

CHAPTER I

INTRODUCTION

This chapter discussed the introduction of the research. It consisted of background of the problem, setting of the problem, limitation of the problem, formulation of the problem, and purpose of the research. This research also discussed the significance of the research and the definitions of key terms.

1.1 Background of the Problem

English is an international language that is very important to learn by many people in the world. Communication is the obvious function of language (Eripuddin, 2012:97). Almost all the people in the world use English to communicate. In Indonesia, English becomes a foreign language that is taught in many schools started from elementary to university. In learning English, four skills must be mastered; speaking, listening, writing, and reading skills. It is the basic that was very important to mastery because we use in communication with other people. The knowledge of English skill it can get from school or following course outside. In conclusion, English as the world language that has four skills in English must be taught and mastered by the students to be easier when they want communication with other people from different countries. Nunan (2005:98) said that writing as the act of composing a piece a text. Moreover, writing is a skill that must be mastered by students in learning English. It is a combination of the process that convey their thinking on something around them and product in written text.

Writing is considered as the most difficult language skills. Richard and Renandya (2002:303) state that writing is the most difficult skill for second or foreign language learners to master. It needs skill on how to write the word correctly, how to arrange the words into sentences according to grammatical rules. In conclusion, the creativity and students mastering on the formulation of some tenses of English is important to guide the students to write their idea based on grammatical rules on a written form which are supposed to be meaningful.

There are many types of text in English learning; one of them is recount text. Recount text is a text retelling past events. Similarly with Hyland (2003:20) recount text is to reconstruct past experiences by retelling events in the original sequence. It begins by retelling the readers about who has involved, what happened, where it happened, and where it took place. Recount text aimed to list and describe the experience by retelling the chronology of the events. In order to achieve the purpose, the text should be written based on the generic structure of recount text. That follows: first is Orientation, which retells about the background of the event, including who, where, when, and why. Second is the Sequence event, which refers to identifying and describing chronological order.

Based on the fact, as a result of the interview with an English teacher in SMPN 7 Tambusai, she faced the problems of the language teaching process in the eighth-grade students. The students less in four skills of English, especially writing skills. It is caused by the students' less of vocabulary mastery, less of tenses understanding,

and difficulty in arranging a paragraph. So, the teacher needs to apply some way in teaching English to improve the students in understanding mastery.

The students who learn about the English language should learn about all of the aspects of English, especially in mastering vocabulary. Vocabulary is “a core component of language proficiency, and it provides much of the basis for making learners speak, listen, read, and write well” (Richard and Renandya, 2002:255). Vocabulary is very important because it is the arrangement of words and use to convey our idea to the listener through speaking or writing. Lack of vocabulary is the problem that students have that make difficulties and problems in learning English. Lack of vocabulary makes what learners write become uninteresting and boring (Farooq, et al., 2012:186). Lack of vocabulary makes students cannot express their ideas. They do not know what words they have to use to put their thought in their writing. Also, because of a lack of vocabulary, the students use the same words in a different context. Based on the interview with the students of SMPN 7 Tambusai, some of them said that students got difficulty to write. The lack of vocabulary can cause it, so that they have difficulties in arranging the words, confused in using objects or verbs, still have mistakes on the arrangement of words. Thus, these problems lead the students' difficulty in learning writing and convey their idea or thinking.

English tenses are one aspect that teaches in all level English classes. Tenses are the one crucial part of English and cannot deny it so that it must be mastered by everyone who learns about English. Many learners were still difficult on how to use

tenses. Fredrickson (1997) said that the problem is that students confused when they meet many kinds of verbs, and they associate them with time. The formula of English and Indonesia are different, if in English when the event happened in the past, so the verb must be changed in verb 2, besides in Indonesia when the events happened in the past or present, the formula will not change, it is still same with the first form of words. Thus, the problem is the students'less of tenses understanding. Moreover, learning English tenses also important because when you want to make a sentence, use has to consider the time and the formula.

Mastering English tenses gave an impact to the way students arranging the paragraph. A paragraph is a group of sentences about a single topic. According to Syafi'i (2007:2) in (istiqomah, 2014:16), a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. Kinds of sentences are the topic sentences, the supporting sentences, the concluding sentences. Arranging the paragraph is not easy; the students will get complicated in arranging some topics. The formula causes it in some topics different depending on what time the events are happening and how the students develop their ideas by the use of formula.

Moreover, to overcome the problems above, the teacher must apply an exciting way of teaching to make the students more active and creative in the classroom In order to help students in writing recount text. Game is one of the alternative ways that can be used in teaching writing. It can help the students in the learning process more fun and more comfortable to understand the teaching material. Based on Rohmah

(2012), the game is more comfortable for students to express their idea, though, enjoyable, and feeling. Thus, using the game as the technique in teaching English is more useful, because it can make the students fun and enjoyable when they are learning, it also helps the students feel confident to express their idea in creative writing form.

One of the games to increase the students' creativity in the writing process is a wholesome scuttering game. According to Hess (1991:39) wholesome scattering is the students predict the content of passage they are about to read, but also almost duplicate sentences which appear on it. Therefore, the researcher motivated to conduct the research by the title “the effect of using video wholesome scattering game on students’ writing recount text at eighth grade of SMPN 7 Tambusai”.

1.2 The setting of the Problem

Based on the background above, the problem could be seen from the interview with the teacher of SMPN 7 Tambusai that the students in that school are low in every aspect of learning English, but the more difficult it is in writing ability. The problem as follows: the students have no enough vocabulary, less of tenses understanding, and difficulty in arranging the paragraph. It is caused by the use of the inappropriate technique in improving students writing skills. So that, the researcher feel interested in using a new way to improve students writing skill entitle “the effect of using video wholesome scattering game on students’ writing recount text at eighth grade students of SMPN 7 Tambusai”.

1.3 Limitation of the Problem

In order to focus on the problem, the writer gave a limitation as follows:

- a) The research focused on finding out the significant effect of using videowholesome scattering games on students' writing recount text at eighth grade SMPN 7 Tambusai.
- b) The research done only with student's eighth grade of SMPN 7 Tambusai.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the problem of this research can be formulated on the following question: was there any significant effect of using video wholesome scattering games on students' writing recount text?

