THE USE OF PUZZLE HUMAN (BOSARANG) TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMPN 1 SUMARORONG

PENGGUNAAN BOSARANG UNTUK MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS TEKS DESKRIPTIF DI KELAS VIII SMPN 1 SUMARORONG

Yusriati[1], Ulfa Syam[2], Rampeng[3]

[1,2,3] English Language Education Program, Universitas Bosowa, Makassar, Indonesia

ABSTRACT

This research is aimedto know the outcomeof using Puzzle Human (Bosarang) to improvestudents' writing skill of descriptive text at the eight grade students of SMPN 1 Sumarorong. This research was classified as pre-experimental design to one group class. The population of this research were the eighth-grade students of SMPN 1 Sumarorong in academic year 2020/2021 that consist of 150 students. Purposive sampling technique was used to take a class as the sample of the research which consist of 32 students. The research used inferential analysis of t-test by using SPSS v.16.0, the researcher concludes that the use of puzzle human (Bosarang) can improve students'writing skill of descriptive text. The results of the research showed that there was a significant improvement in the students' mean score writing skillwhen the students were taught by puzzle human (Bosarang) and whenwere taught only using textbook. The mean score of the students' writing competence increased from 52,50 in pre-test, to 73,96 in post-test. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Therefore, the hypothesis of this study was accepted. It shows that Bosarang totally increases students' skill in writing.

Keywords: *Puzzle human (Bosarang), writing skill, descriptive text.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hasil dari penggunaan media Bosarang dalam meningkatkan keterampilan menulis teks deskriptifoleh siswa kelas VIII di SMPN 1 Sumarorong. Penelitian ini diklasifikasikan sebagai desain pre-eksperimenyang menggunakan satu kelas. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 1 Sumarorong tahun ajaran 2020/2021 yang berjumlah 150 siswa. Teknik purposive sampling digunakan untuk menentukan kelas yg digunakan sebagai sampel penelitian yang berjumlah 30 siswa. Setelah dilakukan penelitian dengan menggunakan analisis inferensial

t-test pada SPSS v.16.0, peneliti menyimpulkan bahwa penggunaan media Bosarang dapat meningkatkan keterampilan menulis teks deskriptif siswa. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada keterampilan menulis skor rata-rata siswa ketika siswa diajar dengan media Bosarang dan ketika diajar hanya menggunakan buku cetak. Nilai rata-rata para siswa meningkat dari 52,50 pada pre-test, menjadi 73,96 pada post-test. Nilai signifikanterhiting 0,000 lebih kecil dari 0,05 (P-value = 0,000 <0,05). Dengan demikian hipotesis penelitian ini diterima. Hal tersebut menunjukkan bahwa media Bosarang telah meningkatkan kemampuan menulis siswa di SMPN 1 Sumarorong.

Kata Kunci: *Puzzle human (Bosarang), keterampilan menulis, teks deskriptif.*

INTRODUCTION

Alan Meyers (2005:45) said that writing is speaking to others on paper – or on a computer screen. Writing is a partly talent, but it's mostly skill and like anyskill, it improves with practice. Writing is also an action – a process of discovering and organizing your ideas, putting them on paper and revising them. As Heaton (2015:135) said that writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical device but also conceptual and judgmental elements. In contrast Ploeger (2010:3) said that writing is a language that they should be done easily and quickly without extended many thoughts and effort. It means that writing is easy if teacher can inform and teach well. Students need to process writing capability, especially relating to the written assignments given by their teacher.

Based on the preliminary observation in the eighth grade of SMPN 1 Sumarorong, the students find the English writing skill as the most difficult one to master. The researcher found that the students could not produce written English in descriptive texts. When the students were asked to write an English text, they were unable to develop their ideas and to arrange their sentences into a good descriptive paragraph. It proved that the students had a low mastery of writing skill. The minister of education and culture 2013 supported that descriptive text is the basic material in increasing students' ability in writing and way to learn English at the seventh grade and that is worth for the beginner level. At the seventh grade, some students felt difficulties in arranging the sentences of writing descriptive text, they often stuck on it. They can make an imagination, but they did not explore in writing. Some of them lazy in learning English.

