

**THE EFFECT OF WHOLESOME SCATTERING GAME ON
STUDENTS WRITING ABILITY IN WRITING TEXT
(A Quasi Experimental Research at First Grade of SMA N 1 Kepahiang in
Academic Year 2023/2024)**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



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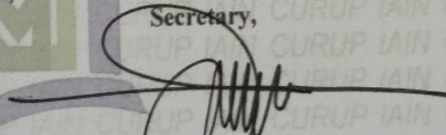
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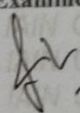
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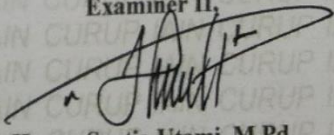

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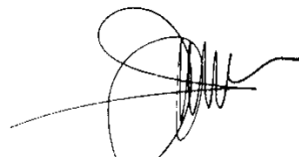


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PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title **“THE EFFECT OF WHOLESOME SCATTERING GAME ON STUDENT WRITING ABILITY IN WRITING TEXT”**.

This Thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore, the researcher hopes and appreciates some criticism that intended for this research. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

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ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Assalamu 'alaikum wr.wb.

Alhamdulillahirobbil 'alamin

All praise is only for Allah SWT, who has given mercy, taufik, and wisdom to the researcher. So that the researcher was able to complete this thesis. Shalawat and salam are always blessed to the Prophet Muhammad SAW for the advice given so that Muslims can be able to distinguish what is good and right, as well as bring their people from the dark ages (Jahiliyah) to the modern world as we feel today.

The researcher finished this thesis entitled “**THE EFFECT OF WHOLESOME SCATTERING GAME ON STUDENT WRITING ABILITY IN WRITING TEXT**”. This thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher got support, guidance, assistance, contribution and motivation from the other. Because of those, the researcher would like to present deepest appreciation to:

1. **Prof. Dr. Idi Warsah, M.Pd.I** as the rector of IAIN Curup
2. **Dr. Sutarto, S.Ag., M.Pd** as the dean of the Tarbiyah faculty of IAIN Curup
3. **Jumatul Hidayah, M.Pd** as the head of the English Tadris Study Program.
4. **Dr. Eka Apriani, M.Pd** as the researcher advisor who always provides suggestions and directs all research processes so as not to take the wrong path.
5. **Sarwo Edy, M.Pd** as well as the researcher’s co-advisor who mentored, supported, taught many things, as well as all the advice he gave to researcher in order to complete this research.
6. **Jumatul Hidayah, M.Pd** as well as the researcher’s examiner and mentor who provided advice and guidance is as soft as my own mother in completing this research.

7. **Henny Septia Utami, M.Pd** as well as the researcher's exemener and mentor who provided advice and guidance in completing this research.
8. **All the lectures of English Tadris Study Program** that who gave your support and wisdom to the researcher in doing this research.
9. **All the teachers of SMA N 1 Kepahiang**, especially **Mrs. Fitriisia, S.Pd** who have helped me during research and provided advice and support in carrying out research at school.
10. **My parents, Mr. Agus Kurniawan and Mrs. Sri Harnengsih** that who has given me the opportunity to try college until the end, who has paid for my studies until the end, who has supported me from start to finish. I just can say thank you so much and I love them.
11. **My big family**, that who always supported me during and until I finished writing this thesis.
12. **All my best friend**, especially **Lola Pitaloka, Ahmad Syahrin, Miftah Farid**, and **Ismail** who always help me and always want to do everything together and support each other like siblings.

Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopefully, the result of this research will give beneficial contribution to the development of education in English Tadris Study Program and other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them reward. *Aamiin*

Wassalamualaikum Wr.Wb

Curup, 2 July 2024
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MOTTO

“Feel every process that you go through in your life, so that you know how great you have fought until this moment”

“Life is not only about the world, so improve yourself to become a better person even if you have a myriad of sins in life”

“Put me in your heart, and I will put you in mine”

(Q.S Al-Baqarah:152)

ABSTRACT

Kiki Widyawati (20551028) : The Effect of Wholesome Scattering Game on Students Writing Ability in Writing Text
Advisor : **Dr. Eka Apriani, M.Pd**
Co-Advisor : **Sarwo Edy, M.Pd**

This research used quantitative research method with a quasi-experimental research design. This research aimed to find out the data about the effect of Wholesome Scattering Game on students' writing ability in writing descriptive text. The population in this research were first grade of SMA N 1 Kepahiang. The sample in this research were X Merdeka 4 as control class and X Merdeka 6 as experimental class. The data were collected by using pre-test and post-test and the researcher used *SPSS Statistical Application version 26* to analyzed the data. From the results of the t-test, in control class, it was found that sig. value (2-tailed) $< 0,05$ ($0,051 > 0,05$) and t-value $> t$ -table ($2,023 < 2,032$), it showed that H_0 was accepted and H_a was rejected. In other word, there was no significance effect of using conventional teaching (Cooperative Learning method) on student's writing ability in writing descriptive text. Meanwhile, in experimental class, it was found that sig. value (2-tailed) $< 0,05$ ($0,000 < 0,05$) and t-value $> t$ -table ($7,021 > 2,030$), it showed that H_0 was rejected and H_a was accepted. In other word, there was significance effect of using Wholesome Scattering Game technique on student's writing ability in writing descriptive text. Thus, it can be concluded that Wholesome Scattering Game can improve students writing ability in writing descriptive text. This research provided an important contribution in the development of more effective and innovative learning techniques to improve students' writing ability.

Keywords: Wholesome Scattering Game, Writing Ability, Descriptive Text

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the brief introduction by explaining the background of the research as the reason for the research, the research question, the objective of the research as the purpose of the research, the delimitation of the research, operational of definition, and the significant of the research.

A. Background of the Research

Writing is a complicated job, especially for second language or foreign language learners who are beginners. Good writing requires broad insights and ideas so that you can develop these ideas into long writing¹. Doing activities like that is difficult for students, especially senior high school. Students who can be categorized as beginners will find it difficult to develop the idea and to integrate word for word to make good sentences so that they form quality texts.

Marianne Celce stated that the ability to express an idea in second or foreign language especially in writing skill is a major problem for many native speakers to write coherence of paragraph and accuracy in choosing sentences². There is no doubt that writing is difficult skill for second or foreign language students to be mastered. The difficulty not only in generating and organizing ideas, but also in translating these ideas into readable text. If students want to learn English as a foreign language, they will obviously meet all kind of learning problem,

¹ Ariyanti, A., & Fitriana, R. *EFL Student's Difficulties and Needs in Essay Writing*, (lctte : 2017b) p.111-121

² Marianne Celce, Murcia (Ed), *Teaching English as a Second or Foreign Language*, (United States of Amerika: Heinle and Heinle Publisher, 2021), 3 Ed., p. 205.

especially in writing skill, the learners will meet some problem such as learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word into sentences³.

The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching English. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students get 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. Teaching writing in a foreign language is considered one of the most difficult teaching methods. Students are often terrified. They lack motivation and are quickly disheartened. They have the mindset that English is tough to learn since they know nothing from the beginning. In this case, the teacher must be responsive to the classroom context in order to take an accurate measurement. Teacher must use teaching technique that make the class atmosphere relaxed and enjoyable.

The teaching techniques is like the form, the way teachers teach, or how they do teach and that the choice of teaching techniques can make an important difference in a student's learning⁴. In other words, the teaching techniques can affect students learning interests in class. In the preliminary research, it was

³ Ramwelan, *English Phonetics*, (Semarang: IKIP Semarang Press 2018), p.4

⁴ Aitkin, M. & Zukovsky, R., *Multilevel Interaction Models and Their Use in Analysis of Large-Scale School Effectiveness Studies*. (School and School Improvement: 2021) p.45

found that students revealed that students understood and interests teaching material more from their teacher's explanations than they did when they learned on their own, such as reading books themselves or searching for information on the internet about teaching materials.

Students will have little interest in learning if the teacher's technique is dull and uninteresting. Therefore, the teacher must actually employ a teaching technique that can spark students' enthusiasm for studying. Teachers also can use technology for helping the teaching technique and make the learning process more engaging for students. Technology can assist teachers not only in conveying content but also in developing knowledge and understanding. Teachers can present instructional materials in a variety of formats, such as Power Point, video, games, audio, and others. However, the most popular people primarily utilize laptop, computers, and internet.⁵

To overcome the above problems, there is one game that teachers can use as a teaching technique in improving students' writing abilities in writing texts, namely the Wholesome Scattering Game. The teacher must apply an interesting technique in teaching English writing. The chosen games are very motivating because they are entertaining and interesting. It also provides students with enough challenge so that they can learn to practice the language while having entertaining activities. In addition, they use useful and practical language in

⁵ Eka Apriani, Dadan Supardan, Eka Sartika, Suparjo, Ihsan Nul Hakim (2019): *Utilizing ICT to Develop Student's Language Ethic at Islamic University*

real-world settings. It is also easy for them to expand their expertise. Game is easier for students to express their ideas, though, enjoyable, and feeling.⁶

The Wholesome scattering game is a game which learner are given some keywords from a text, they should arrange those keywords in unusual or weird shape, and they should make sentences to create a good text from those keywords⁷. It indicates that the Wholesome Scattering Game is appropriate for teaching writing skills because it supplies some keywords, which will later be used as a key to guide students in organizing their writing composition. There are some advantages of this game that can improve student writing ability and increase student interest in learning English especially in writing.

Wholesome scattering game might help the students to create the ideas for developing sentence. The student easily develops their ideas become a good paragraph⁸. Through the keywords that have been given by the teacher directly give ideas to students to build the sentences and make it easier for students to combine the words into good sentences. In other words, students who are difficult in developing and building sentences in aided by the presence of keyword in this game.

This game also adds student vocabulary⁹. The keywords given by the teacher and written in a weird shape on the board will also add new vocabulary to the students. The new words they hear when playing this game will make

⁶ Zuliati Rohmah, *Teaching English Joyfully*, (Bs Press: Bintang Sejahtera Jakarta, 2019)

⁷ Natalie, H. *Head Stars*. (England: Longman Group, Ltd, 1991). p.39

⁸ *Ibid.*

⁹ *Ibid.*

them easier to remember and have more English vocabulary. It means that this game can add the new vocabulary of students by overcoming the minimum vocabulary that students have.

Wholesome scattering game will make the students enjoyable, creative, easy, and memorable about the material especially in writing skill¹⁰. This game is also appropriate for teachers who want to engage students in exciting activities while teaching them how to arrange words to form a decent paragraph. Student interests will be increased through the fun activities in this game. The boredom and saturation of students can also be overcome through this game.

Previous researchers who in their research applied Wholesome Scattering Game in teaching English, such as Maryam Ahmed Akbar and Manal Omar Mousa titled "*The Importance of Wholesome Scattering Game students in Improving EFL Student's Achievement in Learning English Language*". They found that the Wholesome Scattering game technique gives students a high motivation when they teach English and wholesome scattering game technique is a successful one promotes creative thinking and idea exchange among students.¹¹

The researcher found that during pre-observation through interviews with several teachers in several high schools in Kepahiang Regency, there are no English teacher in Kepahiang who use Wholesome Scattering Game in teaching

¹⁰ *Ibid.*

¹¹ Akbar, M.A & Mousa, M.O (2022), *The Importance of Wholesome Scattering Game students in Improving EFL Students' Achievement in Learning English Language*, p.1-8

writing. The teacher still uses another teaching technique. Thus, the researchers wanted to apply this technique to teaching writing.

Based on the results of pre observations carried out previously, the researcher chose Senior High School number 1 in Kepahiang as the research location because this school has characteristics and problems that are worthy of research. Through interviews with English teacher in senior high school number 1 in Kepahiang, students writing ability in that school still very low, sometimes they do not even know the basic vocabulary in English at all. It makes them difficult to building the sentences¹². Not only in writing, students also have problem in other side such as pronunciation, lack of vocabulary, reading and listening. Through interviews with several students at the school, the researcher found that the reason they found it difficult to write texts was due to the teaching technique used by the teacher. The teacher only asked them to write texts based on what they knew from books and solve their own problems when they wrote them. The lack of English vocabulary is also the reason students find it difficult to compose a text. However, the main problem is that not all of them have deep intelligence and can quickly understand something, so they need a partner to help them develop the ideas they have.

Based on the reasons above, the researcher wants to examine a quasi-experimental study entitled **"THE EFFECT OF WHOLESOME SCATTERING GAME ON STUDENTS WRITING ABILITY IN WRITING TEXT"**. This research is expected to be successful in providing

¹² F, interview by researcher, Kepahiang, September 13, 2023

information about the extent to which the effectiveness of using wholesome scattering game can improve students' writing abilities, especially writing descriptive text.

B. Research Question

Based on the background that has been explained previously, the researcher formulates questions to get the results of this research, as follows:

1. How are the student writing ability before and after taught by using conventional teaching?
2. How are the student writing ability before and after taught by using Wholesome Scattering Game?
3. Is there any significant effect of using Wholesome Scattering Game and not using Wholesome Scattering on students writing ability?

C. Objective of the Research

This study aims to find answers to the questions contained in the research problem. Thus, the objectives of this research are:

1. This study aims to find out students writing ability before and after using conventional teaching.
2. This study aims to find out students writing ability before and after not using Wholesome Scattering Game.
3. To find out whether there is any significant effect of using Wholesome Scattering Game and not using Wholesome Scattering Game on students' writing ability.

D. Delimitation of the Research

This study requirements are identified by the subject and goal of the research. In the term of subject, this study is delimited to first grade Senior High School 1 Kepahiang. In the terms of goal, this study is delimited to investigating the effect of Wholesome Scattering Game on students writing ability in writing descriptive text. In addition, Wholesome scattering game that used in this research is not the focus of this study but this game only strategy of teaching that researcher used to improve students writing skill.

E. Operational of Definition

To clarify the terms of the keywords used in this study, researchers formulate definitions to avoid misunderstanding the concepts used in research. Some of the definitions put forward are as follows:

1. Writing Ability

Writing ability is the ability of students to convey the ideas, content, feeling or anything in their minds to other by using written language.¹³ In this research, writing ability refers to the ability of students at SMA N 1 Kepahiang to write one genre of text, that is descriptive text. Student writing abilities in this research focused on student abilities to fulfill five aspects in writing descriptive text: Content (focus on logical development of ideas about topic and details), Organization (focus on identification and description of the writing), Grammar (the used of Simple Present tense and

¹³ Heaton, J. B. Writing English Language Tests.

subject verb agreement), Vocabulary (word choice, style, and quality of expression), Mechanics (focus on spelling, capital letter, and punctuation), students in first grade of SMA N 1 Kepahiang.

2. Descriptive Text

Descriptive text is a type of text that explains and describes whether it is a person, animal or object, both from its physical appearance and the trait it has. Descriptive text is a text described something detail.¹⁴ In this research, descriptive text is a genre of writing text that learned by first grade students of SMA N 1 Kepahiang. This text is used by the researcher to see the effect of Wholesome Scattering Game techniques on student writing abilities. The descriptive text learned by first grade students of Senior High School 1 Kepahiang is about describing people where the focus on that people is their personality or characteristics and physical appearance.

3. Wholesome Scattering Game

The Wholesome scattering game is a game which learner are given some keywords from a text, they should arrange those keywords in unusual or weird shape, and they should make sentences to create a good text from those keywords.¹⁵ In this research, Wholesome Scattering game is the technique used by the researcher to increase students writing ability in writing text, especially descriptive text with the theme of describing people in first grade students of Senior High School 1 Kepahiang. Wholesome scattering game that used in this research is not the focus of this study but

¹⁴ Juliant Luber, (2020), *Descriptive Text*

¹⁵ Natalie, H. *Head Stars*. (England: Longman Group, Ltd, 1991). p.39

this game only technique of teaching that researcher used to improve students writing ability

F. The Hypothesis

A hypothesis is an assumption about either the observer on the predicted relationship between phenomena. Furthermore, a hypothesis is a temporary solution for the research problem. The hypothesis is reads as follows:

Ho: There is no significant effect of Wholesome Scattering Game on students writing ability.

Ha: There is significant effect of Wholesome Scattering Game on student's writing ability.

G. Significances of the Research

This research is expected to provide the following benefits:

1. Theoretically

The use of theory in this study can be used for research results on the effect of Wholesome Scattering Game on students' writing abilities.

2. Practically

The results of this study are expected to be useful information for English teachers so that teachers can use the results of this study as a basis for adjusting or developing their teaching, especially in the field of writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Writing

a. The Definition of Writing

Writing is a form of communication with readers that allows the writer to transmit ideas, feelings, opinions, and thoughts. Writing means of transmission of a message from one place to another.¹⁶ It signifies that writing is a medium of communication used to convey information to another person that cannot be conveyed immediately through spoken conversation due to time, distance, and the limited likelihood of face-to-face communication. Thus, writing is not only act of language use, but also a creative the process that requires dedication and technical skills.¹⁷

Writing requires us to take into account a variety of aspects in order to convey our ideas in the most legible and understandable way possible. Content, vocabulary, grammar, organization, and mechanic are some of the aspects that go into writing. It is really difficult to write because of the intricate process involved. Student's ability to transmit ideas, content, feelings, or anything else in their brains to others through written language is writing ability. Writing ability is a complex cognitive activity that can be difficult to teach, requiring mastery not just of

¹⁶ David Nunan. Op. Cit. p. 8

¹⁷ Gusmuliana, P, Eka Apriani, Ririn Ayang (2022): *The Students' Attitude Writing Paragraph at English Tadris Study Program in Iain Curup.*

grammatical and rhetorical devices but also of conceptual and judgment elements.¹⁸

b. Writing Process

Process writing is a strategy that helps English learners to engage in writing while building literacy skills such as companion reading and speaking¹⁹. Learning the stages and techniques for effectively going through each step, as well as how to combine them, is the key to learning how to write. The writing process consists of four steps: prewriting, drafting, revising, and editing.

1. Pre-Writing

At this point, the student will be encouraged to begin collecting ideas. Most students are perplexed about where to begin writing since they do not know how to organize their thoughts or acquire information for writing. At this time, various activities provide students with learning opportunities, including: Brainstorming in groups. Grouping, free writing, and WH-questions are all examples of activities. Students will be separated into groups for group brainstorming. Each member of the group offers an idea on the issue on the spur of the moment. There is no correct or incorrect response here. The student will be given a form of words relevant to the stimulus presented by the teacher during clustering.

¹⁸ Heaton, J. B. *Writing English Language Test*. (New York: Cambridge University Press, 1975)p.135.

¹⁹ Teresa Walter, *Teaching English Language Learners: The How-To Handbook*, (New York: Pearson Education, 2004), p. 78

The words and phrases concerning a topic are circled. Finally, in WH-Questions, students must ask who, why, what, where, when, and how they know about a topic. It is believed that these activities would teach each student how to produce ideas for writing.

2. Drafting

Drafting is the process of conceptualizing or planning a subject that will guide the student through the writing process. When a student writes about a topic, the main idea of the content of the drafting and the most crucial point are identified. Later, the student will refine the topic's design that has been incorporated into a paper. When drafting, the author is more concerned with the flow of writing than with grammar or organizational precision.

3. Feedback

Feedback is the process of discovering how readers respond to one's writing. After a draft is completed, but before it is published or received or peers is possible.²⁰

²⁰ George Hillocks Jr, *The Testing Trap (How State Writing Assessments Control Learning)*, (New York: Teacher College press,2002), p.30

4. Revising

At the revision stage, students go over their writing again based on teacher criticism. They rewrite what they have written to test how well readers will comprehend what they mean. Revision involves not just checking for grammatical, spelling, punctuation, and other language problems but also editing the overall content and structuring ideas to make the student's objectives more evident to the reader. According to Barnet, the revision stage makes the author aware of the weakness in the results of his writing.²¹

5. Editing

At this phase, students are actively editing their work and creating a final draft that will be graded by the teacher. For grammar, spelling, punctuation, diction, and sentence structure, students can edit by themselves or with the assistance of their peers.

c. The Components of Writing

In general, we must understand the components of writing. There are five major components of writing; content, organization, vocabulary, grammar, and mechanics.²²

²¹ Sylvian Barnet, *A Short Guide to Writing About Literature*, (Baston: Little, Brown and Company, 1968), p.25

²² JB. Heaton, (1998), *Writing English Language Test*, (Consultant Editor: New York), p.135

1) Content

Content should be clear so that readers may grasp the message and derive information from it. A decent content should be well-organized and completed.²³

2) Organization

Organization is the ability to create thoughts and topics that are important in a cohesive manner. Coherence, order of significance, general to specific, specific to general, chronological order, and spatial pattern are all elements of organizational writing.²⁴

3) Vocabulary

Vocabularies are collection of words organized into phrases, paragraphs, or essays. Good writing comprises of acceptable terms in order to avoid misunderstandings from audiences when they read his writing.²⁵

4) Grammar

Writer should learn grammar in order to produce good writing. Good writing consists of good sentences with acceptable tenses, vocabulary, and others.²⁶

²³ Thomas S. Kane, (2000), *Essential Guide to Writing*, (New York : Oxford University Press)

²⁴ JB. Heaton, (1998), *Writing English Language Test*, Log. Cit

²⁵ Arthur Hughes, (2003), *Testing for Language Teachers* (Cambridge: Cambridge University Press), p.101

²⁶ J. Harmer, (2004), *How to Teach English*, (Essex: Pearson Education), p.35

5) Mechanics

Mechanics is the look of words, including how they are written and placed on paper. Mechanics includes capitalization, spelling, and punctuation.²⁷

d. Types of Writing

There are five major types of writing: expository, descriptive, narrative, persuasive, and creative.²⁸

1. Expository writing aims to provide information, explanation, description, or definition about a subject. This is the most popular form of writing in textbook and online. The author focuses on providing facts and data, rather than defending or supporting their beliefs. Expository writing includes “how-to” pieces that teach reader how to create or accomplish something themselves.
2. Descriptive writing use vivid language to help readers visualize the subject matter. At times, the prose is poetic and goes into considerable detail. When you read descriptive writing, you feel as if you are there or can imagine what is being described. Metaphors, similes, and symbols are popular in descriptive writing.
3. Narrative writing is prevalent in novels, poetry, and biographies. The author empathizes with their characters and writes from their perspectives. They relate life tales and use narratives and storylines. Narrative is engaging because it allows readers to imagine themselves in the story, making it feel more personal.