1.5 Purpose of the Research

Concerning the formulation of the problems, the purpose of the research is to found the significant effect of using video wholesome scattering games on students' writing recount text.

1.6 Significant of the Research

The researcher hopes this research will give some significant for:

- a) Teachers.

This research can help the teacher to understand what part of words the students commonly get difficulty writing so that the teacher will choose an appropriate way to improve students writing skills.

- b) Students

This research could be used to give a contribution to student's eighth grade of SMPN 7 Tambusaito improve their writing skill.

c) Researcher

The researcher will improve their knowledge in teaching and have experience in conducting descriptive quantitative research.

1.7 Definition of Key Terms

1. Writing

Nunan (2005:98) said that writing as the act of composing a piece a text. Moreover, writing is a skill that must be mastered by students in learning English. It was a skill in composing a text and combination between the process that convey their thinking on something around them and product in written text.

2. Recount text

Hyland (2003:20) explains that recount text is to reconstruct past experiences by retelling events in the original sequence. Thus, recount text is the text that retells about the writing experience that was happen in the past. In this research, the researcher used recount text to measure the effect of wholesome scattering games on students writing ability.

3. Wholesome scattering game

According to Hess (1991:39) wholesome scattering is the students predict the content of passage they are about to read, but also almost duplicate sentences which

appear on it. Then, the students tried to predict the content of the passage and duplicate sentences by using a single word that has been given by the teacher.

CHAPTER II

REVIEW OF RELATED THEORIES

2.1 Writing

2.1.1 Definition of Writing

There are four main skills that languages have: Listening, Speaking, Reading, and Writing. Developing all those skills is very important since language function is a mean of communication, and communication means the application of those skills (Donal, 2015:101). English learners should learn about those four skills in order to comprehend that language. One of those skills is writing skills, which have different purposes and done for different audiences. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English (Harmer, 2004:31). Writing is one of the language skills and productive skills learned by students in junior high school, senior high school, and University. Students will be able to express their ideas and feeling by writing form. Based on the Junior High School Competency, the students are expected to be able to communicate in English between oral and written form. In addition, writing is the skill that produces some ideas in the written text that students are expected to communicate with the other; mastering writing skills are useful for everyone to share their feeling about what happens around them.

Writing is one of the English skills in English that must be mastered by everyone who learns about the English language. According to Antoni (2016:59) said

that writing is one of the important skills in language learning including English as a foreign language. As we know, every skill in English should be mastered, but writing is an important skill because people who can not convey their idea through speaking they will use writing as the second choice. Based on Sokolik (2003:88), Writing is combination of process and product. The process refers to act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The product is a an essay, letter, story, or research report. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

According to Brown (2001:336) “writing is a process of thinking”. Besides, Nunan (2005:98) said that writing as the act of composing a piece a text. Thus, the use of writing in human life is how to express their thinking into a good writing, but its also need the more understanding about how to arrange the words into a good setences, how to write based on grammatical rules and other rules in writing, so that the readers know about what is the writer want to convey.

2.1.2 Process of Writing

Nunan (2005:101) said that process writing helps native language children English-speaking as well as EFL or ESL young learners develop English-language writing skill. If the students want to make a good paragraph, its need to construct a good topic sentence, starting the point, standard in writing, and the process of writing.

The writing process is the stage a writer in order to produce something in a final written form. This process may be affected by the content of a writing, the type of writing, and the medium it is written in (pen and paper, computer, live chat, etc).

The processwriting approach involves the process-steps necessary to produce a good quality final piece of writing. The process begins by thinking about what is going to be written (choosing a topic) and collecting ideas both formally and informally. Students can create their versions of virtually that has printed. In addition, to a piece of correspondence, there are over a hundred different piece of text can write—these range from a one-word label on a poster to a novella –a mini-novel. Students who understand the concept of print can produce writing even if they are at the beginning of stages of English language development.

Depending on the final product that students produce, students may utilize some or all of the steps of the writing process, as follows:

a. Prewriting

Richard and Renandya (2002:316) said that prewriting is an activity that encourages students to write. For every piece of writing, there is always a prewriting activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be woven into a discussion between the teacher and learners. In this step, the teacher asks the students to think about the current event; then the students write the title of their text that will be made.

b. Writing

After the students have done prewriting, the next step is writing. The learners need to know that at this point in the writing process, they can write down any idea related to the topic. The idea can be rearranged, added to, and edited later on. To facilitate rearranging information, the learner may want to write each sentence on a different index card so that they can put their sentence in a different order without having to copy everything over. Thus, this step is how the learner develops their idea into some sentence or paragraph; it can be added, rearranged, and their topic is good writing.

c. Revising

Richard and Renandya (2002:317) said that when students revise, they review their text based on the feedback given in the responding stage. Most writers tend to think that once words are down on paper, they are finished writing. At this step, most teachers review their students' work. The teacher comments should focus on content and not grammatical or spelling errors because students need to know what idea or organization should keep, as well as what they should change. Finally, the teacher feedback should have both compliments and suggestions where the students will try to improve their writing.

d. Editing

The learners have a hard time accepting that editing is necessary. They are very honest about how painful it can be to rework a piece they feel is already finished. Correcting the errors and helping young learners find and correct their

errors presents a real dilemma for teachers. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation. Richard and Renandya (2002:318), at this stage, the students are engaged in tidying up their texts as they paper the final draft for evaluation by the teacher. Besides, this step, the students try to edit their work on how the text should be written. The student must focus on how to put the punctuation correctly, spell the words, and use of grammar based on the rule for evaluation.

e. Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be an excellent motivator for the learners. After editing the text into complete text, the learners then publish the results of their writing.

According to Langan (2011:48-63) writing process is:

1. Prewriting

Many people have trouble getting started with writing. It caused them can think of an exciting topic or thesis or may have trouble coming up with relevant details to support a possible thesis. The following pages describe five prewriting techniques that will help to think about and develop a topic and get words on paper: (1) freewriting, (2) questioning, (3) making a list, (4) clustering, and (5) preparing a scratch outline. These techniques help to think about and create material, and they are a central part of the writing process.

2. Writing the first draft

There is a consideration that is needed to do before writing. First is making a draft. Be prepared to put in additional thoughts and details that did not emerge during prewriting. Here, a writer should not be worry if he or she hits a snag and also do not worry about grammar, punctuation, or spelling. She cannot want to take time correcting words or sentences that may be decided to remove later. Instead, make a goal and state thesis clearly and develop the content of an essay with plenty of specific details.

3. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. *Revising* means rewriting an essay, building on what has already been done, to make it stronger. Here are some quick hints that can help make revision easier. First, set the first draft aside for a while. Second, work from typed or printed text. The writer will be able to see the essay more impartially in this way than if she is just looking at her familiar handwriting. Next, read the draft aloud. Hearing how the writing sounds will help the writer pick up problems with meaning as well as with style. Finally, add the thoughts and changes above the lines or in the margins of the essay. The written comments can serve as a guide when she wants to work on the next draft.

4. Editing

After the writer has revised the essay for content and style, she is ready to *edit*—check for and correct—errors in grammar, punctuation, and spelling.

Remember that eliminating sentence-skill mistakes will improve an average essay and help ensure a strong grade on a good essay. Further, as she gets into the habit of checking her writing, she will also get into the habit of using the sentence skills consistently. They are an integral part of clear and effective writing.

2.1.3 Genre of Writing

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is socially recognized ways of using the language for particular purposes are called genres (Hyland, 2003:18). He mentioned some factual genres in his book; they are a recount, procedure, description, report, and explanation (Hyland, 2003: 19-20).

Table 2.1
Some Factual Genres

Genre	Purpose
<i>Recount</i>	To reconstruct past experiences by retelling events in the original sequence.
<i>Procedure</i>	To show how processes or events are accomplished – how something is done.
<i>Description</i>	To give an account of imagined or factual events and phenomena.
<i>Report</i>	To present factual information about a class of things, usually by classifying them and then describing their characteristics.
<i>Explanation</i>	To give reasons for a state of affairs or judgment.

Source: Buttet al., 2000; Martin, 1989.

In this research, the researcher focused on writing recount text. Recount text is a kind of text that used to retell events. The purpose of the text is to informing or entertaining the readers or listeners about the story.

2.1.4 Teaching Writing

Teaching writing is a combination of several activities to teach the students how to express their ideas or the imagination in writing forms. The teacher needs to provide the materials which are relevant to the students' interest and needed because those materials can motivate students in learning writing. Moreover, in teaching writing, teachers should focus and apply some techniques to make the teaching-learning writing process interesting for students in order to achieve the basic purpose of teaching writing.

According to Harmer (2004: 31-32), writing is a skill that has always formed part of the syllabus in the teaching of English. In other words, writing is the right way for students who learn English. Writing is simply used as a means of getting the students to attend to and practice a particular language point, or even more frequently as a convenient method of testing it: providing information as to how well something has been learned in a form which can then check at his or her leisure (Ur, 1991:162). The students might have enough time to express their idea, thoughts, or feelings in written form. They can put their idea on paper by paying attention to grammar rules and vocabulary.

Teaching writing skills is not as simple as teaching other language skills because it has grammatical rules by knowing the stages of the writing process. In

teaching writing skills, the teachers are faced with difficulties related to making their students able to transfer their ideas. Moreover, one of the difficulties in teaching writing skills is the low interests of students in learning writing. Actually, the students have many ideas in writing, but they have limited words to write sentence. For this reason, it is very important to know how the teacher teaches writing skill. English is enjoyable and make the students excited and more interested in learning writing, particularly writing recount text.

One of the problem in teaching writing is to maintain a fair balance between content and form when defining requirements and assessing (Ur, 1991:163). On the other hand, the writer needs also to pay attention to formal aspect: neat handwriting, correct spelling, and punctuation, as well as acceptable grammar and careful selection vocabulary. This is because much higher standards of language are normally demanded in writing than in speech: more careful constructio, more precise and varied vocabulary, more correctness of expression in general.

In process of teaching writing, the students might have enough time to express their ideas, thoughts or feelings in written form. But, there are some elements of writing skill that should be considered in teaching writing. Those elements cannot be separated each other. So, to make the students to be able to write, it is the teacher's duty. Teachers must teach all those elements.

2.1.5 Writing Assessment

According to Brown (2004:3) A test is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is first a method, It is an

instrument—a set of techniques, procedures, or items that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator. Second, a test must measure. Some tests measure general ability, while others focus on very specific competencies or objectives. A multi-skill proficiency test determines a general ability level; a quiz on recognizing correct use of definite articles measures specific knowledge. If an instrument does not specify a form of reporting measurement—a means for offering the test-taker some kind of result—then that technique cannot appropriately be defined as a test. Next, a test measures an individual's ability, knowledge, or performance. Test need to understand who the test-takers are. What is their previous experience and background? Is the test appropriately matched to their abilities? How should test-takers interpret their scores? A test measures *performance*, but the results imply the test-taker's ability, or, to use a concept common in the field of linguistics, competence. Most language tests measure one's ability to perform language, that is, to speak, write, read, or listen to a subset of language. Finally, a test measures a given domain. In the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language—general competence in all skills of a language. Tests are prepared-administrative procedures that occur at identifiable times in a curriculum

when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated (Brown, 2004:4).

Assessment is the gathering of information for a specific purpose. Assessment refers to collecting information and making judgments on a learner's knowledge, whereas evaluation is used when collecting and interpreting information for making decision about the effective of an education program Brindley (2003). When the teacher want to assesing the students writing should be based on the context of the paper, involves th means of obtaining information about students' abilities, knowledge, understanding, attainment or attitude Richard and Renandya (2002:346).

2.2 Recount Text

2.2.1 Definition of Recount Text

Writing is one of the important things from four basic skills in English learning. By writing, someone is giving time to think, trying ideas on paper, choosing words, reading what has written, rethinking, revising, rearranging, and the important one is to consider its effect on the reader. Writing is not the same as speaking. Writing takes a long time to think up for expressing opinions. In writing, the writer needs to consider how the writers can think creatively and develop their thought into a communicative message. So that the reader gets the point on what the writer conveys.

There are many kinds of writing text. There are recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss the recount text. The recount is a reconstruction of something that happened in the past. Many experts propose the

concept of a recount. Hyland (2003:20) says that the recount text is to reconstruct past experiences by retelling events in the original sequence. Besides, Coogan (2006) in Siswita (2014:66) stated that recount text is written to retell events with the purpose of either informing or entertaining their audience or reader (or both). It can be concluded that recount is a text that tells an event or story in the past that aimed at informing or entertaining the readers.

