

Improving Descriptive Writing Achievement of the Tenth
Grade Students of SMA Muhammadiyah 1 Palembang by Using
Wholesome Scattering Game

A Thesis

By

Vera Melinda

Student Number: 06011181419027

English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA
2018

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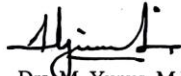
Student Number: 06011181419027

English Education Study Program

Approved by,

Advisor 1,

Advisor 2,



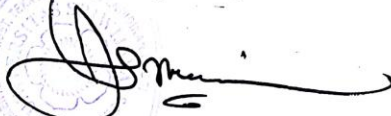
Drs. M. Yunus, M.Ed.
NIP. 195401271986031001



Machdalena Vianty, M.Ed., M.Pd., Ed.D.
NIP. 197411242000122001

Certified by,

Head of Language and Arts
Education Department,



Dr. Didi Suhendi, M.Hum
NIP. 196910221994031001

Coordinator of English Education
Study Program,



Hariswan Putera Java, S.Pd., M.Pd
NIP. 197408022002121003

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Game**

Vera Melinda






Student Number: 06011181419027

This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Saturday

Date : December 29, 2018

EXAMINATION COMMITTEE APPROVAL

- | | | |
|----------------|--|--|
| 1. Chairperson | : Drs. M. Yunus, M.Ed. | () |
| 2. Secretary | : Machdalena Vianty, M.Ed., M.Pd., Ed.D. | () |
| 3. Member | : Bambang A.Loeneto, MA., Ph.D. | () |
| 4. Member | : Lingga Agustina Suganda, S.Pd., M.Pd. | () |
| 5. Member | : Soni Mirizon, MA., Ed.D. | () |

Palembang, December 29, 2018

Certified by,

Coordinator of English Education Study Program


Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersign,

Name : Vera Melinda
Student's Number : 06011181419027
Study Program : English Education

Certify that thesis entitled "Improving Descriptive Writing Achievement of the Tenth Grade Students of SMA Muhammadiyah 1 Palembang by Using Wholesome Scattering Game" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, December 2018
The undersigned



Vera Melinda
NIM. 06011181419027

THESIS DEDICATIONS

I sincerely dedicate this thesis to:

- My two important people in my life, Bapak Junaidi and Ibu Mirna, who always give their pray, support and help me during the process of finishing my study. Thank you very much. You will always be my spirit in my life
- My little sister, Veni Putri Anggraini, who always supports and helps me and always be my spirit in my life. Keep your spirit high.
- My aunts and uncles, Bek Oh, Bek Duk, Wak Wan n Wak Apek, who always support and help me. Thank you so much.
- My beloved friends in my college life, Aresti, Bayun, Merry, Ratna, Roganda, who always support and help me. Thank you so much.
- And to other parties who have been so helpful but cannot be mentioned one by one.

MOTTO

“Appreciate the time, Do the best”

ACKNOWLEDGEMENTS

This thesis was written to fulfill one of the requirements to accomplish Undergraduate degree (S1) at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University. This thesis was written based on the research conducted at SMA Muhammadiyah 1 Palembang.

First of all, I would like to express my deepest gratitude to Allah SWT for his merciful blessing so that I could complete this thesis.

I would like to express my great gratitude to my advisors, Drs. M.Yunus, M.Ed. and Machdalena Vianty, M.Ed., M.Pd., Ed.D. for their encouragement, advice, and guidance during the process of writing this thesis.

Then, I would like to express my big gratitude to Dean of Teacher Training and Education Faculty and his staff members, the Head of Language and Arts Education Study Program, the Head of English Education Study Program, and all of her lecturers for everything they have given during her study. Moreover, I would like to express my appreciation to the Headmaster of SMA Muhammadiyah 1 Palembang, all the teachers especially English teacher and the students of X Social Science 1 and X Social Science 2 for their assistance and cooperation in the process of collecting the data.

The last, I would like to say my respect and deepest love to my beloved parents and friends for their help, support, prayer, and togetherness.

