129

USING BOSARANG IN ENHANCING STUDENTS' INTEREST AND CREATIVITY ON LEARNING DESCRIPTIVE TEXT

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Abstract

It is going to be difficult to teach English in a school which has high cultured of Javanese and Islam. Besides, the school is located in a village which is far enough from the center of the city. Therefore, the students could not have enough facilities that may support their learning process. It must be realized that their interest to learn English is still under expectations. They considered English as a difficult subject so they do not like it. Then, how will they compete with billion people after they graduate? Nowadays there are many children and high school students who have excellent English skill. But, what about students in the village who are absolutely need much more support to study? The success of education could not be seen only from a certain side. The authors try to encourage the students in MTs Ma'arif Kaliangkrik Magelang (Junior High School age level) to like English by giving an interesting way to learn descriptive text. It might be straightforward for junior high school age level, but it becomes very complicated for the students there. The authors introduced BOSARANG (kind of puzzle of arranging people's body) to make the learning process easier. The purpose of this study is to prove that the use of Bosarang increases students' creativity in making descriptive text. This paper uses quasi experimental research which uses pre-test and post-test to compare the result. Based on the research, it shows that Bosarang totally increases students' creativity.

Keywords – Bosarang, teaching method, students' creativity, teaching English, descriptive text.

Introduction

English becomes one of the subjects in Indonesia from elementary school up to senior high school. It is a subject based on curriculum based competence. Curriculum based on competence has new terms that mean knowledge, skill and values which are reflected in behaviour. Curriculum based on competence itself means kind of education standard program which encourage students to be competence in what they learn (Sundayana, dkk, 2003).

In learning English, it is not enough when the students only learn about speaking. They also need to learn about writing. In this term, writing is applied in producing some kinds of text, such as narrative, report, recount, exposition, descriptive, etc. In producing text, there will be many difficulties whether it is about vocabulary or how to develop the idea.

The focus of this study is proving that the use of Bosarang is effective and gives a good result in learning descriptive text. It can be said that not all students in a class like English since it is not their mother tongue. They may be good in other subject but not in English. Teacher can not blame the students when they do not get a good result in English course. It must be teacher's responsible to find a new way which can make the students encouraged.

It can be said that a class will be more conducive and effective when it has informal and relaxed classroom (Sukarno, 2014). Therefore, the students will not feel underpressure while

studying a difficult material. The term of active learning has been very popular nowadays, especially to make the students like in the informal and relaxed classroom. So, the use of Bosarang belongs to active learning activity which the students can be more enthusiastic and they feel free to express their ideas.

As a future teacher, it is important to know about teaching method. It can be said that teaching is delivering knowledge from the teacher to the students. According to Nathaniel Gage, teaching is like the instrument of art that consists of formula, recipe and algorhytm which needs improvisation and spontaneity. So it can be concluded that teaching method is the way how the teacher teaches.

Active learning is kind of teaching method that encourages students to be active in term of finding a main idea of the material, solving the problem or applying what they have learnt in their real life(Zaini, 2002).

Creativity can be said as how the students think about something new and the way they solve the problem. According to Munandar (2012), creative student has some characteristics such as having a big interest in something and always encouraged to try something new. In this term, the use of bosarang increases students' creativity.

Bosarang is a kind of puzzle. There are some research which proved that using puzzle on the learning process is effective, fun and increasing the students' creativity. A research with the title "Efektifitas Metode Permainan Puzzle terhadap Kemampuan Menulis Surat Dinas oleh Siswa Kelas VIII SMP Negeri 5 Medan Tahun P embelajaran 2013/2014" proved that experiment class which used puzzle get the average value 86,58. Meanwhile, the control class which did not use puzzle only got average value 76, 27.

That research result proves that the use of puzzle in learning process really gives big influence to the result. Therefore, Bosarang which is like puzzle can be said that it is more interesting than the other puzzle since the students can choose the pieces of the people's body by theirself to make a puzzle.It will bring the class become interesting when the students consider English as a difficult lesson.

