, content format, sentence structure, vocabulary, pronunciation, idiom, expression, and spelling at the same time.

It is true that writing is a difficult skill for both native speaker and nonnative speakers, in this case is learners, because writers have to balance many things at one. Writing becomes very difficult for nonnative speakers because they are expected to write something that shows mastery on the elements of a new language (Rachmayanti, 2013). Furthermore, the writers should make the readers understand the real meaning of the product.

As stated by Hami (2011), a large number of research show that teaching writing usually focuses on the theory of writing and the grammar only and it does not help learners to write well. Therefore, teachers who teach writing should guide the learners in the process of writing in order to make them easier to write.

The curriculum in Indonesia (i.e. KTSP curriculum and 2013 Curriculum), the basic competence that learners of Junior High School should be taken into account is a feeling of grateful for the opportunity to learn English as an international language embodied in the learning passion (Departemen Pendidikan Nasional, 2013). To help learners reach that basic competence, the teacher should select interesting and fun strategies or techniques to increase the learners' passion in learning English. Syarief (2005) also stated that the first point that leads to the effective learning is feeling comfortable while learning. On

this situation, the teacher can use games since games are pleasurable and highly motivating for learners. Games are one of the techniques which can give the learners a break and make learners practice language skill at the same time (Ersöz, 2000). Hence, games will be used as the teaching learning technique in order to make learners motivated to join the teaching learning process.

There are many kinds of games which can be used in teaching English language, but in this research the researcher choose wholesome scattering game since the game is pleasurable and it is easy to be prepared. On the curriculum in Indonesia (i.e. KTSP and 2013 curriculum), the basic competence for seventh graders is that the learners should be taught short functional text, descriptive text and procedure text. Wholesome scattering game could be an alternative technique to teach descriptive text.

Wholesome scattering game is a game which teacher gives keywords to the learner from a text, then the teacher asks the learner to make sentences to create a good text from those keywords. The text should be as close as possible with the original text (Hess in Hami, 2011).

There are two previous studies from Hami (2011) and Hidayah (2014) which have applied the same game. Both of them use wholesome scattering game as a technique to teach descriptive writing for classroom action research. The result of their research showed that the game is an effective game to teach English descriptive text for learners of SMP.

Based on the background of the study above, the research questions of this study are:

1. How does the teacher implement wholesome scattering game to teach writing descriptive text to the seventh graders of SMP Sunan Giri Menganti, Gresik?
2. How are the seventh graders' descriptive writing ability during the implementation of wholesome scattering game to teach writing descriptive text?
3. What are the learners' responses toward the implementation of wholesome scattering game to teach writing descriptive text to the

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seventh graders of SMP Sunan Giri Menganti, Gresik?

RESEARCH METHOD

The researcher attempts to observe and describe how the teacher implemented wholesome scattering game as a technique to teach writing descriptive text in SMP Sunan Giri Menganti, Gresik and how the learners responded the teaching learning process. Related to the aim, the researcher conducted descriptive qualitative research. Moleong (2011) stated that the goal of qualitative research is to understand a phenomena experienced by research subject, such as behaviour, perception, motivation, action, etc., in the form of words and language, naturally. Therefore, there are no any manipulations in this research to make sure that everything happens naturally.

The researcher selected the English teacher and the seventh graders of intensive class of SMP Sunan Giri Menganti as the subject was because the teacher conducted wholesome scattering game as a technique for teaching descriptive writing for the seventh graders of intensive class only.

In this research, the data were collected through field notes, audio and video tape recording, writing task, and interview guidelines. While the techniques that used to collect the data were observation and interview techniques. The observations were conducted in five meeting. In the third observation, the researcher collected and analyzed the learners' writing task. In the last observation, the researcher conducted interview to six learners to know how the learners' response toward the implementation of wholesome scattering game. The researcher chose six learners representatives learners' ability levels.

Ary (2010) suggested to analyze the data with three stages. The first is familiarizing and organizing. To help the researcher analyze the data easily, in this case is the data taken from observations, writing task, and interviews, the researcher should become familiar with the data (Ary, 2010). Consequently, the researcher reviewed or relistened to the recording then the researcher made the transcript from the audio or video tape recording transcript. The researcher

reread the notes and the audio or video recording transcript repeatedly with expectation to become familiar with the data. After that, the researcher organized the data by rewriting the notes and making classifications based on the instruments which were used.

The second is coding and reducing. The aim of coding is developing concepts from the data which are obtained (Ary, 2010). The first step is classifying the data into more specific groups of issue then reorganizing them based on the importance of the issue. In this step, the researcher classified the data from notes and the data from audio or video tape recording transcript into very important, important, and less important. While the data from learners' writing task result were marked by the researcher as excellent to very good, good to average, fair to poor, and very poor learners in writing. The next step is eliminating the data that were less important, so the researcher in this stage find out the focus of the research. In this step, the researcher reduced some data which are not related with the purpose of this research.

The last stage is interpreting and representing. Ary (2010) stated that interpreting is describing and explaining the things happen in the field which is observed. In this stage the researcher narrated and explained what the research obtained from coding and reducing. Then the researcher represented it. Ary (2010) stated that descriptive research present the data using words, tables, and pictures. Consequently, the researcher represented the data by giving explanation and description about the implementation of wholesome scattering game as a technique to teach descriptive writing in SMP Sunan Giri Menganti which has been done by the teacher. The researcher also gave the result of learners' writing task as a proof. These are very helpful for readers to figure out the result of the observation.

