THESIS

" THE USE OF WHOLESOME SCATTERING GAME TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT"

(Classroom Action Research at the Eighth Grade Student of SMP N 6 Bengkulu in the Academic Years of 2016/2017)
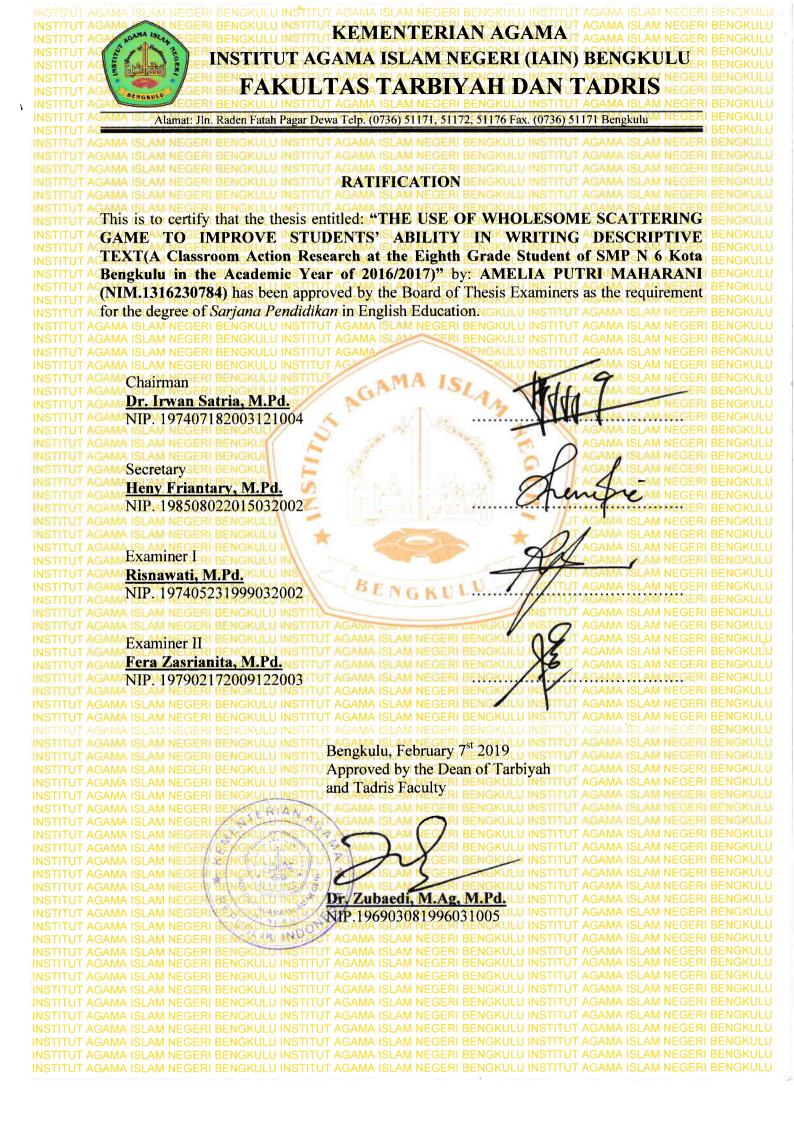

Submitted as partial requirements for the degree of S.Pd (Sarjana Pendidikan) in English Language Education

By:

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2018

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INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

RATIFICATION

This is to certify that the thesis entitled: **"THE USE OF WHOLESOME SCATTERING GAME TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT(A Classroom Action Research at the Eighth Grade Student of SMP N 6 Kota Bengkulu in the Academic Year of 2016/2017)"** by: **AMELIA PUTRI MAHARANI (NIM.1316230784)** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education.

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MOTTOS

اللهِ سَبِيْلِ فِى فَهُوَ الْعِلْمِ طَلَبِ فِى جَ خَرَ مَنْ

''Barang siapa keluar untuk mencari ilmu maka dia berada di jalan Allah ''

I learned that courage was not the absence of fear, but the triumph over it. The brave creature is not he who does not feel afraid, but he who conquers that fear.

DEDICATION

The writer would like to dedicate this thesis to :

1. Allah SWT, as the only one of my God. The writer would like to say Alhamdulillah to Allah SWT, who has been giving me iman and islam, blessing, healthy in finishing this thesis
2. My lovely father and mother, Ishardino and Dessi Novita Sari. Thank you so much for your prays and support even I got the spirit, the support were not lost in my side. I do thanks for all advices to get my dreams.
3. All of my friends in academic year 2016/2017, let us reach our dreams together. In a day, i will be the sweetest one insyaallah
4. My Almamater, IAIN Bengkulu, who has been one of historical places in my graduation ways

SPECIAL THANKS TO:

1. Mr. Riswanto, Ph.D, as my supervisor I, thanks for your attention and advices that you have given to me in finishing this thesis
2. Mam Detti Lismayanti, M. Hum, as my supervisor II, thank you so much for all your goodness, advices, suggestions, and time unti the writer can finish this thesis is on time.
3. Library of IAIN Bengkulu, Grammedia, pusda and UNIB
4. All English study program lecturers. Thank you so much because you have given me what i do not know, what I never think and everything. You also supervised me from zero to be hero, from a kid to be a dult. I also apologize for all my mistakes while we were together in teaching learning process. None can reply what you have done to me even the tears.

ABSTRACT

Amelia Putri Maharani, (1316230784) 2019,

The Use of Wholesome Scattering Game to Improve Students' Ability in Writing Descriptive Text of Eighth Grade Student of SMP N 6 Kota Bengkulu in the Academic Year of 2016/2017.

Thesis, English Education Study Program, Tarbiyah and Tadris, State Institut of Islamic Studies (IAIN) Bengkulu

Advisors   : 1. Riswanto, Ph.D,

               2. Detti Lismayanti, M.Hum

Keywords   : improving students ability, wholesome scattering game, teaching writing, descriptive text

        This study aimed to find out the data how about the use of Wholesome Scattering game to Improve students' ability in writing descriptive text of eighth grade student of SMP N 6 Kota Bengkulu. It is related to the result of baseline data from the teacher showed that the stdents still lack in writing descriptive text.
        In this study conducted a classroom action research as the methodelogy of this research. There were to cycles, each cycle conducted six meetings. The subject of this study were students of class VIII A of SMPN 6 Kota Bengkulu. To collect the data the researcher use written test and observation checklist. The score of Minimum Mastery Cristerition – Kriteria Ketuntasan Minimal (KKM) of English Lesson was 75. The student' mean score in the baseline data was 60.95. Then, then the students' mean score in the cycle I test was 68.21 and in the cycle II test was 76.30. The achievment of the test showed that the treatment was successful because the result of cycle II waa better.
        The result of the research shows that the students improve their ability in writing descriptive text using wholesome scattering game that covers parts, qualities, and characteristics of the objects. They are better in writing and arranging the words than in pre test. Finally, the advantages of using this game are that the students could arrange the words and develop their paragraph in describing objects easily and accurately.

ABSTRAK

Amelia Putri Maharani, (1316230784) 2019,

The Use of Wholesome Scattering Game to Improve Students' Ability in Writing Descriptive Text of Eighth Grade Student of SMP N 6 Kota Bengkulu in the Academic Year of 2016/2017.

Kata kunci: meningkatkan kemampuan siswa, wholesome scattering game, mengajar menulis, teks deskriptif

Penelitian ini bertujuan untuk mengetahui data bagaimana The Use of Wholesome Scattering Game untuk Meningkatkan kemampuan siswa dalam menulis teks deskriptif siswa kelas VIII SMP N 6 Kota Bengkulu. Hal ini terkait hasil data baseline dari guru menunjukkan bahwa siswa masih kurang dalam menulis teks deskriptif.