²⁷ Thomas S. Kane, (2000), *Essential Guide o Writing*, (New York: Oxford University Press), p.15

²⁸ Callella, (2020), *Types of Writing and Teaching Writing*, p. 5

4. Persuasive writing expresses the writer's point of view or the topic at hand. This type of content is deemed prejudiced and is typically seen in advertisements.
5. Creative writing is one of the most enjoyable types of writing. You can write creatively about everything you can imagine. When compared to persuasive writing, creative writing frequently provokes more thought and is more enjoyable to read. Short story, poetry, novels, and plays are frequently included in the genre of creative writing.

Writing is classified into many types based on purpose and writing style. The current study focused on descriptive text writing, which is part of the senior high school curriculum. Descriptive text is beneficial to senior high school student because it can help the students gain new information by sharing it with their classmate.

e. Teaching Writing

Teaching is the process of transforming information and knowledge for individuals or groups. Brown defines teaching as demonstrating how to accomplish something, providing instruction, leading study, and sharing knowledge²⁹. Teaching writing involves transforming information about writing ability and preparing students to comprehend and practice writing.

²⁹ Brown, H. Douglas. (2000), *Principle of Language Learning and Teaching*, (San. Fransisco: Addison Wesley Longman Inc)

1. The role of teacher

According to Harmer, the teacher has three roles during the writing teaching and learning process:³⁰

a. Motivator

Teacher should make writing task to inspire students, provide the ideal environment for idea generation, and convince them that writing is a valuable activity. When students are stumped for ideas, the teacher can offer suggestions or at least prompt them with solutions to their difficulties.

b. Resources

The teacher should be prepared to provide the language and knowledge needed for the more advanced writing assignment. The teacher ought to inform the student of their availability and readiness to review the students work as it develop. The teacher should make thoughtful, constructive recommendations and advise.

c. Feedback provider

Teacher should give feedback on writing tasks that require special care. The students should receive a positive and supportive response from the teacher. The teacher should consider the needs of the students at that specific period of study while determining the emphasis of the writing task before making any correction.

³⁰ Harmer J, (2007), *The Practice of English Language Teaching*. p. 119

2. Teaching Writing Procedure

Writing involves several processes, including prewriting, drafting, revising, and editing. The purpose of these processes is to improve the quality and acceptance of student work among the audience. There are the roles of teacher in writing process: ³¹

- a. In pre writing, teachers provide opportunities for students to enhance their vocabulary. Then, provide strategies for getting started such as topic identification, idea generation, idea focus, content preparation, and organization.
- b. In drafting, the teacher provides various drafts for the students.
- c. In revising, the teacher should make corrections to the student's writing, such as deleting unnecessary elements, adding necessary details, structuring the random idea, and editing the draft.
- d. For editing, the elements of writing, such as word choice, grammar, mechanics, and sentence structure, should be checked by the teacher.

Both the teacher and the learner must apply an effective technique. Using a technique facilitates the writing process. A technique enables the teacher to present the materials effectively and simply. This technique helps students to better understand the topic and engage in additional activities. Various techniques can be used to teach writing and facilitate learning.

Remember that writing is productive skills, so writing has different approach of teaching writing than repetitive skills. Teaching productive

³¹ Gerhardt, J. John and Russe, A. Cotto(2018), *Method of Teaching Writing*.

skills will be success depending on how the teacher arranges them and how they react to the students' assignments.³²

- a. During the lead-in phase, teachers engage students with the topic.
- b. After assigning the work, the teacher should clearly explain to the class what they are expected to do and should, in some way, model the activity.
- c. Students begin working on their assignments; the teacher keeps an eye on them by traveling around the classroom, listening to them work, and offering assistance when needed.
- d. After the assignment is completed, the teacher provides feedbacks to let the students know how well they did.

3. Teaching Writing Assessment

The ability of students to convey the ideas, content, feeling or anything in their minds to other by using written language is writing ability. Thus, the purpose of the writing test is to determine the student writing ability to write something according to the material being studied. In this research, the researcher uses descriptive texts to evaluate students' writing abilities. Writing descriptive text measured by writing test. According to Jacob, five aspects of writing are considered as indications of student student writing ability in writing descriptive text, that are:

³² Brown, H. Douglas. (2000), *Principle of Language Learning and Teaching*, (San. Fransisco: Addison Wesley Longman Inc)

1. Content, focus on the logical development of ideas regarding the topic and details.
2. Organization, focus on identifying and describing the writing
3. Grammar, the use of Simple Present tense and subject verb agreement
4. Vocabulary, word choice, style, and quality of expression
5. Mechanics, pay attention to punctuation, capitalization, and spelling

Table 2.1
Rubric of Writing Assessment
 Adapted from Jacob³³

Aspect	Level	Score	Criteria
Content (C) 30%	Excellent – Very Good	30-27	Relevant to the topic, give the detail information, and match the purpose of the text.
	Good - Average	26-22	Mostly relevant to the topic, lacks of detail.
	Fair – Poor	21-17	Inadequate development of the topic, almost match the purpose
	Very poor	16-13	Does not relate to the topic and does not match the purpose.
Organization (O) 20%	Excellent - Very Good	20-18	Fluent expression, idea clearly stated, well organized, logical sequencing cohesive.
	Good - Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair – Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very Poor	9-7	Does not communicate, no organization, not enough to evaluate.
Grammar (G) 25%	Excellent - Very Good	25-22	Few errors of grammar or agreement, tense, and word order.

³³ Jacob. (2007), *Multiple Views of L1 Writing Score Reliability*, *Second Language Studies*, p. 31

	Good – Average	21-18	Several errors of grammar or agreement, tense, and word order.
	Fair – Poor	17-11	Frequent errors and meaning obscured.
	Very Poor	10-5	Dominated by errors, does not communicate, not enough to evaluate.
Vocabulary (V) 20%	Excellent – Very Good	20-18	Use effective word/word choice/word usage, word form mastery.
	Good – Average	17-14	Occasional errors of word form, word choice/word usage but meaning not obscured.
	Fair - Poor	13-10	Frequent errors of word form, choice, usage, and meaning obscured/confused
	Very Poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Mechanics (M) 5%	Excellent – Very Good	5	It uses correct spelling, punctuation, and capitalization
	Good – Average	4	It has occasional errors of spelling, punctuation, and capitalization
	Fair – Poor	3	It has frequent errors of spelling, punctuation, and capitalization
	Very Poor	2	It is dominated by errors spelling, punctuation, and capitalization

2. Wholesome Scattering Game

a. Definition of Game

In general, a game is structured kind of play that is primarily used for amusement and is occasionally employed as an instructional tool. It is a game requiring talent, knowledge, or chance in which participants follow predetermined rules in order to defeat an opponent or solve a problem. A game is a physical or mental contest conducted under particular rules,

with the objective of entertaining or rewarding the participant³⁴. It signifies that the game has certain rules and is primarily used for entertainment, but it may also be used as an instructional tool.

Games assist teachers in creating contexts in which the language is helpful and relevant. The students want to participate, and in order to do so, they must understand what others are saying or writing, and they must talk or write in order to convey or provide information. Games provide one way of helping learners to experience language rather than merely study it.³⁵

The researcher concludes from the preceding explanation that games may be a beneficial technique for teaching various subjects since they are extremely likely to pique student's attention. They are appropriate for students of all ages. Games are beneficial to timid kids and students with poor confidence, especially when played in smaller groups since they allow them to talk in front of a smaller audience rather than having to express themselves in front of the entire class.

b. Wholesome Scattering Game

Natalie proposed the technique of the “wholesome scattering game” in which students occasionally not only forecast the substance of the piece they are about to read, but also almost exactly repeat sentences that are

³⁴ Pena Miguel Noemi, *Educational games for Learning*, (Bilbao, Spain: Horizon Research Publishing, 2014), *Universal Journal of Educational Research* 2 (3), p.230

³⁵ Wright, *Op.Cit.* p. 2.

found in it³⁶. As a result, the students are asked to replicate phrases and subsequently construct sentences using those words in the healthful dispersion game. Due to the fact that this game cannot be utilized directly during instruction, the instructor must prepare the content first. There must be a preparation. Wholesome scattering is a good game that may be used to create an enjoyable activity for students.

In this situation, the researcher adopted Natalie's theory as the main theory of the wholesome scattering game. Because this idea has been applied in all past investigations, it is reliable enough to use. Most earlier studies followed Natalie's theory and were successful, so the researcher had no hesitation in using it as well. Natalie's hypothesis was also included in this study, but it was not the only one; the researcher also discovered several supporting hypotheses for the wholesome scattering game, which are as follows:

Wholesome scattering game is a game in which learners are given several keywords that have been given by the teacher, they must arrange them in unusual or weird shape. The unusual shape will help the students to recall their words for extended periods of time. Then, they should construct sentences using those keywords to create a good text, unusual way is fun and enjoyable but time-consuming. It is worth the effort. Students will not easily forget these words. It is a technique employed by

³⁶ Natalie, H. *Head Stars*. (England: Longman Group, Ltd, 1991). p.39

the teacher who offers students some of words to predict them to make descriptive text.³⁷

Natalie stated that a wholesome scattering game can be utilized to teach writing English as a foreign or second language. It means that a wholesome scattering game is excellent for teaching writing skills because it supplies some keywords, which will be used as a key to guide students in organizing their writing composition. Wholesome Scattering Game is technique that the teacher uses to help students to imagine and predict their idea³⁸. Natalie proposed using the wholesome scattering game to teach descriptive writing. As a result, the researcher focuses solely on writing descriptive text for the research.

c. Advantages and Disadvantages of Wholesome Scattering Game

Wholesome scattering game has some advantages as follows:

1. Wholesome scattering game can help the students develop sentences based on the keyword that have been given.
2. Students may readily build their ideas into a good paragraph.
3. Wholesome scattering game can enhance students' writing ability by making learning more interesting, imaginative, and memorable.³⁹

³⁷ Kamilarun Nisa, *Wholesome Scattering Game as a Technique for Teaching Descriptive Writing to the Seventh Graders of SMP Sunan Giri Menganti, Gresik*, (Surabaya: Online Journal of English Department Faculty of Language and Arts State University of Surabaya Vol 3 No.2, 2019)

³⁸ Natalie, H. *Cited*, p.40

³⁹ *A Journal of Teaching Writing through Wholesome Scattering Game*, 2011, Retrieved on September 17, 2019

Although wholesome scattering game has advantages, there still have some disadvantages as follows:

1. The teacher requires additional time to gather and prepare relevant keywords for the topic before beginning the teaching process.
2. Students are confined to structuring sentences based on the keywords provided by the teacher.⁴⁰

Based on the preceding explanation, the researcher indicates that wholesome scattering game is a game that is appropriate in writing situation. It is a game with several advantages such as fun, enjoyment, and memory. The initial application of this game involves arranging the words in strange and unexpected ways, which is both enjoyable and time-consuming. Before starting this exercise, the instructor must be prepared. It entails selecting twelve to sixteen keywords from the literature that to be studied in class.

d. Procedure of Wholesome Scattering Game

There are some procedures for implementing wholesome scattering game, as follows:

1. Ask three to five students to the board. Their role is to write down the words you dictate (in a good class, have a student dictate). Each

⁴⁰ Widodo Hami, *Op Cit*, p.24-25

student writes each word such that it appears as many times as the number of students on the board. They scatter these words at random across the board, attempting to arrange them in unusual ways. Some will be written horizontally, vertically, in shapes, and upside down. Please do not comment on spelling at this time. Some students will change their spelling based on how the student next to them spelled a word or after being corrected by others in the class.

2. Students at the board can create their own word arrangements on paper or in notebooks.
3. After dictating the words, the students at the board should return to their seats.
4. Ask whether anyone in the class feels they have made an uncommon word arrangement. If you have volunteers, ask them to display their arrangements.
5. Check the spelling and meaning of the words on the board.
6. Have students work in pairs to compose as many phrases as possible using the words on the board. They should aim to incorporate more than one of the words into each phrase. Inform them that they only have three minutes for this.
7. When time is up, ask pairs to report the number of sentences they were able to write.
8. Ask each pair to read their best sentence.

9. Ask students predict the substance of the text they are going to read.⁴¹

The researcher modified the stage of teaching through a wholesome scattering game based on the process described by Natalie above in order to make it more engage and simple to teach. Following are the steps that the researcher modified:

1. The teacher instructs the students to come up to the board and write down words that have been dictated. The students then arrange the words in creative ways by scattering them at random around the board. Some will be written upside down, some in shapes, some vertically, and others horizontally.
2. The teacher instructs the students to sit back in their seats after writing words on the board.
3. The teacher corrects the spelling on the board.
4. After the teacher clarifies the phrases on the board, the students are requested to form groups in pairs and write as many sentences as possible using the words on the board (the teacher allows students time for this task)
5. The teacher instructs the other students to arrange the words on the board into sentences and organize them into descriptive text (the words are connected to the descriptive text about person such as personality, physical appearance, etc.)

⁴¹ Natalie, H. *Cited*, p.40

6. The teacher asks students (in pairs) to report how many sentences they have produced in the allotted time.
7. The instructor then instructs students to recite their finest line from their essay.
8. The teacher instructs the students to guess the substance of the material they are going to read

The researcher updated the technique of the wholesome scattering game, which is connected to the teaching and learning of writing descriptive text, from the procedure. Natalie, stated changed the in this on board, as well as the writing time.

The words on the board dictated by the researcher to descriptive text, and so on. In this situation, it is hard for pupils to produce an arrangement in three minutes, thus the researcher changed it to 30 minutes. Furthermore, in this study, the researcher taught students at the senior high school level that they needed to spend more time writing.

As the terms on the list are about descriptive language, if a wholesome scattering game is used, the students can simply incorporate these words into their writing arrangement. It makes writing them simpler. It might be successful since children write steps by step and according to the word list, so there is no disruption to their arrangement.

Because teaching and learning writing are connected to the current curriculum, the researcher believes that the process will be more engaging.

Students will have more pleasure learning and will grasp the information more quickly. It makes it simpler for students to explore their ideas when the instructor invites them to write.

3. Descriptive Text

a. Definition of Descriptive text

Descriptive text has the social function to describe particular person, place, or things⁴². Descriptive text is text that describes something in detail. Descriptive text is separated into two components based on its generic structure. The first is identification or partisipation, which helps to identify the phenomenon to be described. The following section contains descriptions of specific individuals, places, or items. It focuses on individual participants, including the features, personality traits, and characteristics of the person or item being described. The lexical and grammatical features of descriptive are nouns, adjectives, noun phrases, present tense, or past tense. If something mentioned exists now, use the present tense; if something described has passed away or no longer exists, use the past tense.

To produce good descriptive writing, a few aspects like content, organization, vocabulary, grammar, and mechanics must be considered.⁴³. The term "contents" refers to the subject mastery being described or written about. The term organization refers to the

⁴² Achmad Doddy, (2008), *Developing English Competencies for Senior High School*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional), p.128

⁴³ JB. Heaton, (1998), *Writing English Language Test*, (Consultant Editors: New York), p.135

identification and description of the subject. The use of the correct language function to represent an idea in writing a paragraph (adjectives, adverbs, nouns, and verbs) is referred to as vocabulary.

b. Generic Structure of Descriptive Text

The generic structure of the descriptive text consists of two parts: the identification that identifies the phenomenon and the description that describes the parts, physical appearance, personality traits, and characteristics of the phenomenon.⁴⁴

According to Luber the generic structure of descriptive text as identification and description. Identification introduces the subject of the description. Description provides specifics about characteristic aspects, such as quality, size, physical appearance, aptitude, habit, and so on.⁴⁵

Identification might be used as the topic phrase for the paragraph. Following the identification, the writer needs include some descriptions to help the reader visualize the concept.

c. Language Feature of Descriptive Text

In addition to having a general structure, a descriptive text also includes language feature that support its form, such as the use of simple present tense, figurative language, focus on a particular word, various types of adjective, and relational processes.⁴⁶

⁴⁴ Mulyono, (2009), *English Way 2*, (Jakarta: Quadra), p.22

⁴⁵ Juliant Luber, (2020), *Descriptive Text*,

⁴⁶ Otong Setyawan Jauhari, *Genre*, (Bandung: CV. Yrama Widya, 2019), p. 24-25

As previously stated, the objective of descriptive writing is to describe specific people, things, or places. A good description uses specifics that enable the reader to see the subject being described by the students. The topic that will be discussed is more particular than generic. We are unable to generalize about the person. However, we can describe a specific individual, such as Mr. John, my father, my house, or my school. The use of many adjectives is another characteristic of descriptive writing. The adjective's traits include characterizing, categorizing, and counting. Some examples are there towering skyscrapers and a sharp, white fang.

Relation process refers to the use of verbs that describe a participant's state or condition, or signal prepositions, such as my car has four doors, my father is incredibly lovely.

Figurative language refers to descriptive literature that commonly use figurative language, such as a simile or metaphor, to demonstrate a comparison. For example, my throat is as sweet as a dessert, and her complexion is as white as a cloud and smooth as water.

Descriptive text is frequently written in the simple present tense. For example, I have a pet. It is a cat.

B. Review of Related Finding

Some research in the same field have been found by researcher. First, research with the title "The Effect of Wholesome Scattering Game Students on Communication Skills" by Maryam Ahmed Akbar and Manal Omer Mousa. They have investigated the impact of Wholesome Scattering Game on

improving student's communication skills and to develop their performance in English. The result of this study showed that there is a statistically significant difference between student's performance in the experimental class on the pre-test and their performance on the post-test that supports a wholesome scattering game strategy. These findings support the researcher's recommendation that wholesome scattering games are useful technique and are important to be applied in English learning to improve student's English learning performance.⁴⁷

Second, the current research that has been undertaken by Maryam Ahmed Akbar and Manal Omar Mousa titled "The Importance of Wholesome Scattering Game students in Improving EFL Student's Achievement in Learning English Language". They investigated the influence of Wholesome Scattering Game on improving student's skills in learning English. This study also helps educators at any level even subjects to find great strategies in teaching English. The findings show that the Wholesome Scattering game strategy gives students a high motivation when they teach English. The findings of this study also showed that the student's performance in the experimental class was higher than the students of the control class. The Wholesome Scattering game showed that the students responded positively to the concept that the wholesome scattering technique is an effective one that stimulates creative thought and idea sharing among students.⁴⁸

⁴⁷ Akbar, M.A & Mousa, M.O (2022), *The Effect of Wholesome Scattering Game students on Communication Skills*, p. 1

⁴⁸ Akbar, M.A & Mousa, M.O (2022), *The Importance of Wholesome Scattering Game students in Improving EFL Students' Achievement in Learning English Language*, p.1-8

Third, a study by Rahayu Diah Jayatri titled “Improving Speaking Achievement of the Seventh Grades of SMP N 1 Indralaya Utara Using Wholesome Scattering Game”. The aim of this research is to find out to what extent the application of wholesome scattering games to the achievement in speaking of seventh grade of SMP N 1 Indralaya Utara. Through experiments, the results show that wholesome scattering game are significant for use as English language teaching strategies especially in speaking.⁴⁹

Based on the findings above, several researchers have conducted research in the same field to look for the effect of the wholesome scattering game on students' English language skills, and the results showed that students' skills in writing and speaking improve when taught using the WSG. However, no previous research has discussed the effect of the Wholesome Scattering Game on student writing abilities, especially in descriptive texts. Therefore, researchers investigate this topic in an attempt to fill the gap in research literature that exists in the same field.

⁴⁹ Rahayu Diah Jayatri, (2018), *Improving Speaking Achievement of the Seventh Graders of SMP Negeri 1 Indralaya Utara Using Wholesome Scattering Game* p.86

CHAPTER III

RESEARCH METHODOLOGY

A. The Design of the Research

This study uses a quantitative method with a quasi-experimental research design. According to Creswell, quasi-experimental is a design of the study which used because experimenter could not unnaturally make groups for the experiment⁵⁰. The researcher chose this design to determine the significant effect of using the Wholesome Scattering Game on the students' ability to write descriptive text. There are two classes that will be the research sample. The first class is the experimental group, these students will receive treatment using the Wholesome Scattering Game. While the second class is the control class, students will receive treatment using conventional methods.

