A THESIS
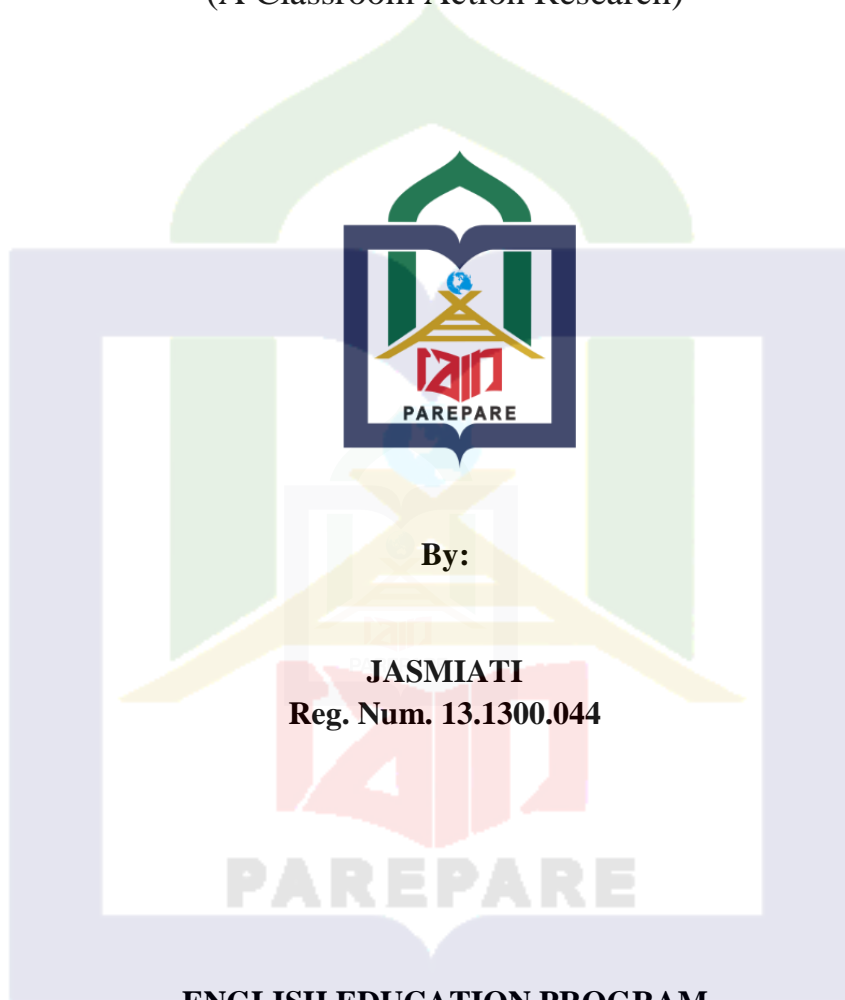
THE EFFECTIVENESS OF APPLYING WHOLESOME SCATTERING GAME TO IMPROVE STUDENTS WRITING SKILL AT THE TENTH GRADE OF MA DDI LIL BANAT PAREPARE

(A Classroom Action Research)

By:

JASMIATI
Reg. Num. 13.1300.044

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

A THESIS

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
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to

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2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

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ENDORSEMENT OF EXAMINER COMMISSIONS

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Parepare, 25 September 2019

The Researcher,

Jasmiati
Reg.Num. 13.1300.044

DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

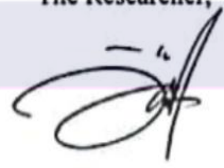The researcher who signed the declaration below:

Nama : Jasmiati

Student Reg Number : 13.1300.044

Place and Date of birth : Baranti, 1st July 1994

Study program : English program

Faculty : Tarbiyah

Title of Thesis : The Effectiveness of Applying Wholesome Scattering Game to Improve Students Writing Skill at the Tenth Grade of Senior High School DDI lil Banat Parepare

Stated that this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been would be postponed.

Parepare, 25 September 2019

The Researcher,

Jasmiati
Reg.Num. 13.1300.044

ABSTRACT

Jasmiati, *The Effectiveness of Applying Wholesome Scattering Game to Improve Students Writing Skill*. (supervised by Saepudin and Abdul Haris Sunubi).

The research was carried out MA DDI Lil Banat Parepare. Based on the preliminary study, the data indicated that the ability of students of MA DDI Lil Banat parepare to write descriptive texts was still unsatisfactory and the students had low motivation in the prosess of learning. Tho overcame the problem, the researcher used wholesome scattering game presentation technique. This technique was selected to stimulate the student to be more creative that their writing skill can improve. The research problem of this study was ''How were the effective procedurs of Wholesome cattering game in improving students' ability in writing descriptive text and how was improvement of ability in writing descriptive text of students at the tenth grade of MA DDI Lil Banat Parepare after implementation of wholeesome scattering game?''

This study was classroom action research design. The subjects of this study were the students of class X IPS at MA DDI Lil Banat Parepare in the academic year of 2018/2019. This research i.e. planning, acting, observing, and reflecting. The instrument of the research was a writing test. Writing test consist of the descriptive text that use to find out the students ability in writing by implemention of wholesome scattering game.

The procedures of implementing wholesome scattering game in teaching writing descriptive text in this research as follows: (1). Explainned the media of the research (wholesome scattering game). (2). Explained about descriptive text, after that the researcher asks three students to come forward and write the key words on the black board. The key words are dictated by researcher and discussed its meaning in the class together. (3). Students have finished writing the key word, researcher pronounces those words, then asks students (in pair) to arrange those words in paragraph, in this section each pair mush finish doing evaluation in 25 minutes. In this research, the researcher took a test of their improvement in each cycle. In the first cycle found the mean score of the students' writing was 55 with the total score 1375. In the second sycle found the mean of the score of the students' writing was 70. With the total score 1745. The result of the research shows that the students improve their ability in writing descriptive text using wholesome scattering game that cover parts, qualities, and characteristics of the objects. Finally, advantages of using this game are that than students could arrange the words and develop their paragraph in describing objects easily and accurately.

Key words : Effectiveness, Wholesome Scattering Game, Writing skill.

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CHAPTER I
INTRODUCTION

A. Background

Writingwas one of the four language skills that can be measurement of literacy developmen in acountry, it was also has not be come entrenched yet, especially in Indonesia. The writing skill was regarded as the most difficult and complex language skill be cause it requires extent of perception and involves thinking process extensively. Disabilities in writing convinced by the most people caused by failure of teachin gwriting. Alarge number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it did not support the students to write as much as possible. Theresult was although the students get the teaching writing, but they only master the theory, proposition,ortheprinciplehowto write.

> Marianne Celce stated that the ability to express an idea in second or foreign language especially in writing skill is a major proble for many natives peakers to write coherence of paragraph and accuracy in choosing sentences. Thereisno doubt that writing is difficult skill for second language or foreign language learners to be mastered.The difficulty lies not onlying enerating and organizing ideas, but also intranslating these ideas into readable text.[1]

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

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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), 3thEd., p. 205.

[2]Ramelan,*EnglishPhonetics*,(Semarang:IKIPSemarangPress,2003),p. 4.

Writing was 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 was one of language skills and productive skill that would be learnt by students in junior high school, students would be able to express their ideas and feeling by English writing.

Writing descriptive text was one of the genres in writing texts. It was taught by teacher in order to make students know how to describe themselves and their surrounding although it was 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 did not use any method or new ways to teach the students. Therefore, the students would 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 was considered one of the most challenging teaching practices. Students were usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language was 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 actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

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[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.

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

Games can be found to gave 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]

The teacher should give students new methods in order to make themenjoyable, easy, and memorable about the material especially in writing skill. In this case, the researcher wants to introduce the new method in learning writing by using wholesome scattering game. The researcher try to apply this method to make students more interesting to learn English and give motivation to improve their writing skill. The researcher would introduce the method to students of DDI Lil Banat Parepare by conducting a research in title"The Effectiveness of Applying Wholesome Scattering Game to Improve Student's Writing Skill at MA DDI Lil Banat Parepare"

B. Research Question

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[4]AndrewWright,*et.all*.,*GamesforLanguageLearning,*(NewYork:CambridgeUniversityPress,1983),p.1.

Based on the problem state above, there was problem that would be investigate through this study. The problems ware:

1. How were the effective procedures of Wholesome Scattering Game in improving students' ability in writing descriptive text at MA DDI Lil Banat Parepare?

2. How was the improvement of ability in writing descriptive text of the students at MA DDI Lil Banat Parepare after implementation of Wholesome Scattering Game ?