Recount text is a text retelling past events. Similarly, with Anderson and Anderson (1997:48), “recount text is a piece of text which retells past events orderly and has a purpose of describing what has already happened.” Thus, the writer can tell their story or events that happen in the past through recount text form. It is also used to inform and entertain the reader about what is already happening. When someone wants to retell their story to be a good story, they should be considered about who is in the story, where, and when the event takes place.

Based on Knapp and Watkins (2005:223), Recount is the simplest text type in the genre of narrating. Formally, recounts are following texts that do little more than sequence a series of events. Recount text is written based on life experiences and familiar language. Recounts are used in most subjects to show memory of a series of events as in accounts of Science excursion, everyday life in another time or culture. Before writing about experiences in recount text, the first is to read the requirements or procedures in making good recount text so that the text will be understandable. To avoid making mistakes, we have to pay attention to several rules; they are the generic structure, language features, and social function of the recount text itself.

Depend on the definition above, the writer concludes that writing is a complicated activity that needs full concentration and knowledge about what we are going to write. However, writing can be learned by everyone, and it can be done with much practicing and reading many books to get inspiration to write. Writing is a way to develop an idea, express arguments, feelings, and thoughts in the form of words in sentences. This language skill is used to communicate with others by writing.

2.2.2 Generic structure of Recount Text

Writing on genre text should be included in the generic structure. A different genre of text also has different generic structure, but students need to know and understand about it. The students should be mastered of generic structure on genre text. In writing the recount text, students have to understand generic structure because students can make a good paragraph without mistakes.

Recount text has several elements, one of which is the generic structure. Hyland (2003: 124) proposed the structure of recount text:

- a. An orientation providing information about who, where, and when;
- b. A record of events usually recounted in chronological order;
- c. Personal comments and/or evaluative remarks interspersed throughout the record of events;
- d. A reorientation, which rounds off the sequence of events.

Derewianka (1990), as stated by Miranti (2008:16) in Azhar generic structures of recount text, follows:

1. Orientation

The orientation provides all the necessary background information for the audience to make sense of the text. The orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred, and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of events

In a series of events, the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer. Events should be selected carefully to make the audience's understanding of the topic. The writer should be prepared to arrange the events and details that are important or interesting.

3. Re-orientation (optional)

The final section is summarizing the outcomes or results of an event, evaluating the topic's importance, or offering personal comment or opinion. It can also look to the future by speculating about what probably happen next.

Look at the example of recount text with the generic structure below:

A Trip to the Zoo

Orientation : Yesterday my family went to the zoo to see the elephant and other animals.

Series of Events : We go to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to see the nocturnal house where we saw birds and reptiles, which only come out at night. Before lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch, we fed some birds in the park. In the afternoon, we saw the animals being fed.

Reorientation : When we return home, we were tired but happy because we had so much fun.

2.2.3 Language Feature of Recount Text

A text has a language feature to differentiate between another text. Recount text is one of the types of text that learn in school. Recount text focused on the sequence of events that relevant to another. For example, visiting my grandmother in the village, so we will talk about what happened in that village. The use tenses also important when we want to write recount text. It uses past tense to tell the event to happen in the past.

Generally, language features of recount text are focus on the specific participant, use of material processes (action verb), place, and time, use the past tense, and focus on the sequence of the event”. Hardy and Klarwein (1990:4) add that “language features of recount text are used personal recount, use emotive to describe

the events, use action verb and mental verb, and use the past tense.” Similarly, with Gerrot and Wignel (1994:194), “language features of recount text are focus on the specific participant, use of material processes (action verb), circumstances place, and time, use the past tense, and focus on the temporal sequence.”It can be said that writers will use action verb in the past form in writing recount text. Moreover, According to Derewinaka (1990: 15) in Suwarni (2016:6), recount text usually has language features:

- a. Specific participants, such as my family, family, my father, my mother, my friend, etc.
- b. Use of simple past tense, simple past tense indicates a completed action about what happened in the past at a specific time (Pyle, 2001: 110);
- c. Use of material processes (action verbs), such went, saw, left, etc.
- d. The circumstance of time, in the past tense, an adverb of time can be found in the sentence, such as ago, yesterday, last week, etc, may show a period of times that can be meant by the context or situation (Hornby, 1975: 85-86);
- e. Use of first person pronouns, such as I, we;
- f. The circumstance of place, where did the story take place?;
- g. Temporal sequence or linking items (e.g. the, next, later, etc).

2.3 Wholesome Scattering Game

2.3.1 Definition of Wholesome Scattering Game

Game is one of the alternative techniques that can be used in teaching writing. It can help the students in the learning process more fun and more comfortable to understand mastery. Based on Zuliati Rohmah (2012) game is more accessible for students to express their idea, though, enjoyable, and feeling. Thus, using the game as the technique in teaching English is more useful, because it can make the students fun and enjoyable when they are learning, it also helps the students feel confident to express their idea in creative writing form.

There are many kinds of games that can be used in teaching the English language. However, in this research, the researcher chooses a wholesome scattering game because the used game was easy to be prepared and makes the students interested. Wholesome scattering game could be an alternative technique to teach recount text. Wholesome scattering game was a game in which the teacher gives keywords to the learner from a text, and then the teacher asks the learner to make sentences to create a good text from those keywords.

One of the games to increase the students' creativity in the writing process was the wholesome scattering game. According to Natalie Hess (1991:39), wholesome scattering is the students predict the content of passage they are about to read, but also almost duplicate sentences which appear on it. So, in this game, the students tried to predict the content of the passage and duplicate sentences by using a single word that has been given by the teacher.

Wholesome Scattering Game is a game in which learners are given some keywords from a text, they should arrange those keywords in an 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. Wholesome Scattering Games can be used to teach about animals, professions, or people in the past form. Expressing ideas on the paper is not something easy for students, especially students who learn English as a foreign language. It is a problem in teaching writing. The teachers need to use appropriate ways of teaching writing so that the problem can be solved. One of the ways to solve the problem is the use of wholesome scattering games in teaching writing. The teacher gave some contributions to students in developing their skills in writing, especially in writing recount text.