Table 3.1
Quasi Experimental Design ⁵¹

Group	Pre-Test	Treatment	Post-Test
B	T1		T2
C	T1	X	T2

Explanation:

B : Experimental Class

C : Control Class

T1 : Pre-Test for experimental class and control class

: Receiving particular treatment

X : without particular treatment

T2: Post-Test for experimental class and control class

⁵⁰ Creswell, J. W. (2012), *Educational research (4th ed.)*. (United States of America: Pearson Education, Inc.), p.15

⁵¹ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2008), p.25

B. Population and Sample of the Research

1. Population

The population is the area that consist of subjects or objects; has certain characteristics and quantitative and is determined by the researcher to be evaluated in order to draw conclusions⁵². The population of this study is first grade students of senior high school 1 Kepahiang in the 2023/2024 academic year. There are twelve classes of first grade students of senior high school 01 Kepahiang that became population of the research and the researcher take two classes for sample of this research. The population of the study can be shown on the table below:

Table 3.2
The Number of Population⁵³

No	Class	Total
1.	X MERDEKA 1	35
2.	X MERDEKA 2	35
3.	X MERDEKA 3	36
4.	X MERDEKA 4	35
5.	X MERDEKA 5	35
6.	X MERDEKA 6	36
7.	X MERDEKA 7	35
8.	X MERDEKA 8	35
9.	X MERDEKA 9	35
10.	X MERDEKA 10	36
11.	X MERDEKA 11	36
12.	X MERDEKA 12	38
	Total Population	425

⁵² Jhon W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc.), p.309

⁵³ The data given by English teacher of SMP N 03 Kepahiang

The reason the researchers chose first grade students as the research population was based on the curriculum that used in that school is the *Merdeka Belajar* curriculum. In the *Merdeka Belajar* curriculum students write descriptive texts in first grade, that is why the researcher chose first grade as the population of the study.

2. Homogeneity Sampling

The researcher used homogeneity sampling before determine sample of this research. The homogeneity test was given to twelve classes of first grade students of senior high school 1 Kepahiang. The homogeneity test was carried out on November 6 – November 11, 2023. In the homogeneity test, the researcher used one types of writing task called free writing. Free writing entails writing whatever that comes to mind in the form of phrase or sentence in order to explore potential subjects. The subject matter does not have to be related to the topic after writing something⁵⁴. Proper syntax, grammar, vocabulary, and so on are not required for free writing.⁵⁵

The researcher asked the students to free writing about themselves as a homogeneity test. The results of free writing were assessed by the English teacher at school. After being assessed, the researcher looked for the average score for each class to see which classes were homogeneous.

⁵⁴ Dhani Oktavianti, Paidi Gusmuliana, Eka Apriani(2021): *The Students' Strategies in Developing Their Ideas in Writing Essay* p.393

⁵⁵ J.C. Richard (2022), *Second Language Writing*. Cambridge: Cambridge University Press.

The mean score obtained from each class in first grade students used to select to classes as the control class and experimental class.

Table 3.3⁵⁶
The Result of Homogeneity Test

No	Class	Mean Score
1.	X MERDEKA 1	71,83
2.	X MERDEKA 2	67,91
3.	X MERDEKA 3	69,47
4.	X MERDEKA 4	64,23
5.	X MERDEKA 5	68,54
6.	X MERDEKA 6	64,97
7.	X MERDEKA 7	70,37
8.	X MERDEKA 8	69,80
9.	X MERDEKA 9	66,17
10.	X MERDEKA 10	71,89
11.	X MERDEKA 11	69,97
12.	X MERDEKA 12	68,45

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Result of Homogeneity test	Based on Mean	1,727	11	415	,065
	Based on Median	1,599	11	415	,096
	Based on Median and with adjusted df	1,599	11	369,082	,097
	Based on trimmed mean	1,741	11	415	,063

The guidelines for decision in the homogeneity of variance based on significance value (Sig.). The data can be called to be homogeneously distributed if Sig. > 0.05. From the table above, it showed that all significance value more than 0.05 (Sig. > 0.05). In other word, all the data were homogeneous. The researcher chose two classes with homogeneous

⁵⁶ The data given by English teacher of SMA N 01 Kepahiang

scores from the homogeneity test. They are X MERDEKA 4 as the control class with a mean score of 64,23 And X MERDEKA 6 as the experimental class with a mean score of 64,97.

3. Sample

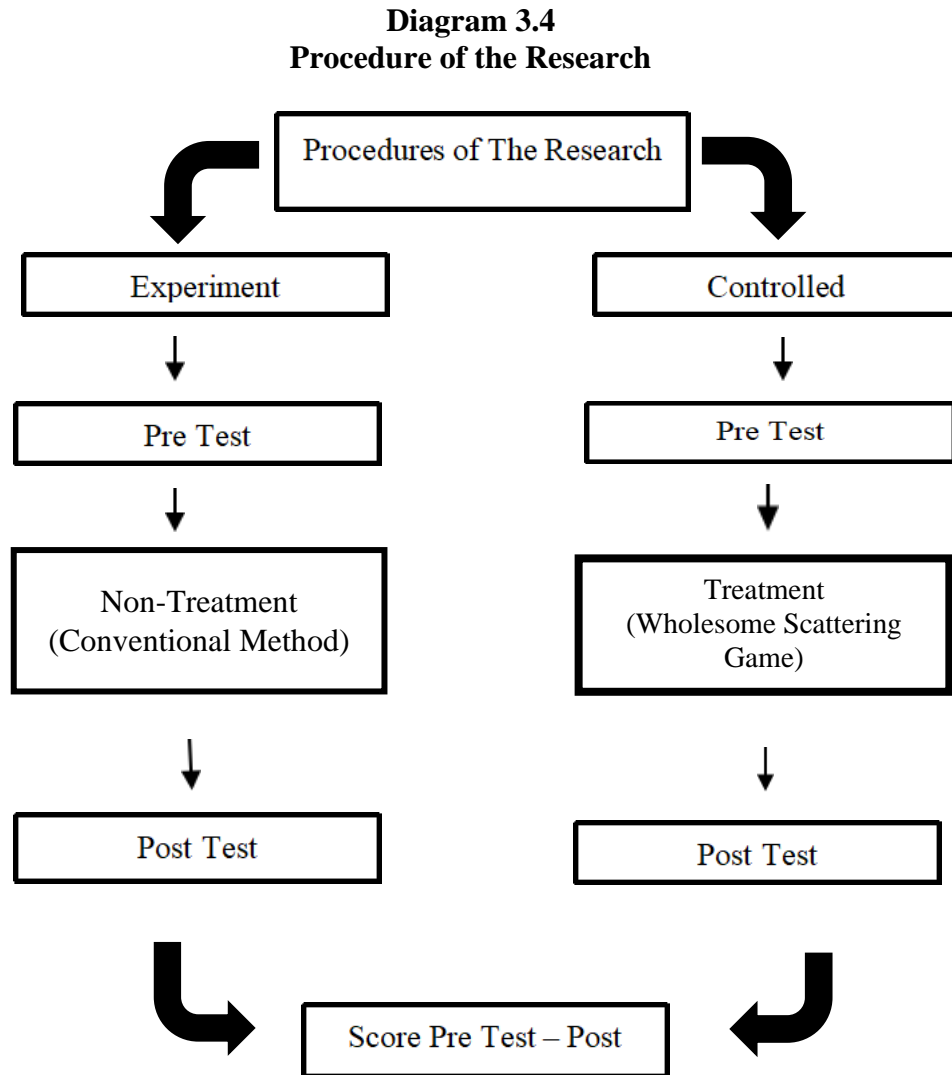
The sample is the group of subjects selected for research where individuals represent the larger group⁵⁷. The sample in this research used non-probability sampling where the sample was taken with homogeneous strategy. Non-probability sampling is a sampling technique in which not all population are given the same opportunity to become sample members. Therefore, researchers take sample by looking at the homogeneity data obtained. The researcher can use these established criteria to select the control and experimental classes based on the criteria required by the researcher.

The sample in this study is X MERDEKA 6 with a total of 36 students as an experimental class and X MERDEKA 4 with the total of 35 students as a control class. This sample was selected because it was based on the average student score from the homogeneity test. The researcher used flip coin technique in determining the experimental class and the control class of the both classes.

⁵⁷ R. Gay, *Educational Research: Competencies for Analysis and Application*, Third Edition, (Columbus, Ohio: Merrill Publishing Company, 1987), p.101,

C. Procedure of The Research

The research procedure in the experimental and control class may be seen on the framework below:



The diagram above shows how the researchers take steps in conducting research to obtain the results.

**Table 3.5
Procedure of The Research**

Lesson Plan		
Topic	Descriptive Text	
Sub Topic	Describing Person	
Time Allocation	2 x 45 minutes	
Aspect of Skill	Writing	
Learning Activities		
	Experimental Class	Control Class
Opening Activities	The teacher opens the class by greeting and praying to start learning.	The teacher opens the class by greeting and praying to start learning.
	The teacher checks the presence of students as a disciplinary attitude.	The teacher checks the presence of students as a disciplinary attitude.
	The teacher conducts brainstorming to test whether students are ready to follow learning process.	The teacher conducts brainstorming to test whether students are ready to follow learning process.
	The researcher reviews the material about descriptive text.	The researcher reviews the material about descriptive text.
Main Activities	The teacher asks two or three students to come to the board and write down words that have been dictated. The teacher does not comment on spelling at this stage.	The teacher divides the students into some groups. Each group consist of 3-4 people.
	The teacher instructs the students to sit back in their seats after writing words on the board	The teacher gives each group a piece of paper with a picture and clear instruction.
	The teacher tells the students the person that they will describe	The teacher asks the students to write a descriptive text based on the picture.
	The teacher checks the words on the board, eliciting correct spelling and meaning.	

	The teacher asks the students to form groups in pairs and write as many sentences as possible using the words on the board in thirty minutes.	
	The teacher asks the students immediately arrange the sentence they make into descriptive text	
	The teacher stops them when the time is up	
	The teacher asks each group how many sentences they have produced in the allotted time.	
	The teacher appreciates and gives a prize to the group that makes the most sentences	
Closing Activities	The teacher asks the students to collect their work.	The teacher asks each group to collect their work.
	The teacher closes the class and gives the brief explanation about what the students going to learn next week.	The teacher gives the brief explanation about what the students going to learn next meeting.

Those are the procedures of this research that has purpose to seek the differences between experimental group and control group. In experimental group consist 10 meeting with two meeting for pretest and posttest. The researcher used wholesome scattering game as a technique of teaching in experimental group. In control group researcher conducted 10 meetings accept pretest and posttest where 8 meetings full of teaching based on the procedure above.

A. Data Collection Technique

Quantitative methods were used in this study, so to collect quantitative data, researchers used pre-test and post-test. Technique of collecting data in experiment used two classes, experimental class and control class. In experimental class, the researcher employed wholesome scattering game strategy treatment. However, in control class, the researcher just employed conventional teaching without treatment. The researcher used pre-test and post-test to collecting data in this research.

a. Pre-test

The first step is to give a pre-test to students in experimental group and control group. This pre-test is given to find out how far the students ability in writing text. The writing level in first grade senior high school is the intermediate writing level, so the researcher will design the writing task for the intermediate level with instruction to begin distributing the topic of the short descriptive text. The time allocation for taking this pre-test is 2 x 45 minutes.

1. Post-test

The final step is giving the post-test. After treatment has been carried out in the experimental group, the post-test will be given to both groups, both the experimental group and the control group. The purpose of giving this post-test is to measure the results of applying the Wholesome Scattering Game to the ability to write descriptive text. The researcher will design a writing assessment task for the intermediate writing level with instruction

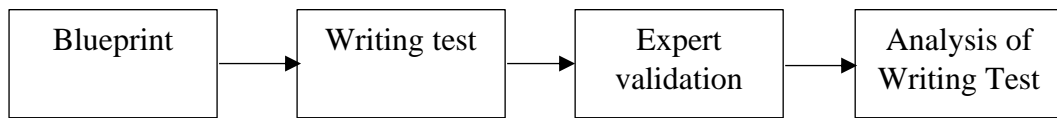
that they create a descriptive text according to the topic determined by the teacher (100-150 words) and need 2 x 45 minutes for time allocate. But, before that, in experimental class, the researcher provided Wholesome Scattering Game treatment.

B. Instrument of the Research

The research instrument for collecting data was a test. To measure whether the use of the Wholesome Scattering Game affected students' ability to write descriptive text, text writing tests were used as the research instrument. The test is divided into two, namely the pre-test and post-test. The pre-test is carried out before the treatment of applying the Wholesome Scattering Game which is used in sample selection and is also used to determine students' basic abilities in writing descriptive text. The post-test is carried out after treatment for determine the effect of applying the Wholesome Scattering Game to students' writing abilities.

In this study, the researcher included pre- and post-test regularizations in which the instrument was used. There is a type of text: descriptive text. The researcher went through various processes in devising and building the test. The framework of the test is depicted in the diagram below:

Figure 3.6
Framework in Designing the Test⁵⁸



Source: Sudoyo, Suryo: Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made text

1. Writing Blueprint

The blueprint includes some points, such as identifying the Learning Objective Flow (ATP), determining the aim of the test, the type of test, the number of texts in the test, and the number of items. The blueprint of the test was created by the researcher during the development and construction of the test. The test blueprint describes how to plan a test before constructing items. It was a guideline for writing a test. In general, it comprises the capacity of a language being tested, the level of the students, the basic competence to be achieved, the item indicator based on the basic competence, the material of the test, cognitive domains for each item, and the number of items depending on the indicator. As a result, to create a blueprint, researcher identified the basic competencies of first grade students at SMA N 1 Kepahiang in learning descriptive text. Identified ATP was very important because it related to ensure the content validity

⁵⁸ Sudoyo, Suryo. *Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made text*. 2018. Semarang: Unnisula. P. 265,

2. Writing Test

After identifying the blueprint, the researcher was required to write the test items. The writing test consisted of one item in text format. The writing test consisted of directions and test items. The instructions must be clear to make the students easier in understanding the test instructions.

Pre- Test

Name :

Class :

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
2. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
3. Determine the best title of the Descriptive text based on yourself!

Post- Test

Name :

Class :

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the Descriptive text based on yourself!



3. Expert Validator

Following the compilation of blueprints and the creation of tests, the tests are validated by an expert validator or rater. The tests are examined by an expert who has a scientific background and is certified to write and evaluate tests. Five factors are used when assessing validity. Specifically, content suitability, organization suitability, grammatical suitability, vocabulary suitability, and punctuation suitability. As a result, in order to assess the test's validity, the researcher recruited IAIN Curup instructors who are experts in understanding writing disciplines to serve as validators.

1. Analysis of Writing Test

The findings were evaluated to determine the validity and reliability of the test. The author analyzes scores using the *Statistical Package for Social Science* (SPSS) version 26 software.

The scoring for the tests was based on the rating scale scoring rubric.

Table 3.7
Scoring Rubric of Writing Test
Adapted from Jacob⁵⁹

Aspect	Level	Score	Criteria
Content (C) 30%	Excellent – Very Good	30-27	Relevant to the topic, give the detail information, and match the purpose of the text.
	Good - Average	26-22	Mostly relevant to the topic, lacks of detail.
	Fair – Poor	21-17	Inadequate development of the topic, almost match the purpose
	Very poor	16-13	Does not relate to the topic and does not match the purpose.

⁵⁹ Jacob. (2007), *Multiple Views of L1 Writing Score Reliability, Second Language Studies*, p. 31

Organization (O) 20%	Excellent - Very Good	20-18	Fluent expression, idea clearly stated, well organized, logical sequencing cohesive.
	Good - Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair – Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very Poor	9-7	Does not communicate, no organization, not enough to evaluate.
Grammar (G) 25%	Excellent - Very Good	25-22	Few errors of grammar or agreement, tense, and word order.
	Good – Average	21-18	Several errors of grammar or agreement, tense, and word order.
	Fair – Poor	17-11	Frequent errors and meaning obscured.
	Very Poor	10-5	Dominated by errors, does not communicate, not enough to evaluate.
Vocabulary (V) 20%	Excellent – Very Good	20-18	Use effective word/word choice/word usage, word form mastery.
	Good – Average	17-14	Occasional errors of word form, word choice/word usage but meaning not obscured.
	Fair - Poor	13-10	Frequent errors of word form, choice, usage, and meaning obscured/confused
	Very Poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Mechanics (M) 5%	Excellent – Very Good	5	It uses correct spelling, punctuation, and capitalization
	Good – Average	4	It has occasional errors of spelling, punctuation, and capitalization
	Fair – Poor	3	It has frequent errors of spelling, punctuation, and capitalization
	Very Poor	2	It is dominated by errors spelling, punctuation, and capitalization

How to Total the Score: C + O + G + V + M =

C. Data Analysis Technique

The data of the study analyzed by using statistical analysis, after that the writer compared the students' score of pre-test and post-test of the experimental group and control group. In order to answer this research questions, researcher analyzed the data by using *SPSS Statistical Application* vers.26

1. Mean Score

To obtain the mean score of pre-test and post-test result in the control groups, the researcher used the following formula:

$$M_y = \frac{\Sigma y}{N}$$

Where:

- M_y : Mean Score of Control group
- Σy : The sum students' score in Control group
- N : The amounts of students at Control Group

In addition, in order to obtain the mean score of pre-test and post-test result in the experimental groups, the researcher used the following formula:

$$M_x = \frac{\Sigma x}{N}$$

Where:

- M_x : Mean Score of experimental groups
- Σx : The sum students' score in experimental group
- N : The amounts of students at experimental group

2. Standard Deviation

The researcher used standard deviation to find out the range or comparison between the highest score and the lowest score. In obtaining standard deviation of scores in conducting the study at control groups, the researcher applied the formula below:

$$1 \quad SD_Y = \sqrt{\frac{\sum Y^2 - \left(\frac{\sum Y}{N}\right)^2}{N-1}}$$

Where:

- SD_y : Standard deviation of control group
- Y : Score of control group
- \bar{Y} : Mean score of control group
- N : The amounts of students at control group

In addition, to acquire the standard deviation scores in conducting the study at experimental group, the researcher used the formula below:

$$2 \quad SD_X = \sqrt{\frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N-1}}$$

Where:

- SD_x : Standard deviation of Experimental group
- X : Score of Experimental group
- \bar{X} : Mean score of Experimental groups
- N : The amounts of students at Experimental group

3. Normality Test

To determine whether the data have a normal distribution or not, the researcher employed normality test. The normality test is used after the data have been collected. To analyze the normality, the researcher used SPSS. Then, if the normality score was more than 0.05, that means the distribution data are normal. On the contrary, if the score of the normality test showed

less than 0.05, it can be concluded that the distribution data are not normal. This step is carried out by examining the residual values resulting from regression calculation, with the formula:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

- X^2 : X^2 value
- O_i : Observation value
- E_i : Predicted/ expected value, the class interval area based on the normal table multiplied by N (total frequency) ($\pi \times N$)
- \sum : Number of numbers in the data (total frequency)
- Z : the overall mean of Z_i

4. Homogeneity Test

Homogeneity test was a test used to find out whether the data from two groups had the equal variences or not. This test was a prerequisite before the hypothesis tested by t-test. In this calculation, homogeneity test was tested by using Levene test. The formula is:

$$W = \frac{(N-k) \sum_{i=1}^n n_i (\bar{Z}_i - \bar{Z})^2}{(k-1) \sum_{i=1}^k \sum_{j=1}^{n_i} (Z_{ij} - \bar{Z}_i)^2}$$

Where:

- N : number of observations
- k : number of groups
- Z_{ij} : $|Y_{ij} - Y_i|$
- Y_i : mean of the I group
- Z_i : group average of Z_i
- Z : the overall mean of Z_{ij}

5. Hypothesis Testing (Paired Sample t-Test)

In testing the hypothesis, researcher used a paired sample t-test. This t-test is part of parametric statistical analysis. It aims to determine whether there is a difference in the average of two samples (two groups) that are paired or related. The guidelines for decision in the paired sample t-test based on the significance value (Sig.). If significance value (2-tailed) < 0,05 or t-value > t-table, then Ho is rejected and Ha is accepted. Meanwhile, if significance value (2-tailed) > 0,05 or t-value < t-table, then Ho is accepted and Ha is rejected. The researcher used the statistical formula such below:

$$T = \frac{\bar{X} - \mu}{\frac{S}{\sqrt{n}}}$$

Where:

- \bar{X} : Observed mean of the sample
- μ : Assumed mean
- S_x : Standard deviation
- n : Sample size

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the results of the research and discussion will be explained to find out the effect of The Wholesome Scattering Game on student's writing ability to write descriptive text, then it will be explained about the implementation of the research and data analysis conducted and its discussion.

A. Findings

1. Student's Writing Ability in Control Class (Using Conventional Teaching)

a. The Result of Pre-Test in Control Class

Before teaching students about descriptive texts in control group, the researcher conducted a pre-test to check their writing abilities. The pre-test has been done on 30th April 2024. The researcher presented the writing test with clear instructions to students. The pre-test score shown in the table.