Based on the explanation above, the researcher deciced to utilize the implement a delightful way that is using Puzzle Human (Bosarang) as an aid in teaching writing to overcome the problem in the English teaching and learning process. Eventually, the researcher expects that using Puzzle Human (Bosarang) in students' writing class would give a positive contribution to students' writing

skill. Bosarang as a media is expected to be able to improve students writing skill and would be the best solution to teaching writing descriptive text.

LITERATURE REVIEW
Writing

Writing which is the activity of producing the language including the most important skills that foreign language need to develop, because it is the last stage of learning a language after listening, speaking and reading. According to Ur (2010:162), writing is a widely used in within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself. In other words without writing we can unite three aspects of language. Writing is not only a process to putting words to be a sentences, it also needed knowledge about all aspects of grammar.

Descriptive Text

Based on curriculum 2013 (2013:70) of Junior High School, there are three genres of monolog text that have to be taught in teaching writing, namely descriptive text, recount text and procedure text. The types of this text have different function and features that may give difficulties to students. In this research, the writer will take up descriptive. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Mursyid, 2011:4).

In addition, according to Anderson and Anderson (2011:26) descriptive text describes particular person, place, or things. It means that descriptive text gives a significant picture about a subject in accordance with facts, without include personal opinion. According to Oshima and Hogue (2017:61) states that descriptive text refers to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the reader can imagine the object place, or person in his/her mind.

So, from the descriptions about descriptive text above, the writer summarizes that descriptive text is a way to make a reader can imagine or look the situation of the person, noun, or thing that we make in writing form. Someone who makes a good description is like an artist that paint an object or picture that can be seen clearly for all who see it. By describing something, the reader can imagine the object by their critical thinking and they can guess what we mean.

Puzzle Human (Bosarang)

Puzzle Human (Bosarang) can be said like learning strategy. It is the teaching method introduced by Raharjanti, Damayanti, and Mar'ah in 2018. They developed a media to teach at Junior High School, that's Puzzle Human (Bosarang). They said Bosarang is a kind of puzzle. It is an action arranging jumbled people's body in good place to become a perfect picture in order to make the learning process easier and make students' can improve their skill. In English,

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 1 April 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

Bosarang used to teach English skills as like listening, speaking, reading, and writing. In this research, Bosarang is used to teach "writing skill" in descriptive text. The teacher asks to the students to write paragraph of descriptive text by using Bosarangmedia to help her/ him in teaching and learning process.

Bosarang is a picture of someone that createdinto separate pieces and presented in a randomized form. Students must arrange the pieces in good place to make complete picture. After posted a piece, students should make a description in the form of simple sentences from each section. It couldhelp students to produce more paragraphs that expected. After the picture completed, studentsmake paragraph descriptive. The first, students found general information from the image presented, such as name, date of birthday, work, etc. Then, all the information were combined with the sentences that have been obtained from the use of Bosarang to become a complete description paragraph.

METHODOLOGY

The researcher applied pre-experimental research design with quantitative approach. This research classified as pre-experimental design because it hasn't a control variable. In this research, the researcher just put one group and used pre-test and post-test to see the results of the test.

FINDINGS

This section presents the result the research. The researcher obtain two kinds of data; the scores of pre-test and the scores of post-test on components of writing skills which focus on content, organization, mechanic, grammar, and vocabulary. The aim of the test was to measure the students' writing skill before and after learn using puzzle human (Bosarang).

The score classification of students' pre-test and post test:

Tabel 1 Rate Frequency (F)and Percentage (P) of the Students Score in Pre-test and Post-test in Content.

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	18-20	1	3.12%	5	15.62%
Good	15-17	4	12.5%	22	68.75%
Enough	12-14	17	53.12%	4	12.5%
Poor	9-11	6	18.75%	1	3.12%
Very Poor	<8	4	12.5%	-	-
Total		32	100%	32	100%

Data above show that in the pre-test, there wasone student (3.12%) classified as excellent, 4 students (12.5%) classified as good, 17 students

Klasikal: Journal of Education, Language Teaching and Science
Volume 3 Issue 1 April 2021
p-ISSN: 2656-9914 e-ISSN: 2656-8772

(53.12%) classified as enough, 6 students (18.75%) classified as poor, and 4 students (12.5%) classified as very poor.

While in the post test there were 5 students (15.62%) classified as excellent, 22 students (68.75%) classified as good, 4 students (12.5%) classified as poor and none of student classified as very poor.