C. Objective of the Research

Based on the problem state above, the objective of the research ware:

1. To find out how the implementation of Wholesome Scattering Game can improve students` ability in writing descriptive text at MA DDI Lil Banat Parepare

2. To find out the improvement ability in writing descriptive text of the students at MA DDI Lil Banat Parepare after implementation of Wholesome Scattering Game

D. Significance of the Research

1. The researcher can implement the finding of the study in selecting teaching and learning technique in the class. It was hoped to give new variation and new innovative for teachers to teach writing in properly.

2. The students would be motivated and interested to study English. So through game the learning process in writing would be enjoyable and the students would not get bored. They would be able to improve their ability in writing.

3. This research was also expected to give benefit as referenced for the researchers who want to run research related to this one.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this part, the researcher presents some researcher had concluded to this study in the following:

Akhmad Mukhotim Nasir, Abdul Asib, A. Handoko Pudjobroto in their research entitled*Improving Students' Writing Skill of Descriptive Text by Using Picture* explained that the improvement of students skillin writing descriptive paragraph covers: (a) the students can explorer their ideas through the stimulation of the pictures, (b) throughmore practices (with pictures) the studentscan choose the appropriate words in certain context, (c) students are able to make good word order not only in simple sentences butalso in a paragraph. (d) the students'vocabulary mastery improves well throughpictures with different topics. They canchoose the right words in certain context. (e) the more opportunity given to the studentsmake them have more time to practice writing and create a good descriptive text. (f) the result of students' scores show good improvements which were showed in themean score results of pre-test, post-test 1 andpost-test 2.The similarities be tween their research and writer are that this research focus on writing descriptive text and the approach use classroom action research.[5]

Umi Naini Ikhda in her research entitled "*Improving Students' Writing Skill of Descriptive Text Through Guided Questions* (A Classroom Action Research at The TenthGrade Students of SMAN 1 Karanganyar Demak in Academic Year2013/2014)*" explained that using guided questions as a technique

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[5]PudjobrotoAsibNasir, Improving Students' Writing Skill of Descriptive Text By Using Picture,(unpublished skripsi of English Education Study Program Sebelas Maret University Surakarta,2012).p.362

in teaching descriptive text can improve the students' achievement in writing. The technique also can help thestudents to express their ideas and help them construct a sentence. The teacher tobe more creative in teaching writing. The similarities between her research and writer are that this research focus on writing descriptive text and the approach use classroom action research.[6]

Sri Suharmi in her research "Improving Student's Writing Skill in Descriptive Text by Using Outdoor Activtiy", found that using outdoor activiy as a method can improve student's writing skill, its proved with the students improvement score. The mean score of the pre-test of the students was 57 (very poor) and the mean score of the post- test 70 (good). The effectiveness of using outdoor activity in improving students' writing skill is proved from the t-test and t-table in cycle 1 (9.67>2.042) which the score of t-test was higher than the score of t-table and theresult of t-test and t-table in cycle 3 (15.11>2.042) also showed that the score of t-table.[7]

Based on the previous related research finding above the researcher concludes that to improve the students' writing skill, the researcher should apply some various strategies or media that make students more interested. In this research the researcher apply a game to improve the students' writing skill by applying wholesome scattering game.

B. Some Pertinent Ideas

1. General Concept of Writing

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[6] Ikhda,"Improving Students' Writing Skill of Descriptive Text Through Guided Questions(A Classroom Action Research at The Tenth Grade Students of SMAN 1 Karanganyar Demak in Academic Year 2013/2014)".(unpublished skripsi Muria kudus university,2014) p.9

[7] Suharmi, "Improving Students' Writing Skill in Descriptive Text by Using Outdoor Activity" Mts Sudirman Kopeng Getasan, Kab. Semarang..(unpublished skripsiMuhammadiyah university surakarta,2015) p.231

a. 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 ofwriting: 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 thei rspeech sounds, which is used by public in books, paper, magazines, and writing letters.[8]

Thus, it is be state 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

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

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.[9]

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 forachieving 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 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 therichness of English vocabulary.[10]

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

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

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: narrative, poetic and dramatic. Thee xamples of imaginary writing are novel, romance, fantasy, sciencefiction adventure,etc.[11]

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

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

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 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.[12]

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.

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[12]Harmer,*Howto Teach Writing*,p.3.

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 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.[13]

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 typeof 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

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[13]DavidNunan,*LanguageTeachingMethodology,*(London:PhoenixELT,1995),p.84.

consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.[14]

Pre-writing is anyactivityin the classroom that encourage students to write. Itstimulates thoughts forget ting start edaboutthe topic before writing of first draft. Infact, it moves students a way from having to face a blank page to wardgenerating tentativeideasandgathering information for writing.Pre-writing become away of warming up writers brain before they write.[15]

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.[16]

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 globa lcontent and the organization of ideas so that the writer's intent is made clearer to the reader.[17]

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[14]Harmer,*Howto Teach Writing,*p.4.

[15]   JackC.RichardandWillyA.Renandya,*MethodologyinLanguageTeaching:An AnthologyofCurrentTeaching*,(Cambridge:UniversityPress),p. 316.

[16]Richardand Renandya,*Methodology,*p.316

[17]Richardand Renandya,*Methodology,*p.317.

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 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.[18]

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

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[18]Richardand Renandya,*Methodology,*p.319.

appropriatetransition signal. Coherence describes 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.[19]

2. 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 recurringsituations. There are many kinds of genres (text type). They are:[20]

1). Spoof

Generally, spoof is a funny version of something, like movie or a book and something such as an article or programme that seems to be about a serious matter but is actually a joke. Spoof tells factual story, happened in the past time with unpredictable and funny ending. Other words, spoof is a kind of genre that has social function to retell an event a humorous twist. Its social function is to entertain and share the story.

2). Recount

It is a kind of genre that social function to retell event for the purpose of informing people entertaining. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audiences. There is no complication among the participants and that

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[19] AliceOshimaandAnnHogue,*WritingAcademicEnglish*,(Longman:Pearson,2006), 4[th]Ed.,p.17.

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

differentiates from narrative. A recount text has an orientation, a series of events on chronological order, personal remarks on the events and a reorientation that "rounds of" the sequence of events.

3). Report

Report is a text which presents information about something, as it is. It is as a result systematic observation and analyses. Report also 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

Analytical exposition is a text that elaborates the writers idea about the phenomenon surrounding. Its social function is to persuades the reader that the idea is importants matter, and to analyze the topic that the thesis/opinion is correct by developingand argument to support it. It is also 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

Description is a statement that tells the readers how something or someone looks, sounds, etc. It is also a pattern of narrative development that presents a word picture of a thing, a person, a situation or a seris of events. It is a kind of genre that social function to describe a particular person, place, or thing.

7). Hortatory Exposition

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. It is also a kind of genre that social function to persuade the reader or listener that something should not be the case. Hortatory exposition is used to persuades the reader or listener that something should not be case.

8). Explanation

Explanation is a text which tells process relating to forming of natural, social, scientific and cultural phenomena. The explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text book. Explanation is also 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

Review text is an evaluation of publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live concert, a ply, musical theater show or dance show. It is also a kind of genre that social function to critique an art work orang event for a public audience.

10). Discussion

Discussion is a text which present a problematic discourse. This problem will be discussed from different view point. Discussion is commonly found in philosopical, historic and social text. It is also a kind of genre that social function to present (at least) two points of view about an issue.

11). Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of action or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. Procedure is also a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps

12). News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Other definition, news is news presented by a journalist, in a print or broadcast. It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

b. DescriptiveText

1) Definitionof DescriptiveText

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate amessage. 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.[21]

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.

2) The Criteriafor 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 inthe 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, specific means exact, precise. The more specific they cando, make the reader can see what they are describing.[22]

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

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

There are six characteristics of a good product Description. They are; good product description needs to speak to the ideal buyer, it needs to highlight the benefits of using a product, it needs to use no BS language, it needs to include power words that sell, and it need to tell stories. It need to tell stories means that stories are powerful. The are memorebel. They are easy to read and if written well,engaging. Quite the opposite from the boring sales copy you read so much of online. With stories you have a chance to grab your buyers' attention and tell them, in avery oassive, unobtrusive way the features of a product and how it can benefit the buyer's life. Moreover, you can actually show how the product can be used to solve the buyer's promlems. It needs to be easily scannable.[23]

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[23]https://ecommerceinsiders.com/6-characteristics-good-product-description-1102/(accessed on march 2019)

3) The Generic Structureof Descriptive Text

GenericStructure	Function
Identification	It is a statement or a short paragraph that identifies the object 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 sufficientd escription about the object as mentioned in the identification part. The description of the object can be done according to different angles, suchassize, length, strength, color, height, condition of the location, weather,

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. Eachtext has its own generic structure. The generic structure of descriptive text is shown in the following table:[24]

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[24]Pardiyono,*theArt,*p. 44.