Methodology
Research design
This research focused on the students' achievements both the control and experiment class it shows how beneficial Bosarang in supporting students to learn descriptive text. This research used experimental research to collect the data. So, the author conducted pre-test and post-test to know and compare the result.
Table of quasi experimental by using pre-test and post-test

Class	Pre-test	Lecturing 1	Lecturing 2	Post-test
A	P_1	D_1	D_2	P_2
B	P_1	D_1	D_2	P_2

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131

Notes:
A   : Class using Bosarang
B   : Class without Bosarang
P1   : Pre-test
D1   : Lecturing 1
D2   : Lecturing 2
P2   : Post-test

Population and sample

Population of this research was the 8th grade students of MTs Ma'arif Kaliangkrik 2017/2018. There were 81 students that were divided into 3 classes which each class consists of 24-30 students.

Meanwhile for the sample, the author took 2 classes to be observed. There were 57 students from those 2 classes. Those 2 classes would be the experiment class and the rest would be the control class.

Data collection

In collecting the data, the author used pre-test and post-test which both of them were needed to emphasize the information about the influence of using Bosarang on learning descriptive text. In pre-test, the students were asked to make descriptive text about people based on their knowledge before the author gave some explanations. Then the next two meeting, the students were given material about descriptive text. The first group was not using Bosarang and the second was. For the last meeting, students were asked again to make descriptive text about people after they got explanation on the previous meeting.

Data analysis

The author analyzed the obtained data by comparative technique. It meant that there were two observation classes, the first one was using Bosarang (experimental class) and the rest was not (control class). The author tried to analyze the result, how far the use of Bosarang on learning descriptive text could influence students' creativity in making descriptive text and how significant the difference between those two classes.

$$T o = \frac{Ma - Mb}{\sqrt{\left\{ \frac{\sum xa^2 + \sum xb^2}{Na + Nb - 2} \right\} \left\{ \frac{1}{Na} + \frac{1}{Nb} \right\}}}$$

Notes:
T   : total score
Ma   : mean value (class A)
Mb   : mean value (class B)
$\sum$xa   : variety of class A
$\sum$xb   : variety of class B
 Na   : the number of students in class A