The writer found that in the pre-test, the students had difficult to make a relevant paragraph each other, but after the resercher using bosarangon writing lesson, in post-test the students easier to make a relevant paragraph. These results show that there is an improvement of the students' writing skill in content.

Tabel 2 Rate Percentage (P) and Frequency (F) of the students Score in Pre-test and Post-test in Organization

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	18-20	-	-	1	3.12%
Good	15-17	3	9.37%	19	59.37%
Enough	12-14	8	25%	11	34.37%
Poor	9-11	13	40.62%	1	3.12%
Very Poor	<8	8	25%	-	-
Total		32	100%	32	100%

Data above show that in the pre-test none of the student classified as excellent, 3 students (9.37%) classified as good, 8 students (25%) lassified as enough,13 students (40.62%) classified as poor, and 8 students (25%) classified as very poor.

While in the post-test, there was one student (3.12%) classified as excellent, 19 students (59.37%) classified as good, 11 students (34.37%) classified as enough, one student (3.12%) classified as poor, and none of the students were classified as very poor.

The writer found that in the pre-test, most of students had difficult in organizing their idea into readable paragraph, but in post-test the students can organizing their idea into readable paragraph

Tabel 3 Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Vocabulary

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	18-20	1	3.12%	9	28.12%
Good	15-17	4	12.5%	18	56.25%
Enough	12-14	17	53.12%	5	15.62%
Poor	9-11	7	21.87%		-
Very Poor	<8	3	9.37%	-	-
Total		32	100%	32	100%

Data above show that in the pre-test, there was one of the student (3.12%) classified as excellent, 4 students (12.5%) classified as good, 17 students (53.12%) classified as enough, 7 students (21.87%) classified as poor and 3 students (9.37%) classified as very poor.

While in the post-test there were 9 students (28.12%) classified as excellent, 18 students (56.25%) classified as good, and 5 students (15.62%) classified as enough, and none of the students classified as poor and very poor.

The writer found that in pre-test, the students still had difficult in choosing vocabulary, so that the students were difficult to make a good paragraph, but in the post-test the students easier to choosing a vocabulary, so that the students were easier to make a good paragraph. This result show that there is an improvement of the students, writing skill in vocabulary.

**Tabel 4 RatePercentage (P) and Frequency of the
students Score in Pre-test and Post-test in Language Use/Grammar.**

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	18-20	-	-	-	-
Good	15-17	-	-	4	12.5%
Enough	12-14	1	3.12%	24	75%
Poor	9-11	10	31.25%	4	12.5%
Very Poor	<8	21	65.62%	-	-
Total		32	100%	32	100%

Data above show that in the pre-test none of the students classified as excellent and good, one of student (3.12%) classified as enough, 10 students (31.25%) classified as poor and 21 students (65.62%) classified as very poor.

While in the post-test none of the students classified as excellent, 4 students (12.5%) classified as good, 24 students (75%) classified as enough, 4 students (12.5%) classified as poor and none of the students classified as very poor.

The writer found in the pre-test, most of students no mastery of sentences construction rule, so that the students difficult to make a good paragraph. But in post-test, some of students can mastery of sentence construction rule, so that the students can make a good paragraph. This result show that there is an improvement of the students, writing skill in grammar.

Tabel 5 Rate Percentage (P) and Frequency (F) of the students Score in Pre-test and Post-test in Mechanics.

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	18-20	-	-	-	-
Good	15-17	2	6.25%	15	46.87%
Enough	12-14	3	9.37%	16	50%
Poor	9-11	10	34.37%	1	3.12%
Very Poor	<8	17	53.12%	-	-
Total		32	100%	32	100%

Data above show that in the pre-test none of the students classified as excellent, 2 students (6.25%) classified as good, 3 students (9.37%) classified as enough, 10 students (34.37%) %) classified as poor, and 17 students (53.12%) classified as very poor.

While in the post-test none of students classified as excellent, 15 students (46.87%) classified as good, 16 students (50%) classified as enough, one student (3.12%) classified as poor and none of the students classified as very poor.

The writer found, in pre-test most of students' written was dominated by errors of spelling, but in the post-test the writer found some of students can mastery of conviction. This result show that there is an improvement of the students' writing skill in mechanics.