2.3.2 Procedure of Wholesome Scattering Game

The procedures of Wholesome scattering game, according to Hess (1991:39) are:

Firstly, the teacher asks three to five students to come forward and write down the keywords that the teacher dictates on the board. Each student writes those keywords randomly and tries to arrange the words in unusual shapes such as horizontally, vertically, cycle shape, square shape, or triangle shape. In this step, the teacher is not allowed to comment on the spelling that the student writes.

Secondly, while the students on the board are doing this, the students who sit on their seats can produce their arrangement of the words either on a paper or in their notebook. Thirdly, when the teacher finishes dictating the words, the students who

are at the board return to their seats. Fourthly, the teacher asks if anyone in the class has produced a particular unusual arrangement of the words. If there are volunteers, the teacher asks them to write it down on the board. Fifthly, the teacher starts correcting the spelling and tells the pronunciation and the meaning of the keywords. Next, ask the students in pairs, as many sentences as possible, using the words on the board. They should try to put more than one of the sentences. Then, Stop them when the time is up and asks pairs to tell you how many sentences they have succeeded in writing. Then, ask each pair to read out its best sentences. Finally, ask the class to predict the content of the text they are about to read.

2.4 Review of Related Findings

There are previous studies related to this topic that has been applied by kamilatun Nisak (2015). The title is “ *Wholesome Scattering Game as a Technique for Teaching Descriptive Text to the Seventh Graders of SMP Sunan Giri Menganti, Gresik.*” This research is 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 notes, audio or video transcript, interview guidelines, and learners’ writing task results. Three points can be seen in the result of this research. First is the implementation of a wholesome scattering game as a technique to teach descriptive writing to 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 a wholesome scattering game. In conclusion,

a wholesome scattering game can be used to teach writing the descriptive text for the seventh graders. It is useful to help the learners in writing descriptive text.

Ni'matul Maula (2018). The title of her research is "*Improving Students' Writing Skills through Wholesome Scattering Game of the Eighth Grade Students of SMP 'Plus' Assyafa'ah Karanggede in the Academic Year of 2018/2019*". The methodology of research was classroom action research. It was conducted in 2 cycles, which consists of planning, action, observation, and reflection in every cycle. The technique of collecting data was the observation to find out the teacher's and students' activity during the implementation of wholesome scattering games in the classroom. The result of the research was successful. It was shown from the test of the first cycle and the second cycle, which was higher than the t-table.

The t-table was 2.09, and the t-test was 5.99. The mean score of the post-test was higher than the mean score of the pre-test (63.3 and 50.6). Besides that, the mean score of the post-test in the second cycle was higher than the mean score of the pre-test (78 and 66.15). At the same time, the score of the t-test was 7.09. The improvement of students' writing skills was significant. It can be seen from the number of students who passed the passing grade in two cycles. The passing grade was 75. The students who passed the passing grade of the pre-test in the first cycle was 5%, and the post-test was 25%. While the pretest, the second cycle was 45%, and the post-test was 75%. The data showed that the result of the t-test in the first cycle and the second cycle was higher than t-table. It means that the implementation of a

wholesome scattering game is successful in improving students' writing skills in descriptive text.

Diyah Komala PS. (2016 "*The Effectiveness of Using Wholesome Scattering Game in Teaching Writing Descriptive Text at The Tenth Grade Student of SMK Batik Sakti 1 Kebumen in the Academic year of 2015/2016*"). The research was an Experimental Research. In this research, the researcher used purposive sampling in taking the sample because of the limitation of time. Here, the researcher took the data from the tenth-grade students TN 1 and TN 2 as the sample of the research. The class TN 1 was as an experimental group, and class TN 2 was a control group. The experimental group consisted of 28 students, and the control group consisted of 28 students. The result of the mean score of the post test of the experimental group was higher than the mean score of the post test of the control group ($75.79 > 66.57$). Besides, the result of the t-value was 4.506. Then, the researcher consulted the critical value on the t-table using 5% (0.05) alpha level significance, and the degree of freedom was 2.000. It shows that the t-value was higher than the t-table ($5.506 > 2.000$). Therefore, the hypothesis is accepted. It means that using a wholesome scattering game in teaching descriptive text towards the students' achievement in their writing skills at the tenth-grade students of SMK Batik Sakti 1 Kebumen in the academic year of 2015/2016 is effective.

Mira Sartika (2016) entitled "*The Effect Of Wholesome – Scattering – Game On The Ability Of The First Year Students Of SMAN 12 Pekanbaru In Writing Descriptive Texts*". This research is pre-experimental research conducted by using a

pre-test – treatment – post-test design that used one group pretest-posttest design. The objectives of this research are to find out whether a wholesome scattering game is effective in improving the ability of the first year students of SMAN 12 Pekanbaru in the Academic Year 2016/2017 in writing descriptive text. The population of this research was 372 of the First Year Students of SMAN 12 Pekanbaru, and the cluster sampling method was used to select one class of students to become the sample. As a result, X MIPA 5 of SMAN 12 Pekanbaru, which is the total number of the students of a class is 35 students who were chosen as the sample. The results of data analysis showed that the mean score of the pretest was 52.57, and the mean score of the posttest was 66.16. From the results of data analysis, it can be concluded that there is a significant difference between pre-test and post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted, and the null hypothesis was rejected. It also meant that a wholesome scattering game is a technique for teaching that gave a good effect on the ability of the first year students of SMA Negeri 12 Pekanbaru in writing descriptive texts.