Table 4.1
The Score of Students's Pre-Test in Control Class

No	Name of Students	Rater 1	Rater 2	Rater 3	Pre-Test Score
1.	Student 1	33	35	36	34,66
2.	Student 2	68	70	76	71,33
3.	Student 3	33	63	63	53,00
4.	Student 4	34	69	66	56,33
5.	Student 5	68	69	68	68,33
6.	Student 6	75	74	75	74,66
7.	Student 7	36	69	71	58,66
8.	Student 8	78	61	60	66,33
9.	Student 9	72	75	75	74,00
10.	Student 10	33	42	44	39,66
11.	Student 11	53	68	65	62,00

12.	Student 12	33	43	42	39,33
13.	Student 13	33	38	41	37,33
14.	Student 14	33	42	42	39,00
15.	Student 15	59	67	61	62,33
16.	Student 16	52	60	60	57,33
17.	Student 17	34	62	62	52,66
18.	Student 18	34	68	67	56,33
19.	Student 19	34	43	44	40,33
20.	Student 20	54	64	58	58,66
21.	Student 21	34	63	66	54,33
22.	Student 22	34	42	63	46,33
23.	Student 23	54	67	65	62,00
24.	Student 24	33	57	55	48,33
25.	Student 25	33	64	64	53,66
26.	Student 26	33	38	37	36,00
27.	Student 27	64	66	68	66,00
28.	Student 28	34	66	66	55,33
29.	Student 29	34	58	45	35,33
30.	Student 30	68	74	75	72,33
31.	Student 31	37	73	67	59,00
32.	Student 32	71	75	73	73,00
33.	Student 33	33	64	68	55,00
34.	Student 34	69	76	77	74,00
35.	Student 35	34	68	67	56,33
SUM					2.201,49
MEAN SCORE					62,90

The table above showed the data of student's pre-test result, the score obtained above is a summary of the five aspects of writing: content, organization, grammar, vocabulary, and mechanics. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability after teaching descriptive text in control group has finished. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below:

Table 4.2
The Student's Pre-Test in Control Class

Report		
Pre-Test Control Class		
Mean	N	Std. Deviation
62,90346	35	9,34413

In the pre-test data in **Table 4.2** for the control class, it can be seen that the mean score is 62,90 and a standard deviation is 9,34413. Then, the lowest score in a pre-test is 34,66 and the highest score in pre-test is 74,66. From the table above, it showed that there was not student passed *KKM*. In other words, 35 other students got scores still below *KKM*. It shows that before the researcher applied conventional teaching on descriptive text material, student's writing ability in writing descriptive text still low and did not reach the *KKM* score.

b. The Result of Post-Test in Control Class

In facilitating to understand the condition of student's writing ability after the conventional teaching was implemented, researcher gave a post-test to 35 students in control class or X Merdeka 4. The post-test has been done on 11th June 2024. The researcher presented the writing test with clear instructions to students that has same formats as pre-test but has different topic in post-test. The pre-test score shown in the table.

Table 4.3
The Score of Students's Post-Test in Control Class

No	Name of Students	Rater 1	Rater 2	Rater 3	Post-Test Score
1.	Student 1	70	71	69	70,00
2.	Student 2	62	67	65	64,66
3.	Student 3	33	58	53	48,00
4.	Student 4	79	78	78	78,33
5.	Student 5	66	73	72	70,33
6.	Student 6	82	71	79	77,33
7.	Student 7	50	66	58	58,00
8.	Student 8	64	67	60	63,66
9.	Student 9	70	74	70	71,33
10.	Student 10	71	73	68	70,66
11.	Student 11	67	69	67	67,66
12.	Student 12	62	66	61	63,00
13.	Student 13	75	76	75	75,33
14.	Student 14	34	69	63	55,33
15.	Student 15	61	73	70	68,00
16.	Student 16	68	71	69	69,33
17.	Student 17	75	77	74	75,33
18.	Student 18	68	74	68	70,00
19.	Student 19	83	83	82	82,66
20.	Student 20	85	82	82	83,00
21.	Student 21	67	70	65	67,33
22.	Student 22	52	63	63	59,33
23.	Student 23	64	73	68	69,66
24.	Student 24	72	75	68	71,66
25.	Student 25	48	63	57	56,00
26.	Student 26	54	62	59	58,33
27.	Student 27	63	69	61	64,33
28.	Student 28	70	70	69	69,66
29.	Student 29	71	76	74	73,66
30.	Student 30	70	73	70	71,00
31.	Student 31	75	79	79	77,66
32.	Student 32	76	76	76	76,00
33.	Student 33	67	71	71	69,66
34.	Student 34	75	75	71	73,66
35.	Student 35	38	65	61	54,66
SUM					2.329,63
MEAN SCORE					66,56

The table above showed the data of student's post-test result, the score obtained above is a summary of the five aspects of writing: content,

organization, grammar, vocabulary, and mechanics. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability score previously. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below:

Table 4.4
The Student's Post-Test in Control Class

Report		
Post-Test Control Class		
Mean	N	Std. Deviation
66,5673	35	8,50261

In the post-test data in **Table 4.4** for the control class, it can be seen that the mean score was 66,56 and a standard deviation was 8,50261. Then, the lowest score in a pre-test is 48,00 and the highest score in pre-test was 83,00. From the table above, 8 students reach the *KKM* score and 27 other students got scores still below *KKM*. It shows that after the researcher applied conventional teaching on descriptive text material, student's writing ability in writing descriptive text increase and reach the *KKM* score. This can see from the result on the table.

c. The Analysis of Pre-Test and Post-Test in Control Class

The purpose of this analysis is to determine the writing abilities of students in the control class after eight meetings of learning activity. In other word, this analysis will answer the first question of this research. The researcher used five factors as the guidelines in comparing the data of pre-test and post-test in control class. They included the highest score, the lowest score, total score, mean, and standard deviation.

Table 4.5
The Comparison between Pre-Test and Post-Test in Control Class

Class	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Control	74,66	83,00	34,66	48,00	2.201,49	2.329,63	62,90	66,56	9,34413	8,50261

According to the table above, in the pre-test, the highest score was 74,66 and the lowest score was 34,66. Meanwhile, in the post-test, the highest score was 83,00 and the lowest score was 48,00. It showed that the student's writing ability have increased from pre-test to post-test. The researcher analyzes the total score of 35 students, which 2.201,49 in the pre-test and 2.329,63 in the post-test. Based on the total score, there was found the mean score in the pre-test was 62,90 and in the post-test was 66,56. It showed that the mean score has increased by 3,66 points. The standard deviation in the pre-test was 9,34413 and standard deviation in the post-test was 8,50261. From the explanation before, it can be concluded that the score of student's writing increased after eight meetings in learning activity using conventional teaching.

1. Student's Writing Ability in Experimental Class (Using *Wholesome Scattering Game Strategy*)

a. The Result of Pre-Test in Experimental Class

In this research, Wholesome Scattering Game technique was applied in the experimental group which was referred to acquire the first data before the learning process was the class X Merdeka 6. The pre-test

has been done on 8th May 2024. The researcher presented the writing test with clear instructions to students. The pre-test score shown in the table.

Table 4.6
The Score of Students's Pre-Test in Experimental Class

No	Name of Students	Rater 1	Rater 2	Rater 3	Pre-Test Score
1.	Student 1	67	72	67	68,66
2.	Student 2	84	85	80	83,00
3.	Student 3	69	75	68	70,66
4.	Student 4	42	48	43	44,33
5.	Student 5	64	67	62	64,33
6.	Student 6	65	70	63	66,00
7.	Student 7	47	52	47	48,66
8.	Student 8	64	67	60	63,66
9.	Student 9	56	60	57	57,66
10.	Student 10	67	74	65	68,66
11.	Student 11	33	35	34	34,00
12.	Student 12	46	50	44	46,66
13.	Student 13	48	55	52	51,66
14.	Student 14	81	83	79	81,00
15.	Student 15	46	48	45	46,33
16.	Student 16	53	60	48	53,66
17.	Student 17	70	73	70	71,00
18.	Student 18	63	65	65	64,33
19.	Student 19	65	69	66	66,66
20.	Student 20	77	78	77	77,33
21.	Student 21	69	70	66	68,33
22.	Student 22	69	74	65	69,33
23.	Student 23	63	66	61	63,33
24.	Student 24	56	60	53	56,33
25.	Student 25	56	63	56	58,33
26.	Student 26	61	65	62	62,66
27.	Student 27	53	59	50	54,00
28.	Student 28	69	72	67	69,33
29.	Student 29	48	55	47	50,00
30.	Student 30	62	62	58	60,66
31.	Student 31	49	55	50	51,33
32.	Student 32	56	57	53	55,33
33.	Student 33	77	82	78	79,00
34.	Student 34	47	51	46	48,00
35.	Student 35	46	53	47	48,66
36.	Student 36	68	75	65	69,33
SUM					2.192,04
MEAN SCORE					60,89

The table above showed the data of student's pre-test result, the score obtained above is a summary of the five aspects of writing: content, organization, grammar, vocabulary, and mechanics. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability after teaching descriptive text with Wholesome Scattering Game in experimental group has finished. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below:

Table 4.7
The Student's Pre-Test in Experimental Class

Report		
Pre-Test Experimental Class		
Mean	N	Std. Deviation
60,8944	36	11,36356

In the pre-test data in **Table 4.7** for the experimental class, it can be seen that the mean score was 60,89 and a standard deviation was 11,36356. Then, the lowest score in a pre-test is 34,00 and the highest score in pre-test is 83,00. From the table above, 4 students reach the *KKM* score. In other words, 32 other students got scores still below *KKM*. It showed that before the researcher applied Wholesome Scattering Game technique in teaching descriptive text, student's writing ability in writing descriptive text still low and did not reach the *KKM* score. This can see from the result on the table and only 4 students exceed the *KKM* score.

b. The Result of Post-Test in Experimental Class

In facilitating to understand the condition of student's writing ability after the Wholesome Scattering Game technique was implemented, researcher gave a post-test to 36 students in experimental group or X Merdeka 6. The post-test has been done on 12th June 2024. The researcher presented the writing test with clear instructions to students that has same formats as pre-test but has different topic in post-test. The pre-test score shown in the table.

Table 4.8
The Score of Students's Post-Test in Experimental Class

No	Name of Students	Rater 1	Rater 2	Rater 3	Post-Test Score
1.	Student 1	79	78	75	77,33
2.	Student 2	70	69	71	70,00
3.	Student 3	82	85	84	83,66
4.	Student 4	68	70	68	68,66
5.	Student 5	75	76	76	75,66
6.	Student 6	81	84	79	81,33
7.	Student 7	81	77	78	78,66
8.	Student 8	69	70	68	69,00
9.	Student 9	81	81	80	80,66
10.	Student 10	84	87	85	85,33
11.	Student 11	68	71	68	69,00
12.	Student 12	69	74	68	70,33
13.	Student 13	68	71	66	68,33
14.	Student 14	85	83	84	84,00
15.	Student 15	67	71	67	68,33
16.	Student 16	60	67	58	61,66
17.	Student 17	69	70	67	68,66
18.	Student 18	84	82	82	82,66
19.	Student 19	81	80	81	80,66
20.	Student 20	73	74	74	73,66
21.	Student 21	75	79	75	76,33
22.	Student 22	71	75	71	72,33
23.	Student 23	81	79	80	80,00
24.	Student 24	82	84	81	82,33
25.	Student 25	84	81	82	82,33
26.	Student 26	84	81	81	82,00

27.	Student 27	79	77	78	78,00
28.	Student 28	71	76	71	72,66
29.	Student 29	74	77	72	74,33
30.	Student 30	67	69	68	68,00
31.	Student 31	67	67	67	67,00
32.	Student 32	68	70	68	68,66
33.	Student 33	68	68	66	67,33
34.	Student 34	68	72	68	69,33
35.	Student 35	70	74	68	70,66
36.	Student 36	64	68	62	64,66
SUM					2.673,36
MEAN SCORE					74,26

The table above showed the data of student's post-test result, the score obtained above is a summary of the five aspects of writing: content, organization, grammar, vocabulary, and mechanics. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability score previously. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below:

Table 4.9
The Student's Post-Test in Experimental Class

Report		
Post-Test Experimental Class		
Mean	N	Std. Deviation
74,2647	36	6,47733

In the post-test data in **Table 4.9** for the experimental class, it can be seen that the mean score is 74,26 and a standard deviation is 6,47733. Then, the lowest score in a pre-test is 61,66 and the highest score in pre-test is 85,33. From the table above, 16 students reach the KKM score 20 other

students got scores still below *KKM*. It shows that after the researcher applied Wholesome Scattering Game technique on descriptive text material in experimental class, student's writing ability in writing descriptive text increase and reach the *KKM* score. This can see from the result where the previous pre-test data was only 4 students passed the *KKM* score, afterwards in the post-test there were 16 students passed the *KKM* score.

c. The Analysis of Pre-Test and Post-Test in Experimental Class

The purpose of this analysis is to determine the writing abilities of students in the experimental class after eight meetings of learning activity using Wholesome Scattering Game. In other word, this analysis will answer the second question of this research. The researcher used five factors as the guidelines in comparing the data of pre-test and post-test in control class. They included the highest score, the lowest score, total score, mean, and standard deviation.

Table 4.10
The Comparison between Pre-Test and Post-Test in Experimental Class

Class	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Experimental	83,00	85,33	34,00	61,66	2.192,04	2.673,36	60,89	74,26	11,36356	6,47733

According to the table above, in the pre-test, the highest score was 83,00 and the lowest score was 34,00. Meanwhile, in the post-test, the highest score was 85,33 and the lowest score was 61,66. It showed that the student's writing ability have increased from pre-test to post-test. The researcher analyzes the total score of 36 students, which 2.192,04 in the pre-

test and 2.673,36 in the post-test. Based on the total score, there was found the mean score in the pre-test was 60,89 and in the post-test was 74,26. It showed that the mean score has increased by 13,37 points. The standard deviation in the pre-test was 11,36356 and standard deviation in the post-test was 6,47733. From the explanation before, it can be concluded that the score of student's writing increased after eight meetings in learning activity using Wholesome Scattering Game.

2. The Effect of Wholesome Scattering Game on Student's Writing Ability.

To find out the effect of Wholesome Scattering Game on student's writing ability, the researcher analyzed the comparison between the data obtained by the control class and experimental class. This analysis has carried out to see the comparison between student's writing ability in control class and experimental class after 8 meetings of treatments. The result of this analysis will answer the third research question. The researcher used five factors as the guidelines in comparing the data of both groups to clarify the comparison of the data of those groups. The five factors were mean score, the range of increasing score in pre-test and post-test standard deviation, the point of student competence based on the curriculum in Senior High School 1 Kepahiang. It can see on the table below:

**Table 4.11
The Comparison Result Between Control Class and Experimental Class**

Class	Mean Score		The range of increasing mean score	Standard Deviation		Students who are get the score \geq 75		Students who are get the score $<$ 75	
	Pre-Test	Post-Test		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test

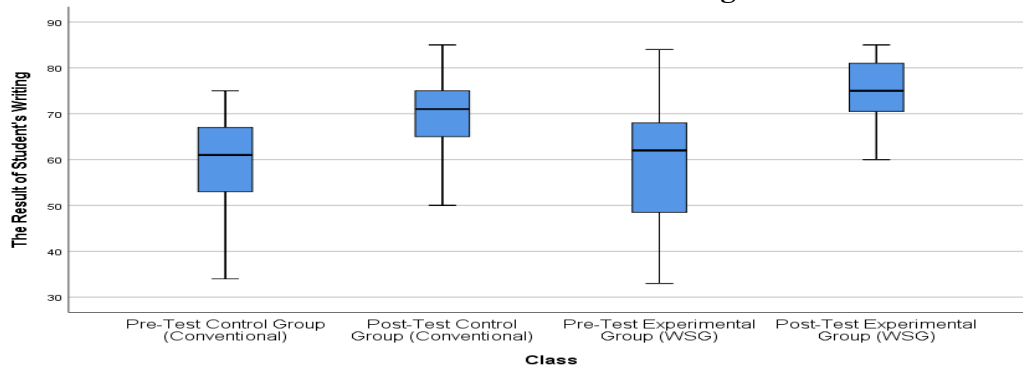
Control	62,90	66,56	3,66	9,34 413	8,50 261	0	8	35	27
Experimental	60,89	74,26	13,37	11,36 356	6,47 733	4	16	32	20

According to the table above, the mean score of pre-test in control class was 62,90, while the mean score of post-test in control class was 66,56. It showed that there was an increase in the mean score of 3,66 points in control class from pre-test to post-test. Then, the standard deviation of pre-test in control class was 9,34413, while the standard deviation in post-test in control class was 8,50261. Furthermore, there was not student got score ≥ 75 and 35 students got score < 75 in pre-test. Meanwhile, in the post-test there were 8 students got score ≥ 75 and 27 students got score < 75 .

In the experimental class, the mean score of pre-test was 60,89, while the mean score of post-test in experimental class was 74,26. It showed that there was an increase in the mean score of 13,37 points in experimental class from pre-test to post-test. Then, the standard deviation of pre-test in experimental class was 11,36356, while the standard deviation in post-test in experimental class was 6,47733. Furthermore, there are 4 students got score ≥ 75 and 32 students got score < 75 in pre-test. Meanwhile, in the post-test there are 16 students got score ≥ 75 and 20 students got score < 75 .

Based on the previous explanation, it concluded that experimental class got higher score than control class. It can be viewed from the comparison of mean score and mean score increase from both of classes. To have clearer comparison it can be viewed on the figure below:

Figure 4.12
The Result of Student's Writing



It can be seen on the figure that there is an indication that the Wholesome Scattering Game technique treatment in the Experimental class has significant results from the score comparison between pre-test and post-test.

3. Normality Test

One of the requirements for doing a t-test is a normality test. Its main objective was to determine the probability that the data from two classes was regularly distributed. The normality test was performed using Kolmogorov-Smirnov and Shapiro-Wilk. The data is assessed using the SPSS program. The result can be seen as follows:

Table 4.13
The Result of Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
The Result of Student's Writing	Pre-Test Control Class	,122	35	,200*	,938	35	,089
	Post-Test Control Class	,145	35	,061	,965	35	,322
	Pre-Test Experimental Class	,090	36	,200*	,978	36	,676
	Post-Test Experimental Class	,156	36	,208	,932	36	,109

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table above the result showed that all of the test from both classes have Sig (pvalue) $0,05 < \alpha > 0,05$. The score of p can be checked through the Sign. in the table Kolmogrov-Smirnov column. It showed that both experimental and control class distributed normally. The Sign. score of pre-test in experimental and control class were $0,200 (0,05 < 0,200)$ and $0,200 (0,05 < 0,200)$. The Sign. score of post-test between both of the class were $0,061 (0,05 < 0,061)$ and $0,208 (0,05 < 0,208)$. It assumed that the pre-test and post-test data in both of control class and experimental class are normally distributed because both classes significances are above $0,05$.

4. Homogeneity Test

Homogeneity test was a test used to find out whether the data from two groups had the equal variances or not. This test was a prerequisite before the hypothesis tested by t-test. In this calculation, homogeneity test was tested by using Levene test. The following table contained the result of test of homogeneity between both of class and could be presented as follows:

Table 4.14
The Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Result of Student's Writing	Based on Mean	,317	1	69	,575
	Based on Median	,111	1	69	,740
	Based on Median and with adjusted df	,111	1	55,120	,741

	Based on trimmed mean	,272	1	69	,604
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In the result of homogeneity test, data were called as homogeneity or had equal variances when sig. score was above 0,05. From the table above, the result showed that $0,05 < \alpha > 0,05$ which mean these data had homogeneity distribution.

5. Hypothesis Testing

In testing the hypothesis, researcher used a paired sample t-test. This t-test is part of parametric statistical analysis. It aims to determine whether there is a difference in the average of two samples (two groups) that are paired or related. In this research, the paired sample t-test was conducted to determine whether the Wholesome Scattering Game technique had an effect on student's writing ability in writing descriptive text. The researcher used data collected from the pre-test and post-test both of the control class and experimental class. The result can be seen in the following table:

Table 4.15
The Result of Paired Sample T-Test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Control Class – Post-Test Control Class	-3,667	10,72655	1,81312	-7,352	,0172	-2,023	34	,051

Pair 2	Pre-Test Experimental Class – Post- Test Experimental Class	-13,37	11,42618	1,90436	-17,23	-9,504	-7,021	35	,000
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Based on the output table above, it showed a paired differences between pre-test and post-test in control class and experimental class. The guidelines for decision in the paired sample t-test based on the significance value (Sig.). If significance value (2-tailed) $< 0,05$ or t-value $> t$ -table, then H_0 is rejected and H_a is accepted. Meanwhile, if significance value (2-tailed) $> 0,05$ or t-value $< t$ -table, then H_0 is accepted and H_a is rejected.

From the table above, in the control class data, it was found that sig. value (2-tailed) $< 0,05$ ($0,051 > 0,05$) and t-value $> t$ -table ($2,023 < 2,032$), it means that H_0 is accepted and H_a is rejected. In other word, there is no significance effect of using conventional teaching (Cooperative Learning method) on student's writing ability in writing descriptive text.

In the experimental class data, it was found that sig. value (2-tailed) $< 0,05$ ($0,000 < 0,05$) and t-value $> t$ -table ($7,021 > 2,030$), it means that H_0 is rejected and H_a is accepted. In other word, there is significance effect of using Wholesome Scattering Game technique on student's writing ability in writing descriptive text.