Tabel 6 Rate Percentage (P) and Frequency (F) of the students Score in the five components Observed

Classification	Score	Pre-test		Post-test	
		F	P	F	P
Excellent	85-100	-	-	2	6.25%
Good	70-85	4	12.5%	19	59.37%
Enough	60-69	3	9.37%	11	34.37%
Poor	50-59	10	31.25%	-	-
Very Poor	<50	15	46.87%	-	-
Total		32	100%	32	100%

Based on the data above, we can conclude that in the pre-test none of the students classified as excellent, 4 students (12.5%) classified good, 3 students (9.37%) classified as enough, 10 students (31.25%) classified as poor, and 15 students (46.87%) classified as very poor.

While in the post test there were 2student2 (6.25%) classified excellent, 19 students (59.37.%) classified good, 11 students (34.37%) classified as enough, and none students classified aspoor and very poor.

DISCUSSION

From the findings, it is clear that there is significant changes of the students' score of writing skill in five components namely content, organization, vocabulary, grammar, and mechanics after given treatment by using puzzle human (Bosarang). The students scores showed that the use of puzzle human (Bosarang) makes them more active and creative during teaching and learning process.

The result of pre-test showed not much enhanced students writing skill focus on organization. The most common error from the students found by the researcher wasstudents cannot arrange the word in good sentences and when expressing their ideas, that happens because they are low in developing their thinking in writing. Students also were low in composing sentences well in their writing in a succinct manner. Finally, they also worry about grammar and vocabulary. This is evident when students write they sometimes used the wrong words because limited vocabulary. They also do not consider correct grammar and proper punctuation. Thus, students should think clearly to make their writing better. They are not forced to make their own writing. It keeps students low in writing.

At the beginning of the research, the researcher explained there were some procedures used to know students' writing skill. They were given pre-test, treatments, and post-test. The pre-test was conducted on August 30th, 2020. The pre-test was administeredto know students' writing skill before they were given treatments by theresearcher.In pre test the most common error found by the researcherswas grammar and vocabulary when the students write their ideas. In describing the famous people, the most common error from the students found by the researcher wasstudents cannot arrange the word in good sentences and when expressing their ideas. It happens because they are low in developing their thinking in writing. Students also were low in composing sentences well in their writing in a succinct manner. Beside that, they also worry about grammar and vocabulary.This is evident when students write they sometimes used the wrong words because limited vocabulary. They also do not consider correct grammar and proper punctuation. Thus, students should think clearly to make their writing better. They are not forced to make their own writing. It keeps students low in writing. It is affected by the students' mother tongue in their native of language.

After giving the pre-test, the researcher gave treatments. The researcher did three treatments to know the significant outcome of using puzzle human (Bosarang) toward students writing skill. Puzzle human (Bosarang) was given full of challenging and carefulness in arrange sentence by using the puzzle, so that this media can help and increase students' writing skill. Puzzle human (Bosarang) make the students interested and it helped the students learn to aarange the words be sentences. They can be used at any stage of class to provide an amazing and challenging respite from other classroom activity, and are especially useful to send the students away feeling cheerful about their English class.

The first treatments held on September 3th, 2020. During the treatment at the 1th meeting the researcher explain briefly everything related to writing

descriptive text, such as how to write a descriptive text, how to use mechanics of writing, and how to make grammatical sentence. The student's response was good. They could write sentence but they still had problem with mechanics of writing.

The second treatment held on September 4th 2020. To overcome the problem the researcher provided the students with teaching material about mechanics of writing in the 2th meeting. She explained the usage followed by some examples. As it results, the students understanding got better.

The third treatments held on September 5th 2020.At the 3rd meeting the researcher were introduced a media that is puzzle to facilitate them catching the important points of the topic of descriptive text clearly. The researcher also ask the students to write the example of descriptive paragraph. In summary, the students writing skill were much improved. They no longer had problem with mechanics, organization, and content.

After the researcher gave the treatments, the researcher gave the post-test held on Septemberr 7th, 2020. When the post-test was given, students could describe a famous people in a good paragraph. The score of post-tests showed the significant result. The use of puzzle human (Bosarang) could be used for a technique or strategy in teaching writing. It is proven by the the mean score of students in pretest and posttest.