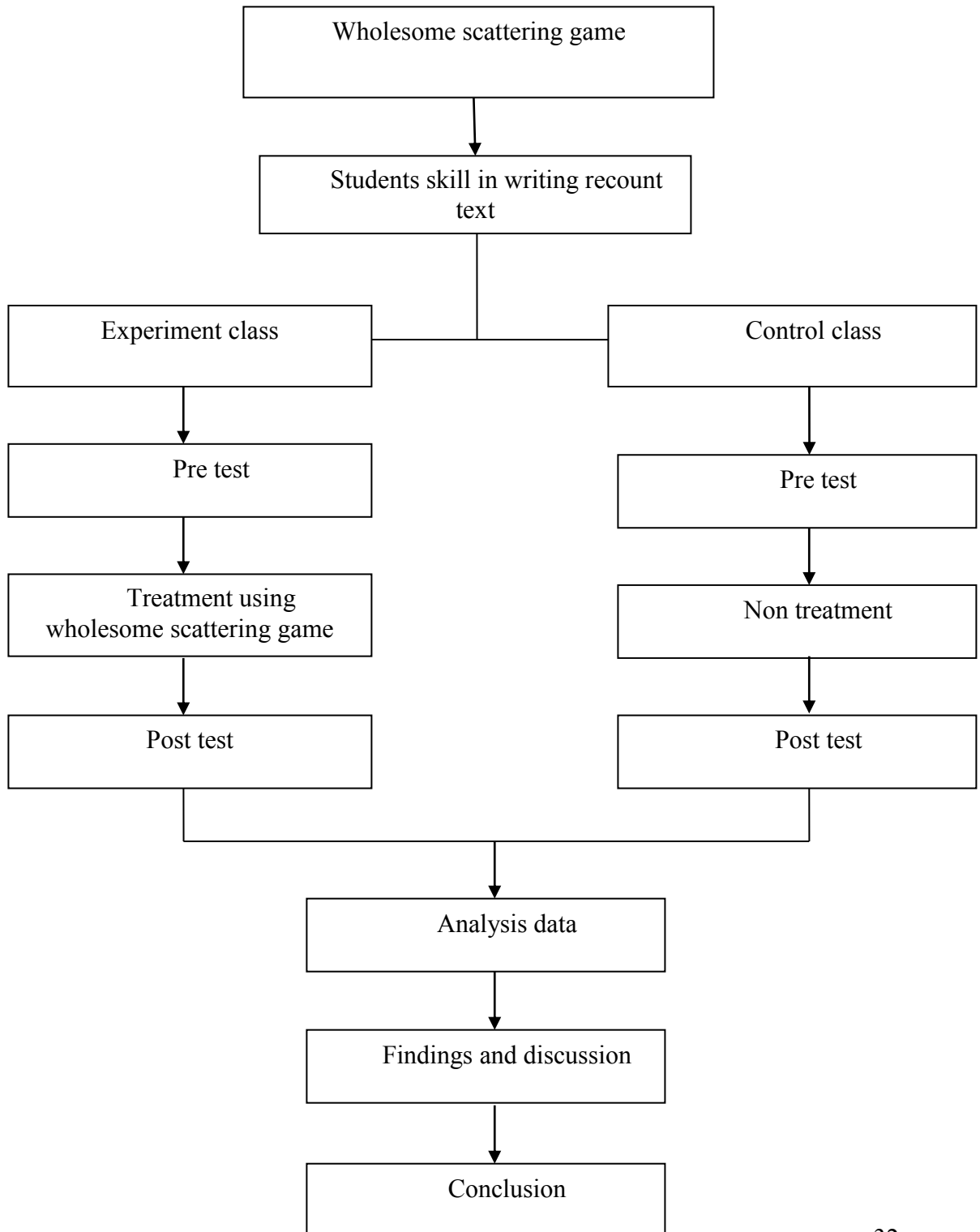
Widodo Hami (2011) entitled “ *Improving Students’ Ability Writing Descriptive Text through Wholesome Scattering Game (A Classroom Action Research with the 8th Grade Students of MTs Sunan Ampel Kendal in the Academic Year of 2010/2011)*”. In his research, the researcher took a test of their improvement in each cycle. In the first cycle found the mean of the score of the students’ writing was 50.7, with a total score of 1570. In the second cycle found the mean of the score of the students’ writing was 67.6, with a total score of 2095. The result of the research

shows that the students improve their ability in writing descriptive text using a wholesome scattering game that covers parts, qualities, and characteristics of the objects. They are better in writing and arranging the words than in the pretest. Finally, the advantages of using this game are that the students could arrange the words and develop their paragraph in describing objects quickly and accurately.

2.5 Conceptual Framework

In this research, the researcher will describe the research of students' writing. Conceptual writing is a concept that the writer uses to planning the research. It is used to make the reader easy to understand the research, and the researcher draw the conceptual framework as follows:

Figure 2.1
Conceptual Framework



From the conceptual framework above, the researcher gets the students' skill in writing recount text. The researcher chooses three raters in analyzing the students writing based on the indicators of writing. Then, the raters rated the students writing recount text by using scoring rubric writing. Finally, the researcher got the research finding and concluded the research.

2.6 Hypothesis

The research or scientific hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables, Best and Kahn (2006:11). The hypothesis of this research can be stated as follows:

H_1 : There was a significant effect on students' writing recount text at eighth grade of SMPN 7 Tambusai.

H_0 : There was no significant effect on students' writing recount text at eighth grade of SMPN 7 Tambusai.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provided methods of investigation that consists of research design, research setting, population and sample, research instrument, the technique of collecting the data, and the technique of analyzing the data. The descriptions of them were presented below:

3.1 Research Design

According to Best and Kahn (2006:177), Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables. Besides, Niati (2015:11) she stated that experimental research aimed to investigate cause and effect of the research variable, observes effect of treatments, and measure hypothesis. Thus, experimental research is the design of a research that used to test the hypothesis is accepted or rejected.

There are three types of experimental design: pre-experimental design, true experimental design, and quasi-experimental design. This research is a quasi-experimental design focus on the quantitative approach. Creswell (2012:309) stated that Quasi-experiment includes an assignment, but not the random assignment of participants to groups. Besides, Phakiti (2014:72) Quasi-experimental research is classified under experimental research because it aims to examine causal-like effects.

The researcher chooses one class as an experimental class where the students are given a pretest before treatment and finally to the posttest. Besides, the researcher chooses one class as a control class where the students without giving treatment after the pretest. This research consisted of two variables; there was an independent variable (variable X) and Dependent Variable (Variable Y). Independent Variable used Wholesome Scattering Game, whereas the Dependent Variable was students' writing recount text.

Table 3.1
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₁	-	O ₂

Where:

O₁ : The students' writing skill before treatment of the experimental class

O₁ : The students' writing skill before treatment of the control class

X : Teaching writing by using wholesome scattering game (treatment)

O₂ : The students' writing skill after treatment of the experimental class

O₂ : The students' writing skill after-treatment of the control class

The researcher used a writing test as an instrument and pre-test given before treatment by asking the students to write Recount text. Creswell (2012:297) said that pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment *before* they receive treatment. The last process was post-test; it is used to measure some attribute or characteristic that is assessed for participants in an experiment *after* a treatment. This process means to see the students' ability in writing. The differences between pre-test and post-test are analyzed to know the significant effect on students writing recount text by using video Wholesome Scuttering Game at second grade of SMPN 7 Tambusai.