Dalam penelitian ini dilakukan penelitian tindakan kelas sebagai metode penelitian ini. Ada siklus, setiap siklus dilakukan enam pertemuan. Subjek penelitian ini adalah siswa kelas VIII A SMPN 6 Kota Bengkulu. Untuk mengumpulkan data peneliti menggunakan tes tertulis dan daftar observasi. Skor Minimum Mastery Cristerition - Kriteria Ketuntasan Minimal (KKM) dari pelajaran bahasa Inggris adalah 75. Nilai rata-rata siswa dalam data baseline adalah 60,95. Kemudian, nilai rata-rata siswa dalam tes siklus I adalah 68,21 dan pada tes siklus II adalah 76,30. Hasil tes menunjukkan bahwa penelitian berhasil karena hasil siklus II lebih baik.

Hasil penelitian menunjukkan bahwa siswa meningkatkan kemampuan mereka dalam menulis teks deskriptif menggunakan wholesome scattering game yang mencakup bagian, kualitas, dan karakteristik objek. Mereka lebih baik dalam menulis dan menyusun kata-kata daripada di pre-test. Akhirnya, keuntungan menggunakan game ini adalah para siswa dapat mengatur kata-kata dan mengembangkan paragraf mereka dalam menggambarkan objek dengan mudah dan akurat.

ACKNOWLEDGEMENT

First of all, the would like to say Alhamdulillah to Allah SWT who has been giving the writter health, strenght, the most important is iman, so she can finish this thesis entitled "The Use of Wholesome Scattering Game to Improve Students' Ability in Writing Descriptive Text". Shalawat and salam to the great messanger Rasulllah SAW.

This thesis is partial requirement for "Bachelor degree" (S1) in English Study Program of IAIN Bengkulu. The writter believes that only God's blessing and disposing that allow the writer to finish this thesis. In finishing this thesis, the writer got problem in getting data, smmarizing even taking some sources to support thing thesis. However, this thesis can be finished on time because of helping from all friends, lectures and parents who give her comments, advices, supervisions, and supports. So the writer really wold like3 to thank to :

1. Allah SWT who has been giving the writer Iman and Islam

2. My mother and father who always support the writer to finish this thesis

3. Prof. Dr. H. Sirajuddin M, M. Ag., M. H, as Lector of IAIN Bengkulu

4. Dr. Zubaedi, M. Pd, as the dean of Tarbiyah Department of IAIN Bengkulu

5. Eva Dewi, M. Ag, as the head of Tadris Program

6. Feny Martina, M. Pd, as chairman of English Education Program of IAIN Bengkulu

7. Riswanto, P. hD, as supervisor I and Detti Lismayanti M. Hum, as supervisor II

8. All of English lectures and staff administration of IAIN Bengkulu

9. Library of IAIN Bengkulu

10. My religion and my almamater.

Finally, the writer realized that it was still far from being perfect, therefore some suggestions and constructive critics are always welcome for the better.

Bengkulu,   Februari 2019
Yang Membuat Pernyataan

Amelia Putri Maharani
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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of the four language skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. 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 writing. 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 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.

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 sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.[1]

If someone wants to learn English as a foreign language he/she will obviously meet all kind of learning problems, especially in writing skill, the learners will meet

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[1] Marianne Celce, Murcia (Ed), *Teaching English as a Second or Foreign Language,* (United States of   America: Heinle and Heinle Publisher, 2001), 3 Ed., p. 205.

some problems for example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word into sentences.[2]

Writing is a complex socio-cognitive process involving the construction of recorder messages on paper or on some other material and more recently, on computer screen.[3] Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing.

Writing descriptive text is one of the genres in writing texts. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach the students. Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive text. They also do not able to recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely.

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start. Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged

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[2] Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 2003), p. 4.

[3] John M. Swales and Christine B. Peak, *Academic Writing for Graduate Students: a Course for Non native Speakers of English,* (United Stated of America: University of Michigan, 1994), p. 34.

actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to bemore meaningful, for example by showing how wards relate to each other and more memorable, for example by involving as many approaches to how language is stored as possible, such as mime and movement, the use of color, and patterns, personalization.

Games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.[4]

There are many kinds of games that can be used in teaching writing. Thus, researcher will use Wholesome Scattering Game as a game to improve students writing skills. Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. Therefore, the researcher will conduct a research in title The Use Of Wholesome Scattering Game To Improve Students' Abilty In Writing Descriptive Text (A Classroom Action Research at the Eighth Grade Students Of SMPN 6 Kota Bengkulu In Academic Year 2016/2017).

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[4] Andrew Wright, *et.all*., *Games for Language Learning,* (New York: Cambridge University Press, 1983), p. 1.

B. Identification of the Problem

Based on the background of the study above, it can be underlined that there are some problems related to students' writing ability in writing descriptive text of eighth grade at SMP N 6 Kota Bengkulu. The first problem is the low ability of students in wiriting descriptive texts. Writing skill is, basically, the ability to write sentences and paragraphs correctly with proper grammar, spelling, and punctuation. However, writing in a new language is a very complex task since writers have to deal with the differences beetween the first language writing and the targeted language writing. The new language has different use of its language

The second problem is the students' negative attitude toward the process of teaching and learning writing. Since writing is a very complex cognitive activity, students find it complicated to master writing. They consider writing as a daunting task. It makes them less interested in learning writing. Without interest and motivation, students may spend long hours in the classroom with poor achievement.

The third problem is the teacher do not provide the students with appropiate learning materials and activities. In this case, the teacher has limited sources and references to design the writing instructions. Teacher should facilitates students with various materials and interesting activities which can effectively encourage and support the students' learning.

The fourth problem is the students spent the time for writing innefectively with poor result. Most of the students experience the writers' anxiety. They have pesimistic feeling about writing. it makes them hesitate to start writing. The students also face difficulty in generating and organizing their ideas.

C. Limitation of Poblem

Limitation of the Problem on research this more in depth and then lead this research is limited to things as follows: Research conducted is the effectiveness of learning English especially writing Student learning methods with the use wholesome scattering game. The subject of research is the Eighth Grade Students Of SMPN 6 Kota Bengkulu.

D. Research Question

Based on the identification of problems, there is a questions that will be investigated through this study. The question is :

How can the implementation of Wholesome Scattering Game improve students` ability in writing descriptive text at the eighth grade students of SMPN 6 Kota Bengkulu?

E. Objective of The Research

The objective of this study is to find out how the use of wholesome scattering game contributes to students' improvement in writing descriptive text.

F. Significance of The Research

Theoretically the significance of this study is to introduce tecnique to improve writing skills. Besides, this study also signified to find out the advantages and disadvantages of the use of wholesome scattering game in improving students' writing ability. The research findings will also enrich the previous theories and research findings about teaching strategy, especially for teaching writing.

Practically the research findings will give some advantages to the English teachers and efforts to develop teaching learning strategy in school. Wholesome scattering game can be used as an alternative strategy that is the students can do to make they active writing in english.

Pedagogically the result of this study will give some advantages for further research a reference and empirical evidence. This study can also conduct to help educators in every level even subject of study to find a good strategy in teaching writing.

G. Definition Of Key Terms

In order to avoid misinterpretation and misunderstanding, the definitions of the key terms in the study are given below:

1. Writing Descriptive Text

   Writing is a complex socio-cognitive process involving the construction of recorder messages on paper or on some other material and more recently, on computer screen. Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing (Swales, John M. and Christine B. Peak , 1994). Descriptive text is a text, which says what a person or a thing is like. Itspurpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail (Bima M, Bachtiar and Cicik Kurniawan, 2005).

2. Wholesome scattering game

   Wholesome scattering game is a game which students predict the content of

   passage and duplicate sentences by using single word that have been given by

   the teacher (Natalie Hess, 1991).

CHAPTER II

LITERATURE REVIEW

A. The Definition of Writing

Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school and University. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar or structure. Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. Writing is very important as part of man's culture, and speech sounds. Because it can be used to maintain thoughts, ideas, and speech sounds. Someone can produce the sequences of speech sounds produced by original speaker. There are two main types of writing: first, writing in which each character is picture of an object or idea, called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing. Most languages, including English and Indonesian, use alphabetic writing to represent their speech sounds, which is used by public in books, paper, magazines, and writing letters.[1]

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented inmanner that is

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[1] Ramelan, *English,* p. 9.

polished and comprehensible to readers.[2] Thus, it is be stated that writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds.