Nb   : the number of students in class B

Based on Brown's concept (2004:287), the result of the test can be classified into 5 categories :
85-100   : excellent
70-85   : good
60-69   : enough
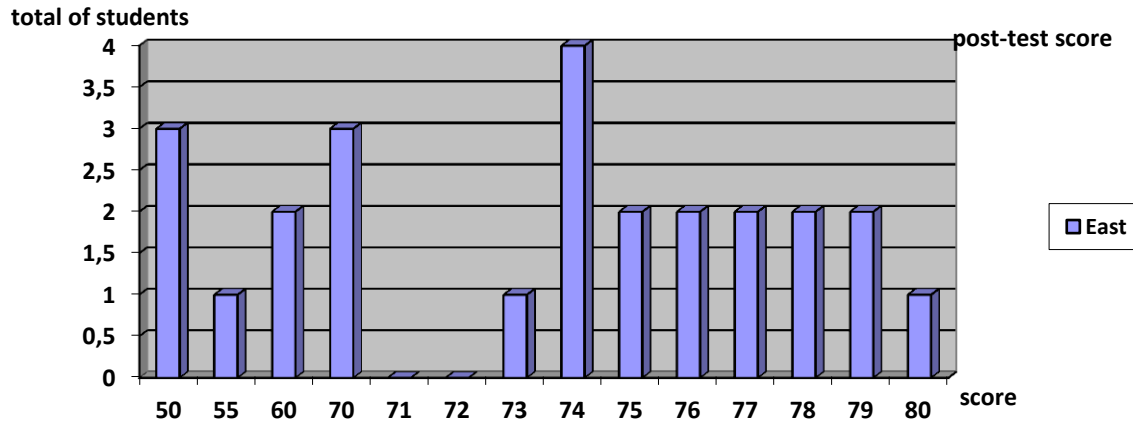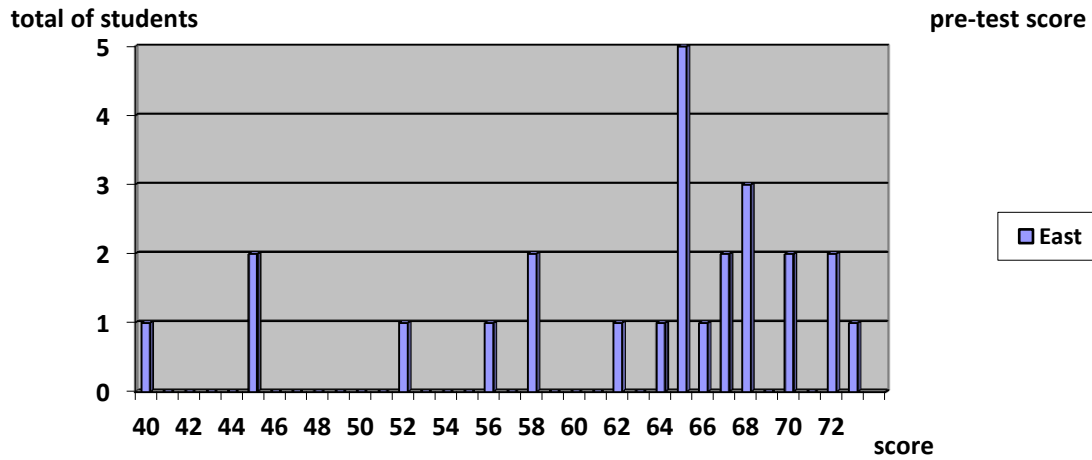50-59   : poor
Less than 50   : very poor

Finding(s) and Discussion
Based on the focus of this research about how effective the use of Bosarang in learning descriptive text. In analyzing the data, the author used comparative technique. Here was the data that had been collected by the author:

The score of experiment group

133
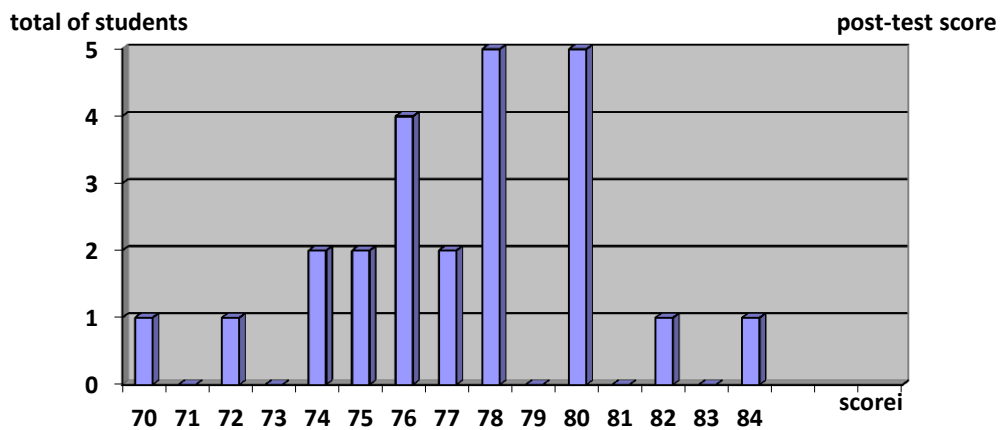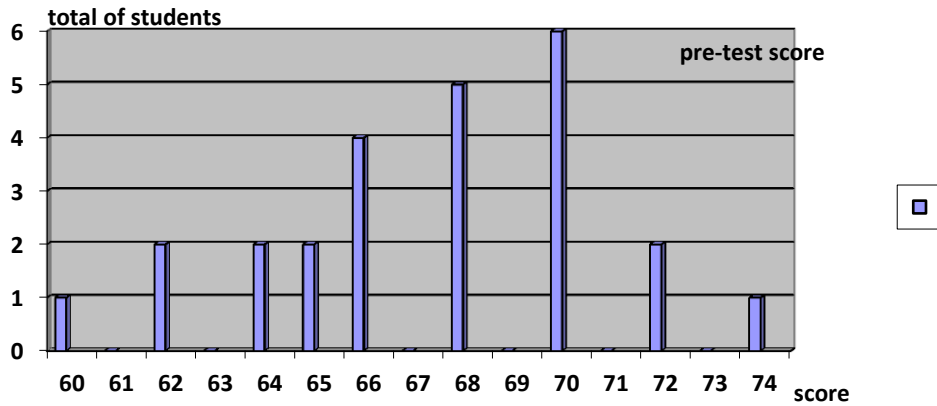
The score of control group