CONCLUSION

Based on the findings and discussion of the study, it can be concluded that there was influence of using puzzle human (Bosarang) towards students' writing skill at the eighth grade of SMPN 1 Sumarorong in the academic year of 2020/2021.

REFERENCES

Alves, A.R. (2010). *Centre for English Language Studies:Process Writing*. Birmingham: The University of Birmingham.

Ambiyatul, A. (2018). *The Influence of Using Word Search Puzzle Game Towards Student's Vocabulary Mastery at The First Semester Of the Eighth SMPN 1 AmbarawaPringsewu in The Academic Year of 2017/2018*.Skripsi. Lampung: UIN RadenIntan Lampung.

Anderson, M. & Anderson, K. (2011). *Text Type in English 3.* Melbourne: Macmilan Education.

Annisa, M. &Marlina, L. (2014). *Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade of Junior High School Students*.Online. (http://ejournal.unp.ac.id, retrieved on February 8, 2020).

Aroya, R. (2013). *Pengaruh Media Pembelajaran Puzzle Terhadap Peningkatan Kemampuan Calistung Peserta Didik Pendidikan Keaksaraan Fungsional Tingkat Dasar di UPTDSKB Kabupaten Trenggalek*. E-Journal UniversitasNegeri Surabaya.Vol.1 No 3.

Brown, H.D. (2011). *Teaching by Principles an Interactive Approach to Language Pedagogy: Second Edition*. New Jersey: Addison Wesley Longman Inc.

Brown, H.D. (2012). Language *Assessment: Principles and Classroom Practices*. New York: Longman.

Burns, Anne. (2010). *Doing Action Research in English Language Teaching: a guide for practitioners*. New York: Routledge

Clouse, B.F. (2012). *The Students Writer*. New York: MCGraw Hill.

Creswell, J. W. (2012). *Research design: Qualitative , Quantitave and Mixed Method Approaches*. 4th ed. London: Sage Publication.

Falkner, N. &Michalewicz, Z. 2014.*Teaching Puzzle-based Learning. Development of Basic Concepts, Teaching Mathematics ND Computer Science,*10(1), PP. 183-204).

Fansury, A. H., & Januarty, R. (2017). Model Pembelajaran Picture and Picture dengan Media Games Android dalam Meningkatkan Kemampuan Kosa Kata Siswa Kelas VII SMPN 35 Makassar. *FKIP Unismuh Makassar: Jurnal Keguruan dan Ilmu Pendidikan (JIKP)*, *4*(1).

Gay, L.R, G.E. Mills. (2016). *Educational Research (Competencies for Analysis and Applications).* USA: Pearson.

Harahap, E.S. & Sigalingging. (2014). *Efektivitas Metode Permainan Puzzle Terhadap Kemampuan Menulis Surat Dinas oleh Siswa Kelas VII SMP Negeri 35 Medan Tahun Pembelajaran 2013/2014.* Online. (https://media.neliti.com/media/publications/, retrieved on February 11, 2020).

Kuncororini, W.A. (2015). *Improving Student Writing Skill of Descriptive Text Using Think Pair Share (A Classroom Action Research at The Seventh Grade of SMP Negeri 03 Mojogedang in The Academic Years 2014/2015).*Skripsi.Sukarta: State Islamic Institute of Surakarta.

Meyers, A. (2015). *Getaways to Academic Writing: Effective Sentences, Paragraphs and Essays.* Unites States: Longman.

Mukarto. (2017). *English on Sky 1: For Junior High School Students Year VII*. Jakarta: Erlangga.

Mursyid.M.P.W. (2011). *Learning Descriptive Text (English LearningHandbook)*. Pekalongan: SMPN 1 Karangdadap.

Oshima, A. & Hogue, A. (2017). *Introduction to Academic Writing, 3rded*. New York: Addison Wesley Longman.

Raharjayanti, R.D., Mar'ah, A.K. &Damayanti. (2018). *Using Bosarang in Enhancing Students' Interest and Creativity on Learning Descriptive Text*.Journal of Research on Applied Linguistics.Vol. 2, No. 1, PP 129 – 138.

Widyasari, Z. (2010). *The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in The First Year Students of Ma Al Bidayah Candi Bandungan in The Academic Year 2009/2010)*. Skripsi. Salatiga: STAIN Salatiga.