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.[3]

B. Characteristics of Written Text

There are some characteristics of writing, from the perspective of a reader. First is permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work is written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work. Second is production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display. Third is distance. Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to

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[2] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: Mc Graw Hill, 2006), p. 98.

[3] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Limited, 2004), p.3

predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language with be interpreted. Fourth is complexity. Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.[4]

C. Types of Writing

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing: First is practical or Factual Writing: This type of writing deals with facts. Factual writing includes advertisements, internet web sites, current affairs shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell or persuade the audience. Second, creative of Imaginary Writing, this type of writing usually exists in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category:

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[4] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, p. 341-342.

narrative, poetic and dramatic. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.[5]

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students. There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

D. Writing Purpose

Teacher needs to make sure for writing aim while he/she is teaching writing to students. There are three main categories of learning which it is worth considering. First is English as second language. This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, specific writing needs such as ability to fill in a range of from, or write particular kinds of letters. Second, English for specific purposes. Many students study English for a particular purpose. People who are going to work as nurses in USA, for example, will study medical English. The last is English as a foreign language. This is generally taken to apply to students

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[5] Mary Finnochiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc., 1974), p. 85.

who are studying general English at school and institutes in their own country or as transitory visitor in a target-language country.

E. The Importance of Writing

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.[6]

In the modern world, written language serves a range of function in every life, there are three functions of written language. In the firstly is primarily for action .In this part, written language has the function to give public sign as a direction for public people that they will do based on written have they read. For example writing on the road and station the function of written language as primarily for action is very useful for public people as a guidance for them. Primary for action also can be found in product and instruction, that is useful for people as a clues when they buy food tools, toys, maps, television and radio guides. The second is primarily for information, in this case, written language can be used to give contribution to many people as a field of information, someone may takes some information from magazine, news paper, and nonfiction book for his needs including sports, business, politics, vacancy, and medical. The last function is primarily for entertainment, most of people need to be enjoyable, some of them

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[6] Harmer, *How to Teach Writing,* p. 3.

spend the part time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading news paper, magazine and some books, some people feel relaxed and entertained beside they get many knowledge.[7]

F. Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping lists, letter, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writes have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.[8]

Pre-writing is any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In

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[7] David Nunan, *Language Teaching Methodology,* (London: Phoenix ELT, 1995), p.84.

[8] Harmer, *How to Teach Writing,* p. 4.

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fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Pre-writing become a way of warming up writers brain before they write.[9]

The second is drafting (writing). At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.[10]

Third stage is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise. When students revise, they review their texts of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.[11]

The last stage is editing. At this stage, students re engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own

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[9] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, (Cambridge : University Press), p. 316.

[10] Richard and Renandya, *Methodology,* p. 316

[11] Richard and Renandya, *Methodology,* p. 317.

or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ides during the drafting and revising stages.[12]

Correcting students` errors and find and correct their own error presents a real dilemma for teacher. On one hand, the teacher does not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

G. Understanding Paragraph

Most English writing is organized into paragraphs. A paragraph is a group of sentences that develop one main idea. It usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain the main idea. These sentences add details and give support. These sentences are called supporting sentences. Paragraphs also have a concluding sentence. It is the last sentence of paragraph.

In writing a good paragraph, there are two important elements. First is unity, it means that students discuss only main idea in a paragraph. The main idea is stated in the topic sentence, and then every supporting sentence develops that idea. Second, is coherence, it means that the paragraph is easy to read and understand. That is be caused the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signal. Coherence describes

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[12] Richard and Renandya, *Methodology,* p. 319.

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the logical relations between ideas and information embodied in discourse. In coherence text it is clear how sentences relate to sentences, and paragraphs to paragraphs. The relationship between the ideas is clearly shown by using appropriate transition word such as however, although, finally, and nevertheless.[13]

H. Descriptive Text as a Kind of Genre

a. Kinds of Genres (Text Types)

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. There are many kinds of genres (text type). They are:[14]

1) Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

2) Recount

It is a kind of genre that social function to retell event for the purpose of informing people entertaining.

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[13] Alice Oshima and Ann Hogue, *Writing Academic English*, (Longman: Pearson, 2006), 4th Ed., p.17.

[14] L. Gerrot and P. Wignell, *Making Sense of Functional Grammar,* (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217

3) Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

4) Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

5) Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

6) Description

It is a kind of genre that social function to describe a particular person, place, or thing.

7) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

8) Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

9) Reviews

It is a kind of genre that social function to critique an art work orang event for a public audience.

10) Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue.

I. Descriptive Text

1. Definition of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre

then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.[15]

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.[16]

2. The Criteria for Good Description

The key to writing a good description is to use details that help the reader imagine the person the students are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing good description. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again. The second key to writing good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details,

[15] Jenny Hammond, *et.al., English for Social Purposes,* (Sydney: Macquarie University, 1992),   p. 2.

[16] Bachtiar Bima M and Cicik Kurniawan, *Let`s Talk*, (Bandung: Pakar Raya, 2005), p.15.

specific means exact, precise. The more specific they can do, make the reader can see what they are describing.[17]

There are some examples of specific details as follows:[18]

Vague	Specific
A lot of money	$ 500,000.00
A large house	a six-bedroom, four-bathroom house
A nice car	a Lexus

Specific details have two functions. First of all, details excite the reader`s interest. They make writing pleasure to read, for we all enjoy learning particulars about other people. Second, details support and explain the writer`s point: they give the evidence needed for us to see and understand a general idea.[19]

3. The Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text

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[17] Karen Blanchard and Christina Root, *Ready to Write,* (Longman: Pearson Education, 2003), p.70.

[18] Ann Hogue, *First Step in Academic Writing,* (New York: Addision-Wesley Publishing Company, 1996), p. 74.

[19] John Langan, *English Skills,* (New York: McGraw Hill Company, 2006), p.58.

has its own generic structure. The generic structure of descriptive text is shown in the following table:[20]

Generic Structure	Function
Identification	➢ It is a statement or a short paragraph that identifies theobject that is going to be described. ➢ It is usually interesting and able to provoke the readers to b be eager to red the text.
Description	➢ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. ➢ The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

4. Significant Lexicogrammatical Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive

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[20] Pardiyono, *the Art,* p. 44.

text the including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple present tense.[21]

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Mr. John, etc. Another feature of descriptive text is using kinds of adjective. The adjective has characteristic: describing, numbering, and classifying, for example: three tall buildings, sharp white fang.

Relation process means using verbs that describe situation or condition of participant or signal preposition, for example: my car has four doors, my father is really handsome.

Figurative language means descriptive text often use figurative language such as smile or metaphor as a way to give illustration of comparison, for example, my throat is as a dessert; her skin is white as cloud and smooth as water.

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[21] Otong Setyawan Jauhari, *Genre,* (Bandung: CV. Yrama Widya, 2007), p. 24-25.

Descriptive text usually uses simple present tense. For example, I have a toy. It is a doll.

5. The Example of descriptive text[22]

My Toy

I have a toy. It is a doll, and I call it Teddy.

Teddy Bear is an American Origin. My dad bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy Bear is a doll, I do not need to feed it. I wash it at the laundry al least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.

Based on the descriptive text above can be analyzed :

- Generic structure analysis

  Identification; identifying the phenomenon to be described in general;

  Teddy Bear.

  Description: describing the Teddy Bear in shape, condition, and its characteristics.

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[22] Jauhari, *Genre,* p.23.

- Language Feature Analysis

  - Using adjective and classifies; small, fluffy, and cute.

  - Using simple present tense, I have a toy. It is a doll, and I call it Teddy, etc.

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J. Teaching Writing

1. Reason of Teaching Writing

There are four reasons for teaching writing to students of English as foreign language. First is reinforcement: Some students acquire language in a purely oral or aural way, but most of students' benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied. Second is language development: Students improve their writing mainly through writing itself. When they are writing, they construct proper written text to be adventurous with the language. Third is learning style: Some students are able to find easier to pick up language just by looking and listening. By writing, they have much time to think things and to produce language in slower way. Writing is appropriate for learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. Fourth is writing as a skill: Writing is as important as speaking, listening, and reading. Students need to know how to write letters, how to put written report is together, how to replay to

advertisements and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction etc).[23]

2. Teacher Role in Writing

Writing is an essential skill in students` everyday lives and that makes it a really important aspect of their teaching. Students need to know how to take notes as well as how to write essays and letters, which makes this basic skill as important as speaking or listening. Writing skills are important because they are a good way to reinforce what a student has learned as they will benefit from seeing new vocabularies or words can be a paragraph.

Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. When helping students to become better writers, teachers have a number of crucial tasks to perform. There are numbers of crucial tasks to perform. First is demonstrating, teachers need to be able to draw about writing convention and genre constraints in specific types of writing to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions. The second is motivating and provoking, students often find themselves lost for words, especially in creative writing task. This is where the teacher can help provoking the students into having ideas, enthusing students with the value of the task, and persuading them what fun it can be. The teacher goes into class with prepare suggestions, so the students can immediately get help rather than they think ideas by themselves.

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[23] Jeremy Harmer, *How to Teach English,* (Longman: Pearson Education, 1998), p. 74.

Third is supporting, students need to a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties. Fourth is responding, when responding, teachers react to the content and construction of a piece supportively and often make suggestion for its improvement. When teacher responds to a students` work at various draft stages, he/she tells the students how well it is going so far. The last is evaluating, there are many occasion, however, when the teachers do to evaluate students` work, telling both them and us how well they have done. All of teachers want to know the students achievement. When the teacher evaluates students` writing for test purposes, he/she can indicate where they wrote well and where they make mistakes.[24]

K. Game and Wholesome Scattering Game

1. Game in Language Teaching

Language learning is hard work. One must take an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. And games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must

[24] Harmer, *How to Teach Writing,* p. 41-42.

understand what others are saying or have written, and they must speak or write in order to express their point of view or give information.[25]

Teaching a foreign language is considered one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start.

From the above description, it is obviously true that game can motivate students in learning English, also permits a teacher to control the students' environment that cannot be done in a real situation. Game can encourage students to interact and communicative. However, when we use game in language classroom, we should consider about the materials, students' level, learners' characteristics, and that the game is doable.

While wholesome scattering game is a drill that can be used in teaching writing descriptive text. It helps students to imagine the ideas in writing descriptive text and develop their sentences. There are some advantages of wholesome scattering game in teaching writing descriptive text. The first is to stimulate students` ideas to write sentences. Students usually have the blank ideas when they are thought material. In this game, students will be given some key words to stimulate their brain. Second, when teachers want to use a media in their activities, they have to decide whether it is difficult to prepare or not, wholesome scattering game is simple game, so it is easy to be prepared. The

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[25] Andrew, *Games,* p. 1.

teacher prepares some key words appropriate for material. Third is students could develop their text based on key words have been given by the teacher.[26].

2. Improving Students` Ability in Writing Descriptive Text

The writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devises but also of conceptual and judgment elements. There are four main areas of varied skills necessary for good writing. First is grammatical skills, it involves the ability to write correct sentences. Grammatical skills can be measured by an objective test of grammatical. It is possible to construct grammar items of this nature by drawing on the errors made by students in their free written work. Second is stylistic skills, it Means ability to manipulate sentences and use language effectively. Students arrange sentences to be paragraphs by their imagination and their language. Third mechanical skills, it means ability to use correctly those conventions peculiar to the written language such as punctuation and spelling. The mechanic of writing aims to practice soundspelling correspondence via all four languages and also it helps the learner move from letters and words to meaningful sentences. Finally are judgment skills, means the ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organize and order relevant information.

3. Wholesome Scattering Game in Teaching Writing

Wholesome scattering game is a game that was promoted by Natalie Hess on her book entitled *Head Stars.* It is a game which students are given some key

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[26] http://en.wikipedia.org/wiki/wholesome_Scattering. retrieved on 08 December 2017

words from a text, they are asked to arrange those key words in an unusual shape . Hess (1991) stated that the unusual shape will help the students to remember the vocabulary longer. Then, the students should make sentences to create a good text from those key words. unusual ways is fun and takes quite a while. It is worth the effort. Students will not quickly forget these words. As stated by Hess (1991), wholesome scattering game can be used to teach writing English as foreign language or second language. She suggested to apply wholesome scattering game in teaching descriptive writing. Therefore, the researcher only focuses on writing descriptive text in this research.[27]

4. Procedure of Wholesome Scattering Game

The following part describes the procedures that the teacher does to teach descriptive text using wholesome scattering game by Hess Natalie (1991). First, the teacher explains about descriptive text. The teacher explains the social function, generic structure, and language feature to the students. The teacher also gives some vocabulary lists related to descriptive text. Second, the teacher divides the students into a group of six to seven. The teacher divides them based on their seats or randomly. Then the teacher puts the descriptive text that the teacher prepared before and tells the students about the procedures and the rules.

L . Some Related Previous Studies

Previous studies have been conducted by some researchers related to the use of Wholesome scattering game. The first previous study is by Hami (2011)

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[27] Natalie Hess, *Head Stars,* (England: Longman Group Ltd., 1991), p. 39.

with the title "Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game ". In his study, he used a classroom action research to solve the research problem. The aim of his study was improving students' ability in writing descriptive text through Wholesome scattering game. Improving students' writing descriptive text that cover part, qualities, and characteristics of the object.

The second previous study is by Novi (2013) with the title "Improving Students' Ability in Writing Descriptive Text by Using Wholesome Scattering Game of the Second Grade Students of MTs Miftahul Falah Talun Kayen Pati". 20 She uses Wholesome scattering game as a teaching technique in teaching English writing. The aim of her study also to improve students' writing ability in descriptive text at the second grade students of MTs Miftahul Falah Talun Kayen Pati in academic year 2013/2014 in the second semester. In her study, she used a classroom action research. The number of students in this research is 22 students. The writer uses descriptive text as the material.

The third previous study is by Nisa'(2014) with the title "Wholesome Scattering Game as a Technique for Teaching Descriptive Writing to the Seventh Grade of SMP Sunan Giri Menganti, Gresik". In her study, she analyzed the content, organization, vocabulary and language used in descriptive composition in teaching learning process. The last previous study is by Meilani (2015) with the title " The Effect of Wholesome Scattering Game on Students' Achievement in Writing Descriptive Text". This study was conducted by using experimental design. The population of the research was grade VIII of SMP

Negeri 1 Perbaungan Medan. The result of the data were analyzed by using the t-test formula. In conclusion, it is acceptable that Wholesome Scattering Game gave a significant effect on students' achievement in writing descriptive text.

The similarities between those three previous studies with the researcher it is on the success of Wholesome scattering game in teaching English at junior high school. In this case, it focus on teaching writing descriptive text. The purpose in those previous studies to improve student ability in English writing and Wholesome scattering game can make the students active in the classroom. The differences of this research with those third previous studies and the researcher are on the research design and subject of the study. Three previous studies use CAR (Classroom Action Research) and experimental on the research design and subject of the study is first grade students while the researcher using descriptive qualitative design.

CHAPTER III
RESEARCH METHOD

A. Research Design

The method used in this research his Classroom Action Research (CAR). According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues[1]. It means that before implementing the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problems real found in the classroom before implementing the CAR.

B. Research Setting

The researcher will conduct a classroom action research at SMPN 6 Kota Bengkulu. The researcher chooses this setting because the geographical location is easy to reach by the researcher. The subject of the research is student at the eighth grade of SMMP 6 Kota Bengkulu where total numbers are 31 students. This research is done at first semester in the academic year of 2016/ 2017.
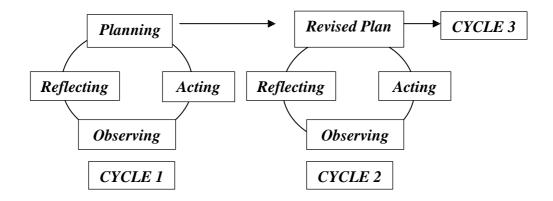
C. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teach English in SMPN 6 Kota Bengkulu Sunan for eighth grade, she is Mrs. Harniwati, S.Pd.