B. Discussion

1. Student writing ability before and after taught by using conventional teaching

The result of the control class pre-test and post-test were explained in the preceding chapter. The findings indicate that conventional teaching (cooperative learning method) in the control class improved the student's writing ability. The mean score of the student's pre-test and post-test improved by 3,66 points. In the pre-test, the control class students received the lowest score of 34,66 points and the highest score of 74,66 points. While, in the post-test, the control class students got the lowest score of 48,00 points and the highest score of 83,00 points. Students receive 128,14 rising points as a result of the total score they have accumulated. Then, based on the calculation of the standard deviation, students in control class also has improvement in the range variation of post-test score whereas the standard deviation decreased compare with pre-test.

Unfortunately, it appeared that students in control class still having trouble with descriptive text. Researcher assume that problem happened because their lack of vocabulary, lack of prior knowledge of the material, lack to develop the idea, and also lack of enthusiast in learning English. The fact supported by Raimes that when students complain about how difficult it is to write in a foreign language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language.⁶⁰

⁶⁰ Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University. Press, 1983)

From the previous explanation, the researcher concludes that in the control class where conventional teaching with cooperative learning method was implemented, the students could better score in post-test. However, the students still lack of interesting in learning descriptive text because they minimum vocabulary and feel difficult to understand the material and to develop the idea.

2. Student writing ability before and after taught by using Wholesome Scattering Game

In the experimental class, the result of pre-test and post-test were explained in the preceeding chapter. The reseracher found that there are many improvement on student's writing ability. The findings indicate that Wholesome Scattering game in the experimental class improved better the studen's writing ability. The mean score of the student's pre-test and post-test improved by 13,37 points, it proven that Wholesome Scattering Game technique was more effective improving student's writing ability in writing descriptive text. In the pre-test, the experimental class students received the lowest score of 34,00 points and the highest score of 83,00 poitns. While, in the post-test, the experimental class students got the lowest score of 61,66 points and the highest score of 85,33 points. Students receive 481,32 rising points as a result of the total score they have accumulated. Then, based on the calculation of the standard deviation, students in experimental class also has improvement in the range variation of post-test score whereas the standard deviation decreased compare with pre-test.

Futhermore, students in experimental class seem more enjoyable and antusiast in learning descriptive text. The students look very active to write the keyword from the teacher and more enjoy the learning process. Besides, the students in experimental class also become active while discussion with their pair to create and build the sentence in making a descriptive text. It showed that the implementation of creative techniques will make students creative and active in the writing learning process. ⁶¹

The researcher concludes that in the experimental class where the Wholesome Scattering Game technique was implemented, the students writing ability could hire better score in post-test and more effective. Not only increase the score, the Wholesome Scattering Game also could improve student's interest in learning process because this technique is not monotonous game and student's vocabulary also increased because the keyword given while implementing this game indirectly added new vocabulary students. The keywords given also make students easier to develop ideas for building paragraph. This fact supported by Natalie that Wholesome Scattering Game can help the students to imagine the ideas to develop sentence. The students easily develop their ideas become a good paragraph. ⁶²

⁶¹ Riski Annisa, *Teaching Writing Descriptive Text to Senior High School Student*, 2019. Vol. 1 No. 2

⁶² Natalie, H. *Head Stars* (England: Longman Group, Ltd, 1991) p.39

3. The significant effect of Wholesome Scattering Game on student's writing ability.

Based on the comparison between the control class and experimental class, it was shown that the use of Wholesome Scattering Game technique in teaching descriptive text significantly improved student's writing abilities, especially in the experimental class. It was demonstrated by the calculation results for the experimental class, which showed that the students had more points than the control class, which had been taught by using conventional teaching. The researcher provided an explanation of the overall data findings in the following paragraphs.

The data outline include the tables displaying student's pre-test and post-test writing ability. The pre-test was used to measure the student's writing abilities of the students before the treatment. The pre-test findings showed that the experimental student class had a higher mean score than the control class. The mean score of the experimental class is 60,89, whereas the control class has a mean score of 62,90. Following that, the experimental class received treatment of Wholesome Scattering Game for roughly eight meetings, whereas the control class only used conventional teaching with cooperative learning method. Then, the post-test was used to assess student's writing abilities from each class. The results of the post-test showed that the mean score of the experimental class was higher than the control class. The mean score of the experimental class is 74,26, whereas the control class has a mean score of 66,56. It means that the Wholesome

Scattering Game technique was effective to improve student's writing ability.

Futhermore, the researcher did a statistical hypothesis analysis using t-test formula to strengthen the previous findings. In the control class data, the t-test showed that sig. value (2-tailed) $< 0,05$ ($0,051 > 0,05$) and t-value $> t$ -table ($2,023 < 2,032$), it means that H_0 is accepted and H_a is rejected. In the experimental class data, it was found that sig. value (2-tailed) $< 0,05$ ($0,000 < 0,05$) and t-value $> t$ -table ($7,021 > 2,030$), it means that H_0 is rejected and H_a is accepted. It indicates that there is a statistically significant difference between the experimental and control class. It also conclude that there is significant effect of the Wholesome Scattering Game on student's writing ability in writing descriptive text. This fact supported by Natalie that wholesome scattering game can be used to teach writing English as foreign language or second language.⁶³ This fact also supported by previous research that applied wholesome scattering game in teaching English with titled "*The Importance of Wholesome Scattering Game students in Improving EFL Student's Achievement in Learning English Language*". They found that wholesome scattering game technique is a successful one promotes creative thinking and idea exchange among students.⁶⁴

According to the research findings, there is a boost in student interest and enthusiasm in learning English aspecially in writing. Student's vocabulary also increase from the keyword the teacher given while

⁶³ Natalie, H. *Cited*, p.40

⁶⁴ Akbar, M.A & Mousa, M.O (2022), *The Importance of Wholesome Scattering Game students in Improving EFL Students' Achievement in Learning English Language*, p.1-8

implemented this technique. The students feel more active, creative and enjoy in learning writing process. This game also help the student to easily build the sentences from the keyword. This fact supported by Natalie Hess that Wholesome Scattering Game make the students enjoyable, creative, easy about the material. ⁶⁵

⁶⁵ Natalie, H. *Head Stars* (England: Longman Group, Ltd, 1991) p.39.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research wanted to determine the effect of Wholesome Scattering Game technique on the student's writing ability in writing descriptive text. The researcher is focused on first grade students at SMA N 1 Kepahiang in the academic year 2023/2024. The calculation from control class and experimental class has been figured out based on the results of this investigation in the preceding chapter. Further, the conclusion of the result in control and experimental class as follow:

1. In the control class, the researcher found that there was difference of mean score between before the implementation (62,90) and after the implementation (66,56) of the conventional method. When the researcher performed pairs t-tests on control class data, the researcher discovered that there was a significance value (2-tailed) $< 0,05$ ($0,051 > 0,05$) and t-value $> t$ -table ($2,023 < 2,032$), it means that there is no significance effect of using conventional teaching on student's writing ability in writing descriptive text.
2. In the experimental class, the researcher found that there was difference of mean score between before the implementation (60,89) and after the implementation (74,26) of the Wholesome Scattering Game technique. When the researcher performed pairs t-tests on experimental class data, the researcher discovered that there was a significance value (2-tailed) $< 0,05$ ($0,000 < 0,05$) and t-value $> t$ -table ($7,021 > 2,032$). It possible to conclude that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is

rejected.. It means that the Wholesome Scattering Game has significance effect on students' writing ability in writing descriptive text.

3. From the explanation above, it can be inferred that Wholesome Scattering Game had a substantial effect on student's writing ability in the first grade students of SMA N 1 Kepahiang in the academic year 2023/2024.

B. Suggestion

After conducting research to determine the effect of Wholesome Scattering Game technique and the result show that this technique is beneficial in improving student's writing abilities, the researcher make some recommendationss for persons who are likely to be involved in this research:

1. For the teacher, the researcher suggests the English teacher to use and develop Wholesome Scattering Game as a teaching technique that can increase student's writing ability. This technique also will make the students enjoyable, easy, more creative, and memorable about the material especially in writing abilities.
2. For the school, the researcher reccommends the school to develop the learning system in the English classroom by using creative, innovative, and interesting teaching technique, especially making students fun, active, and enjoy the class, such as using Wholesome Scattering Game as the teaching writing technique with the colaborative learning-based activity.
3. For the future research, especially future research in the same topic, the researcher believes that this research can be developed to address more complex problems or that it might serve as a resource to support future research

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PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KEPAHIANG

Jalan. Pasar Ujung Kepahiang, email: smansa1016kph@gmail.com
Website : smansa-kph.sch.id. Kode Pos 39372



SURAT KETERANGAN SELESAI PENELITIAN

No : 420/341 /421.3/SMAN -1/2024

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Kepahiang Kabupaten Kepahiang Provinsi Bengkulu menerangkan bahwa:

Nama : Kiki Widyawati
NIM : 20551028
Lembaga : Institut Agama Islam Negeri Curup
Program Studi : S.1 Pendidikan Bahasa Inggris

Telah melakukan Penelitian Skripsi dari tanggal 29 April – 15 Juni 2024 dengan judul “**The Effect of Wholesome Scattering Game on Student Writing Ability in Writing Text**”.
Demikian surat keterangan selesai penelitian ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Kepahiang, 15 Juni 2024
Kepala Sekolah



ANDRI HERYANTO
ANDRI HERYANTO, M.Pd
NIR. 19720522 200502 1 001



IZIN PENELITIAN

Nomor : 500.16.7/060/I-Pen/DPMPSTSP/2024

DASAR :

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Bupati Kabupaten Kepahiang Nomor 1 Tahun 2020 tentang Perubahan Ketiga Atas Peraturan Bupati Kepahiang Nomor 25 Tahun 2016 tentang Struktur Organisasi Perangkat Daerah Kabupaten Kepahiang (Berita Daerah Kabupaten Kepahiang Tahun 2020 Nomor 1);
3. Peraturan Bupati Kepahiang Nomor 12 Tahun 2022 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Nonperizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang;
4. Surat dari Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor : 483/In.34/FT/PP.00.9/04/2024 Tanggal 29 April 2024 Hal Permohonan Izin Penelitian.

DENGAN INI DIBERIKAN IZIN PENELITIAN KEPADA :

Nama : KIKI WIDYAWATI
NPM : 20551028
Pekerjaan : Mahasiswa
Lokasi Penelitian : SMAN 1 Kepahiang
Waktu Penelitian : 29 April 2024 s.d 29 Juli 2024
Tujuan : Melakukan Penelitian
Judul Proposal : The Effect of Wholesome Scattering Game on Students Writing Ability in Writing Text
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Curup
Catatan : 1. Agar menyampaikan Surat Izin ini kepada Camat setempat pada saat melaksanakan penelitian.
2. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
3. Setelah selesai melaksanakan kegiatan berdasarkan Surat Izin ini agar melaporkan hasilnya secara tertulis kepada Bupati Kepahiang cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang.
4. Izin Penelitian ini akan dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Dikeluarkan di : Kepahiang
Pada Tanggal : 16 Mei 2024



Ditandatangani secara elektronik oleh :
KEPALA DINAS,
ELVA MARDIANA, S.I.P., M.Si.
Pembina Utama Muda, IV/c
NIP. 19690526 199003 2 005

Tembusan disampaikan Kepada yth:

1. Bupati Kepahiang (sebagai laporan)
2. Kepala Badan Kesbangpol Kabupaten Kepahiang
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang
4. Camat Wilayah Tempat Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 483 /In.34/FT/PP.00.9/04/2024
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian
 29 April 2024

Kepada Yth. Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu (PTSP)
 Kab. Kepahiang

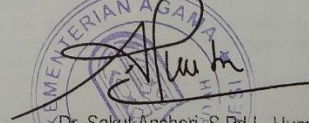
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Kiki Widyawati
 NIM : 20551028
 Fakultas/Prodi : Tarbiyah / TBI
 Judul Skripsi : The Effect of Wholesome Scattering Game on Students Writing Ability in Writing
 - Text
 Waktu Penelitian : 29 April 2024 s.d 29 Juli 2024
 Lokasi Penelitian : SMAN 1 Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
 Wakil Dekan-I


 Dr. Sakut Anshori, S.Pd.I., Hum
 NIP. 19811020-200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 401 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudari Kiki Widyawati tanggal 3 April 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Rabu, 06 Maret 2024

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. **Dr. Eka Apriani, M.Pd** 19900403 201503 2 005
2. **Sarwo Edy, M.Pd** 19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

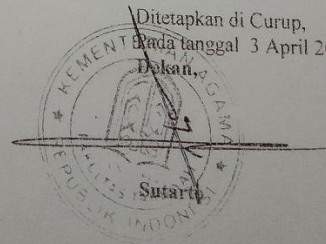
N A M A : Kiki Widyawati

N I M : 20551028

JUDUL SKRIPSI : The Effect of Wholesome Scattering Game on Students Writing Ability in Writing Text

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal 3 April 2024



- Tembusan :
1. Rektor
 2. Bendahara IAIN Curup,
 3. Kabag Akademik kemahasiswaan dan kerja sama,
 4. Mahasiswa yang bersangkutan

RATER LETTER

After verifying the Rubric for Assessing Writing Descriptive Text that will be used in the research entitled “**The Effect of Wholesome Scattering Game on Students Writing Ability in Writing Text**” arranged by:

Name : Kiki Widyawati
NIM : 20551028
Study Program : English Tadris Study Program (TBI)
Faculty : Tarbiyah

With my undersigned:

Name : Masita Arianie, M.Pd
Institution : IAIN Curup
Position : Teaching Staff

Confirmed that the Rubric is correctly used to check students’ writing descriptive text and the assessment results can be reliably accounted for.

Curup, 26 June 2024

Rater



Masita Arianie, M.Pd

RATER LETTER

After verifying the Rubric for Assessing Writing Descriptive Text that will be used in the research entitled “**The Effect of Wholesome Scattering Game on Students Writing Ability in Writing Text**” arranged by:

Name : Kiki Widyawati
NIM : 20551028
Study Program : English Tadris Study Program (TBI)
Faculty : Tarbiyah


With my undersigned:

Name : Fitriisia, S.Pd
Institution : SMA N 1 Kepahiang
Position : Guru Bahasa Inggris

Confirmed that the Rubric is correctly used to check students’ writing descriptive text and the assessment results can be reliably accounted for.

Curup, 29 June 2024

Rater



Fitriisia, S.Pd

RATER LETTER

After verifying the Rubric for Assessing Writing Descriptive Text that will be used in the research entitled **“The Effect of Wholesome Scattering Game on Students Writing Ability in Writing Text”** arranged by:

Name : Kiki Widyawati
NIM : 20551028
Study Program : English Tadris Study Program (TBI)
Faculty : Tarbiyah

With my undersigned:

Name : Kiki Widyawati
Institution : IAIN Curup
Position : Researcher

Confirmed that the Rubric is correctly used to check students' writing descriptive text and the assessment results can be reliably accounted for.

Curup, 24 June 2024

Rater



Kiki Widyawati

Appendix 1

The Result of Homogeneity Test

The Result of Homogeneity Test

Merdeka 1		Merdeka 2		Merdeka 3	
Name	Score	Name	Score	Name	Score
AMF	74	AP	79	A	54
AFAH	68	AA	66	ARF	79
AI	81	AR	82	AF	58

ADFAS	79	AK	82	ASL	72
BMP	83	AMS	84	ASU	80
DFA	56	BA	49	BRA	80
EK	58	BTH	59	CH	58
EJR	88	CAOS	84	CA	84
FJAA	54	ER	64	CFW	78
IS	68	FDP	48	CD	83
IDA	72	FQA	55	DDC	75
ITH	68	FM	68	DA	68
LM	76	GFHZ	78	F	64
MR	59	IF	78	HF	72
MDA	69	JM	52	HPE	66
MTMP	72	KIK	66	JP	80
MARP	78	LPU	53	KY	76
MFS	74	MAA	68	KA	64
MDF	52	MC	76	MR	54
NKN	69	MVEU	48	MA	68
NH	70	N	70	NDP	84
NDA	83	NKP	58	NMS	74
N	85	NSA	81	NKNA	71
PDA	78	PMS	76	OCA	68
P	54	PA	72	PN	52
PRM	64	RM	82	RNF	74
RN	75	RS	56	SFA	73
RAAP	81	SRA	66	SU	72
RFA	76	TA	79	SA	69
RK	74	TNI	80	SR	59
RKO	62	WRP	68	SK	71
RAG	68	XDH	83	TPS	68
RA	82	ZA	58	W	72
YAP	86	Z	63	YMAB	68
ZTS	78	ZAR	46	ZKU	56
				RS	57

Merdeka 4		Merdeka 5		Merdeka 6	
Name	Score	Name	Score	Name	Score
AV	44	AW	81	AHM	79
AP	61	AIA	68	ASR	63
AF	56	AZ	78	AR	72
AA	79	AAZ	83	A	62
AH	64	AR	75	ALDJ	73
AVMP	75	AAZ	78	AR	46

AC	76	AAP	76	AMP	48
CA	63	AKF	79	BAM	70
DN	57	BDA	75	DA	46
DYS	80	BR	78	DU	66
DPL	71	CM	83	DM	44
DCP	69	CH	60	E	68
FAM	79	DV	73	FS	80
FDR	61	DR	56	FA	78
FO	72	FAY	58	GA	60
GAP	52	FWS	72	IAP	66
JLZ	73	FAF	50	KR	53
KAZ	58	GN	78	KA	68
KAM	53	GGR	69	MFH	66
LDA	63	HS	58	MRF	80
LP	52	KAO	67	MY	68
MKD	76	M	54	MO	56
NM	78	MAT	68	MTL	81
NRS	63	MF	70	MA	53
NAD	51	MZF	76	MS	66
NK	46	MDCP	66	MZFA	82
NS	51	NAA	49	NAPC	48
NF	71	NLS	56	NS	48
RAS	49	OLM	69	RJA	79
RAS	49	RR	69	RR	80
RP	79	RR	58	RAB	63
SKP	71	RA	71	RLR	84
YS	75	SA	68	RPL	56
ZR	68	SDP	63	RM	61
Z	63	TE	67	TE	64
				ZAM	62

Merdeka 7		Merdeka 8		Merdeka 9	
Name	Score	Name	Score	Name	Score
AFA	80	ATF	52	ASW	57
AEA	82	AJAS	70	AMP	63
AKF	81	AA	62	AAR	75
DF	69	AFL	70	AD	61
DPP	76	AF	56	APS	68
DA	73	AP	58	ADM	59

D	65	CM	78	ESR	79
DG	68	DWT	75	ELM	58
DAP	68	DPK	71	FA	50
DF	64	DW	69	FNN	68
IMS	63	DM	82	GPMZ	74
JP	75	FAH	63	GRM	76
KS	82	FDA	75	HG	78
LSU	63	FK	64	IL	58
LR	69	FFA	63	IIK	76
MHF	71	IA	68	KRF	58
MRPB	75	ID	65	KDP	71
MGS	58	KDA	68	KIP	78
MDP	78	LCA	73	LA	52
MJ	56	L	76	LAP	72
MABP	70	MA	69	MFF	58
MFC	72	MDOR	81	MRP	56
MFD	73	MTMP	82	MAA	75
MRA	66	MQP	79	MA	66
NF	54	MDM	70	NRF	75
NS	72	NK	82	RR	78
PFRP	74	NC	54	RIP	75
RAP	72	NGS	76	RS	61
RHDA	81	NAHS	73	RH	52
RN	68	PDN	80	RA	68
SJP	84	REW	52	SJA	75
SAV	81	RA	76	SOP	60
TN	76	RAA	84	VAEO	78
TDR	52	SDP	68	VD	58
VJP	52	SLU	59	ZP	50

Merdeka 10		Merdeka 11		Merdeka 12	
Name	Score	Name	Score	Name	Score
AGP	78	A	72	AGF	82
AA	80	ADU	68	AF	58
AJS	73	AGR	72	AZ	65
ADR	75	AD	72	ADS	83
ADL	82	AR	58	APP	64
AP	63	A	62	AH	62
AF	74	CPMP	64	C	56
BHS	68	CR	83	DAL	72

C	65	DL	65	DWP	52
DGP	76	DKP	65	DN	68
DMP	82	IF	65	FA	62
DR	84	IAB	81	FDP	65
DPP	62	JDB	82	FM	65
E	61	MA	78	H	61
EA	66	MB	76	JK	72
ES	74	MY	76	MAS	74
EKW	63	MRD	61	MR	76
FVA	59	MH	63	MAR	80
FAR	66	MH	58	NAA	79
FIF	76	MK	68	NOS	63
JTI	84	NFDP	76	NPY	68
L	76	PO	74	NA	76
MD	63	PTR	76	PDA	76
MJ	65	RAR	78	RNP	78
MRA	68	RMS	80	R	78
MR	64	RA	78	SF	66
NKL	73	RA	78	SNF	58
NF	81	RO	60	SA	72
NIS	83	RAL	66	SNB	56
PPA	61	RR	58	TA	58
RA	72	RSRSM	66	VF	76
R	62	SR	60	WS	60
RJ	64	VD	76	YSR	66
R	85	WDP	68	ZAL	58
VO	78	ZZF	78	ZT	75
WW	82	ZR	58	ZZ	76
				ZK	63
				ZLP	82