4) **TheExampleofDescriptiveText**

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 lovemy Teddy Bear very much.

Analyzing the text:

a) Generic structure analysis

  (1) Identification; identifying the phenomenon to be described in general; Teddy Bear.

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

b) Language Feature Analysis

  (1) Using adjective and classifies; small, fluffy, and cute.

  (2) Using simple present tense, I have a toy. It is a doll, and I call it Teddy.

3. Teaching Writing

a. ReasonofTeachingWriting

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 writeusing electronic media.They need to know some of writing's special convention (punctuation, paragraph construction etc).[25]

b. TeacherRoleinWriting

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

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[25]JeremyHarmer,*Howto TeachEnglish,*(Longman:PearsonEducation,1998),p.74.

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. 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 variousdraft stages, he/she tells the students how well it is going so far. The last isevaluating, 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.[26]

4. GameandWholesomeScatteringGame

a. 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

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[26]Harmer,*Howto Teach Writing*,p.41-42.

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 understand what others are saying or have written, and they must speak or write in order to express their point of view or giveinformation.[27]

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.

b. 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. It was promoted by Natalie Hess on her book entitle Head starts. Students, on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. Teacher might find that the first step of arranging the words in weird and

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

unusual ways is fun and takes quite a while. It is worththe effort. Students will not quickly forget these words.[28]

Before the researcher performs the main activities in playing wholesome scattering game, researcher prepares the instrument early. Researcher chooses twelve to sixteen key words from the text that she is going to read with students in the class. The following is procedure of wholesome scattering game:

1) Asking three to five students to come to the board. Their task is to write down the words related to descriptive text that the teacher dictates. Each student writes each word so that each word is written as many times as there are students at the board. They scatter these words at random all over the board, and try to arrange the words in unusual ways. Some will be written horizontally, other vertically, others in shapes, others upside down. Do not comment on spelling at this stage. Some students will change their spelling as they observe how the student next to them has spelt a word or as they are corrected by others in the class.

2) While the students at the board are doing this, those in their seats can produce their own arrangements of the words either on paper or in their notebook. They arrange the words with good descriptive text.

3) When the teacher has finished dictating the words, the students who were at the board return to their seats.

4) The teacher asks if anyone in the class thinks they have produce a particularly unusual arrangement of the words. If there are volunteers,teacher asks them to display their arrangements.

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

5) The teacher goes over the words on the board, eliciting correct spelling and meaning.

6) Teacher asks the students (in pairs, group and individually) to write as many sentences as possible using the words on the board. They should try to put more than one of the words in each sentences. Tell them that they have only twenty five minutes to arrange descriptive text.

7) Teacher should stop them when the time is up and ask them to tell in front of class, how many sentences they have succeeded in writing.

8) At the end of the game, the player who has scored the most points is declared the winner. This score is based on the matrix assessment for students` writing in descriptive text and quickly time to write descriptive text.

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. They hoped can get some ideas in writing descriptive text. 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 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. Finally,

whole scattering game drills students to know the spelling, meaning,and pronunciation all key words.[29]

Although wholesome scattering game has many advantages, they still have some limitations or disadvantages as follows:

1) The teacher needs more time to collect and prepare the key words appropriate for material before teaching and learning process.

2) Students are limited by the key words that have been given by the teacher, in organizing sentences.

C. The Conceptual Framework

A framework or outline of the contents the draft that was develope from a predetermine topic. Ideas contains in the framework are basically the explanation or the idea of subordinate topic.

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┌─────────────────────────────────────────────┐
│      The students of DDI Lil Banat Parepare  │
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                      ⇩
┌─────────────────────────────────────────────┐
│ Teaching English Writing using Wholesome     │
│   Scattering Game (Classroom Action Research)│
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│  Planning, Acting, Observing, and Reflecting │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│     Students' Improvement in Writing Skill   │
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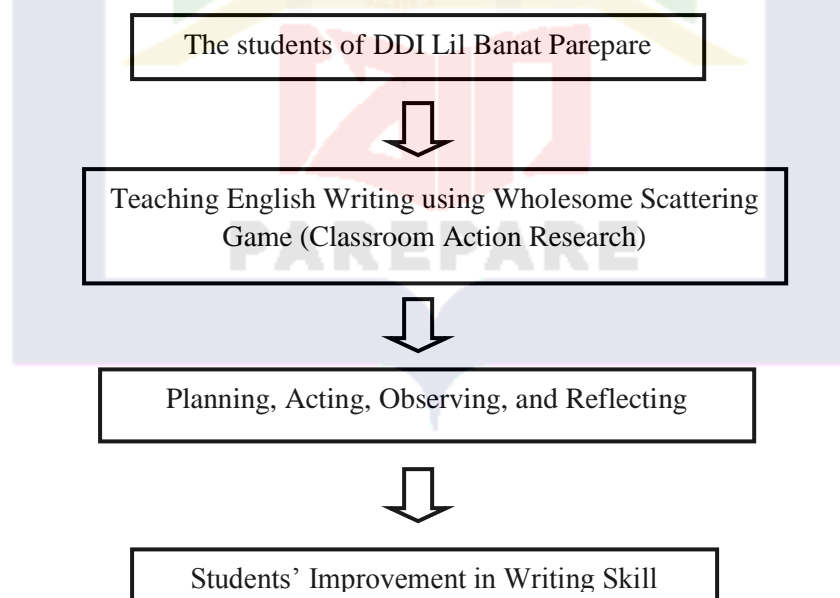
[29]http://en.wikipedia.org/wiki/wholesome_Scattering. retrieved on 30March 2011

CHAPTER III

METHODOLOGY OF RESEARCH

A. Design of the Research

This research was a clasroom action research. The reason is this research offers new way and procedure to improve and increase teaching professionalism in teachingl earning process in class by observing students'condition.

Before the researcher did the cycles in action, she would be done initial observation at first. Research design can be done with some steps as follows:

1. The researcher collecting data such as documentation includes the number of the students, students' name list, and pre-test.

2. After the researcher collects the data, she did a pre-test. Its purpose was to know the score mean of students' writing in descriptive text before using wholesome scattering game.

3. The researcher assesses the result of students' writing in pre-test.

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

| Planning | → | Revised Plan | → | CYCLE 3 |

| Reflecting | | Acting | Reflecting | | Acting |

| Observing | | Observing |

| CYCLE 1 | | CYCLE 2 |
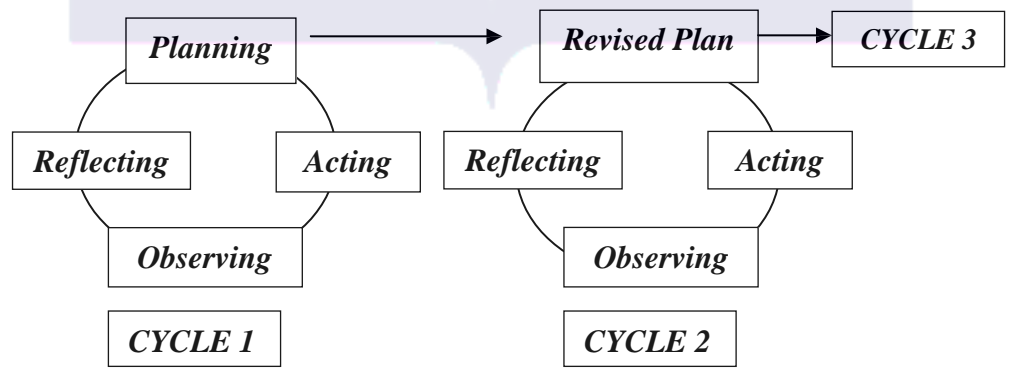
There will be two cycles in this study. There are four components in one cycle for doing classroom action research, they are:

1. Planning

Planning was a plane to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will be use in research process. Such as pictures with words, song to stimulate students in order that interest to lessons mainly in writing and spelling word, some written games, field note to take note about students activities and responses.

2. Acting

This section discusses about the steps and activities that would be taken by the researcher. Researcher tried to take how much students' abilities to understand in writing descriptive text, give students treatment ways to remember every word in spelling and writing, give them assignments bots in individual or group, evaluate their mistakes and make summarize about materials.

3. Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties.

4. Reflecting

Reflecting was the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.[30]

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[30]Suharsimi Arikunto, *Procedur penelitian Suatu Pendekatan Praktik*, (Jakarta:PT Asdi Mahasatya, 2006), p,99.

B.   Procedur of the Research

As the explanation in design of the reserch above, it had two cycles to try out the using of applying wholesome scattering game to improve students writing skill. Moreover, the prosedure of this classroom action reserch consisted of two cycles. The cycles ware formulated as follow:

1. Cycle 1

In this cycle was consisting of planning, acting, observation, and reflecting.

a. Planning

1) The researcher prepared material about writing that would be given to thestudents wholesome scattering game.

2) Determining the schedule and time allocation.

3) Designing the instruments, such as material which would be giving for the students and observation sheets.

4) 4.Developing lesson plan. Improving the draft learning set that is involved students' book.

5) Preparation teaching method (think - Pair – Share).

6) Developing evaluation from.

b. Action

The procedure in acting as follows:

a) First meeting.

(a)Pre activity

(1) Greeting

(2) Attendance list

(3) Apperception

b) Whilst activity

(1) The tearcher delivers the core content and competencies to be achieved

(2) The tearcher explain the material about descriptive text and give an example: my lovely cat

(3) Students ware asked to think about the material/ issues presented by teacher.

(4) Students were asked to pair up with friends next to him (group 2) and express their ideas to each other.

(5) Teacher led small plenary discussion, each group put forward the result of their discussion.

(6) Starting from these activity, teacher directed discussion on the subject mattar and add material that has not disclosed the students.

(7) Teacher give conclusion about discussion result.

(8) Student retell the story have been discussed tegether.

c) Post activity

(1) The tearcher gave chance to the student to asking about the material.

(2) The tearcher conclusion about the material.

(3) The tearcher gave homework to student

(4) The researcher closes the learning process.

c) Second meeting

1) Pre activity

(a) Greeting

(b) Attendance list

(c) Apperception

2) Whilst activity

(1) The tearcher delivers the core content and competencies to be achieved

(2) The tearcher give an example: my mother.

(3) Students were asked to think about the material/ issues presented by teacher.

(4) Students were asked to pair up with friends next to him (group 2) and express their ideas to each other.

(5) Teacher led small plenary discussion, each group put forward the result of their discussion.

(6) Starting from these activity, teacher directed discussion on the subject mattar and add material that has not disclosed the students.

(7) Teacher give conclusion about discussion result.

(8) Student retell the story have been discussed tegether.

3) Post activity

(a) The tearcher gaves chance to the student to asking about the material.

(b) The tearcher gave conclusion about the material.

(c) The tearcher gaves homework to student

(d) The researcher closed the learning process.

d) third meeting

1) Pre activity

(a) Greeting

(b) Attendance list

(c) Apperception

2) Whilst activity

(a) The tearcher delivers the core content and competencies to be achieved

(b) The tearcher asked the students to make a descriptive paragraphby describe the topic (My English Teacher and My Family) that have choosenwhich consists of at least 30 words.

(c) Students was asked to think about the material/ issues presented by teacher.

(d) Students ware asked to pair up with friends next to him (group 2) and express their ideas to each other.

(e) Teacher led small plenary discussion, each group put forward the result of their discussion.

(f) Starting from these activity, teacher directed discussion on the subject mattar and add material that has not disclosed the students.

(g) Teacher gave conclusion about discussion result.

(h) Student retell the story have been discussed tegether.

3) Post activity

(a) The tearcher gaves chance to the student to asking about the material.

(b) The tearcher conclusion about the material.

(c) The tearcher gaves homework to student

(d) The researcher closed the learning process.

2. Cycle 2

In the cycle 2, all of the activities ware not too different with the activities in the cycle I. It also consisted of planning, acting, observation and reflection but in this cycle, the researcher made in perfect result of the research based on the reflection in the cycle 1.

a. Planning

The planning in this stage was generally same with planning in the first cycle. Preparing material and project for learning process. However all wrong things in the first cycle revised.

b. Acting

Almost activity in action stage was same with action in the first cycle. The researcher gave material and instruction to doing project.

c. Observation

The researcher would observeall of the students' activities during teaching and learning process based on the revision and evaluation process in the cycle 1.

d. Reflecting

The researcher did the reflection to the result of the cycle 2, and then analyzed it. After that, the researcher made conclusion of the learning process in develop to increase or not based on the result of the students' test in writing.

C. Place and Time Research

The research has be done in DDI Lil Banat parepare. The time of research was about one month.

D. Subject of The Reserach

The subject of the research was student at the eighth grade of Senior High School DDI Lil Banat Parepare where total numbers are 25 students.There was only one class at the eighth grade and it was consist of 25 girls.This research has done at second semester in the academic year of 2018.

E. Instrument of the Research

Research instrument was a device use bythe researcher while collecting the data to make her work easier and to get better result, complete and systematic inorder to make the data easy to process.Researcher preparefortheresearch

instrument such as writing test in game form(key words), observation checklist and field note for observe student's response during class, doing task, and to know their difficulties. Writing text was something written, especially copied from one medium to another, as a typewritten version of dictation.

1. Writing test

Writing test used to find out the information about students'learning result to meansure the students'achievement. The researcher gave some words to be good paragraph of descriptive text by using your sentences. The written test was given in the end of each sycle.

2. Observation shecklist

The researcher was applied this step in every meeting to obtain data about the learning process during the implementation of wholesome scattering game. The researcher observes activeness of the students in learning process.

3. Field notes

The fild note used in every meeting during learning process. It was one way to collect data in observation papers, the write and note all of the students' activities such as management of class, interaction between researcher and students, interaction between student and the other students, and the other aspect could be noted as the sources to collect data.

F. Procedure of Collecting Data

Data collection was 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.[31]

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

For collection the data, researcher will use three instruments: observation, and written test, field note.

1. Observation

Observation has been used to monitor the students' activities during the teaching learning process. Researcher observe the situation in class during lesson, response and attitude of students when they in the classroom, doingtask, and to know their difficulties.

In conducting this classroom action research, the researcher decided to use observation form. The observation appraise the activities during the teaching and learning process, and how teacher carring 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 theirunderstanding 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, observation checklist have been used to observe the subject of the study in some aspects. The aspects that will observe ware 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. Written test

Test was an important part of every teaching and learning experience. Test was a set of questions that was used to measure the skill knowledge, intelligence and talent of an individual of a group. As a stated by Brow says that a test was 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.[32]

The researcher for collecting data uses written test, a test was 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 achievement after being taught through wholesome scattering game.

In order to know the improvement of student's achievements, the researcher analyze the different between mean of pre-test and two evaluations of test scores.

3. Field note

Fieldnotes refer to qualitative notes recorded by scientists or researchers in the course of field research, during or after their observation of a specific phenomenon they are studying. The notes are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. Fieldnotes allow the resercher to access the subject and record what they observe in an unobtrusive manner.[33]

G. Technique of Data Analysis

Data analysis was an effort which is done by teacher and researcher to embrace the data accurately.[34]In this research that related to the title, the writer

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

[33]https://en.m.wikipedia.org/wiki/fieldnotes (accessed on march 2019)

[34]Igak Wadani and Kuswaya Wihardit, Penelitian Tindakan Kelas, (Jakarta: BumiAksara, 2001), p. 189.

focused on the writing descriptive text, so he more focused on the students' result of their writing. Because the researcher wants to know whether there was improvement after the students being taught using wholesome scattering game or no.

In knowing whether the students' writing of descriptive text was improve or not, the writer used the steps which were done by the writer in analyzing the result students' writing in descriptive text. The writer used the criteria of assessment, that is, since the content of students writing covered the generic structures, they were identification and description. In generic structure of description consists of parts, qualities, and characteristics. There was five components presented in the analytical scoring rubric for writing, for example: content, organization, vocabulary, language use, mechanics. The researcher uses analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing skill.

The analytical scoring rubric using as follows:

Aspect	Scores	Performance Description
Content	4	The topic was complete and clear and the details ware relating to the topic.
	3	The topic was complete and clear but the details are almost relating to the topic.
	2	The topic was complete and clear but the details are not relating to the topic.
	1	The topic was not clear and the details ware not relating to the topic.