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[1] Michael J. Wallace, Action Research for Language Teachers, (Cambridge: Cambridge University Press, 2006), p. 5

Research Procedure

In this classroom action research, the researcher plans to conduct two cycles through wholesome scattering game in teaching writing descriptive text. This research was done in two cycles. Which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting.

The procedure of classroom action research

The activities that will be done in each cycle is as follows:

1. Pre-Test

The first step in making classroom action research, the researcher used pre-test to assess the students' writing in descriptive text. In this activity, the teacher taught students with conventional method. The teacher explained about descriptive text including; definition, generic structure, and significant lexicogrammatical features. Then, the teacher gave the example of descriptive text. After that, the teacher asked to the students to write a descriptive text according to their imagination. After the researcher gets the data from the pre-test and the observation, she analyzes the result to determine the use of wholesome scattering game in teaching writing descriptive text.

After recognizing the possible cause of problems faced by students, the

researcher would explore ways that wholesome scattering game can become an aid in teaching writing descriptive text.

2. First Cycle

Researcher prepared for the research instrument such as lesson plan, game (key words), observation sheet, and evaluation test. As acting, teacher explains about descriptive text, after that the teacher asks three students to come forward and write the key words on the black board. The key words are dictated by teacher and discussed its meaning in the class together. After three students have finished writing the key word, teacher pronounces those words, then asks students (in pair) to arrange those words in paragraph, in this section each pair must finish doing evaluation in 25 minutes. After each pair finish doing the work, the teacher asks all pair to collect the work. Finally, the teacher gives evaluation test to students` interest during teaching learning process, and in reflecting he concluded the result of first cycle to make a plan to the next cycle. Then, the evaluation test would be done individually.

3. Second Cycle

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, so it is needed another action in order the next cycle makes some improvement of the quality.

Researcher prepared for the research instrument such as lesson plan, teaching aid (key words), observation sheet, and evaluation test. In acting, researcher explained about descriptive text although it has been explained on previous meeting. Implement the wholesome scattering game in writing descriptive text, three students came forward and write single words on

the black board, while other students write the single words on their book. After the teacher giving the single words, she asks all students to write descriptive text using those single words (in group); in this section each group must finish doing evaluation in 25 minutes. After each group finishing their work, the teacher assesses to each group and informs the best group. The group which get high value and be fastest in doing the work will became the best group. Finally, she gives evaluation test to each student. Then she observed the classroom activity and students' interest during teaching learning process. As reflecting, she concluded the result of the second cycle to make a plan to review and make analysis of whole meeting.

E. Data collection Technique

Data collection is collecting information that relates to inquiry, information that be believed will respond to the research question. The data are not the answer to the research question; they are the row material out of which responses to the question will probably emerge.[2]

For collection the data, the researcher uses two instruments: observation cheklist, and writing test.

1. Observation Checklist

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they were given explanation, doing task, and to know their difficulties.

In conducting this classroom action research, the researcher decided to use observation form. The observation appraised the activities during the teaching and

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[2] Donald Freeman, *Doing Teacher Research from Inquiry to Understanding,* (Canada: Heinle and Heinle Publisher, 1998), p. 90.

learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher considers of asking his colleague to help him to observe the classroom.

In this study, an observation checklist was used to observe the subject of the study in some aspects. The aspects that were observed were students' attendance, students' actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2. Writing test

Test is an important part of every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. As a stated by Brown says that a test is an instrument and a set of techniques, procedure, or items that requires performance on the part of the test takes. It measures an individual's ability, knowledge, or performance.[3]

The researcher for collecting data uses written test, A test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer obtained data by giving pre test, and evaluation test. A pre test was given before the students get some activities of wholesome scattering game. Evaluation test was used during the cycle to measure the students' understanding. A post test was given after the students get some activities of wholesome scattering game. It was used to measure the student's

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[3] Douglas Brown, *Language Principle and Classroom Practice,* (New York: Pearson, 2004), p.3.

achievement after being taught through wholesome scattering game. In order to know the improvement of student's achievements, the writer analyzed the different between mean of pre-test and two evaluations of test scores.

F. Data Analysis

In analyzing the data related to the students' test of writing ability, the writer uses analytical scoring rubric adapted from Weigle. There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component. The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Matrix of Assessment for Students' Writing in Descriptive Text[6]

Score	Value	Description
80-100	Excellent	Describe all of the parts, qualities, and characteristics completely
60-79	Good	Describe parts, qualities, and characteristics. Somewhat choppy-loosely
40-59	Fair	Fairly describe parts, qualities, and characteristics. Some are missing
20-39	Poor	Poorly describe; many parts, qualities, and characteristics are missing
0-19	Very Poor	Does not describe the parts, qualities, and characteristics anymore

The steps of data analysis:

1. After the writer assessed the result of the students' writing in pre-test, he found the mean of it.
2. After that, the writer assessed the result of students' writing of each cycle, and found the mean of it.
3. The last step is the writer compared the improvement of students score on pre-test and each cycle.

In knowing the mean of the students' score, the writer used the following

formula:

$$\text{Mean of students' score} = \frac{Total\,score}{Number\,of\,students}$$

G. Achievement Indicator

The minimum mastery criterian in SMPN 6 Kota Bengkulu becomes the indicator of succes of this research. The cycle will be stopped if students had minimal score 75. It means that 60% of the material were mastered by students.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Study

This research was conducted by using a classroom action research. It consisted of two cycles..There are four steps in each cycle of this research; action, observation, and reflection. The result of each cycle was used as reflection to make better improvements for the next cycle.

Before conducted the cycle I, the researcher collected the baseline data, (see appendix) it was conducted on July 25th, 2017. The teacher not only gave treatment and games but also hold evaluation test to measure the degrees of ability students in writing descriptive text.

Before conducting the study the researcher pre-observed the situation of the classroom and shared with Mrs. Harniwati as the English teacher of eighth grade students of SMPN 6 Kota Bengkulu. She said that the students of eighth grade still poor on ability in writing especially in writing descriptive text, because the motivation of students to learn English was poor.

After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. Besides that the researcher also prepared the game, checklist for observed the students' activity, group of students.

1. Result of The Cycle I

This classroom action research was done into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting. The

first cycle was conducted on July 28th - May 06 thin four meetings (3 x 90 minutes). The brief explanation of this cycle can be seen as follows:

a. Planning

In planning step, the teacher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then prepared the teaching learning process resources, such as, the materials, the game (key words), the observation sheets and test evaluation. The last stage, the teacher prepared present list in order to know students' activeness in joining teaching learning process by using wholesome scattering game.

b. Acting

In the cycle 1 there were third meetings, it was conducted from 28 April-06 Mei. The details of the actions were discussed as follows.

1. First meeting

The first meeting was held on the 28th July 2017. The researcher acted as the classroom teacher and the English teacher's role was as the observer.

a. Preliminary activities

Before taking the position as the teacher of the class, the researcher gave the observation checklist to the English teacher. The class was started by asking the students' condition followed by checking their attendance. The students responded that all the students were present.

b. Core activities

The teacher explained about descriptive text and asked question about descriptive text and students answer it. Student listened an example text by teacher. The teacher asked three students to come forward and write the key words on the black board. The key words were dictated by

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teacher and discussed its meaning in the class together. The teacher pronounced those words and discussed the meaning, then asked students (in pair) to arrange those words in paragraph Students read their writing in front of the class. The teacher asked students to collect their work and valuated than informed the best pair.

c. Closing activities

The students with teacher did question and answer to straighten out all the mistakes in discussion and provide reinforcement and the teachers emphasize things that students didn't understand.

2. Second meeting

The second meeting was held on the 29 July 2017. The researcher acted as the classroom teacher and the English teacher' role was as the observer.

a. Preliminary activities

Similar to the previous meeting after giving the observation checklists to the English teacher, the second class meeting was started by asking the students' condition and checking whether there were students who were absent or not.Then, teacher gave brainstorming for students.

b. Core activities

The teacher explain again about descriptive text, Students with teacher wrote down their description about beach. the Students forming group that was determined by teacher. One of the student group read the writing in front of class based on what they wrote, which relates to a given keyword, and then students analyze the text together.

c. Closing activities

The students with teacher discussed about things that students' difficulties in writing descriptive text. The students with teacher did question and answer to straighten out all the mistakes in discussion and provide reinforcement and the teachers emphasize things that students didn't understand.