Inderalaya, December 2018
The Writer,

Vera Melinda

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ABSTRACT

Writing skill is the most complicated among the four skills because it needs extra thinking for making sentences and paragraph in English. Thus, the use of Wholesome Scattering Game was proposed to be implemented in teaching descriptive writing text to help students solve the problems. The objectives of this study were to find out whether or not there were a significant difference in descriptive writing achievement after the students were taught by using Wholesome Scattering Game and a significant difference in descriptive writing achievement between the students who were taught by using Wholesome Scattering Game and those who were not. The population of this study was 424 tenth graders of SMA Muhammadiyah 1 Palembang. Seventy six students were selected as the sample by using Convenience sampling technique. These students were divided into an experimental and a control group and each group consisted of 38 students. To collect the data, a writing test (pretest and posttest) was given to the students. Then, the results of the tests were analyzed statistically by using paired sample t-test and independent sample t-test. The results of paired sample t-test showed that the p-value was lower than the significance level ($0.00 < 0.05$). It means that there was a significant difference in students' descriptive writing achievement before and after the treatment. The results of independent sample t-test showed that the p-value was lower than significance level ($0.00 < 0.05$). It means that there was a significant difference in descriptive writing achievement between the students who were taught by using Wholesome Scattering Game and those who were not. Therefore, Wholesome Scattering Game can be applied to improve the students' descriptive writing achievement.

Keywords: Improvement, Descriptive Text, Wholesome Scattering Game

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Vera Melinda
Students' Number : 06011181419027

Advisor 1,

Advisor 2,



Drs. M. Yunus, M.Ed.
NIP. 195401271986031001



Machdalena Vianty, M.Ed., M.Pd., Ed.D.
NIP. 197411242000122001

Certified by,

Coordinator of English Education Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER I

INTRODUCTION

1.1 Background

English, as an international language, takes an important role in communication among nations in the world. In Indonesia, English is taught as a local content in the elementary school, as a compulsory subject in the junior, the senior high schools, and the higher education level (Indonesian Curriculum 2013). The students learning English are expected to be able to communicate in English both orally and in writing. In learning English, there are four skills which should be achieved by the learners of English. They are listening, speaking, reading and writing. One of the language skills that should be mastered by the Indonesian students is writing. According to Brown (2001), “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Writing is one of the skills which exposes facts, ideas by persuading, explaining or interpreting them in some clear, effective and organized a way. Students are hoped to know how to make a good sentence, to arrange a text and to express ideas that come from their mind. Additionally, Harmer (2001, p.79) states that, writing is a form of communication to deliver or to express feeling through written form. Obviously, the purpose of writing is to inform and communicate to other people about writers’ ideas.

Writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. Writing is an important skill because by writing students can convey their ideas, thought and messages to the reader. Writing can help to improve knowledge in English language. In addition, the students need to write well in order to communicate and express all the information. Harmer (2004, p.31) states that, writing encourages students to focus on accurate language use because they think as they write. Through writing students are able to express their ideas, thought and feeling in written symbols. The ideas that appear from students are the

results of what they feel and writing is a way to produce language that comes from their thought.

However, writing is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. The students have to understand such as organization, vocabulary, etc. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what she/he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built. Writing also needs a process to make a product. Oshima and Hogue (1999, p.3) states that, writing takes study and practice to develop the skill and it is important to note that writing is a 'process', not a 'product'. Additionally, Wang (2004) states that, writing skill is difficult to be taught because in teaching writing, writing skill should be taught together with other skills in order to help students transform and write their ideas into a written language. In addition, another factor that makes writing difficult is students' motivation. Students' writing motivation is low because they do not know what they have to write and how to write their ideas in a good organization.

Based on the EF English Proficiency Index in 2017, Indonesia was in the rank 39th out of 80 countries with Score Level 52.15. Moreover, the results achieved by Indonesian International English Language Testing System (IELTS) test takers in 2015 showed that proficiency in writing area of English language was the lowest score. Mean score for Indonesian test takers in academic purpose was only 5.8. It means there is a problem with English writing proficiency.

Based on the personal conversation between the writer and an English teacher of SMA Muhammadiyah 1 Palembang, English writing was a challenge for the tenth grade students. Specifically, students still got problems in writing a descriptive text. The students' problems included lack of vocabulary and lack of knowledge in using the correct tenses. They cannot write descriptive writing correctly and there were

many students who got problems in writing a descriptive paragraph. Furthermore, she said that some of the tenth grade students had low-average scores in writing whereas the passing grade (Kriteria Ketuntasan Minimal or KKM) of SMA Muhammadiyah 1 Palembang is 60.