Organization	4	Identification was complete and descriptions rearranged with proper connectives.
	3	Identification was almost complete and descriptions rearranged with almost proper connectives.
	2	Identification was not complete and descriptions are arranged with few misuses of connectives.
	1	
Grammar	4	Very few grammatical or agreement inaccuracies.
	3	Few grammatical or agreement inaccuracies but not affect on meaning.
	2	Numerous grammatical or agreement inaccuracies. Frequent grammatical or agreement inaccuracies.
	1	
Mechanics	4	It used correct spelling, punctuation, and capitalization.
	3	Ithas occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It was dominated by errors of spelling, punctuation, and capitalization.
Vocabulary	4	Effective choice of words and word forms.
	3	Few misuse of vocabularies, word forms, but not change the meaning.

| | 2 | Limiting range confusing words and word form. |
| | 1 | Very poor knowledge of word, word form, and not understandable. |

Adapted from Brown (2007)

Scoring sistem of the final score

Score: <u>Students correct answer</u> x 100

The score maximal

In assessing the result of students' writing in descriptive text, the writer used the

score as follows:

Matrixof Assessment for Students'Writing in Descriptive Text[35]

Score	Value	Description
80-100	Excellent	Describealloftheparts,quality,and
60-79	Good	Describeparts,qualities,and
40-59	Fair	Fairlydescribeparts,qualities,and
20-39	Poor	Poorlydescribe;manyparts,qualities,and
0-19	VeryPoor	Doesnotdescribetheparts,qualities,and

[35]Alice C. Omaggio, *Teaching Language in Context*, (Heinle & Heinle Publishers, Inc.: Boston, 1986), p. 266.

The steps of data analysis:

1. After the reseacrher assess the result of the students' writing in pre-test, he found the mean of it.

2. After that, the researcher assess the result of students' writing of each cycle, and found the mean of it.

3. The last step was the researcher compare 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:

Mean of students' score = $\dfrac{Total\ score}{Number\ of\ students}$ x 100
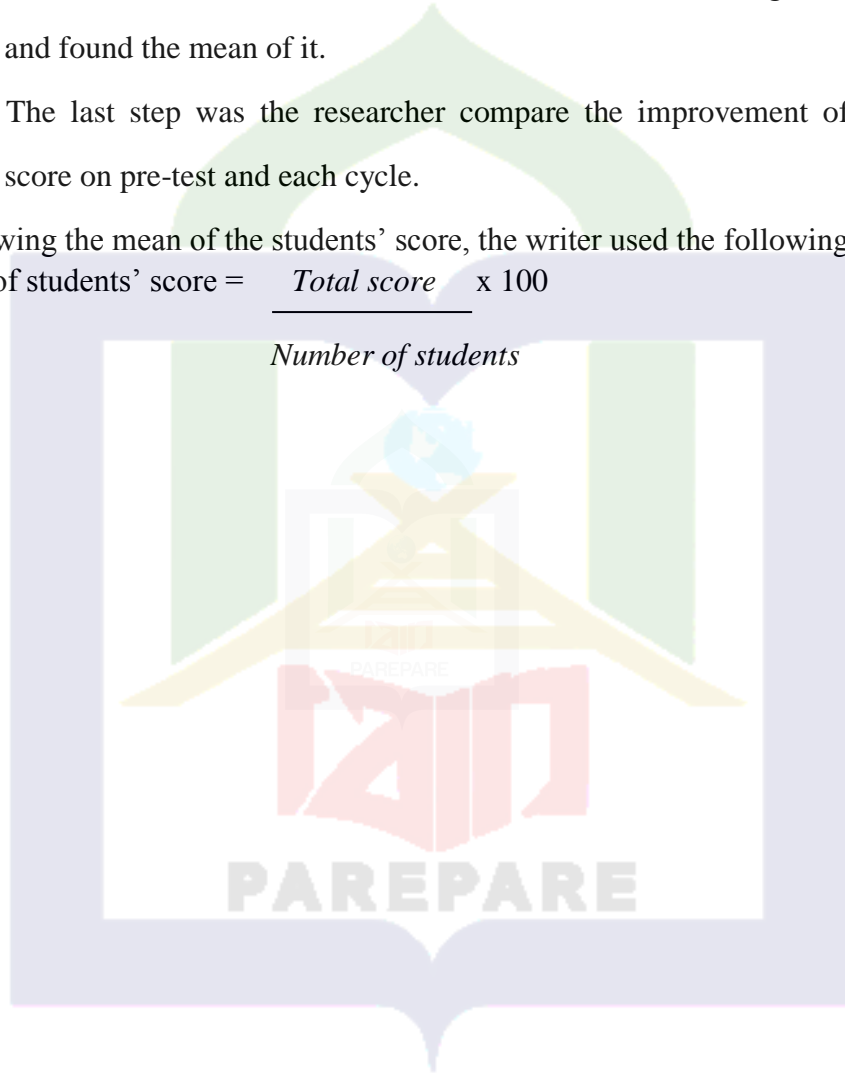
CHAPTER IV

FINDING AND DISCUSSION

This chapter deal with findings,data analysis dan discussion. Result of the date was presented in findings (description of the research) and further explained in data analysis technique and discuccion. The finding of this research consists of the result in cycle 1 dan cycle 2 and activities of the cycle 1 until the cycle 2.

A. **Research Finding**

This research was called Classroom Action Research where researcher appleid wholesome scattering game to improve the students'writing skill at the tenth grade of senior high school DDI LIL BANAT Parepare. The research was started on march 2019 where was consist on two cycles. The first cycle was conducted on march 2019 and the second cycle was on april 2019.

Table 4.1 Result Students' writing Score in Cycle 1

No	Name students	Writing test	categories
1	Ni'matil Kubra	45	fair
2	Nurhalisa	50	fair
3	Nurfadillah	55	fair
4	Nur Reski Amalia	45	fair
5	Nur Safirah zuhri	40	fair
6	Dita Kurnia	55	fair
7	Tia	50	fair
8	Rubina nur khumairah	45	fair
9	Naimatul Izzah	60	good
10	Israna	55	fair
11	Nanda Amalia	60	good
12	Nur azya azis	50	fair
13	Ahsanul amalia	55	Fair

14	Farida	40	fair
15	Darasia	50	fair
16	Nur afnan aulia Anwar	45	Fair
17	Nurul hidayah	50	Fair
18	Aisyah khairunnisa	45	Fair
19	Annisa Zalzabilah	60	good
20	Asmaul Huanah	45	fair
21	Novitasari	50	fair
22	Elsa salsabilah	50	Fair
23	Nur hidayah	55	fair
24	Hafizah nur rahman	55	fair
25	Nur hikmah	50	fair
	Total	1375	

Mean of students score = **Total score** / **Number of students**

= **1375** / **25**

= **55**

There were several problems found to lead this research was conducted, as folloow :

1. The teacher cannot find media in teaching English

2. Teh teaching learning process is conventional and the lack of the student own vocabulary.

3. Lack of practice in speaking, and than the students bored in learning because they had low vocabularies so that they were shy to speak more. Therefore, the researcher made effort to build up their understanding on the importance of learning English either in daily activity and to face up the growth era.

Table 4.2 Result Students' writing Score in Cycle 11

No	Name students	Writing test	categories
1	Ni'matil Kubra	65	Good
2	Nurhalisa	65	Good
3	Nurfadillah	75	Good
4	Nur Reski Amalia	60	Good
5	Nur Safirah zuhri	60	Good
6	Dita Kurnia	70	Good
7	Tia	60	Good
8	Rubina nur khumairah	75	Good
9	Naimatul Izzah	85	excellent
10	Israna	75	Good
11	Nanda Amalia	80	excellent
12	Nur azya azis	75	Good
13	Ahsanul amalia	75	Good
14	Farida	65	Good
15	Darasia	70	Good
16	Nur afnan aulia Anwar	60	Good
17	Nurul hidayah	75	Good
18	Aisyah khairunnisa	70	Good
19	Annisa Zalzabilah	85	excellent
20	Asmaul Huanah	70	Good
21	Novitasari	65	Good
22	Elsa salsabilah	70	Good
23	Nur hidayah	70	Good
24	Hafizah nur rahman	60	Good
25	Nur hikmah	65	Good
	Total	1745	

Mean of students score $= \dfrac{\text{Total score}}{\text{Number of students}}$

$= \dfrac{1745}{25}$

$= 70$

1. The Implementation of cycle 1

a. Planning

There were some cases which prepared to apply the research. The researcher made the step as follow :

1). The researcher made effort to build up their understanding on the importance of learning English. She gave some word that they needed.

2). The researcher gave diferent material in each meeting and the material were easy to understand.

3). The researcher gave

4). Made lesson plan (RPP) for action cycle 1 of the first-second and the third meeting based on the teaching material.