3.2 The setting of the Research

The setting of the research was SMPN 7 Tambusai. It is located in Jl. Transmigrasi No.58 Dalu-Dalu, Kec. Tambusai. This school used KTSP and K13 curriculum as the primary teaching and learning process. The school has three grades; it was the first grade, second grade, and third grade. K13 is used by first grade, and second grade and KTSP is used by third grade.

3.3 Population and Sample

According to Best and Kahn (2006:13), a population is defined as a group of individuals with at least common characteristics that distinguishes that group from other individuals. Another expert, Sugiyono (2018:90), said that the population is a generalization area that consists of objects or subjects that have certain qualities and characteristics that are decided by the researcher to be learned and then will be taken the

conclusion. The target population of this research was the eighth-grade students of SMPN 7 Tambusai in the academic year of 2019/2020.

When conducting research, the researcher needs to decide the sample of the research. A sample is a small portion of the population that is selected for observation and analysis (Best and Kahn, 2006:13). In this research, the researcher used total sampling. It was because the students in eighth-grade classes are very limited. So, the researcher used class VIIIA and VIIIB as the sample. The total sample was 35 students.

Table 3.2

Sample of the research

Class	Female	Male	Total
VIII _A	8	9	17
VIII _B	9	9	18
Total			35

There were some obstacles that the researcher faced while conducting the research. This research was conducted when Covid-19 exists. It was difficult for the researcher to ask the students as the sample. Therefore, the research had been done with some of the students in each class. In this research, the researcher only got five students in each class. So, the total sample was 10 students.

3.4 Research Instrument

The instrument is a tool or media used to collect the data. According to Creswell (2012:151), an instrument is a tool for measuring, observing, or documenting quantitative data. The test is pre-test and post-test that apply to experimental and control class. To get the data, the writer gave the pre-test and post-test. The test was applied for the pre-test to the control group and experimental group. It aimed to find out the students' writing ability before they use wholesome scattering game. While, the posttest was apply to experimental group, it aimed to the increasing of students writing recount text after treatment given. Besides, In control group the students only doing test and there was no treatment. Pre and post test were to know the differences of the students' skill before and after taught using wholesome scattering game.

3.5 Technique of Collecting the Data

This research was quantitative approach. According to Creswell (2012:175) there are several interrelated steps in the process of analysis quantitative data. The first step to prepared the data for analysis, the second step began the data analysis, the third step was to report the result that are found using table, figure, discussion of the key result, the last was interpret the result of the data analysis. In collecting the data of the research used some procedure. This was the process of collect some information from the research. In this reseach there were some procedures to conduct the collecting data. First, the researcher gave pre test on students writing recount text. Second, the researcher gave treatment to the students by applying Wholesome

Scattering Game to the students, it consisted of 4 times to do treatment. Third, the researcher gave post test to the students by using Wholesome Scattering Game.

3.5.1 Technique of Collecting the Data for Control Class

1. Pre test

The researcher gave pretest to control class. The purpose of pretest was to know the students ability on writing recount text. The researcher gave same topics to the experimental class.

2. Non treatment

In control class there was no treatment. The students taught by using ordinary ways as usual when their teacher teaching. In control group did not applying wholesome Scattering game.

3. Post Test

Post-test applied after doing pretest. It purposed to know was there any significant difference in writing recount text after taught by using ordinary ways. The teacher will gave the same topics with an experimental group to test.

3.5.2 The technique of Collecting the Data from Experimental Class

1. Pretest

The pretest given before the students got treatment to know the students' writing skill. They were given the same topics as the control class.

2. Treatment

After finish doing the pretest, the researcher gave treatment to the experimental class by using a wholesome scattering game. The treatments used to know the

effect after the students get treatment. The treatment consisted of 4 meetings to the experimental class, as follows:

Meeting 1: The first meeting the teacher explained about the social function, generic structure, and language feature of recount text, and then the teacher gives more examples and exercises them with topics that related to testing.

Meeting 2: The teacher introduce wholesome scattering game to the students and explained the procedure of the game. After that, the teacher explained how to arrange and develop the topics by using a wholesome scattering game.

Meeting 3: This meeting, the teacher explained about simple past tense, which is one of the language features of recount text. Then the teacher gave exercise that related to the material. In this meeting, the teacher asked students to write recount text by using a wholesome scattering game.

Meeting 4: This was the last meeting in treatment. The teacher asked the students to write a recount text. The teacher gave some topics and developed it to become a recount text.

3. Post-test

After giving treatment to the students, the teacher applied a post-test to find the effect of wholesome scattering games on students writing ability, the topics in the experimental class was same with the control class.

3.6 The technique of Analyzing the Data

After collecting the data, the researcher analyzed the data by using a writing rubric score. The researcher has some steps to analyze the data. First, the researcher gave a pre-test on students writing recount text. Second, the researcher applied Wholesome Scattering Game to the students, it consisted of 4 times to do the treatment. Third, the researcher gave a post-test to the students by using the Wholesome Scattering Game. Fourth, after the data had been collected, the researcher chooses three raters to help in analyzing the data, and the researcher gave the raters the indicators of writing and scoring the students writing based on the rubric score of writing. Finally, the researcher collected the raters result and will be presented in a result finding.

Table 3.3
The Rating Scale of Scoring in Writing

No	Categories	Score	Description
1.	CONTENT	30-27	EXCELLENT TO VERY GOOD: Knowledge-substance-thorough development of thesis-relevant to assigned topic. The text focuses idea based on the topic, states more than two events in a logical order, and the idea of personal opinions about the topic or event is clear.
		26-22	GOOD TO AVERAGE: Some knowledge of subject adequate range-limited

			development of thesis mostly relevant to topic, but lacks detail. The text not focuses idea, but still relevant to the topic, able to develop the story and coherence in each events and The idea of personal opinions about the topic or event is unclear.
		21-17	FAIR TO POOR: Limited knowledge of subjectlittlesubstance-inadequate development of topic. The text not focuses idea and the idea of personal opinions about the topic or event is unclear, doesn't able to develop the story well and lack of logical sequencing of events and the idea of personal opinions about the topic or event is unclear.
		16-13	VERY POOR: Does not show knowledge ofsubject-non – substantive-not pertinent-OR not enough to evaluate.The writer not focuses idea based on the topic and the idea of personal opinions about the topic or event is unclear.
2.		20-18	EXCELENT TO VERY GOOD: Fluent expressionideas clearly stated/ supported-succinct-well–organized-logical sequencing cohesive. Text shows complete parts of text organization; orientation, events, re-orientation. Focuses idea based on the topic an activity, states more than two events in a logical order and has unity in each event that makes the story flow in coherence.