RESULT AND DISCUSSION

There are three problems to be discussed. First, related to the implementation of wholesome scattering game to teach descriptive writing. Second, related to the learners' writing task to know about the learners' writing ability. The last,

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related to the interview result about the learners' responses toward the implementation of wholesome scattering game.

The observations on the implementation of wholesome scattering game were done in four meetings of teaching and learning process. There are 6 steps in doing this game. First, the teacher asked three learners to come forward and write the keywords she dictated. Those three learners should write the keywords in different or unusual shape. From those keywords, the learners were asked to make a good descriptive text in group. After twenty five minutes, each group presented their work in front of the class. From the presentations, the teacher decided which group was the winner. In this case, the winner was the one that makes a descriptive text close enough with the original text that the teacher kept. After the teacher implemented the game twice, the teacher gave a writing task individually which had to be submitted in the end of the class. On the next day, the teacher gave feedback to each learner.

From the observations, the researcher saw that the implementation of wholesome scattering game run well. The learners were more motivated to learn descriptive writing when the teacher implemented wholesome scattering game. It was proved by the learners' enthusiasm during the implementation of the game. Finally, the researcher concluded that wholesome scattering game motivates the learners in learning and it was an applicable technique to teach descriptive writing for the seventh graders in SMP Sunan Giri Menganti, Gresik.

During the implementation of wholesome scattering game, the teacher gave a writing task. The learners were asked to make a descriptive text from keywords that the teacher dictated. The writing tasks were analyzed by the researcher using ESL composition profile by Jacob et. al. (1981). There were five components that had been analyzed. Those were content, organization, vocabulary, language use, and mechanics. Each component was categorized into excellent to very good, good to average, fair to poor, and very poor.

In the content analysis of the learners' writing task, most of the learners' writing tasks were categorized into excellent to very good. The

content of their writing product was knowledgeable and relevant to the topic. It is related to the ESL composition profile which stated that if the content of writing product is knowledgeable and relevant to the topic, the content is categorized into excellent to very good.

In the organization analysis of learners' writing tasks, most of the learners' writing tasks were also categorized into excellent to very good. It means that the learners' writing tasks were well organized, cohesive and the ideas were clearly stated. It is in line with ESL composition profile. In ESL composition profile, the organization of writing product is categorized into excellent to very good if it is well organized, cohesive, and the ideas were clearly stated.

The third component that had been analyzed is vocabulary. In the vocabulary aspect, most of the learners' writing tasks had the same category as content and organization. They were categorized into excellent to very good. In ESL composition profile, the vocabulary aspect of writing product is categorized into excellent to very good if it uses effective word or idiom choice and usage. It means that most of the learners' writing tasks had a good word choice and usage.

In the fourth component, i.e. language use, most of the learners' writing task results were also categorized into good to average. Most of the learners have some errors on tense, word function, articles, pronouns, and preposition. It is agree with ESL composition profile which stated that the language use aspect of writing product is categorized into excellent to very good if it has no or few errors in tenses, numbers, word order or function, articles, pronouns and prepositions.

While in the mechanics aspect, most of the learners' writing tasks were categorized into good to average. It means that the learners' writing tasks had some errors on the spelling, punctuation and capitalization of the writing. It is also in line with ESL composition profile which stated that the mechanics aspect of writing product is categorized into good to average if it has some errors on spelling, punctuation, capitalization, and paragraphing but the meaning is not obscured.

After the implementation of wholesome scattering game, the researcher conducted

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interview with the learners. The questions of the interview consist of three aspects. The first is the learners' opinion about the material and activity during the implementation of wholesome scattering game. The second is about the learners' difficulty. The last is about the learners' suggestions about the activity.

In the interview result, the learners have different opinion toward the material and activity during the implementation of wholesome scattering game, have difficulty toward descriptive text, and have different suggestions toward the activity, but mostly they have positive opinion toward the material and activity during the implementation of wholesome scattering game, have difficulties of finding ideas, and have a suggestion toward the teacher's way to explain the game. In general, the learners responded positively toward the implementation of wholesome scattering game even though they have different difficulties. It means that the learners enjoyed and like the activity during the implementation of wholesome scattering game. The learners also thought that wholesome scattering game is an appropriate technique in teaching and learning descriptive writing.

CONCLUSION

Based on the analysis in Chapter Four, it can be concluded that wholesome scattering game can be applied well for teaching descriptive writing. This technique can help the learners' writing ability. They can stimulate their ideas to write through wholesome scattering game. Moreover, the learners were enthusiastic in learning descriptive writing.

The learners can produce a good descriptive writing during the implementation of wholesome scattering game. It can be seen from the learners' writing task result. The learners' writing task result showed that the implementation of wholesome scattering game can help the learners' writing ability.

From the interview result, it can be seen that the learners' responses toward the implementation of wholesome scattering game were good. Most of them gave positive opinion toward the implementation of wholesome scattering game. They also stated that wholesome

scattering game can help them to find ideas to write.

From those explanations above, the researcher concludes that wholesome scattering game is a suitable technique to teach descriptive writing, especially for the seventh graders of SMP Sunan Giri Menganti.

SUGGESTIONS

For the teacher, the teacher should select the descriptive text that is related to the learners' level, hence the learners will not confuse to understand the text. Also the teacher should give a reward to the learners who win the game to motivate them to do the game.

For the next researchers who are going to conduct a research with the same technique, they can try whether this technique can be used for other skills or other kinds of texts. Also they can try to find a new modification of the game in order to motivate the learners more.

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