5). Made instrument that was give to the students in order to know their ability and respond in writing

6). Preparing the material which have relevancy in descriptive text.

7) Made observation sheet during learning process.

b. Acting

1). The First Meeting

My Experience

Day /date : Monday, 25 mach 2019

Pre teaching activity, the researcher was opened the class by saying greeting, praying and asking student's condition. Besides, the researcher asked students readiness to learn. In the while teaching activity, the researcher

introduced and expalined the material about descriptive text. Some students in the first meeting still confused and bored because the material was new for them.

The researcher divides students into groups based on their sat. Each group consists of 5 members. The researcher gave a text paragraph to every proup then every group think about the paragraph. The researcher gave a time for students to discuss and understand about the material. Then all students prepare come to in front of class for write the words. Then they did not understand or they did not find.

Before closing the class, firstly the researcher asked student's difficulties durig the teaching and learning prosess. If it might there some questions concering with the material. Some advices ware given to students to motivate them to always practice. And the last word did be afraid to make mistakes, shy to asked and do not laugh at the other students when they made a mistakes. While to close the class the teacher closed by saying greeting or salam.

2). The second Meeting

My Experience

Day /date : tuesday, 26 mach 2019

The teaching activity, the researcher opens the class by saying greeting and asking students' condition and the delivering indicator that reached as well as importance of the material. Bisides, the researcher also asked students' readiness to learn. The students' sctivity on the second meeting was the same with the first meeting. The students began to focus on the learning prosess. Some students also brought dictionary because they lack of vocabulary. This

meeting showed the students began more enthusiasts than the first meeting in learning process.

In while teaching activity, the researcher did not explain about the material because it's had been explained in the first and the material was the same with the first meeting. The researcher was asking to the students to rewrite the paragraph based on their own word.

In the post teaching activity, the researcher asked students' difficulties of the material during the teaching learning process. The researcher also gave feedback concerning with the students' work. The last the researcher closed the class by saying salam.

3). The Third meeting

Gave evaluation

Day/date : trusday,28 mach 2019

The last meeting in learning cycle 1 the researcher gave evaluation to the students. The researcher started the class by giving warning up to the students to make them focus on the topic. Before time was enough, the researcher gave motivation and suggestion to them that got mistike in writing of english. And the researcher also gave a list of vocabularies can make them be easy to write down more. The researcher closed the class by saying salam.

c. Observing

The resercher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to extent that the action result reached the objective. The steps ware as follow:

1). The teacher conveyed the teaching purpose well and regularly.

2). When the explained about the material, it is still found many students did not pay attention.

3). There were some students that are confused with the game instruction that had been given because the teacher did not explain clearly.

4). Students got more vocabularies than in pre-test, so they could arrange sentences more than pre-test.

5). Students' enthusiasm was still less, because the teacher did not stimulate and motivate them in observing step.

Table 4.3 Observation sheet cycle I

no	Indicator	Classification					Total score
		1	2	3	4	5	
1	Students`attendance						5
2	The students are enthusiastic listening to teacher explanation of descriptive test.						2
3	The students show seriously by asking the question.						2
4	The students are enthusiastic in responding teacher question.						3
5	The students are active in the group.						3
6	The students are enthusiastic in participating the game.						3
7	The students pay attention to english game.						3
8	The students enjoy the english game.						3
9	The students know the meaning of each words in english game.						2

10	The students get benefits of the english game.						3
	Total score		6	18		5	29

	In which	Percentage
1	Poor	0%-39%
2	Fair	40%-59%
3	Average	60%-74%
4	Good	75%-84%
5	Excellent	85%-100%

Score = $\frac{\text{Total score}}{\text{Maximum score}}$ x 100%

   = $\frac{29}{50}$ x100 %

   = 58 %

d. Reflecting

The refletion had done to know result of the students' ability in applying wholesome scattering game after giving revision. The reflection meant for making conclusions. The researcher used cycle II as consideration things for measuring the students' ability accordance with the result of cycle I. Based on yhe data presented in the qualification of the students' success in cycle I, it can be stated the implementation career exploration to improve the students' ability in writing descriptive text is not successful yet. The criteria of success if most of the students' get 60 score in writing descriptive text.

Baside that the criteria of success the students could be seen from their activeness in the class during two meeting. Based on the observation checklist in the first meeting there were many students made activity that outside of learning process. It was because the first day for the researcher in the class and the students still strange to the materials that the researcher conducted. The second meeting on the first cycle, the students had participated actively that outside of learning process. It was because the first day for the researcher in the class and the students still strange to the materials that the conduction. The second meeting on the first cycle, the students had participated activety followed the learning process. But there still a little students played in the learning process so could be concluded the willingness of the students in learning is more than previous meeting, although there were some students still not active in class and it is need to be improved.

Based on the result of cycle I, the researcher continued her research in the cycle II. This was done because some students got score under the standard which is determined. Many students got score under 60.00 and also there were some problem must be solved and be improved. Such as, to improve students' skill especially in writing revising by the faults beside those students' participation and motivation also need to be improved.

The activities students' in learning process were not maximal. It was caused many students di not pay attention to the teacher. Many students spoke with their friend when teaching learning process was in progress. Besides that, there were many students that did not understand the intruction that had been given by the teacher. The students' work in learning process was still less maximal. It could be seen from the less of students' interest and respon in the

teaching learning. After the whole activities had finished, the researcher assessed the students' writing result.

2. The Implementation of cycle II

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

The cycle II was done on Monday, 2 April 2019. The steps that were done by the researcher in the cycle II were :

a. Planning

   1) Arranging the lesson plan based on the teaching material.

   2) Improving the teaching strategy.

   3) Preparing the teaching aid (instrument of wholesome scattering gam). Preparing the sheets of observation.

b. Acting

In this step, what had been planned in the planning would be done according to the schedule that was arranged. In this the teacher done the teaching scenario that had been planned.

The teaching scenario in the cycle II was the same as the taeching scenario in the cycle I, but in the cycke II, teacher was done improvements that had not complete in the cycle I. The activities in teaching learning process are:

   1) The teacher explained about the material, although it had been explained on the day before.

   2) The teacher asked the students about their problem on the previous lesson.

   3) The teacher explained the problem.

   4) The teacher asked theree students to come forword.

5) The teacher dictated the key words.

6) The teacher discussed the meaning and pronounced with students.

7) The teacher asked the students to write descriptive text according to the key words (in group).

8) The teacher guided the students in writing.

9) After the students finishing their writing, the teacher evaluated their work.

10) The teacher informed the best group.

11) The teacher did evaluation test for second cycle individually.

c. Observing

1). The teacher conveyed the teaching purpose very well, and also motivated the students very well.

2). The teacher ability in transferring material was good enough.

3). The teacher explained the material clearly and more interesting to the students.

4). The teacher encouraged to the students in order they be confident to write

5). The students enthusiasm developed. It can be seen that many students asked to the teacher about vocabularies based on the key words of the game.

Table 4.4 Observation sheet cycle II

no	Indicator	Classification					Total score
		1	2	3	4	5	
1	Students`attendance						5
2	The students are enthusiastic listening to teacher explanation of descriptive test.						4
3	The students show seriously by asking the question.						3
4	The students are enthusiastic in responding teacher question.						4

5	The students are active in the group.						5
6	The students are enthusiastic in participating the game.						4
7	The students pay attention to english game.						4
8	The students enjoy the english game.						3
9	The students know the meaning of each words in english game.						4
10	The students get benefits of the english game.						4
	Total score			6	24	10	40

In which   Percentage

1. Poor   0%-39%

2. Fair   40%-59%

3. Average   60%-74%

4. Good   75%-84%

5. Excellent   85%-100%

Score = $\dfrac{\text{Total score}}{\text{Maximum score}}$ x 100%

= $\dfrac{40}{50}$ x100 %

= 80 %

d. Reflecting

1). The teaching that had done by the teacher maximum enough. The teacher motivated the students before he played the game.

2). The students activity in learning process wa enough maximum. They were more interesting in observing the game.

3). Many students asked to the teacher about the meaning of difficult words.

After the whole activities had finished, the researcher assessed students writing result as in the first cycle. From the result, he could calculate the mean of the score students writing result.

3. **The Analysis of Cycle I**

The second cycle was about teaching and learning process and the assessment. In this activity, the teacher taught writing descriptive text by using wholesome scattering game as a media. Then the researcher gave the evaluation test for first cycle.