	ORGANIZATION		
		17-14	<p>GOOD TO AVERAGE:</p> <p>Somewhat copy-loosely organized but main ideas stand – out-limited supported-logical but incomplete sequencing. The text Does not show one part of organization of text, but the reader still get the idea of story, stated two events but has no unity in each events that disturb the coherence of the story.</p>
		13-10	<p>FAIR TO POOR:</p> <p>Non-fluent-ideas confused or disconnected-lacks logical sequencing and development. The text does not show two parts of organization of text, Stated only one event and the story has no unity so the story is not easy to understand.</p>
		9-7	<p>VERY POOR:</p> <p>Does not communicate-no organization-OR not enough to evaluate. Does not show three parts of the organization of text, therefore the story is hard to understand for the readers, End the story without any comments, signals or summary, so the reader do not realize that story finish.</p>
3.		20-18	<p>EXCELENT TO VERY GOOD:</p> <p>Sophisticatedrange-effective word/idiom choice and usage-wordform mastery-appropriate register.The paragraph shows that the usage of words such as noun,</p>

			action verbs, conjunction and adjectives is used appropriately.
	VOCABULARY	17-14	GOOD TO AVERAGE: Adequate range occasional errors of word/idiom from, choice, usage, <i>but meaning not obscured</i> . Errors of words choice and words form such as noun, action verb, conjunction and adjectives show in the paragraph and the meaning is not obscured.
		13-10	FAIR TO POOR: Limited range-frequent errors of word/idiom from, choice, usage- <i>meaning confused or obscured</i> . Errors of words choice and words form such as noun, action verb, conjunction and adjectives shows in the paragraph and the meaning is confused or obscured.
		9-7	FAIR POOR: Essentially translation-little knowledge of English vocabularies, idioms, word form-OR not enough to evaluate. Errors of word form, so the paragraph does not show that the writer understands the usage of words such as noun action verb, conjunction.
		25-22	EXCELLENT TO VERY GOOD: Effective complex construction-few errors of agreement, tense, number, word/function, articles, pronouns, prepositions.

			The paragraph contains complete sentences and correct in form of past tense.
	LANGUA- GE USE	21-19	GOOD TO AVERAGE: Effective but simple construction-minor problems in complex constructions-several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, <i>but meaning seldom obscured</i> .Errors in the form of past tense and the meaning seldom confused.
		18-11	FAIR TO POOR: Major problem in simple/complex construction-frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run – ons, deletions- <i>meaningconfused and obscured</i> . Errors in form of past tense and the meaning confused and obscured.
		10-5	VERY POOR: Virtually no mastery of sentence construction rules-dominated by errors-does not communicate OR not enough to evaluate. Errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense.

5.	MECHANICS	5	<p>EXCELLENT TO VERY GOOD:</p> <p>Demonstrates mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>The words are correct in writing, so the writer is good in spelling, the paragraph shows that there are no mistakes in using period and comma and capitalization, so the paragraph is exceptionally easy to read</p>
4		<p>GOOD TO AVERAGE:</p> <p>Occasional errors of spelling, punctuation-capitalization, paragraphing, <i>but meaning obscured</i>.</p> <p>Make some errors in spelling in the story, The paragraph shows some mistake in using period and comma and capitalization, but the paragraph is still easy to read.</p>	
3		<p>FAIR TO POOR:</p> <p>Frequent errors of spelling, punctuation-capitalization-paragraphing-poor handwriting-<i>meaning confused or obscured</i>.</p> <p>Errors in spelling in the story, mistake in using period and comma and capitalization and make meaning confused or obscured.</p>	
2		<p>VERY POOR:</p> <p>No mastery of conventionsdominatedby errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate.</p> <p>Many errors in spelling in the story, mistakes in using</p>	

			period and comma and capitalization, does not master the usage of punctuation and capitalization and not enough to evaluate.
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Adapted from Jacob et al.'s (1981) scoring profile in weigle (2002:116)

The items to be evaluated	Score
a. Content	30
b. Organization	20
c. Vocabulary	20
d. Language use	25
e. Mechanic	5
Total score	100

After the raters rate the students writing using indicators of writing, then the researcher scoring the students' writing based on the following table of writing below, it used to know the students' level on writing skills.

Table 3.4
Table of the students' level

Score	Criterion	Number of Students
81-100	Excellent	
62-80	Good	
43-61	Adequate	
24-42	Fair	
5-23	Unacceptable	

(adapted from Brown, 2004: 287)

After the raters rate the students writing text, then the researcher analyzed the score. To know was there any significant effect of Wholesome Scattering Game on students writing' recount text. The researcher calculated the value between pre-test and post-test of the experimental and control group. To analyzed the data, the researcher used the SPSS application. The steps were:

1. Normality Data

This test aimed to see whether the data normally distributed or not. It was used to determine the slope formula if $\text{sig} \geq 0.05$, the data is normal. But, if $\text{sig} \leq 0.05$, the data is not normal.

2. Homogeneity Data

This test aimed to see whether the data homogeneity distributed or not. It was used to determine the slope formula if $\text{sig} \geq 0.05$, the data is homogenous. However, if $\text{sig} \leq 0.05$, the data is not homogenous.

3. T-test

If the calculation of the data normally distributed, the researcher used the T-test to know the significant effect of a wholesome scattering game on students writing recount text between the experimental group and control group. H_0 accepted when $t \leq t_{\text{table}}$ so, and there is no significant effect of wholesome scattering game on students writing recount text. Furthermore, H_1 accepted when $t \geq t_{\text{table}}$ there was significant effect of wholesome scattering game on students writing recount text.