3. Third meeting

In the third meeting, teacher didn't give treatment in the clas.this meeting students just wore the descriptive text to post test 1. It was held on 6 July 2017.

c. Observising

In this stage, the researcher was helped by the collaborator who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator. The observation checklists used were consisted of students' observation checklist (see appendix) and teacher's observation checklist (see appendix). The observation result will be explained for each meeting except the post-test. There were two kinds of observation checklists used in this research, namely; teacher's and students' observation checklist. Then teacher's observation cheklists were filled up by the collaborators while the researcher was doing the research in the classroom.

The first is teacher's observation checklist result;there were 3 problems that were faced by teacher. The first, the teacher didn't give the apperception and asked the students to predict the material that would be given, so some students would be shocked by the teacher's explanation.The second, the teacher didn't

guide and help students, howewer students needed more attention from teacher for doing their assignment and also they needed clearly instruction. And finnaly is the teacher didn't give feedback and homework to the students, to make them more diligent and also had spirit, teacher had to give some responsibility for students and also reward.

The second is students' observation checklist. Based on the students' observation checklist result, there were some problem that occured, those are: the first, the students didn't prepar their learning equipment such as book and ballpoint. Second, the students didn't participate actively during classroom activity, individually or in group. Finnaly is the students didn't show their enthusiasm as long as the learning activity by wholesome scattering gama experiential and give a respond to the material given.

Beside of writing test, the observation was also done through the result of writing test which was held at the end of the cycle 1. Based on the Profile score, the test was assessed by 5 aspects, there were content, organization, vocabulary, language use, and mechanic which consisted of 4 category; excellent to very good, good to average, fair to poor, very poor. Firstly, the interval ability category of writing descriptive test result in cycle 1 will be presented by using the following table:

Table 4.1:

The Category, Frequency, and Percentage of Students' Score in Writing

Descriptive Text Cycle 1

Score Interval	Category	Frequency	%
86-100	Very Good	0	0%
71-85	Good	7	33.33 %
56-70	Fair	14	66.67 %
≤55	Poor	0	0%

Based on the table 1, the category of students' score in writing descriptive text consisted of 0% (0 student) got very good writing ability, 33.33 %(7 students) got good category, 66.67% (14 students) got fair category,and the last 14,28% (5 students) got poor category. However, the calculation showed that there was an improvement between the mean score of baseline data and the mean score of cycle 1. From the calculation, it showed that 7 students or 33.33 % of students were good category. It means that the indicator of successful was not got. Thus, the researcher concluded that next cycle would be held since the result of recount test in cycle 1 was not satisfied.

After collecting and analyzing the writing descriptive text of cycle 1, researcher and collaborator concluded that there was a better improvement if compared to the result of baseline data. The result also showed that almost half of the students could pass the standard passing grade which is 75. But still, based on the result of the students' mean score per-aspect of composition profile scoring guide in cycle 1. Almost all of the aspects were fair to poor category. However, the mean score of students' writing descriptive test showed better improvement.

The chart below illustrates the students' mean score improvement from baseline data and cycle 1:
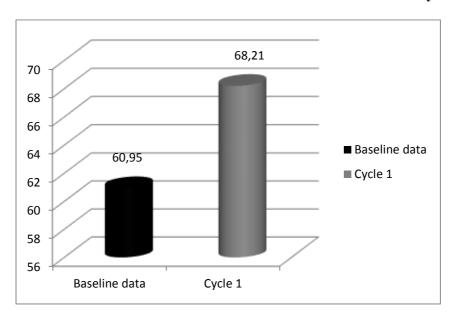
Chart4.2: The Students' Mean Score in Baseline Data and Cycle 1

From the chart 2, there was a better improvement from the mean score of the baseline data (60.95)and the mean score of students' writing descriptive test in cycle 1 (68.21). The improvement got from test was 7.26 points. This increasing point could be categorized as good but still unsatisfying since 75% of the students did not get good category. It means that had not improved the ability in writing descriptive yet. Furthermore, the result of the observation checklist was still need to be improved on the next cycle

d. Reflecting

The result of the writing test showed that just few students approximately 33.33 % could pass the standard passing grade which was 75. But, based on the students' mean score, overall the students only were on fair to poor category. It means that still need to be improved for each aspects, such as: content, organization, vocabulary, language use, and mechanics aspect.

Through the reflection and discussion between the researcher and the collaborator, each aspect of Composition profile scoring guide would be taught more effectively on the next cycle. Moreover, from the observation checklists, it could be concluded that students' and teacher's attitude during the learning process and during the using of wholesome scattering game in writing descriptive text were not maximal. Based on the observation checklist result, in the beginning, most students did not bring the dictionary which made them difficult to follow the teaching learning process well. Consequently, they could not focus on their own paper or teacher's explanation because they could not comprehend the text that had been explained.

Then some of students did not participate actively during classroom activity, individually or in group. So, the teacher could not do the process of learning well. They always had their own buesness. Finally is some students did not show their enthusiasm as the learning activity by wholesome scattering game and give a respond to the material given. Consequently, this learning only focused on teacher, this process learning became passive. Some students just kept silent and did not interest to show their ability.

The problems also came from teacher; she could not give the apperception and did not ask students to predict the material that would be given. Next, the teacher didn't guide and help students, however students needed more attention from teacher for doing their assignment and also they needed clearly instruction. And finally is the teacher didn't give feedback and homework to the students, to make them more diligent and also had spirit, teacher had to give some responsibility for students and also reward.

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Based on the result above, it was important to conduct the next cycle with some improvementsfor the best result.

2. The Cycle II

The cycle II was done based on the result of cycle 1. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality.

Cycle II was done on August 12th – August 20th 2017. The steps that were done by the researcher in the cycle II were:

a. Planning

In the planning, researcher arranging lesson plan based on the teaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation.

b. Acting

In this step was done the teaching scenario that had been planned by the researcher. The teaching learning process of this cycle was:

1. Fourth meeting

The third meeting was held on Saturday, the August 12th 2017. The class was started by greeting the students and asking about their condition.

a. Preliminary activities

The researcher checked their attendance which was followed by reviewing the materials they had in the previous meeting. The next class meeting was started by asking the students' condition and checking whether there were students who were absent or not.Then, teacher gave brainstorming for students.

b. Core activities

Students listened to teacher's explanation about the social function, generic structure, and language feature to the students. The teacher also gives some vocabulary lists related to descriptive text, the teacher divides the students into a group of six to seven. The teacher divides them based on their seats or randomly. Then the teacher puts the descriptive text that the teacher prepared before and tells the students about the procedures and the rules. The students listened to the teacher's explanation of the errors in writing the descriptive of the text that was made. Students that unclear were given a chance to ask questions. Students with teacher guidance discussed about students' difficulties in analysis of descriptive text.

c. Closing activities

Students with teachers did question and answer about the mistakes in their discussion and provide reinforcement. Teachers emphasize things that students did not understand.

2. Fifth meeting

The fifth meeting was held on Monday, August 14th 2017.

a. Preliminary activities

The researcher began the class by greeting and asking the students' condition. The English teacher as usual sat in the corner of the class observing the whole situation of the process of teaching and learning. After checking the students' attendance, the researcher gave some questions to the previous meeting's materials to check the students' understanding.

b. Core activities

Students listened to teacher's explanation about wholesome scattering game procedures. The student listened to the teacher's explanation about example of the games, the students than unclear was given a chance to ask questions. Students listened to the teacher's explanation of some examples of games about interesting story whether it's a vacation or a day-to-day activity.. Students were given a stimulus by the teacher in determining the games that would be used as a title in descriptive text. After the students wrote and read the text, students with the teacher guidance discussed about things those students' difficulties in writing descriptive text, teachers tried to find solutions to overcome the obstacles that students.

c. Closing activities

The students with teacher discussed about things that students' difficulties in writing descriptive text. The students with teacher did question and answer to straighten out all the mistakes in discussion and provide reinforcement and the teachers emphasize things that students didn't understand.