Class	Mean (pre-test score)	Variant (Pre-test)	Students (Pre-test)	Mean (post-test score)	Variant (post-test)	Students (post-test)
Experiment	67.4	283.8	25	74.4	241.8	25
Control	62.6	1331.64	25	69.9	2230.65	25

Data analysis
A. PRETEST

$$To = \frac{ma - mb}{\sqrt{\left(\frac{xa + xb}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

$$To = \frac{67,4 - 62,6}{\sqrt{\left(\frac{283,4 + 1.331,64}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$= \frac{4,8}{\sqrt{\left(\frac{1615,04}{48}\right)\left(\frac{2}{25}\right)}}$$

$$= 2,925$$

After getting the significant result of pre-test, then it is checked to to t-table with 90% level significance. There is significant difference between experiment and control class if the t-test result is higher than t-table. In the t-table with degree of freedom   25-2 = 48 is 1.708, while the t-test result is 1.782. It shows that t-test is more than t-table. (2,925 > 1,708)

B. POST TEST

$$To = \frac{ma - mb}{\sqrt{\left(\frac{xa + xb}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

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135

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$$To = \frac{77,4 - 69,6}{\sqrt{\left(\frac{241.8 + 2230,65}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$To = \frac{7,8}{\sqrt{\left(\frac{2472,45}{48}\right)\left(\frac{2}{25}\right)}}$$

$To = 3,842$

After getting the significant result of pre-test, then it is checked to t-table with 90% level significance. There is significant difference between experiment and control group if the t-test result is more than t-table. In the t-table with degree of freedom   25-2 = 48 is 1.708, while the t-test result is 1.782. It shows that t-test is more than t-table. (3,842 > 1,708)

Experiment class
Pre-test
Pre-test was conducted on May 30th 2018. The class was started at 8.00 up to 11.00 a.m, but they only had 60 minutes to do pre-test. They had 30 minutes for breaktime and continued by discussion activity and ice breaking. It was begun by introducing by the researchers. Then, the students were asked to make a descriptive text about people. They could choose their own topic such as describing their teacher, idol, parents, friend and many more. Based on the author's observation, the students were still confused how to make descriptive text although they had been taught by their teacher. They got difficulties in choosing the words, constructing the sentences, and developing the ideas. The result of their pre-test had not been good enough. The average value of the experiment class was 67, 4.

Meeting 1 (without using Bosarang)
The next day, on May 31st 2018 the researchers gave the students more explanation about descriptive text. Like the previous meeting, the class was started at 8.00 up to 11.00 a.m, They were explained about the definition, the generic structure, the function, the tenses that would be used, how to choose the words / diction, and how to develop the idea. The researchers explained them by giving explanations and gave a chance for the students to ask questions. The students were enjoying the class since the researchers also gave an ice breaking to avoid them to be bored because of the difficult lesson. Based on the observation, it could be analyzed that English became a lesson that was not really interesting for the students of MTs Kaliangkrik.