Based on Indonesian curriculum 2013, the major competence of writing skill for tenth grade students expects students to be able to express the meaning of functional written text and short essay in the form of descriptive, narrative, expository, and argumentative text in the daily life context. In this study, the writer focused on descriptive text. Oshima and Hogue (2007, p.61) says that descriptive writing appeals the sense, so it tells how something looks, feels, smells, tastes, and/ or sounds. To write a descriptive text well, students have to know some information about the object that is going to be described. The generic structure of this text is identification and description. Identification illustrates the general information about what we are going to describe, and description illustrates the specific or detailed information about what we are going to describe. There are some generic features of descriptive text such as using verb in the present tense, using adjective to describe the features of the subject, using topic sentences to begin paragraphs. There are many strategies that can be used to improve writing achievement, especially descriptive text. One of the strategies is Wholesome Scattering Game.

Hess (1991) states that 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 keywords are noun, verb or adjective. The text should be as close as possible with the original text. The original text that is meant is descriptive text. The research conducted by Haryanti (2016), who involved the tenth grade students of SMA Muhammadiyah Kudus proved that Wholesome Scattering Game can improve the students' ability in writing procedure text. They could write easily without consuming more time because they were arranging and writing procedure text based on the key words. Another research conducted by Kurniawati (2014) who involved the tenth grade students of SMAN 1 Karanganyar Demak proved that Wholesome Scattering Game can improve the

student's ability in speaking and motivate them to learn. The students were enjoyable and help them to develop their ideas easily.

Wholesome Scattering Game is a drill that can be used in teaching writing descriptive text. It helps students to reflect the idea in writing descriptive text and develop their sentences. There are some advantages of wholesome scattering game in teaching writing descriptive text. The first is to stimulate student's idea to write sentences. Students usually have the blank idea when they are taught the material. In this game, student will be given some key words to stimulate their brain. They hope that they can catch some ideas in writing descriptive text. Second, when teachers want to use a media in their activities, they have to determine whether it is difficult to equip or not, wholesome scattering game is simple game, so it is easy to be equipped. The teacher equips some key words which are appropriate for material. Third, students can develop their text depending on key words which have been given by the teacher. Finally, Wholesome Scattering Game drills students to know the spelling, meaning, and pronunciation all key words.

Ideally, this study used Wholesome Scattering Game strategy. But the writer also used the discussion session among the meetings. Based on the descriptions of the Wholesome Scattering Game, the writer wanted to conduct this game through a research entitled "Improving Descriptive Writing Achievement of the Tenth Grade Students of SMA Muhammadiyah 1 Palembang by Using Wholesome Scattering Game".

1.2 The Problems of the Study

Based on the background above, the problems of the study are formulated in the following questions:

1. Was there any significant difference in descriptive writing achievement of the tenth grade students of SMA Muhammadiyah 1 Palembang between before and after they were taught by using Wholesome Scattering Game?
2. Was there any significant difference in descriptive writing achievement between the tenth grade students of students of SMA Muhammadiyah 1

Palembang who were taught by using Wholesome Scattering Game and those who were not?

1.3 The Objectives of the Study

Based on the problem above, the objectives of the study are to find out whether or not:

- (1) There was a significant difference in descriptive writing achievement between before and after the tenth grade students were taught by using Wholesome Scattering Game
- (2) There was a significant difference in descriptive writing achievement between the students who were taught by using Wholesome Scattering Game and those who were not.

1.4 The Significance of the Study

By conducting this study, there are at least three kinds of significances. There are the significances for students, teacher, and researcher. First, the result of this study can help the English teachers to improve students' writing skill and can also help the English teachers become more creative in increasing students' interest in learning. Therefore, English teachers explain the learning materials to students easily by using interesting media such as Wholesome Scattering Game. Second, it may help the students to be interested in learning English especially when teachers use Wholesome Scattering Game as a media to improve their students' writing skill. In addition, the result of this study can provide a good motivation for students, because they can enjoy the teaching and learning process. Third, the writer can enlarge her knowledge and can get experience about the application Wholesome Scattering Game technique to support the improvement of English teaching and learning.

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