3. Sixth meeting

In the sixth meeting, teacher didn't give treatment in the class. this meeting students just wore the descriptive text to post test 2. It was held on August 20th 2017.

c. Observing

As the previous meeting, the observation result will be explained for each meeting except the post-test but some revised havebeen done to get better improvement.

Beside of the observation checklist, the observation was also done through the result of writing test which was held at the end of the cycle 2. Based on the Profile score, the test was assessed by 5 aspects, there were content, organization, vocabulary, language use, and mechanic which consisted of 4 category; excellent to very good, good to average, fair to poor, very poor (se at Appendix). Similar as cycle 1, the interval ability category of writing recount test result in cycle 2 will be presented by using the following table:

Table 4.3:

The Category, Frequency, and Percentage of Students' Score in Writing

Descriptive Text Cycle 2

Score Interval	Category	Frequency	%
86-100	Very Good	2	9.52
71-85	Good	16	76.19
56-70	Fair	3	14.28
≤55	Poor	0	0

Based on table 3, the category of students' score in writing Recount text consisted of 9.52% (2 students) got very good writing ability, 76.19% (16 students) got good category, 14.28% (3 students) got fair category, and the last 0% (0 students) got poor category. However, the calculation showed that there

was an improvement between the mean score of cycle 1 and cycle 2. From the calculation, it showed that 16 students or 76.19% of students were good category. It means that the indicator of successful was reached.

Chart 4.4

The Students' Mean Score in Cycle 1 and Cycle 2

From the chart above, there was a better improvement from the mean score in cycle 1 (68.21) and the mean score of students' writing recount test in cycle 2 (76.30). The improvement got from test was 8.09 points. This increasing point could be categorized as good and satisfying since 76.19% of the students got good category. It means that the students had improved their ability in writing recount text. Furthermore, the results of the observation checklist were satisfying and the research could be ended in this cycle.

d. Reflecting

The result of the writing test in cycle 2 showed that there was a significant improvement from cycle 1 to cycle 2. The students were showed better

improvement. The result of the writing test showed that 16 students or 76.19% of students got good category (71-85 score). In addition, based on the students' mean score of aspects of Composition Profile Scoring Guide, overall the students were on good to average category. It means that the indicator of success of this research was passed.

Moreover, from the observation checklists, there were some improvements. Both of the students and the teacher showed better improvement in this cycle. The students' attitudes during the learning process were better than before; they prepared their equipment before started the learning. Then, they became more active during the learning process. And also they showed their enthusiasm as long as the process learning.

The teacher also showed better performance in gave apperceptionsand asked the students predict the material.Then teacher could guide and help the students, and finally is teacher could give feedback and homeworks to the students. It could be concluded that students' and teacher's attitude during the learning process and during using experiential learning approach in writing recount text were more maximal then before.

B. Discussion

Regarding to the writing test, observation checklist was also used and analyzed to make sure the data about the students' improvement to write recount text. Like we know in the observation cheklist, there were some problem; the first from teacher didn't give the apperception and asked the students to predict the material that will be given, The teacher didn't guide and help students,and the teacher didn't give feedback and homework to the students. To overcome the problems, the teacher should do

some better activities in the cycle 2 to improve the mistake in cycle 1and the result of cycle 2 was:

To overcome the problem, the first the teacher gave the apperception and asked the Students to predict the material that would be given, for the example teacher gave picture and asked for students shared what they knew about the picture and also teacher told them about the short story. The teacher guided and helped students, like when the students did the task, the students faced the problem so the teacher and students were together to overcome the problem. Finally is the teacher gave feedback and homework to the students, when the activities finished, teacher gave conclusion of material, giving some rewards for students and also asking for students did the home work.

Then, there were some problem that occurred in the students, those are (1) The students didn't prepar their learning equipment such as book and ballpoint, (2) The students didn't participate actively during classroom activity, individually or in group, (3) The students didn't showtheir enthusiasm as long as the learning activity by experiential learning approach and give a respond to the material given. So it would be repaired in the cycle 2. To overcome the problems, teacher repaired their teaching and the result is:

In the cycle 2 all of students did activities well. To overcome the studets' problem, teacher did : (1) teacher started the class with storytelling and made the class more relaxe, and teacher also did some simple questions about what they did tomorrow so they would be more enjoy in the class. (2) After the class finished, teacher remember them to bring all their equipment, like dictionary, and pen. (3) To make students enthusiasm, teacher made a group and also asked them to come
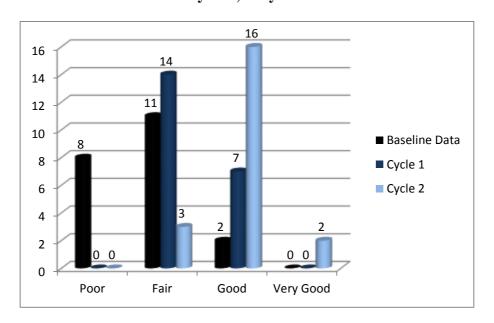
forward telling their analyzed. Furthermore, it can be concluded thatthe teacher's and students' activity was better in cycle 2 compared with cycle 1.

Not only in the observation sheet got improvement but also in the writing test .The result of writing test after better treatment is; the improvement of students' mean score in cycle 1 and cycle 2 was significant. It was proven thatthe students' mean score in cycle 1 that 68.21 increased into 76.30 in cycle 2 which 76,19% of students reached good category. It means that the indicator of success of this research was passed.

The chart below showed the improvement of students' writing score in baseline data, cycle 1, and cycle 2:

Chart4. 5: The Students' Score in Writing Descriptive Text in Baseline Data, Cycle 1, &Cycle 2

From the chart, it can be seen that there were significant improvement between the result in baseline data, cycle 1, and cycle 2. Based on the test result, there were 8 or 38.09 %of students who got poor category in cycle 1 decreased into 0 student in

cycle 2. Then, 11 or 52.38% and 14 or 66.67% of students who got fair category in baseline data and cycle 1 decreased into 3 or 14.28% of students in cycle 2. Furthermore, 2 or 9.52% and 7 or 33.33 % of students who got good category in baseline data and cycle 1 increased in cycle 2 that there were 16 or 76.19% of students gained good score. To the next, there was no student who got very good category in baseline data and cycle 1 increased in cycle 2 that were 2 or 9.52. To sum up, the researcher concluded that the research should be ended in cycle 2 since the result of writing descriptive test in cycle 2 was satisfied and could fulfill the indicator.

The improvement of students' writing ability was especially in analyzing the five aspects of composition profile scoring guide, they were content, organization, vocabulary, language use, and mechanics aspects. Each aspect showed better improvement in cycle 2 rather than cycle 1. Furthermore, the results of the observation checklist were satisfying and the research could be ended in this cycle.

To asses the students' writing ability the researcher used writing rubric by Heaton (1988) which consisted of five aspects, namely; content, organization, vocabulary, language use, and mechanic. The five aspects increased from cycle 1 to cycle 2.

For the content aspect, the students' mean score revealed the improvement, the score increased from 52.38 % of students reached good to average score in cycle 1 and 90.47 % in cycle 2, an there was 4.76 % of students reached average to good. The students' writing ideas developed well in cycle 2. With the mean score 22.38 in cycle 1 increased into 24.23 in cycle 2.

For the organization aspect, the students revealed that the score increased from 61.1% of students in cycle 1 into 85.71% of students in cycle 2 good to average. With the mean score 14.33 in cycle 1 increased into 16.19 in cycle 2.

For the vocabulary, the students revealed the adequate range- occasional errors of word/idiom form, choice, usage but meaning not obscured. The students' mean score increased from 13.33 in cycle1 into15.42 in cycle 2 and also there were 14.28% of students in cycle 2 reached excellent to very good score for vocabulary aspect.

For the language use, the students' score was good to average; effective but simple constructions. With 9.52% of students in cycle 1 became 42.85% of students who reached good to average score.