After whole activities had finished, the researcher assessed the students writing result. From the result, he could culculate the mean of the score students wrinting result using the following formula :

Mean of students score $= \dfrac{\text{Total score}}{\text{Number of students}}$

$= \dfrac{1375}{25}$

$= 55$

Based on the test rusult, the average of students in treatment (cycle I) was 55. In the first cycle, the researcher analyzed that some students still had difficult in writing descriptive text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students writing descriptive text.

4. **The Analysis of Cycle II**

In this cyclewed, the teacher reviewed the pervious lesson and gave the wholesome scattering game as and aid in teaching writing sentences, because they got key words from the teacher and could develop their vocabularies by themselves based on the key words. In the students writing activiy, the teacher guided them in writing.

Based on this observation. The researcher noticed that most of the students felt easier to write and they did not consume the time, because they could arrange the text by using key wordsthat had been given by the teacher. They could develop their writing and felt interested in writing sentences. So their writing result was better than before. It could be seen from their writing result. The most of their writing result covered the parts, qualities, and characteristics of object that had been given. The result of their writing could be calculated by using this formula.

Mean of students score $= \dfrac{\text{Total score}}{\text{Number of students}}$

$= \dfrac{1745}{25}$

$= 70$

The analysis above shows that the mean of students' writing result of the second cycle 70. It means that the students writing value was good. It was better than previous one there was an improvement in this cycle. The researcher concluded that the problems with the improvements of students' writing using wholesome scattering game were solved by the discussion.

5. **Analysis of the Whole Meeting**

Comparison percentage students enthusiastic in response teaching learning process using wholesome scattering game of the first cycle and the second cycle.

Table 4.5 Comparison pereenantage students

No	Cycle	Total Score	Percentage (%)
1	Cycle I	29	58
2	Cycle II	40	80

Table 4.6 The Comparison the average of students score cycle I and cycle II

No	Cycle	Mean
1	Cycle I	55
2	Cycle II	70

In the first cycle, the average result was 55, the teacher began use wholesome scattering game to teach the students. In the teaching learning process, there were many students joined the class enthusiastically. They pai attention to the lesson, although some students still confused with the teacher direction. It made the class noisy, it was caused that they never played the game in the class before. But it could be overcome with give direction more slowly and clearly. In the second cycle, the average result was 70 before the lessone began. All activities in this cycle run well. According to the researcher, it was caused with their interesting play the game. It showed that was significant improvement in students' achievement. Furthemore, there was also improvement from cycle I until cycle II.

B. Discussion

In this section, the discussion deal wholesome scattering game to improve the students' wrinting skill at the tenth grade srudents of MA DDI Lil Banat Parepare. The students' writing skillcan be improved by using wholesome scarttering game. It was proved from the students' writing skill in the first meeting showed that their skill in writing were low because they locked vocabulary, incoherent of organization and incorrect punctuation. Some of students difficult to find information and organize the structure of the news item text because they are lacked vocabularies.

After the researcher taught by using wholesome scattering game three meetings in cycle I and three meetings in cycle II, the researcher concluded that three was improvement of the students in writing about the material. In addition, in cycle I the mean score of the students were 55, maximum score 60, minimum score 40. It was indicated that the students learning achievement after learning english through implemention wholesome scattering game is categorized fair. It is because there are students make activities that outside of learning process so that they did not pay attention to what the teacher have explained in learning process. In the cycle II the students interest developed and the result of their test developed. It is show that the mean score of the cycle II 70, maximum score 85 and minimum score 60 and the result in cycle II was catergorized succes. The participation of the students in the activities is a process of study or unlimited learning to know, but also developing the students initiatif and creativity. It was prove by the students in discussing with their group in learning prosess. The students become more active to write their pharagraph.

This discussion explain the result of the researcher which consist of ten indicator, they are students' Activeness in attended the meeting, asking question, answered the question, attention in following the learning process, playing, testing, and other activities that disturb the learning process and participation in doing the assignment which had been give by the researcher. The explanation below :

Table 4.7 the observation result of the students' activeness in learning process of cycle I cycle II

No	Student's Activity	Cycle	
		1	2
1	Students`attendance	5	5
2	The students are enthusiastic listening to teacher explanation of descriptive test.	2	4

3	The students show seriously by asking the question.	2	3
4	The students are enthusiastic in responding teacher question.	3	4
5	The students are active in the group.	3	5
6	The students are enthusiastic in participating the game.	3	4
7	The students pay attention to english game.	3	4
8	The students enjoy the english game.	3	3
9	The students know the meaning of each words in english game.	2	4
10	The students get benefits of the english game.	3	4
	Total Score	29	40

The table abve shows that the students' activeness in cycle I was lower than the students' activeness in cycle II. It because in cycle I, wholesome scattering game is unfamiliar with them. They are still did not know that technique's steps and purpuses. The researcher also limited the students chance to write intensively. Therefore, the students are not interested in learning because they didn't enjoy the material.

As result they are less active to participate in learning and teaching process. But in cycle II the researcher tried to give clearer instruction to students about wholesome scattering game as result, the students became accustom with it. They get many ideas to write intensively, so during this cycle they becomr more active than previous cycle. Through the table above, the researcher concludes that the use of wholesome scattering game can improve the students' activenesss in learning writing.

1. **The students' interest**

the first meeting on mach 20. 2019 indicated the students did not have full participation to study english especially in english materials. Did not have

confidence and interested to practice their english so that many of them did not know how to write descriptive text. The students used the learning time only for write composition that did not have correlation with the material. Therefore, many of students did not care with the writing in the class. They joined in the class but they did not know anything about the topic. This is caused the teacher does not control the students activities.

Based on the result of evaluation cycle I with the mean score was 55 and cycle II with the mean score was 70, it showed that the students' interest in followed the learning process had improvement. The result of the research showed the improvement of the students' activity and the students' learning evaluation in the cycle I and cycle II. This proved that using wholesome scattering game was effective improved the students' writing ability.

2. Writing ability

In the first meeting in cycle I, the students still confused because the material was very difficult for them and also because the technique still strange for them. It was happened because they still lack vocabulary. They did not know how to write descriptive text and shy to improve their ideas and progress their mind. But finally they could make a descriptive text with developing words that had scatter, although result of worksheet still not perfect.

Students' respond at the second meeting was different then the first meeting. The students more enthusiasts to followed the learning process. Some of them could write descriptive text, although they were still difficult to arranged and idea and progress their idea. In second meeting in cycle I, the students' activities looked more improved then the first meeting. Although some of them still lazy to progress their idea but at least they could little concentrated to follow the learning

process. Most students could write a descriptive text but they couldn't arrange the text correctly.

Students' respond at the first meeting in cycle II more active and enthusiast than cycle I. It happened because most of them had known a lot of vocabulary about material that given by researcher and also they had although dictionary so that facilitate them in write descriptive text. In this meeting, the students had started the self confidence in developing in developing their idea to write descriptive text. Students' respond at the second meeting in cycle II more active and enthusiast than the cycle I, in this meeting, most of them can write descriptive text correctly although sometimes there were words impropriate in writing of english.

The students are interested and happy in following the learning process. Most students felt confidences in progress their idea. They brave to ask something that made them did not understand of the text so that they could arrange the text correctly.

After doing action research on the use of wholesome scattering game in improving the students' in writing descriptive text mastery at the ten grade students of MA DDI Lil Banat parepare, the researcher concludes that using display game can raise students' to interest in learning English especially in writing descriptive text. The students' vocabulary improve as they saw tge pictures and they key words materials. Morever, they could write descriptive text easily. The mean score of the students 55 in the first cycle and 70 in the second cycle. The comparison between the mean score in first cycle and the second sycle showed difference and improvement than before.

According to the data analyses above, it is showed that score in the first cycle was higher than the score in the first cycle was higher than the score in the second cycle. It was proved that using display game in this case wholesome scattering game can improve the students' in writing descriptive text mastery. The explanation above is reinforced by James Brown's statement that the advantages of display game especially wholesome scattering game is the positive attitude of students toword what thay are learning itself can be enhanced.[36]

To prove the hypothesis that using wholesome scattering game is effective to improve students' ability in writing descriptive txt, the writer used action research to know result of students. It means the alternative hypothesis (Hk) that says using display game in teaching writing can improve the students descriptive text mastery at the ten grade students of MA DDI Lil Banat parepare was accepted.

The statistical analysis from the result of the students'ability in writing descriptive text of this research shows that the students's mastery before taught through wholesome scattering game was still low. It was approved by the result of cycle I total score 1375 and its mean was 55 and classifred into Fair classification. There was a singnificance improvement in the second cycle. It was approved by the result of cycle II total score 1745 and its mean was 70 and classifred into Good classification.