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
MERDEKA1	35	52	88	71,83	9,781
MERDEKA2	35	46	84	67,91	12,128
MERDEKA3	36	52	84	69,47	9,000
MERDEKA4	35	44	80	64,23	10,955
MERDEKA5	35	49	83	68,54	9,357
MERDEKA6	36	44	84	64,97	11,783
MERDEKA7	35	52	84	70,37	8,758
MERDEKA8	35	52	84	69,80	9,029

MERDEKA9	35	50	79	66,17	9,448
MERDEKA10	36	59	85	71,89	8,186
MERDEKA11	36	58	83	69,97	7,905
MERDEKA12	38	52	83	68,45	8,633

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Result of Homogeneity test	Merdeka 1	,119	35	,200*	,957	35	,182
	Merdeka 2	,148	35	,052	,924	35	,019
	Merdeka 3	,129	36	,134	,955	36	,151
	Merdeka 4	,132	35	,130	,938	35	,049
	Merdeka 5	,120	35	,200*	,953	35	,140
	Merdeka 6	,116	36	,200*	,946	36	,081
	Merdeka 7	,108	35	,200*	,950	35	,112
	Merdeka 8	,107	35	,200*	,958	35	,197
	Merdeka 9	,168	35	,014	,904	35	,005
	Merdeka 10	,153	36	,033	,921	36	,013
	Merdeka 11	,166	36	,013	,928	36	,022
	Merdeka 12	,125	38	,140	,951	38	,098

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
The Result of Homogeneity test	Based on Mean	1,727	11	415	,065
	Based on Median	1,599	11	415	,096
	Based on Median and with adjusted df	1,599	11	369,082	,097
	Based on trimmed mean	1,741	11	415	,063

Appendix 2

The Result of Pre-Test and Post-Test in Control and Experimental Class

PRE-TEST SCORE OF CONTROL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AV	13	7	5	7	1	33
2.	AP	21	13	17	14	3	68
3.	AF	13	7	5	7	1	33
4.	AA	13	7	5	7	2	34
5.	AH	21	14	17	13	3	68
6.	AVMP	25	14	18	14	4	75
7.	AC	16	7	5	7	1	36
8.	CA	20	17	20	17	4	78
9.	DN	22	14	18	14	4	72
10.	DYS	13	7	5	7	1	33
11.	DPL	20	10	11	10	2	53
12.	DCP	13	7	5	7	1	33

13.	FAM	13	7	5	7	1	33
14.	FDR	13	7	5	7	1	33
15.	FO	22	10	15	10	2	59
16.	GAP	15	10	15	10	2	52
17.	JLZ	13	7	5	7	2	34
18.	KAZ	13	7	5	7	2	34
19.	KAM	13	7	5	7	2	34
20.	LDA	17	13	10	13	1	54
21.	LP	13	7	5	7	2	34
22.	MKD	13	7	5	7	2	34
23.	NM	17	13	10	13	1	54
24.	NRS	13	7	5	7	1	33
25.	NAD	13	7	5	7	1	33
26.	NK	13	7	5	7	1	33
27.	NS	17	14	17	13	3	64
28.	NF	13	7	5	7	2	34
29.	RAS	13	7	5	7	2	34
30.	RA	21	14	17	13	3	68
31.	RP	17	7	5	7	1	37
32.	SKP	22	14	18	14	3	71
33.	YS	13	7	5	7	1	33
34.	ZR	22	14	18	14	3	69
35.	Z	13	7	5	7	2	34

Note: C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

Curup, 26 June 2024

The Rater of Writing

Masita

MASITA ARIANIE, M.Pd

PRE-TEST SCORE OF CONTROL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AV	13	7	5	8	2	35
2.	AP	21	14	18	14	3	70
3.	AF	18	13	16	14	2	63
4.	AA	22	14	17	13	3	69
5.	AH	20	14	18	14	3	69
6.	AVMP	23	15	17	15	4	74
7.	AC	22	14	17	14	2	69
8.	CA	16	13	17	13	2	61
9.	DN	24	15	18	15	3	75
10.	DYS	13	9	9	9	2	42
11.	DPL	22	14	17	13	2	68
12.	DCP	14	9	10	8	2	43
13.	FAM	13	9	7	7	2	38

14.	FDR	13	9	9	9	2	42
15.	FO	22	13	16	13	3	67
16.	GAP	17	13	15	13	2	60
17.	JLZ	20	12	15	13	3	62
18.	KAZ	22	14	16	13	3	68
19.	KAM	14	9	9	9	2	43
20.	LDA	16	14	17	14	3	64
21.	LP	17	13	17	14	2	63
22.	MKD	14	8	8	10	2	42
23.	NM	21	14	17	13	2	67
24.	NRS	17	10	15	13	2	57
25.	NAD	20	11	17	14	2	64
26.	NK	13	7	9	7	2	38
27.	NS	18	15	17	13	3	66
28.	NF	22	13	16	13	2	66
29.	RAS	17	13	13	13	2	58
30.	RA	22	14	18	16	4	74
31.	RP	24	15	18	14	2	73
32.	SKP	23	15	19	15	3	75
33.	YS	20	13	16	13	3	64
34.	ZR	22	17	19	15	3	76
35.	Z	22	13	15	15	3	68

Note: C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

Curup, 29 June 2024

The Rater of Writing



FITRISIA, S.Pd

PRE-TEST SCORE OF CONTROL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AV	13	7	7	7	2	36
2.	AP	23	17	18	15	3	76
3.	AF	17	13	17	14	2	63
4.	AA	20	13	17	13	3	66
5.	AH	22	13	18	12	3	68
6.	AVMP	22	17	18	15	3	75
7.	AC	22	13	19	14	3	71
8.	CA	17	13	15	13	2	60
9.	DN	24	14	18	15	4	75
10.	DYS	14	9	10	9	2	44
11.	DPL	22	12	15	14	2	65
12.	DCP	13	9	9	9	2	42
13.	FAM	14	9	7	9	2	41
14.	FDR	14	9	8	9	2	42
15.	FO	23	12	12	11	3	61

16.	GAP	16	15	17	10	2	60
17.	JLZ	20	13	13	13	3	62
18.	KAZ	20	13	18	14	2	67
19.	KAM	14	8	10	10	2	44
20.	LDA	17	13	13	13	2	58
21.	LP	20	14	17	13	2	66
22.	MKD	14	9	7	9	2	41
23.	NM	20	14	15	14	2	65
24.	NRS	16	10	14	13	2	55
25.	NAD	21	13	16	11	3	64
26.	NK	14	8	6	7	2	37
27.	NS	20	15	16	15	2	68
28.	NF	20	13	17	13	3	66
29.	RAS	15	9	9	10	2	45
30.	RA	23	15	19	15	3	75
31.	RP	22	13	16	14	2	67
32.	SKP	23	17	15	15	3	73
33.	YS	21	14	17	14	2	68
34.	ZR	23	15	20	16	3	77
35.	Z	20	13	17	14	3	67

Note: C : Content

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V : Vocabulary

M : Mechanics

Curup, 24 June 2024

The Rater of Writing



KIKI WIDYAWATI

POST-TEST SCORE OF CONTROL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AV	21	14	18	14	3	70
2.	AP	17	13	17	13	2	62
3.	AF	13	7	5	7	1	33
4.	AA	22	15	20	18	4	79
5.	AH	20	13	17	13	3	66
6.	AVMP	22	18	20	18	4	82
7.	AC	17	10	11	10	2	50
8.	CA	17	13	17	14	3	64
9.	DN	21	14	18	14	3	70
10.	DYS	22	14	18	14	3	71
11.	DPL	21	13	18	13	2	67
12.	DCP	17	13	17	13	2	62
13.	FAM	22	14	20	15	4	75
14.	FDR	13	7	5	7	2	34
15.	FO	22	14	10	13	2	61
16.	GAP	21	14	17	13	3	68
17.	JLZ	22	14	20	15	4	75

18.	KAZ	21	14	17	13	3	68
19.	KAM	25	17	20	17	4	83
20.	LDA	26	17	21	17	4	85
21.	LP	21	13	17	13	3	67
22.	MKD	16	13	11	11	1	52
23.	NM	20	13	15	13	3	64
24.	NRS	22	14	18	14	4	72
25.	NAD	17	10	10	10	1	48
26.	NK	15	13	11	13	2	54
27.	NS	17	13	17	13	3	63
28.	NF	20	15	18	15	2	70
29.	RAS	21	14	18	14	4	71
30.	RA	21	14	18	15	2	70
31.	RP	22	15	20	15	3	75
32.	SKP	22	15	20	15	4	76
33.	YS	20	13	17	14	3	67
34.	ZR	22	14	20	15	4	75
35.	Z	17	7	5	7	2	38

Note: C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanics

Curup, 26 June 2024

The Rater of Writing

Masita

MASITA ARIANIE, M.Pd

POST-TEST SCORE OF CONTROL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AV	22	14	18	14	3	71
2.	AP	19	14	17	14	3	67
3.	AF	17	13	13	13	2	58
4.	AA	23	16	19	17	3	78
5.	AH	22	15	19	14	3	73
6.	AVMP	22	14	17	14	4	71
7.	AC	19	15	17	13	2	66
8.	CA	19	14	17	14	3	67
9.	DN	23	15	18	14	4	74
10.	DYS	22	14	19	15	3	73
11.	DPL	22	14	17	14	2	69
12.	DCP	19	14	17	14	2	66
13.	FAM	23	16	18	15	4	76
14.	FDR	21	13	18	14	3	69
15.	FO	21	17	18	14	3	73
16.	GAP	22	17	17	13	2	71
17.	JLZ	23	15	19	16	4	77
18.	KAZ	23	17	17	14	3	74
19.	KAM	26	17	21	15	4	83

20.	LDA	25	17	19	17	4	82
21.	LP	22	14	17	14	3	70
22.	MKD	18	13	17	13	2	63
23.	NM	21	16	18	15	3	73
24.	NRS	23	16	18	15	3	75
25.	NAD	21	13	12	15	2	63
26.	NK	18	13	15	13	3	62
27.	NS	19	14	18	15	3	69
28.	NF	21	15	17	14	3	70
29.	RAS	24	15	18	15	4	76
30.	RA	23	16	18	14	2	73
31.	RP	23	14	21	17	4	79
32.	SKP	23	15	19	15	4	76
33.	YS	22	15	16	15	3	71
34.	ZR	23	15	18	15	4	75
35.	Z	18	13	17	15	2	65

Note: C : Content

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Curup, 29 June 2024

The Rater of Writing



FITRISIA, S.Pd

POST-TEST SCORE OF CONTROL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AV	20	14	18	13	4	69
2.	AP	18	14	17	14	2	65
3.	AF	15	13	10	13	2	53
4.	AA	24	15	18	18	3	78
5.	AH	22	15	18	14	3	72
6.	AVMP	20	18	20	17	4	79
7.	AC	18	14	14	10	2	58
8.	CA	15	14	15	13	3	60
9.	DN	20	15	18	14	3	70
10.	DYS	20	14	18	13	3	68
11.	DPL	20	14	16	15	2	67
12.	DCP	18	11	18	12	2	61
13.	FAM	25	15	18	15	4	75
14.	FDR	18	13	14	15	3	63
15.	FO	20	15	18	14	3	70
16.	GAP	20	15	18	13	3	69
17.	JLZ	20	15	18	17	4	74
18.	KAZ	20	15	15	15	3	68
19.	KAM	25	18	20	15	4	82
20.	LDA	25	17	18	18	4	82
21.	LP	20	13	16	14	2	65

22.	MKD	18	13	18	12	2	63
23.	NM	19	15	18	13	3	68
24.	NRS	20	13	18	14	3	68
25.	NAD	18	10	14	13	2	57
26.	NK	15	14	14	14	2	59
27.	NS	15	13	16	14	3	61
28.	NF	18	15	18	15	3	69
29.	RAS	24	15	16	15	4	74
30.	RA	19	15	18	15	3	70
31.	RP	24	15	18	18	4	79
32.	SKP	24	15	18	15	4	76
33.	YS	20	15	18	15	3	71
34.	ZR	20	14	18	16	3	71
35.	Z	18	13	15	13	2	61

Note: **C** : Content

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G : Grammar

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M : Mechanics

Curup, 24 June 2024

The Rater of Writing



KIKI WIDYAWATI

PRE-TEST SCORE OF EXPERIMENTAL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AHM	20	15	15	15	2	67
2.	ASR	26	17	20	17	4	84
3.	AR	21	14	18	13	3	69
4.	A	13	9	10	9	1	42
5.	ALDJ	21	13	14	13	3	64
6.	AR	17	14	18	14	2	65
7.	AMP	16	10	10	10	1	47
8.	BAM	17	13	17	14	3	64
9.	DA	17	13	11	13	2	56
10.	DU	21	14	15	14	3	67
11.	DM	13	7	5	7	1	33
12.	E	16	9	10	9	2	46
13.	FS	16	10	11	10	1	48
14.	FA	25	17	18	17	4	81
15.	GA	16	9	11	9	1	46
16.	IAP	17	13	11	10	2	53
17.	KR	21	15	17	14	3	70
18.	KA	17	13	17	13	3	63
19.	MFH	17	14	17	14	3	65
20.	MRF	22	17	18	17	3	77
21.	MY	21	14	17	14	3	69
22.	MO	21	14	17	14	3	69
23.	MTL	17	17	11	17	1	63

24.	MA	17	13	11	13	2	56
25.	MS	17	13	11	13	2	56
26.	MZFA	17	14	14	14	2	61
27.	NAPC	17	13	11	10	2	53
28.	NS	21	14	17	14	3	69
29.	RJA	17	10	10	10	1	48
30.	RR	21	14	11	14	2	62
31.	RAB	17	10	11	10	1	49
32.	RLR	17	13	11	13	2	56
33.	RPL	22	16	20	16	3	77
34.	RM	16	10	10	10	1	47
35.	TE	15	10	10	10	1	46
36.	ZAM	19	14	18	14	3	68

Note: C : Content

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M : Mechanics

Curup, 26 June 2024

The Rater of Writing

Masita

MASITA ARIANIE, M.Pd

PRE-TEST SCORE OF EXPERIMENTAL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AHM	21	15	17	16	3	72
2.	ASR	26	17	21	17	4	85
3.	AR	21	15	21	14	4	75
4.	A	15	10	11	10	2	48
5.	ALDJ	22	14	14	13	4	67
6.	AR	19	14	20	14	3	70
7.	AMP	17	11	10	12	2	52
8.	BAM	19	14	17	14	3	67
9.	DA	17	14	13	14	2	60
10.	DU	22	15	17	17	3	74
11.	DM	13	7	6	7	2	35
12.	E	16	11	10	11	2	50
13.	FS	17	13	13	10	2	55
14.	FA	26	17	20	17	3	83
15.	GA	16	10	10	10	2	48
16.	IAP	18	14	11	14	3	60
17.	KR	22	17	17	14	3	73
18.	KA	18	13	17	14	3	65
19.	MFH	19	14	17	16	3	69
20.	MRF	23	17	18	17	3	78
21.	MY	22	15	17	13	3	70
22.	MO	22	16	16	17	3	74
23.	MTL	18	16	14	16	2	66
24.	MA	18	14	12	13	3	60

25.	MS	19	15	13	13	3	63
26.	MZFA	17	14	17	15	2	65
27.	NAPC	18	14	13	12	2	59
28.	NS	22	15	17	14	4	72
29.	RJA	18	13	12	10	2	55
30.	RR	18	14	15	13	2	62
31.	RAB	18	12	12	11	2	55
32.	RLR	18	13	11	13	2	57
33.	RPL	23	17	21	17	4	82
34.	RM	16	11	12	10	2	51
35.	TE	17	12	11	11	2	53
36.	ZAM	21	15	20	16	3	75

Note: **C** : Content

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Curup, 29 June 2024

The Rater of Writing


FITRISIA, S.Pd

PRE-TEST SCORE OF EXPERIMENTAL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AHM	18	14	14	18	3	67
2.	ASR	24	18	18	16	4	80
3.	AR	20	14	18	13	3	68
4.	A	12	9	11	9	2	43
5.	ALDJ	20	14	13	12	3	62
6.	AR	16	13	18	14	2	63
7.	AMP	15	10	9	11	2	47
8.	BAM	15	14	15	13	3	60
9.	DA	16	14	10	13	2	57
10.	DU	20	14	14	14	3	65
11.	DM	13	7	5	7	2	34
12.	E	15	10	9	8	2	44
13.	FS	15	10	11	14	2	52
14.	FA	24	18	17	16	4	79
15.	GA	15	9	10	9	2	45
16.	IAP	16	10	10	10	2	48
17.	KR	20	15	18	14	3	70
18.	KA	18	14	16	14	3	65
19.	MFH	18	14	16	15	3	66
20.	MRF	21	18	17	18	3	77
21.	MY	20	13	17	13	3	66
22.	MO	20	13	15	14	3	65
23.	MTL	16	16	12	15	2	61
24.	MA	16	14	10	13	2	53
25.	MS	16	14	10	13	3	56

26.	MZFA	18	13	15	13	3	62
27.	NAPC	15	14	9	10	2	50
28.	NS	20	13	18	13	3	67
29.	RJA	16	10	10	9	2	47
30.	RR	20	13	10	13	2	58
31.	RAB	16	9	10	13	2	50
32.	RLR	17	12	10	12	2	53
33.	RPL	20	18	18	18	4	78
34.	RM	15	10	9	10	2	46
35.	TE	15	10	11	9	2	47
36.	ZAM	18	12	18	14	3	65

Note: **C** : Content

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M : Mechanics

Curup, 24 June 2024

The Rater of Writing



KIKI WIDYAWATI

POST-TEST SCORE OF EXPERIMENTAL

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AHM	25	15	18	15	3	76
2.	ASR	22	14	17	14	3	70
3.	AR	26	17	18	17	4	82
4.	A	17	14	20	14	3	68
5.	ALDJ	25	14	18	14	4	75
6.	AP	22	17	21	17	4	81
7.	AMP	25	20	18	14	4	81
8.	BAM	21	14	17	14	3	69
9.	DA	22	17	21	17	4	81
10.	DU	26	17	20	17	4	84
11.	DM	17	14	20	14	3	68
12.	E	17	14	20	14	4	69
13.	FS	17	14	20	14	3	68
14.	FA	26	17	21	17	5	85
15.	GA	17	13	20	14	3	67
16.	IAP	21	13	11	13	2	60
17.	KR	21	14	17	14	3	69
18.	KA	25	17	21	17	4	84
19.	MFH	22	17	21	17	4	81
20.	MRF	21	17	15	17	3	73
21.	MY	17	17	20	17	4	75
22.	MO	21	14	18	14	4	71
23.	MTL	23	17	20	17	4	81
24.	MA	26	17	18	17	4	82
25.	MS	25	17	21	17	4	84
26.	MZFA	26	17	20	17	4	84

27.	NAPC	21	17	21	17	3	79
28.	NS	21	15	17	15	3	71
29.	RJA	25	14	18	14	3	74
30.	RR	17	13	20	14	3	67
31.	RAB	17	13	20	14	3	67
32.	RLR	17	14	20	14	3	68
33.	RPL	22	17	11	15	3	68
34.	RM	21	14	17	13	3	68
35.	TE	21	14	18	14	3	70
36.	ZAM	22	14	12	13	3	64

Note: **C** : Content

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Curup, 26 June 2024

The Rater of Writing

Masita

MASITA ARIANIE, M.Pd

POST-TEST SCORE OF EXPERIMENTAL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AHM	25	17	18	14	4	78
2.	ASR	22	14	17	13	3	69
3.	AR	26	17	21	17	4	85
4.	A	19	15	19	14	3	70
5.	ALDJ	25	15	18	14	4	76
6.	AP	24	17	21	18	4	84
7.	AMP	22	18	18	15	4	77
8.	BAM	22	14	16	15	3	70
9.	DA	23	17	21	16	4	81
10.	DU	27	18	21	17	4	87
11.	DM	18	14	21	15	3	71
12.	E	21	15	20	14	4	74
13.	FS	20	15	18	14	4	71
14.	FA	25	18	20	16	4	83
15.	GA	18	14	21	15	3	71
16.	IAP	22	15	17	11	2	67
17.	KR	22	14	17	14	3	70
18.	KA	24	17	20	17	4	82
19.	MFH	23	16	20	17	4	80
20.	MRF	20	17	17	17	3	74
21.	MY	21	17	21	16	4	79
22.	MO	22	15	19	15	4	75
23.	MTL	23	17	18	17	4	79
24.	MA	26	17	19	18	4	84
25.	MS	24	16	20	17	4	81
26.	MZFA	25	17	21	15	3	81
27.	NAPC	22	17	21	16	2	77

28.	NS	22	17	19	15	3	76
29.	RJA	24	14	20	15	4	77
30.	RR	19	14	19	14	3	69
31.	RAB	19	14	17	14	3	67
32.	RLR	20	14	19	14	3	70
33.	RPL	22	17	12	14	3	68
34.	RM	22	15	18	14	3	72
35.	TE	22	14	20	15	3	74
36.	ZAM	22	14	14	15	3	68

Note: C : Content
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Curup, 29 June 2024
The Rater of Writing