And the last, for mechanics the students demonstrated mastery of conventions. The students mean score increased 2.61 in cycle 1 into 3.28 in cycle 2 with 9.52% of students in cycle 1 and 9.52% of students in cycle 2 reached good to average score and 9.52% reached excellent to very good.

To conclude, from all writing aspects the two highest improvement were on vocabulary and organization aspects with 3 and 3 students reached excellent to very good score.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there is an improvement. The students' skill in writing descriptive text improved after being taught by wholesome scatering game. The implementation of wholesome scatering game as a learning aid to improve students' ability in writing descriptive text was very effective. It was supported by the significance result of students score in the Cycle I (68.21) and Cycle II (76.30). The using of wholesome scatering game in teaching and learning English was interesting for the students; it could be seen in the result of observation and the result of the test. The researcher uses wholesome scatering game as learning aid because it can motivated students to learned English writing more fun and easily. However, there were some problems in using wholesome scatering game to improve students' writing skill, for example some of students were still shame for telling their description in front of their friends or in the paper because some of them is never shared their story in the class and paper. So the English teachers had to give some more approach to student to be brave.

B. Suggestion

From the conclusion above, there were some suggestions that are proposed by the writer

1. For Teacher

Firstly, teachers are expected to use wholesome scattering game as a teaching media, especially in teaching writing descriptive text. Because by using its game, teacher can expect the students' writing result well. Because the game stimulates

students` brain in arrange sentences. The second is teachers are expected to develop the teaching of writing descriptive text by increasing the exercises in writing. Teacher should give more attention to the students in writing descriptive text. Finally, teachers are expected to motivate to the students in writing in order they can write paragraph good and accurately.

2. To the Students

The first is students have to interest in English first, so they will feel enjoy along leaning by using game. The second is students have to learn and improve ability in writing descriptive text by wholesome scattering game. The last is students should extend their vocabulary in many ways, e.g. reading the texts especially descriptive text; using new words along in the classroom activities or their daily life, or even by drilling some new words. So finally, students are able to write a qualify text.

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Appendix 1

1. First Meeting

The Result of Students' Observation Cheklist Cycle 1

No.	Aspects	Yes	No	.Note
1	The students respond to the teacher's questions and try to predict the material that will be learned		✓	
2	The students prepare their learning equipment such as book and ballpoint		✓	
3	The students pay attention and give maximal contribution to the activities		✓	
4	The students participate actively during classroom activity, individually or in group		✓	
5	The students understand the process of learning and follow the learning activity as like the teacher's instructions		✓	
6	The students show their enthusiasm as long as the learning activity by wholesome scattering game and give a respond to the material given		✓	
7	The students comprehend the text as long as the learning activity by applying wholesome scattering game		✓	•
8	The students open minded with the new information		✓	
9	The students do not talk to another while their friends answering the questions		✓	
10	The students focus on their own paper. They do not try cheat		✓	

The Result of Teacher's Observation Cheklist Cycle 1

No	Aspects	Yes	No	Note
1	The teacher greets and prepares the students to learn	✓		
2	The teacher given the apperception andasks the students to predict the material that will be given		✓	
3	The teacher explains procedures for the writing activities by wholesome scattering game	✓		
4	The teacher explain the implementation of wholesome scattering game during classroom activities	✓		
5	The teacher uses the appropriate ways in selecting the text	✓		
6	The teacher delivers the material well		✓	
7	The teacher guides and helps students		✓	
8	The teacher gives the reinforcement to the students		✓	
9	The teacher guides the students to conclude things they have learnt from the material given	✓		
10	The teacher gives feedback and homework to the students		✓	

2. Second Meeting

The Result of Students' Observation Cheklist Cycle 1

No	Aspects	Yes	No	Note
1	The students respond to the teacher's questions and try to predict the material that will be learned	✓		
2	The students prepare their learning equipment such as book and ballpoint	✓		
3	The students pay attention and give maximal contribution to the activities		✓	
4	The students participate actively during classroom activity, individually or in group	✓		
5	The students understand the process of learning and follow the learning activity as like the teacher's instructions	✓		
6	The students show their enthusiasm as long as the learning activity by wholesome scattering game and give a respond to the material given		✓	
7	The students comprehend the text as long as the learning activity by applying wholesome scattering game	✓		
8	The students open minded with the new information		✓	
9	The students do not talk to another while their friends answering the questions		✓	
10	The students focus on their own paper. They do not try cheat		✓	

The Result of Teacher's Observation Cheklist Cycle 1

No	Aspects	Yes	No	Note
1	The teacher greets and prepares the students to learn	✓		
2	The teacher given the apperception andasks the students to predict the material that will be given		✓	
3	The teacher explains procedures for the writing activities by wholesome scattering game	✓		
4	The teacher explain the implementation of wholesome scattering game during classroom activities	✓		
5	The teacher uses the appropriate ways in selecting the text	✓		
6	The teacher delivers the material well	✓		
7	The teacher guides and helps students	✓	✓	
8	The teacher gives the reinforcement to the students		✓	
9	The teacher guides the students to conclude things they have learnt from the material given	✓		
10	The teacher gives feedback and homework to the students	✓		

Appendix 2

3. Fourth meeting

The Result of Students' Observation Checklist Cycle 2

No	Aspects	Yes	No	Note
1	The students respond to the teacher's questions and try to predict the material that will be learned	✓		
2	The students prepare their learning equipment such as book and ballpoint	✓		
3	The students pay attention and give maximal contribution to the activities	✓		
4	The students participate actively during classroom activity, individually or in group	✓		
5	The students understand the process of learning and follow the learning activity as like the teacher's instructions	✓		
6	The students show their enthusiasm as long as the learning activity by wholesome scattering game and give a respond to the material given	✓		
7	The students comprehend the text as long as the learning activity by applying wholesome scattering game	✓		
8	The students open minded with the new information	✓		
9	The students do not talk to another while their friends answering the questions	✓		
10	The students focus on their own paper. They do not try cheat		✓	

The Result of Teacher's Observation Cheklist Cycle 2

No	Aspects	Yes	No	Note
1	The teacher greets and prepares the students to learn	✓		
2	The teacher given the apperception andasks the students to predict the material that will be given	✓		
3	The teacher explains procedures for the writing activities by wholesome scattering game	✓		
4	The teacher explain the implementation of wholesome scattering game during classroom activities	✓		
5	The teacher uses the appropriate ways in selecting the text	✓		
6	The teacher delivers the material well	✓		
7	The teacher guides and helps students	✓		
8	The teacher gives the reinforcement to the students	✓		
9	The teacher guides the students to conclude things they have learnt from the material given	✓		
10	The teacher gives feedback and homework to the students	✓		

4. Fifth Meeting

The Result of Students' Observation Cheklist Cycle 2

No	Aspects	Yes	No	Note
1	The students respond to the teacher's questions and try to predict the material that will be learned	✓		
2	The students prepare their learning equipment such as book and ballpoint	✓		
3	The students pay attention and give maximal contribution to the activities	✓		
4	The students participate actively during classroom activity, individually or in group	✓		
5	The students understand the process of learning and follow the learning activity as like the teacher's instructions	✓		
6	The students show their enthusiasm as long as the learning activity by wholesome scattering game and give a respond to the material given	✓		
7	The students comprehend the text as long as the learning activity by applying wholesome scattering game	✓		
8	The students open minded with the new information	✓		
9	The students do not talk to another while their friends answering the questions	✓		
10	The students focus on their own paper. They do not try cheat	✓		

The Result of Teacher's Observation Cheklist Cycle 2

No	Aspects	Yes	No	Note
1	The teacher greets and prepares the students to learn	✓		
2	The teacher given the apperception andasks the students to predict the material that will be given	✓		
3	The teacher explains procedures for the writing activities by wholesome scattering game	✓		
4	The teacher explain the implementation of wholesome scattering game during classroom activities	✓		
5	The teacher uses the appropriate ways in selecting the text	✓		
6	The teacher delivers the material well	✓		
7	The teacher guides and helps students	✓		
8	The teacher gives the reinforcement to the students	✓		
9	The teacher guides the students to conclude things they have learnt from the material given	✓		
10	The teacher gives feedback and homework to the students	✓		