Meeting 2 (using Bosarang)

On June 2nd 2018, the students were given explanations about descriptive again. It was like the previous meeting, but the researchers tried to apply the use of Bosarang in the experiment group. First, the researchers lead a warming up activity to make the students encouraged. Then the researchers continued the material by explaining them about descriptive text but they used Bosarang. The researchers gave an example how to use Bosarang then distributed it to the students that had been divided into group of two. The students looked like very happy and enjoy the class. They arranged the puzzle as they want to arrange. After they finished arranging the puzzle, the researchers asked some of the students to present their work in front of the class. Each group was able to make the different puzzle with the others. So, their work became more various. Based on the observation, it can be seen that the second meeting which used Bosarang was more fun and the students became more active.

Post-test

After the students were given explanation in two meetings, on the last day, June 6th 2018 the researchers asked the students to make a descriptive text about people as the post-test. The instructions were same with their pre-test. On the post-test session, the students were doing it better than their pre-test. They were more confident in wrote their text and they were able to create a long paragraph. It meant that they had been able to develop the idea and got more new vocabularies. For the experiment class, the average value of their post-test was 72,6. It was much better than the pre-test. So, it can be concluded that Bosarang really gave big impacts fordeveloping students' ability and creativity.

Control class
Pre-test

Like the experiment class, the schedule of the first day was pre-test. First of all, the researchers introduced theirself in the control class. Then, the students were asked to make a descriptive text without any explanation from the researchers. They only had 60 minutes to do pre-test. Then, they had a break time and continued by sharing activity with the researchers. Based on the observation, the students still got difficulties in creating descriptive text especially in developing the idea, choosing the words / diction, constructing the sentences and many more. The pre-test result of control class had not been good yet and they were not better than the experiment class. The average value was 62,5.

Meeting 1 (without Bosarang)

The next day, the researchers gave more explanation to the students about descriptive text. The class was started at 8.00 up to 11.00 a.m with 30 minutes break time at 9.00-9.30 a.m. They were explained about descriptive text, such as the definition, the generic structure, the function, the tenses that would be used, how to choose the words / diction, and how to develop the idea. The researchers explained them by giving explanations and gave a chance for the students to ask questions. The students were enjoying the class since the researchers also gave an ice breaking to avoid them to be bored because of the difficult lesson. Based on the observation, it could be analyzed that English most of them do not really like English since it was difficult.

137

Meeting 2 (without Bosarang)

The next day, the researchers continued explaining the material. The basic concept of descriptive text had been explained on the previous day. So, in the meeting 2 (without Bosarang), the researchers only added some explanations like giving new vocabularies, tenses, etc. Therefore, the students had more chances to ask questions that they had not understood. They also asked for ice breaking since they began to be bored with the material. Based on the observation, it could be analyzed that the students had been more understood about what descriptive text is and how to produce a good text.

Post-test

Post-test session was the last day of this research. After got explanation about descriptive text in the two previous days, the students were asked to make a descriptive text again. In the control class, they were asked to write descriptive text about favorite teacher. They had 60 minutes to make it, started from 8.00 – 9.00 a.m. After that, the students and the researchers had a small discussion whether about the material or just shared about the students' difficulties in learning in order to make them became closer with the researchers who acted as their teachers. A deep teacher-student relationship meant they had self-belonging which was important for students' success in learning (Gablinske, 2014). That was why the researchers tried to be closer with the students. Control class was a class that was observed without the use of Bosarang. So, their post-test result showed that the experiment class was better. The post-test result of control class was increasing but it was still under the experiment class. the average value of control class was 69.8.

Conclusion(s)

It was going to be difficult to teach English as foreign language, especially in the school which was located far enough with the center of the city since they did not have enough facility. Based on the research that had been done, the experiment class showed a better result than the control class. It meant that the use of Bosarang really gave a positive impact to the learning process. It could increase students' creativity and made the class become more active. Bosarang could be considered by English teachers as the media to encourage the students in learning descriptive text. This research had proved that it is an effective way to teach since the students could get a better test result and they really enjoyed the class. It was still related to Simran Khurana's theory that a great teacher was not just delivering material but also inspiring and encouraging the students in term of learning.

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