

**IMPROVING THE EIGHTH GRADE STUDENTS
WRITING DESCRIPTIVE PARAGRAPH THROUGH
WHOLESOME SCATTERING GAME AT MTSN 2 BONDOWOSO
IN THE 2017/2018 ACADEMIC YEAR**

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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. 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. In this research, the problem is; how can the implementation of wholesome scattering game can improve students writing descriptive paragraph through wholesome scattering game at MTsN 2 Bondowoso in the 2017/2018 Academic Year?

The purpose of this research is to know how the implementation of wholesome scattering game can improve students writing descriptive paragraph at MTsN Bondowoso 2 in the 2017/2018 Academic year.

The design of the research was classroom action research. The subjects of this research are the eighth graders consisting of 35 students of MtsN 2 Bondowoso. The instruments used to gain the data are writing test, and field note. In order to analyze the data students writing score, percentage formula is used.

The implementation of wholesome scattering game in teaching descriptive paragraph in the cycle 1 was not achieved the target. From the result, it showed that only 16 of 35 or (E=51.42%) students got ≤ 70 . It means, the researcher must to continue to the next cycle in order to get the succes. In the cycle 2, the students writing test result showed that the students writing descriptive paragraph were increased. From the result, it can be seen that 29 or (E=82,85%) of students got ≥ 70 .. It means that in the cycle2, the target was achieved. So it was not necessary to continue to the next cycle.

Based on the research result, in can be concluded that wholesome scattering game was able to improve the students writing descriptive paragraph at MtsN 2 Bondowoso in the 2017-2018 Academic Year.

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. Salah satu cara untuk menuntun siswa dalam proses menulis, juga memotivasi mereka dalam belajar bahasa Inggris, adalah dengan menggunakan teknik wholesome scattering game. Pada penelitian ini, masalah yang diangkat adalah; Bagaimana penerapan wholesome scattering game dapat meningkatkan kemampuan siswa menulis paragraph deskriptif pada siswa kelas VIII di MtsN 2 Bondowoso 2 tahun ajaran 2017/2018?

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan wholesome scattering game dapat meningkatkan kemampuan menulis teks deskriptif siswa kelas VIII MtSN 2 Bondowoso tahun ajaran 2017/2018.

Penelitian ini merupakan penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas delapan yang berjumlah 35 siswa dari MtsN 2 Bondowoso tahun pelajaran 2017-2018. Instrumen yang digunakan untuk pengumpulan data adalah menggunakan tes menulis dan field note. Untuk menganalisis nilai menulis siswa, dengan menggunakan presentase.

Pengimplementasian wholesome scattering game dalam mengajar paragraph deskriptif pada siklus pertama tidak mencapai target keberhasilan. Dari data yang diperoleh, dapat dilihat bahwa 16 dari 35 atau (E=51.42%) siswa mendapat ≤ 70 . Yang artinya peneliti harus melanjutkan penelitian ke siklus ke 2 untuk mencapai sukses. Pada siklus ke 2, hasil tes menulis deskriptif paragraf siswa menunjukkan perkembangan. Dari hasil tes, dapat dilihat bahwa 29 atau (E=82.85%) dari siswa mendapat ≥ 70 . Ini menunjukkan bahwa, pada siklus ke 2 target yang diinginkan sudah tercapai. Sehingga tidak perlu untuk melanjutkan ke siklus berikutnya.

Dari hasil penelitian, dapat disimpulkan bahwa wholesome scattering game mampu untuk meningkatkan kemampuan menulis teks deskriptif siswa di MtsN 2 Bondowoso pada tahun ajaran 2017/2018.

INTRODUCTION

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 researches 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 Tillema (2012), said that writing is one of the most important skills for educational success, but also one of the most complex skills to be mastered. It because good writing have to pay attention to the language components such as grammar, vocabulary, mechanics, and organization.

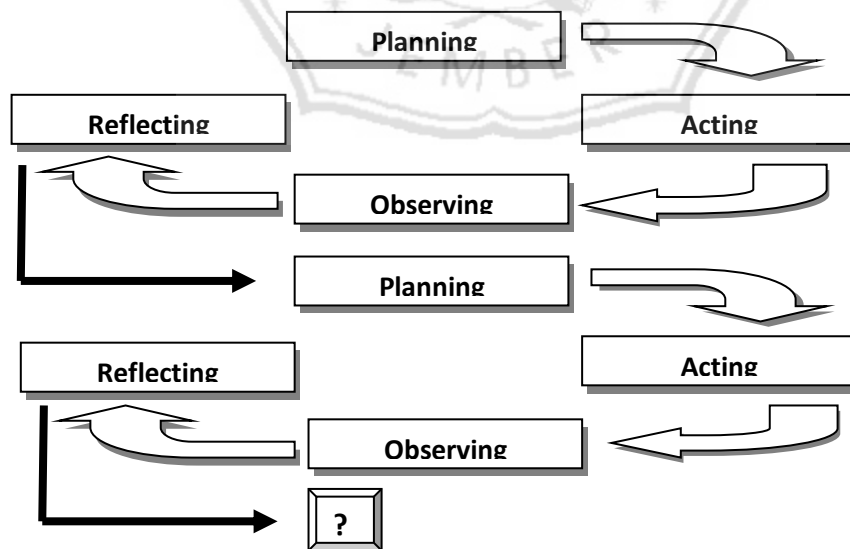
Writing descriptive paragraphs is one of the genres in writing skill of junior high school. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive paragraphs 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 paragraph.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Wright (1983:1) states that 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.

Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. It was promoted by Hess (1991:39) on her book entitle Head Stars. 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 and unusual ways are fun and takes quite a while. It is worth the effort because students will not quickly forget these words.

RESEARCH METHOD

The research was intended to improve students' writing descriptive paragraph through wholesome scattering game at MtsN 2 Bondowoso in the 2017/2018 academic year. Therefore, the kind of research used was Classroom Action Research (CAR). The design classroom action research is illustrate in the following figure 1:



The first step is planning. In this step the researcher prepared the research instruments such as lesson plan, game (keywords), observation sheet, and evaluation test. The next step was acting. In this activity, the researcher was taught about descriptive paragraph using Wholesome Scattering Game. After that, the researcher gave the evaluation test to students` interest during teaching learning process, and in reflecting the researcher concluded the result of first cycle to make a plan to the next cycle.

If in the end of cycle the result of the research achieved the criteria of success, it can stop the research. However, if in the cycle the result of the research does not achieve the succes, it should continue to the next action until the criteria of success is achieved.

THE RESULT and DISCUSSION

The research was conducted to the eighth grade students of MtsN 2 Bondowoso in 2017-2018 academic year. In this research there two cycles, and each cycle consisted of two meetings. For the first cycle, meeting and evaluation of the research was conducted on May7 and May 8, 2018. Tsecond cycle of the research was done on May15 and 18 of May 2018. The implementation of the action was done on every Monday and Tuesday.

The first meeting was carried out based on the lesson plan I and the second meeting was carried out based on the lesson plan II. The first and second lesson plans of the first and second cycle actions were made based on curriculum 2013. In this case, the action was teaching writing descriptive paragraph through wholesome scattering game in teaching and learning process. Meanwhile, the observer was observed about everything that happened during the teaching learning process.

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 were implemented. There were two meeting in the second cycle, the first meeting was held on 15 May 2018, and the second meeting was held on 18 May 2018.

Based on the result of writing test cycle 1 was conducted to measure the students' writing test and the average of students who got ≥ 70 was 61. The total students who got > 70 was 18 students. The percentage of the students who got at least good score >70 was 51.4%.

1. The result of writing test table cycle 1

The Data Result	Cycle 1
The Average Score of Writing Test	70
The number of the students who get score ≥ 70	18
The number of the students who get score ≤ 70	17
Mean Score	61,1
Percentage Result of Cycle 1	51,4 %

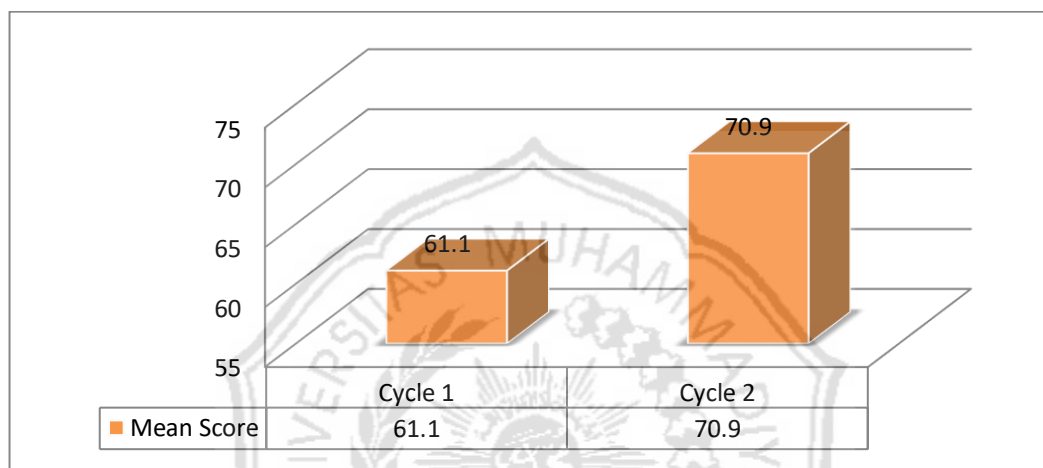
While, based on the result of writing test in cycle 2, it was found that the percentage of the students' who got at least good score >70 was 82.85%. It means that the target mean score requirement in this research had already achieved.

2. The result table of reading comprehension test cycle 2

The Data Result	Cycle 2
The Average Score of writing test	70
The number of the students who get score ≥ 70	29

The number of the students who get score ≤ 70	6
Mean Score	70,9
Percentage Result of Cycle 2	82,85 %

The result chart of students writing test in cycle 1 and 2



CONCLUSION

Based on the result of improvement from the first and second cycle, it proved that wholesome scattering game is suitable to apply in the teaching writing, especially teaching writing descriptive paragraph.