FITRISIA, S.Pd

POST-TEST SCORE OF EXPERIMENTAL CLASS

No.	Name of Students	The Component of Writing					Total Score
		C	O	G	V	M	
1.	AHM	24	16	17	14	4	75
2.	ASR	23	14	18	13	3	71
3.	AR	25	18	19	18	4	84
4.	A	18	14	19	14	3	68
5.	ALDJ	26	14	18	14	4	76
6.	AP	21	18	20	16	4	79
7.	AMP	23	18	19	14	4	78
8.	BAM	20	14	16	15	3	68
9.	DA	21	18	20	18	3	80
10.	DU	24	18	21	16	4	83
11.	DM	17	14	20	14	3	68
12.	E	17	14	19	14	4	68
13.	FS	18	13	19	13	3	66
14.	FA	25	18	21	16	4	84
15.	GA	17	13	20	14	3	67
16.	IAP	20	14	10	12	2	58
17.	KR	20	13	18	13	3	67
18.	KA	24	18	20	16	4	82
19.	MFH	21	18	20	18	4	81
20.	MRF	21	18	16	16	3	74
21.	MY	18	16	19	18	4	75
22.	MO	21	15	19	13	4	71
23.	MTL	22	18	19	17	4	80
24.	MA	25	16	18	18	4	81
25.	MS	24	18	20	16	4	82
26.	MZFA	25	16	20	16	4	81
27.	NAPC	23	16	20	16	3	78
28.	NS	20	15	18	15	3	71

29.	RJA	24	13	18	14	3	72
30.	RR	19	13	19	14	3	68
31.	RAB	18	13	19	14	3	67
32.	RLR	18	14	19	14	3	68
33.	RPL	21	18	10	14	3	66
34.	RM	20	14	18	13	3	68
35.	TE	20	13	18	14	3	68
36.	ZAM	21	14	11	13	3	62

Note: C : Content

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Curup, 24 June 2024

The Rater of Writing



KIKI WIDYAWATI

Descriptives					
	Kelas			Statistic	Std. Error
The Result of Student's Writing	Pre-Test Control Class	Mean		62,90346	2,08485
		95% Confidence Interval for Mean	Lower Bound	51,4554	
			Upper Bound	59,9292	
		5% Trimmed Mean		62,8067	
		Median		56,3300	
		Variance		152,131	
		Std. Deviation		9,34413	
		Minimum		34,66	
		Maximum		74,66	
		Range		40,00	
		Interquartile Range		19,67	
		Skewness		-,195	,398
		Kurtosis		-,936	,778
		Post-Test Control Class	Mean		66,5673
	95% Confidence Interval for Mean		Lower Bound	65,6268	
			Upper Bound	71,2041	
	5% Trimmed Mean		66,5889		
	Median		69,6600		
	Variance		65,903		
	Std. Deviation		8,50261		
	Minimum		48,00		
	Maximum		83,00		
Range			35,00		

		Interquartile Range		10,00	
		Skewness		-,501	,398
		Kurtosis		,051	,778
	Pre-Test Experimental Class	Mean		60,8944	1,89393
		95% Confidence Interval for Mean	Lower Bound	57,0496	
			Upper Bound	64,7393	
		5% Trimmed Mean		60,9548	
		Median		62,9950	
		Variance		129,130	
		Std. Deviation		11,36356	
		Minimum		34,00	
		Maximum		83,00	
		Range		49,00	
		Interquartile Range		17,75	
		Skewness		-,101	,393
		Kurtosis		-,381	,768
		Post-Test Experimental Class	Mean		74,2647
	95% Confidence Interval for Mean		Lower Bound	72,0731	
			Upper Bound	76,4563	
	5% Trimmed Mean		74,3090		
	Median		73,1600		
	Variance		41,956		
	Std. Deviation		6,47733		
	Minimum		61,66		
	Maximum		85,33		
	Range		23,67		
	Interquartile Range		12,00		
Skewness			,116	,393	
Kurtosis			-1,250	,768	

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.

The Result of Student's Writing	Pre-Test Control Class	,122	35	,200*	,938	35	,089
	Post-Test Control Class	,145	35	,061	,965	35	,322
	Pre-Test Experimental Class	,090	36	,200*	,978	36	,676
	Post-Test Experimental Class	,156	36	,208	,932	36	,109

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The Result of Student's Writing	Based on Mean	,317	1	69	,575
	Based on Median	,111	1	69	,740
	Based on Median and with adjusted df	,111	1	55,120	,741
	Based on trimmed mean	,272	1	69	,604

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test Control Class & Post-Test Control Class	35	,280	,103
Pair 2	Pre-Test Experimental Class & Post-Test Experimental Class	36	,275	,104

Paired Samples Test								
		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		

Pair 1	Pre-Test Control Class – Post-Test Control Class	-3,667	10,72655	1,81312	-7,352	,0172	-2,023	34	,051
Pair 2	Pre-Test Experimental Class – Post- Test Experimental Class	-13,37	11,42618	1,90436	-17,23	-9,504	-7,021	35	,000

Appendix 3

Validation Form for Writing Test

FORMULIR VALIDASI UNTUK TES MENULIS

Arahan: Untuk setiap pertanyaan, berikan jawaban anda dengan mencentang table dibawah yang mewakili jawaban anda

No	Question	Yes	No	Comment
1.	Apakah instruksi-instruksi yang diberikan sudah mencakup semua aspek yang diukur?	√		
2.	Apakah alokasi sudah cukup untuk mengerjakan writing test?		√	Belum ditulis berapa lama alokasi waktunya, jadi harus ditambahkan
3.	Apakah instruksi yang diberikan sebagai petunjuk pengerjaan sudah jelas?		√	Sudah cukup jelas, namun tetap ada yang harus diperbaiki
4.	Apakah semua aspek (Content, Organization, Grammar, Vocabulary, Mechanics) sudah termuat di setiap instruksi?		√	Sudah cukup jelas, namun tetap ada yang harus ditambahkan pada aspek writing yang perlu diperhatikan oleh partisipan

Notes from Validator:

The instrument had been validated. The validator validated the instruments into two things: *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The **blue color words or statements** mean the validator's additional point for your instrument.

The **red color** means something that you need to revise or delete.

Curup, 3 Juni 2024

Validator



Nastiti Handayani, M.Pd

The Result of Instrument Validation

Pre- Test

Name :

Class :

Time allocation : (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must ~~pay attention to~~ consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be describe
 - b. Description : Describes ~~about some personality~~ personalities/characteristics and physical appearance of the subject
3. ~~The Descriptive text must use~~ Pay attention to the grammar (use Simple Present Tense for the descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization).
4. Determine the best title of the descriptive text based on yourself!

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Ok/Proad

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FORMULIR VALIDASI UNTUK TES MENULIS

Arahan: Untuk setiap pertanyaan, berikan jawaban anda dengan mencentang table dibawah yang mewakili jawaban anda

No	Question	Yes	No	Comment
1.	Apakah instruksi-instruksi yang diberikan sudah mencakup semua aspek yang diukur?	√		
2.	Apakah alokasi sudah cukup untuk mengerjakan writing test?	√		
3.	Apakah instruksi yang diberikan sebagai petunjuk pengerjaan sudah jelas?	√		
4.	Apakah semua aspek (Content, Organization, Grammar, Vocabulary, Mechanics) sudah termuat di setiap instruksi?	√		

Notes from Validator:

The instrument had been validated. The validator validated the instruments into two things: *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The blue color words or statements mean the validator’s additional point for your instrument.

The red color means something that you need to revise or delete.

Curup, 3 Juni 2024

Validator



Nastiti Handayani, M.Pd

Final Form of Writing Test

Name :

Class :

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be describe
 - b. Description : Describes ~~about~~ some ~~personality~~
personalities/characteristics and physical
appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization).
4. Determine the best title of the descriptive text based on yourself!

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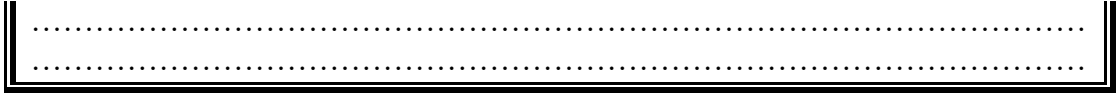
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Appendix 4

The Research Schedule and

Documentation

RESEARCH SCHEDULE

IN CONTROL CLASS

Class	Date	Time Allocation	Topic	Meeting
Control Class	Tuesday, 30 th April 2024	2 x 45 minutes	Pre-Test	1
	Saturday, 4 th May 2024	1 x 45 minutes	Definition and Generic Structure of Descriptive Text	2
	Tuesday, 7 th May 2024	2 x 45 minutes	Language Feature (Simple Present Tense)	3
	Saturday, 11 th May 2024	1 x 45 minutes	Language Feature (Adjective)	4
	Tuesday, 14 th May 2024	2 x 45 minutes	Language Feature (Physical Appearance)	5
	Saturday, 18 th May 2024	1 x 45 minutes	Review Previous Material	6
	Tuesday, 21 st May 2024	2 x 45 minutes	Making Descriptive Text with Wholesome Scattering Game	7
	Saturday, 25 th May 2024	1 x 45 minutes	Making Descriptive Text with Wholesome Scattering Game	8
	Tuesday, 4 th June 2024	2 x 45 minutes	Making Descriptive Text with Wholesome Scattering Game	9
	Tuesday, 11 th June 2024	2 x 45 minutes	Post-Test	10

**RESEARCH SCHEDULE
IN EXPERIMENTAL CLASS**

Class	Date	Time Allocation	Topic	Meeting
Experimental Class	Wednesday, 8 th May 2024	2 x 45 minutes	Pre-Test	1
	Monday, 13 th May 2024	1 x 45 minutes	Definition and Generic Structure of Descriptive Text	2
	Wednesday, 15 th May 2024	2 x 45 minutes	Language Feature (Simple Present Tense)	3
	Monday, 20 th May 2024	1 x 45 minutes	Language Feature (Adjective)	4
	Wednesday, 22 th May 2024	2 x 45 minutes	Language Feature (Physical Appearance)	5
	Wednesday, 29 th May 2024	2 x 45 minutes	Review Previous Material	6
	Monday, 3 rd June 2024	1 x 45 minutes	Making Descriptive Text with Wholesome Scattering Game	7
	Wednesday, 5 th June 2024	2 x 45 minutes	Making Descriptive Text with Wholesome Scattering Game	8
	Monday, 10 th June 2024	1 x 45 minutes	Making Descriptive Text with Wholesome Scattering Game	9
	Wednesday, 12 th June 2024	2 x 45 minutes	Post-Test	10





Appendix 5

Modul Ajar and ATP

MODUL AJAR BAHASA INGGRIS
DESCRIPTIVE TEXT

Meeting 1

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Kiki Widyawati
Institusi	SMA N 1 KEPAHANG
Tahun Pelajaran	2023/2024
Jenjang Sekolah	Sekolah Menengah Atas
Kelas	X
Fase	E
Capaian Pembelajaran	Menulis dan Mempresentasikan: Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	1 x 45 menit
B. KOMPETENSI AWAL	
<i>Descriptive Text: Definition and Generic Structure of Descriptive Text</i>	
C. PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Menentukan struktur teks deskriptif yang sesuai dengan teks yang disajikan dan urutan yang benar
Gotong Royong	Bekerja sama mencari informasi tentang definisi dan struktur teks deskriptif
Mandiri	Mencari informasi tambahan tentang materi
D. STRATEGI PEMBELAJARAN	
Metode Pembelajaran	Problem Based Learning
Media	Gambar and Text
Sarana dan Prasarana	Alat: Spidol dan Papan Tulis Bahan: Buku Bahasa Inggris, Modul Ajar, LKPD
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
Setelah membaca descriptive text, peserta didik mampu memahami definisi dan struktur teks dari descriptive text, dan mampu menentukan bagian-bagian atau struktur dari teks yang disajikan dengan benar.	
B. PEMAHAMAN BERMAKNA	
Descriptive teks adalah jenis teks yang bertujuan untuk mendeskripsikan orang, benda, maupun tempat secara detail. Adapun struktur teks dari descriptive text adalah identification and description.	
C. KEGIATAN PEMBELAJARAN	

Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajar berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari 4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 5. Guru melakukan brainstorming sebelum memulai pelajaran.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru memberikan contoh teks deskriptif beserta gambar tentang orang kepada peserta didik 2. Guru memberikan pertanyaan seputar teks deskriptif kepada peserta didik 3. Guru menjelaskan kepada peserta didik terkait <i>definition</i> dan <i>generic structure</i> dari teks descriptive 4. Guru memberikan contoh teks deskriptif yang lain tentang orang kepada peserta didik. 5. Guru meminta peserta didik untuk membaca dan memahami teks tersebut dalam 10 menit. 6. Guru meminta peserta didik untuk menganalisis teks deskriptif dan menentukan struktur teks tersebut
Penutup	<ol style="list-style-type: none"> 1. Guru meminta beberapa murid secara bergantian untuk maju ke depan kelas untuk mempresentasikan hasil analisis mereka 2. Guru meminta peserta didik yang tidak maju untuk mendengarkan dan memperhatikan 3. Guru memberi apresiasi kepada seluruh peserta didik 4. Guru memberikan umpan balik dan evaluasi pada masing-masing hasil diskusi dan presentasi

Meeting 2

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Kiki Widyawati
Institusi	SMA N 1 KEPAHANG
Tahun Pelajaran	2024/2025

Jenjang Sekolah	Sekolah Menengah Atas
Kelas	X
Fase	E
Capaian Pembelajaran	Menulis dan Mempresentasikan: Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
<i>Descriptive Text: Language Feature of Descriptive Text (Simple Present Tense)</i>	
C. PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Memahami unsur kebahasaan yang ada dalam teks deskriptif yaitu penggunaan <i>Simple Present Tense</i>
Gotong Royong	Bekerja sama mencari informasi tentang <i>Simple Present Tense</i> yang digunakan dalam teks deskriptif
Mandiri	Mencari informasi tambahan tentang materi
D. STRATEGI PEMBELAJARAN	
Metode Pembelajaran	Problem Based Learning
Media	Power Point
Sarana dan Prasarana	Alat: Proyektor dan Spidol Bahan: Buku Bahasa Inggris, Modul Ajar, LKPD
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
Setelah membaca descriptive text, peserta didik mampu memahami salah satu unsur kebahasaan teks deskriptif yaitu penggunaan <i>Simple Present Tense</i> , dan mampu menggunakan tenses itu dalam membuat teks deskriptif teks dengsn benar.	
B. PEMAHAMAN BERMAKNA	
Descriptive teks adalah jenis teks yang bertujuan untuk mendeskripsikan orang, benda, maupun tempat secara detail. Adapun struktur teks dari decriptive text adalah identification and description. Unsur kebahasaan dalam teks deskriptif orang yaitu menggunakan <i>Simple Present Tense, Adjective, Physical Appearance.</i>	
C. KEGIATAN PEMBELAJARAN	
Pendahuluan	1. Guru memberi salam dan mengajar berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik

	<ol style="list-style-type: none"> 3. Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari 4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 5. Guru melakukan brainstorming sebelum memulai pelajaran. 6. Guru mereview materi yang telah dipelajari sebelumnya.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru memberikan contoh teks deskriptif tentang orang di power point 2. Guru memberikan pertanyaan kepada peserta didik tentang apa tenses yang digunakan dalam teks tersebut 3. Guru menjelaskan kepada peserta didik terkait tenses yang digunakan dalam teks deskriptif yaitu <i>Simple Present Tense</i> 4. Guru memberikan formula <i>Simple Present Tense</i> baik bentuk nominal maupun verbal dan menjelaskan bagaimana penggunaannya dalam membuat teks deskriptif 5. Guru memberikan contoh-contoh kalimat yang menggunakan <i>Simple Present Tense</i> 6. Guru meminta peserta didik membuat beberapa kalimat <i>Simple Present Tense</i> 7. Guru meminta peserta didik membuat kalimat yang dibuat dalam dua bentuk yaitu nominal dan verbal
Penutup	<ol style="list-style-type: none"> 1. Guru meminta peserta didik mengumpulkan hasil tersebut ke meja guru 2. Guru memberi apresiasi kepada seluruh peserta didik 3. Guru memberikan umpan balik dan evaluasi pada hasil kerja siswa tersebut.

Meeting 3

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Kiki Widyawati
Institusi	SMA N 1 KEPAHANG
Tahun Pelajaran	2024/2025
Jenjang Sekolah	Sekolah Menengah Atas
Kelas	X
Fase	E

Capaian Pembelajaran	Menulis dan Mempresentasikan: Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	1 x 45 menit
B. KOMPETENSI AWAL	
<i>Descriptive Text: Language Feature of Descriptive Text (Adjective)</i>	
C. PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Memahami unsur kebahasaan yang ada dalam teks deskriptif yaitu penggunaan <i>Adjective</i>
Gotong Royong	Bekerja sama mencari informasi tentang <i>Adjective</i> yang digunakan dalam teks deskriptif
Mandiri	Mencari informasi tambahan tentang materi
D. STRATEGI PEMBELAJARAN	
Metode Pembelajaran	Cooperative Learning
Media	Gambar
Sarana dan Prasarana	Alat: Spidol dan Papan Tulis Bahan: Buku Bahasa Inggris, Modul Ajar, LKPD
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
Setelah membaca descriptive text, peserta didik mampu memahami salah satu unsur kebahasaan teks deskriptif yaitu penggunaan <i>Adjective</i> , dan mampu menggunakan <i>adjective</i> itu dalam membuat teks deskriptif teks dengsn benar.	
B. PEMAHAMAN BERMAKNA	
Descriptive teks adalah jenis teks yang bertujuan untuk mendeskripsikan orang, benda, maupun tempat secara detail. Adapun struktur teks dari decriptive text adalah identification and description. Unsur kebahasaan dalam teks deskriptif orang yaitu menggunakan <i>Simple Present Tense, Adjective, Physical Appearance</i> .	
C. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajar berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari

	<ol style="list-style-type: none"> 4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 5. Guru melakukan brainstorming sebelum memulai pelajaran. 6. Guru mereview materi yang telah dipelajari sebelumnya.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru memberikan pertanyaan kepada peserta didik tentang apa itu adjective 2. Guru menjelaskan kepada peserta didik terkait kata sifat yang digunakan dalam teks deskripsi 3. Guru memberikan penjelasan mengenai sentence pattern adjective 4. Guru memberikan contoh-contoh kata sifat yang sering digunakan dalam membuat teks deskripsi tentang orang 5. Guru membentuk peserta didik ke dalam beberapa kelompok 6. Guru memberikan peserta didik sebuah teks deskripsi 7. Guru meminta peserta didik menganalisis dan mencari dan kemudian menuliskan kata sifat yang mereka temukan di dalam teks tersebut.
Penutup	<ol style="list-style-type: none"> 1. Guru meminta peserta didik mengumpulkan hasil tersebut ke meja guru 2. Guru memanggil salah satu kelompok dan meminta mereka mempresentasikan hasil mereka di depan kelas 3. Guru meminta peserta didik yang lain untuk memperhatikan 4. Guru memberi apresiasi kepada seluruh peserta didik 5. Guru memberikan umpan balik dan evaluasi pada hasil kerja siswa tersebut.

Meeting 4

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Kiki Widyawati
Institusi	SMA N 1 KEPAHANG
Tahun Pelajaran	2024/2025
Jenjang Sekolah	Sekolah Menengah Atas
Kelas	X
Fase	E

Capaian Pembelajaran	Menulis dan Mempresentasikan: Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
<i>Descriptive Text: Language Feature of Descriptive Text (Physical Appearance)</i>	
C. PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Memahami unsur kebahasaan yang ada dalam teks deskripsi yaitu penggunaan <i>Physical Appearance</i> untuk mendeskripsikan orang
Gotong Royong	Bekerja sama mencari informasi tentang <i>Physical Appearance</i> yang digunakan untuk mendeskripsikan fisik seseorang
Mandiri	Mencari informasi tambahan tentang materi
D. STRATEGI PEMBELAJARAN	
Metode Pembelajaran	Problem Based Learning
Media	Video Interaktif dan Power Point
Sarana dan Prasarana	Alat: Proyektor dan Spidol Bahan: Buku Bahasa Inggris, Modul Ajar, LKPD
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
Setelah membaca descriptive text, peserta didik mampu memahami salah satu unsur kebahasaan teks deskripsi tentang orang yaitu penggunaan <i>Physical Appearance</i> dan mampu menggunakan <i>Physical Appearance</i> itu dalam membuat teks deskripsi dengan benar.	
B. PEMAHAMAN BERMAKNA	
Descriptive teks adalah jenis teks yang bertujuan untuk mendeskripsikan orang, benda, maupun tempat secara detail. Adapun struktur teks dari descriptive text adalah identification and description. Unsur kebahasaan dalam teks deskriptif orang yaitu menggunakan <i>Simple Present Tense, Adjective, Physical Appearance</i> .	
C. KEGIATAN PEMBELAJARAN	
Pendahuluan	1. Guru memberi salam dan mengajar berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik

	<ol style="list-style-type: none"> 3. Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari 4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 5. Guru melakukan brainstorming sebelum memulai pelajaran. 6. Guru mereview materi yang telah dipelajari sebelumnya.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru meminta salah satu peserta didik untuk maju ke depan kelas 2. Guru meminta peserta didik yang lain untuk mengamati teman mereka yang ada di depan kelas. 3. Guru bertanya kepada peserta didik apakah ada yang bisa menjelaskan mengenai fisikpeserta didik yang ada di dpan kelas 4. Guru menjelaskan kepada peserta didik terkait <i>Physical Appearance</i> yang digunakan dalam teks deskripsi 5. Guru mempertontonkan sebuah video interaktif mengenai <i>Physical Appearance</i> seseorang 6. Guru memberikan pertanyaan-pertanyaan mengenai video tersebut. 7. Guru memberikan contoh-contoh kata-kata yang mendeskripsikan fisik seseorang yang dapat digunakan untuk membuat teks deskripsi 8. Guru memberikan lembar kertas berisi gambar beberapa orang 9. Guru meminta peserta didik untuk mencocokkan antara gambar dan keterangan yang tertera disana
Penutup	<ol style="list-style-type: none"> 1. Guru meminta peserta didik mengumpulkan hasil tersebut ke meja guru 2. Guru memberi apresiasi kepada seluruh peserta didik 3. Guru memberikan umpan balik dan evaluasi pada hasil kerja siswa tersebut.

Meeting 5

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Kiki Widyawati
Institusi	SMA N 1 KEPAHANG
Tahun Pelajaran	2024/2025
Jenjang Sekolah	Sekolah Menengah Atas
Kelas	X
Fase	E
Capaian Pembelajaran	Menulis dan Mempresentasikan: Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-

	<p>fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
<i>Descriptive Text: Review the Material</i>	
C. PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Memahami dan mengingat materi yang telah dipelajari mengenai teks deskripsi yaitu <i>Denition and Generic Structure of Descriptive Text</i> , penggunaan <i>Simple Present Tense</i> , penggunaan <i>Adjective and Physical Appearance</i> dalam membuat descriptive text.
Gotong Royong	Bekerja sama mencari menjawab pertanyaan tentang <i>Denition and Generic Structure of Descriptive Text</i> , penggunaan <i>Simple Present Tense</i> , penggunaan <i>Adjective and Physical Appearance</i> dalam membuat descriptive text seseorang
Mandiri	Mencari informasi tambahan tentang materi
D. STRATEGI PEMBELAJARAN	
Metode Pembelajaran	Cooperative Learning
Media	Gambar
Sarana dan Prasarana	Alat: Spidol Bahan: Buku Bahasa Inggris, Modul Ajar, LKPD
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
Setelah membaca descriptive text, peserta didik mampu memahami seluruh materi yang telah dipelajari mengenai descriptive text yaitu <i>Denition and Generic Structure of Descriptive Text</i> , penggunaan <i>Simple Present Tense</i> , penggunaan <i>Adjective and Physical Appearance</i> dalam membuat descriptive text dengan benar.	
B. PEMAHAMAN BERMAKNA	
Descriptive teks adalah jenis teks yang bertujuan untuk mendeskripsikan orang, benda, maupun tempat secara detail. Adapun struktur teks dari decriptive text adalah identification and description. Unsur kebahasaan dalam teks deskriptif orang yaitu menggunakan <i>Simple Present Tense</i> , <i>Adjective</i> , <i>Physical Appearance</i> .	
C. KEGIATAN PEMBELAJARAN	

Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajar berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari 4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 5. Guru melakukan brainstorming sebelum memulai pelajaran. 6. Guru mereview materi yang telah dipelajari sebelumnya dengan mengadakan quiz.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru membagi peserta didik ke dalam 6 kelompok 2. Guru meminta peserta didik duduk dengan rapi bersama kelompok masing-masing 3. Guru memberikan kertas berisi jawaban-jawaban dari pertanyaan yang akan diberikan secara acak kepada tiap kelompok. 4. Guru menyiapkan pertanyaan mengenai seluruh materi yang telah dipelajari dalam pertemuan sebelumnya mengenai descriptive text 5. Guru meminta kepada setiap kelompok untuk membuat bel masing-masing terlebih dahulu sebagai tanda saat ingin menjawab pertanyaan dari guru nanti. 6. Guru meminta tiap kelompok untuk mencoba bel yang mereka buat secara bergantian 7. Guru memberikan arahan kepada seluruh murid dan memberitahukan mengenai skor yang didapat tiap kelompok apabila mereka bisa menjawab pertanyaan 8. Guru bertanya kepada seluruh peserta didik apakah mereka siap dengan quiz yang akan mereka hadapi 9. Guru memulai quiz dan peserta didik semangat menjawab pertanyaan dari guru 10. Guru mencatat skor yang diperoleh tiap kelompok
Penutup	<ol style="list-style-type: none"> 1. Guru mengakumulasikan skor yang didapat dan mengumumkan siapa kelompok yang mendapatkan skor terbanyak 2. Guru memberi apresiasi kepada seluruh peserta didik atas semangat mereka mengikuti quiz dalam rangka mereview materi sebelumnya 3. Guru mengapresiasi kelompok yang menang dengan memberikan hadiah 4. Guru memberikan umpan balik dan evaluasi.

Meeting 6,7,8 (Control Class)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Kiki Widyawati
Institusi	SMA N 1 KEPAHANG
Tahun Pelajaran	2024/2025
Jenjang Sekolah	Sekolah Menengah Atas
Kelas	X
Fase	E
Capaian Pembelajaran	Menulis dan Mempresentasikan: Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. mereka membuat perencanaan, menulis,

	mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
<i>Descriptive Text: How to Create Descriptive Text</i>	
C. PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Memahami dan dapat mengimplementasikan bagaimana cara membuat teks deskripsi dengan baik
Gotong Royong	Bekerja sama mencari informasi tentang bagaimana cara membuat teks deskripsi dengan baik dan benar.
Mandiri	Mencari informasi tambahan tentang materi
D. STRATEGI PEMBELAJARAN	
Metode Pembelajaran	Cooperative Learning
Media	Gambar
Sarana dan Prasarana	Alat: Spidol dan Papan Tulis Bahan: Buku Bahasa Inggris, Modul Ajar, LKPD
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
Setelah mempelajari bagaimana cara membuat teks deskripsi, peserta didik mampu membuat teks deskripsi dengan baik dan benar	
B. PEMAHAMAN BERMAKNA	
Descriptive teks adalah jenis teks yang bertujuan untuk mendeskripsikan orang, benda, maupun tempat secara detail. Adapun struktur teks dari descriptive text adalah identification and description. Unsur kebahasaan dalam teks deskriptif orang yaitu menggunakan <i>Simple Present Tense, Adjective, Physical Appearance</i> .	
C. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajar berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari 4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 5. Guru melakukan brainstorming sebelum memulai pelajaran. 6. Guru mereview materi yang telah dipelajari sebelumnya.

Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan bagaimana cara membuat teks deskripsi yang baik dan benar secara bertahap 2. Guru meminta peserta didik yang belum memahami materi untuk bertanya kepada guru 3. Guru membagi peserta didik ke dalam beberapa kelompok 4. Guru memberikan lembar kertas berisi gambar yang berbeda di tiap kelompok 5. Guru meminta murid membuat teks deskripsi berdasarkan gambar tersebut bersama anggota kelompok masing-masing
Penutup	<ol style="list-style-type: none"> 1. Guru meminta peserta didik mengumpulkan hasil tersebut ke meja guru 2. Guru meminta setiap kelompok untuk mempresentasikan hasil mereka di depan kelas 3. Guru memberi apresiasi kepada seluruh peserta didik 4. Guru memberikan umpan balik dan evaluasi pada hasil kerja siswa tersebut.

Meeting 6,7,8 (Experimental Class)

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Kiki Widyawati
Institusi	SMA N 1 KEPAHANG
Tahun Pelajaran	2024/2025
Jenjang Sekolah	Sekolah Menengah Atas
Kelas	X
Fase	E
Capaian Pembelajaran	Menulis dan Mempresentasikan: Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks

	dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	2 x 45 menit
B. KOMPETENSI AWAL	
<i>Descriptive Text: How to Create Descriptive Text</i>	
C. PROFIL PELAJAR PANCASILA	
Bernalar Kritis	Memahami dan dapat mengimplementasikan bagaimana cara membuat teks deskripsi dengan baik
Gotong Royong	Bekerja sama mencari informasi tentang bagaimana cara membuat teks deskripsi dengan baik dan benar.
Mandiri	Mencari informasi tambahan tentang materi
D. STRATEGI PEMBELAJARAN	
Strategi Pembelajaran	Wholesome Scattering Game
Media	Gambar
Sarana dan Prasarana	Alat: Spidol dan Papan Tulis Bahan: Buku Bahasa Inggris, Modul Ajar, LKPD
KOMPETENSI INTI	
A. TUJUAN PEMBELAJARAN	
Setelah mempelajari bagaimana cara membuat teks deskripsi, peserta didik mampu membuat teks deskripsi dengan baik dan benar	
B. PEMAHAMAN BERMAKNA	
Descriptive teks adalah jenis teks yang bertujuan untuk mendeskripsikan orang, benda, maupun tempat secara detail. Adapun struktur teks dari descriptive text adalah identification and description. Unsur kebahasaan dalam teks deskriptif orang yaitu menggunakan <i>Simple Present Tense, Adjective, Physical Appearance</i> .	
C. KEGIATAN PEMBELAJARAN	
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajar berdoa sebelum pembelajaran dimulai 2. Guru mengecek kehadiran peserta didik 3. Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari 4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila. 5. Guru melakukan brainstorming sebelum memulai pelajaran. 6. Guru mereview materi yang telah dipelajari sebelumnya.

Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan bagaimana cara membuat teks deskripsi yang baik dan benar secara bertahap 2. Guru meminta peserta didik yang belum memahami materi untuk bertanya kepada guru 3. Guru menunjukkan sebuah gambar kepada peserta didik 4. Guru meminta tiga atau empat orang murid untuk maju ke depan dan menuliskan di papan tulis kata-kata kunci bahasa inggris yang disebutkan oleh guru dalam bentuk yang berbeda-beda seperti horizontal atau vertical, dll. Guru tidak boleh mengomentari ejaan penulisan 5. Guru meminta murid yang di depan kelas untuk duduk kembali setelah menulis kata-kata tersebut. 6. Guru mengoreksi ejaan dan memperbaiki ejaan kata yang salah 7. Setelah semua ejaan benar, guru membagi peserta didik ke dalam grup, dimana satu grup terdiri dari dua orang 8. Guru meminta setiap grup untuk membuat kalimat sebanyak-banyaknya dalam waktu 30 menit berdasarkan kata-kata kunci yang ada di papan tulis. 9. Guru meminta murid untuk membuat teks deskripsi berdasarkan kalimat yang mereka buat sebelumnya
Penutup	<ol style="list-style-type: none"> 5. Guru meminta setiap grup untuk melaporkan berapa banyak kalimat yang bisa mereka buat 6. Guru meminta setiap grup untuk mengumpulkan teks deskripsi yang mereka buat 7. Guru memberi apresiasi kepada seluruh peserta didik 8. Guru memberikan umpan balik dan evaluasi pada hasil kerja siswa tersebut.

**ALUR TUJUAN PEMBELAJARAN (ATP)
FASE E (KELAS X) SMA N 1 KEPAHIANG**

MATA PELAJARAN : BAHASA INGGRIS
FASE/KELAS : FASE – E/X
SEMESTER : GENAP (II)
ALOKASI WAKTU : 54 JP/108 JP (1 JP = 45 MENIT)
TAHUN PENYUSUNAN : 2023

NO	ELEMEN	CAPAIAN PEMBELAJARAN	KOMPETENSI	TUJUAN PEMBELAJARAN	LINGKUP MATERI	JUMLAH JP
1.	Menyimak-Berbicara	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi	<ol style="list-style-type: none"> 1) Memahami 2) Menggunakan 3) Merespon 4) Mengidentifikasi 	<ol style="list-style-type: none"> 1.1 Menyampaikan opini terkait isu factual dan membandingkan 	<ol style="list-style-type: none"> 1.1.1 Expressing Opinion 1.1.2 Degrees of Comparison 	12

	<p>mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>		1.2 Menggunakan ide dalam diskusi	1.2.1 Expressing Agreement 1.2.2 Expressing Disagreement	8
2. Membaca – Memirsa	<p>Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, prosedur, eksposisi, deskripsi, <i>recount</i>, dan <i>report</i>. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk</p>	<p>1) Membaca – merespon 2) Mengidentifikasi 3) Menginferensi</p>	2.1 Menginferensi teks deskripsi	2.1.1 Reading Descriptive Text 2.1.2 Adjective Simple 2.1.3 Present Tense	12
			2.2 Menginferensi teks Recount	2.2.1 Reading Recount Text	8

3.	Menulis – Mempresentasikan	<p>cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi tersirat dalam teks.</p>		2.3 Menginferensi teks Report	2.3.1 Reading Report Text	4
		<p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka</p>	<p>1) Membuat 2) Menulis 3) Membuat 4) Menyajikan</p>	3.1 Membuat teks deskripsi	3.1.1 Making Descriptive Text	4
				3.2 Membuat teks recount	3.2.1 Writing Recount Text	4

		<p>menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	4
	3.3 Membuat teks report		3.3.1 Report Text

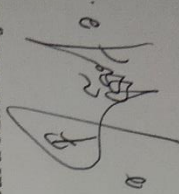
Mengetahui,

Kepala Sekolah



Andri Hervanto, M.Pd

Guru Mata Pelajaran



Fitrisia, S.Pd

Writing Test

Name : Dhrya Wibisono

Class : Merdeka 6

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

The best artist

ION CEREMONY



Prilly Lulucansari is a beautiful girl from Indonesia. Her full name is Prilly Mahatari Lulucansari. Everyone usually call her "Prilly". She is an Indonesian actress, model, presenter, singer, chef, and host. She was born on 15 October 1996 in Tangerang, Banten. She has one sibling and she is the first child in her family. Her mother is Lily Djulita and her father is Rizal Lulucansari. She has slim body. Her height is medium. She has black hair and long hair. She has white skin and pointed nose. She is a student of the London School of Public Figures, studying in public relations. She is student who received the 'Favorite Public Relations Program' award in 2018 for her work on 'Internat Power in Culture'. Prilly has got many awards during her life, including the SETV Award 2019, Tahun Indonesia Award 2019, Infotainment Award 2018, Favorite actress 2013 and Best Female lead of 2018. Prilly roles in several popular dramas like "Hanya Kamu," "Ganteng - Ganteng Iri-gala", and "Manusia Cantik". She has also creating and debuting songs like "Pati", "I Love You", and "Sahabat Hidup".

C = 26

C = 34

G = 27

O = 19

O = 16

O = 18

V = 20

C = 21

G = 21

V = 17

V = 16

V = 17

M = 4

M = 8

M = 9

Writing Test

Name : Aurel Rejoni

Class : Merdeka 6

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

Prilly Latuconsina



Prilly Latuconsina or Prilly is an actress in Indonesia. She also works as a host, presenter, host, singer, model, and celebrity. She was born on 15 October 1996. She was born in Tangerang, Banten.

She is the first child in her family. Her father is Rizal Latuconsina and Lily Djulita. She has one sibling. Prilly has gotten many achievement during her life such as SCTV Awards 2014, Yahoo Indonesia Awards 2014, Infotainment Awards 2015, Favorite Actress 2017, and The Best Female Lead 2018. In acting world, Prilly plays and roles in several dramas like "Hanya Kamu", "GGS", and "Manjast Cantik 2". She has also debuting songs like "Fall in Love" and "Sahabat Hidup". She is very incredible person.

She is a student of London School of Public Figures. She is cute girl. She is also pretty and beautiful. She is very friendly and very expressive girl. She has white skin and slim body. She has medium height. She has long, black, and straight hair. She is also has pointed nose.

C = 22	C = 21	C = 29
O = 17	O = 18	O = 19
G = 21	G = 20	G = 21
V = 17	V = 16	V = 18
M = 4	m = 4	M = 4

Writing Test

Name : Aulia melani putri

Class : x merdeka 6

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

My Favourite Celebrity



He is Raffi Ahmad. His full name is Raffi Fakhri Ahmad. He was born on 17 February 1987 in Bandung, West Java. He is presenter and a famous actor in Indonesia.

Raffi is a Playboy. He is sort of heart-breaker. Many girls like him. He is Nagita Slavina husband. She have two sons. The first is Ragantha. The last is Poyyama. Raffi is the oldest son of Murawar Ahmad and Amy Slavina.

C = 16	C : 15	C : 17
O = 10	O : 10	O : 11
G = 10	G : 9	G : 10
V = 10	V : 11	V : 12
M = 1	M : 2	M : 2

Writing Test

Name : Kado

Class : X-merdeka B

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

Descriptive Text Pafi Ahmad



Descriptive Text About Indonesia Pafi Ahmad, his full name is Pafi Faldi Ahmad
Pafi Ahmad, can his Pafi Ahmad of Pafi. He was born on 17 February
1997 in Bandung, West Java. He is a Presenter and a famous actor in
Indonesia.

Pafi has 2 siblings. He is the first child of his family. His
father's name is Mubawar Ahmad and his mother is Anit Quanita.

Pafi is a good looking guy, manly like him. In fact, he
he is sort of heart-breaker. He could get involved with the girls.
and has a special relationship. Let's say for example
Laudya & Hintya Bera, Kireve Lexia, and Anita Sharma.

Pafi works as a Presenter. He

S = 17	C = 16	C = 18
O = 10	O = 10	O = 13
G = 10	C = 10	G = 12
V = 10	V = 9	V = 10
M = 1	M = 2	M = 2

Writing Test

Name : Ariani V. Merito Perapitan

Class : Matika 4

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

Polly Luthens



Polly Luthens is a famous figure in the Indonesian entertainment industry, celebrated for her multi-talented skills as an actress, singer, and television personality. She was born on 15 October 1996 in Tangerang, Banten, Indonesia.

Polly is known for her striking features, including her small eyes, pale skin, straight hair, pointed small nose, and slim body. Her charm beyond her appearance as she exudes confidence and authenticity in her interactions with fans and colleagues alike.

In terms of achievements, Polly has amassed an impressive list of accolades throughout her career. She has received numerous awards for her acting prowess, including recognition for her standout performances in both television series and film. Polly's music career has seen success with her singles topping the chart.

C = 22	c = 20	C = 22
U = 18	o = 18	o = 19
G = 20	G = 20	G = 17
V = 18	v = 17	V = 19
M = 4	m = 89	M = 9

Writing Test

Name : Fitria Oktarini

Class : PMI kelas 4

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

Prily Latuconsina

ION CEREMONY



Her full name is Prily Latuconsina. People usually call her Prily. Of 11. She was born on 18 October 1996 in Tangerang. She is a model, little chef and a famous actress in Indonesia.

Prily has 1 sibling. She is the first child of the family. Her father's name is Brian Latuconsina and her mother is Lily. Prily has short and slim body. She has straight hair and painted nails. She also has light skin.

Prily became known as a bit of a little chef after she presented the word of acting in her first soap opera. She got married to the Santos.

Prily has many lifetime achievements during his career. Some of them are S.T.V awards, Zeta Zeta Indonesia Awards, and Entertainment Awards.

C = 17	O = 15	C = 22
D = 13	O = 11	O = 15
E = 16	G = 13	G = 19
V = 14	V = 12	V = 13
M = 2		M = 9

M = 2

Writing Test

Name : margaretha kharon dheg

Class : M 4

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

The best idol



He is Raffi. His full name is Raffi Farid Ahmad. He is the child of Munawar Ahmad and Amy Qanita. He is a friend of Olga Syaputra. He is kind and friendly. He has two daughters, Rafatah and Rayanza. His wife is Pragita Slavina. He is one of the richest people in Indonesia. He is the famous artist in Indonesia.

C = 11

C = 14

C = 14

D = 7

D = 9

D = 8

E = 5

E = 7

E = 8

V = 4

V = 9

V = 10

M = 2

M = 2

M = 2

Writing Test

Name : Sarah Kusuma Putri

Class : X Mendek 4

Time allocation: (2 x 45 minutes)

Please write a Descriptive text based on the criteria below:

1. The Descriptive text must consist of 100-150 words
2. The Descriptive text must consist of the Descriptive generic structure:
 - a. Identification : Introduces the subject that will be described
 - b. Description : Describes some personalities/characteristics and physical appearance of the subject
3. Pay attention to the grammar (use Simple Present Tense for the Descriptive text), organization of ideas, vocabularies/word choices, and Mechanics (punctuation, spelling, and capitalization)
4. Determine the best title of the descriptive text based on yourself!

Raffi Ahmad



Raffi Ahmad. His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is famous presenter in Indonesia. Raffi has 2 sisters. He is the first child of the family. His father's name is Murawar Ahmad and his mother's name is Amy Damba.

Raffi is a handsome young boy. His height is 170 cm. He is loyal, optimistic, and humorous person. He is also hospitable and intelligent. Specifically he has slim body, pointed nose, almond eyes, short wavy black hair and brown eyes.

His wife's name is Nagita Slavina they married in 2014 and have two sons named Raster Malik Ahmad and Kayvanqa Malik Ahmad.

C = 22

C = 23

C = 23

O = 14

O = 17

O = 15

G = 18

G = 15

G = 19

V = 14

V = 15

V = 15

M = 3

M = 3

M = 3

THE EFFECT OF WHOLESOME SCATTERING GAME ON STUDENTS WRITING ABILITY IN WRITING TEXT

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