Based on the findings above and the theory in chapter II, the writer concluded that using display media in this case as a media or game in teaching writing able improve the students' descriptive text mastery at the eighth grade students of MA DDI Lil Banat parepare.

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[36] James Brown,et.al.AV., Instruction, Technology, Media and Methods. p. 69

CHAPTER V

CONCLUSION AND SUNGGESTION

A. Conclusion

Based on the result of the research that had been done in two cycle in the research entititled, The effectiveness of applying wholesome scattering game to improve students writing slill (A classrom Action Research at the tenth grade of senior high school DDI Lil Banat). It can be taken the conclusions that the first is there is an improvement. The ability in writing descriptive text improve after being taught by using wholesome scattering game. They could writing easily without cinsuming more time because they were arranging and writing descriptive text based on the key words. They are able to describe whole of parts, qualities, and characteristics of objects. It showed by the score of each cycle. In the cycle I found the total score of students' writing result was 1375, it mean was 55. It means that the value of students'writing result was fair. In the cycle II found the total score of students' writing result was 1745, it means was 70. It means that the value of students'writing result was good. The second is the use of wholesome scattering game contributed to the students. It helped the students to write a descriptive text easily and accurately because they could write the parts, qualities, and characteristic of the object with many vocabularies. By using wholesome scattering game the students did not consum many time, because they could write, arrange and develop the words that was given by teacher.

B. Suggestions

There some suggestions especially for students in order to improve their ability in writing descriptive text.

1. to be teacher

   Firstly, teachers are expected to use wholesome scattering game as a teaching media, especially in teaching writing descriptive text. Because by using game its game, teacher can expect the students' writing serult well. Because the game simulates students' brain in arrange students sentence. The second is teachers are expected to develop the teaching of writing descriptive text by increasing exercises in writing. Teacher should give more attention to the students in writing descriptive text. Finally, teacher are expected to motivate to the students in writing in order they can write paragraph good and accurately.

2. To be students

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

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Appendix 1. Learning Scenario

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   : MA DDI LILBANAT PAREPARE

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X.IPS

Pertemuanke   : 1-6

Alokasi Waktu   : 2x45 menit (1x pertemuan)

Standar Kompetensi

- ❖ Mengungkapkan makna dalam teks monolog/esai yang menggunakan tulis berbentuk report, descriptive, dan analytical expotion secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompotensi Dasar   :

- ❖ Writing/menulis

    Mengungkapkan makna dalam teks monolog/esai yang menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam teks berbentuk report, narrative, dan analytical exposition.

Indikator

- ❖ Mengidentifikasikan makna dalam teks *descriptive teks*
- ❖ Mengidentifikasikan teks *descriptive dengan menggunakan wholesom scattering game*
- ❖ Menulis teks berbentuk *descriptive dengan menggunakan wholesom scattering game*
- ❖ Menunjukkan motivasi untuk mengembangkan kemampuan menuis dalam bahasa Inggris terutama dalam membuat tulisan *descriptivedengan menggunakan wholesom scattering game*

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan dapat:

- Siswa mampu mengetahui definisi teks descriptive paragraph
- Siswa dapat menulis descriptive paragraph menggunakan metode wholesome scattering game
- Siswa menghasilkan descriptive paragraph menggunakan metode wholesome scattering game
- Karakter siswa yang diharapkan:
    1. Integrity (Bersikap jujur, tulus, dan memnyeluruh)
    2. Failure leads to succes (Tidak takut akan kegagalan karna kegagalan awal kesuksesan)
    3. Speak with good pupose (Berbicara dengan pengertian positif, dan bertanggung jawab untuk komunikasi yang jujur dan lurus)
    4. This is it! (memusatkan perhatian pada saat belajar dan memanfaatkan waktu sebaik-baiknya)
    5. Commitment(Memenuhi janji dan kewajiban)
    6. Ownership(Bertanggung jawab atas setiap tindakan)
    7. Flexibility (Bersikap terbuka terhadap perubahan dan pendekatan yang diberikan oleh guru)
    8. Balance (Menjaga keselarasan pikiran, tubuh, dan jiwa)

B. Materi Pembelajaran

Pertemuan ke 1

- Write down each word related to the text that you dictated then make a sentences from it !

My lovely Cat

I have a stray cat as my pet. He is really playful, he love to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

Pertemuan ke 2

- Siswa maju kedepan kelas untuk menulis setiap kata yang berhubungan teks deksriptif

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me.

She is very good wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person, and all things in the house are in the right place. She doesn't like messes.

Pertemuan ke 3

- Siswa maju kedepan kelas untuk menulis setiap kata yang berhubungan teks deksriptif

My Small House

I live in a small house. It has five rooms: there are two bedrooms, aliving room, a bathroom, and a kitchen. Indeed it is a small house, but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Pertemuan ke 4

- Please describe the topic that you choose that consists of at least 30 words. Then make a descriptive paragraph based on the topic !

1. My English teacher

2. My family

C. MetodePembelajaran

- Diskusi dan menulis

D. SumberdanAlatPembelajaran

- Bukupaketbahasainggis
- Internet
- LCD/ laptop
- Kamusbahasainggris

E. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- Siswa menjawab salam dari guru dengan antusias, hormat, serta santun.
- Siswa di cek kehadirannya oleh guru (nilai yang ditanamkan: tekun dan rajin)
- Guru member pertanyaan seputar pengetahuan awal yang dimiliki oleh siswa tentang materi yang akan dipelajari.

- Siswa memahami butir karakter yang perlu mereka kembangkan yang berkaitan dengan materi yang di sampaikan guru dengan merujuk pada silabus, RPP, dan bahan ajar.

2. Kegiatan inti

- Guru meminta tiga sampai lima siswa kedepan kelas. Tugas mereka adalah menulis setiap kata yang berhubungan dengan teks deksriptif yang dibacakan oleh guru. Setiap siswa menulis setiap kata sehingga kata yang ditulisakan sebanyak siswa yang ada di depan kelas

- Sementara siswa yang di depan kelas melakukannya, siswa yang adadi tempat duduk dapat menghasilkan susunan kata mereka sendiri di buku catatan mereka. Mereka menyusun setiap kata menjadi teks deksriptif

- Ketika guru selesai membacakan setiap kata, siswa yang berada di depan kelas kembali ke tempat duduk mereka

- Guru meminta jika ada yang berpikir telah menghasilkan sususan kata yang tidak biasa. Jika ada, guru meminta mereka untuk menampilkannya di depan kelas

- Guru mengoreksi spelling dan meaning setiap kata yang adadipapantulis

- Guru meminta siswa (pasangan, grup, dan individu) untuk menulis kalimat sebanyak mungkin menggunakan kata yang ada di papan. Mereka harus memasukkan lebih dari satu kata di setiap kalimat. Guru memberi mereka waktu sebanyak 25 menit untuk menyusunnya ke deskriptif teks.

- Guru meminta mereka berhenti ketika waktu sudah habis, dan meminta mereka menyampaikannya didepan kelas, berapa banyak kalimat yang telah mereka susun

- Terakhir, siswa yang mendapat poin terbanyak adalah pemenangnya.

3. Kegiatan penutup

- Siswa bersama-sama dengan guru membuat rangkuman/simpulan pelajaran.

- Siswa diberikan penilaian dan refleksi terhadap kegiatan pembelajaran yang sudah dilaksanakan secara terprogram.

- Siswa diberikan umpan balik oleh guru terhadap proses dan hasil pembelajaran.

- Siswa diberitahukan tentang rencana pembelajaran pada pertemuan berikutnya agar siswa dapat mempersiapkan diri untuk mempelajari pelajaran lanjutan di pertemuan selanjutnya.

F. Penilaian

a. Teknik : Teks tertulis

b. Bentuk : menulis dan memahami descriptive paragraph sesuai dengan key word yang diberikan

Parepare, 17 Maret 2019

Guru DDI LILBANATParepare   Research

(.....................................)   Jasmiati

13.1300.044

Appendix 2 Instrument of the research

TEST FOR FIRST CYCLE

Write the following words to be good paragraph of descriptive text "Classmate"

by using your sentences:

No	Words	Meaning	Sentences
1.	Smart	Cerdas	....
2.	Handsome	Tampan , Gagah	....
3.	Wavy	Berombak, keriting	....
4.	blonde	pirang	....
5.	Neatly	Dengan rapi	....
6	Skin	Kulit	....
7	Eyebrow	Alis mata	....
8	Thick	Tebal	....
9	Peer	Kawan sebaya	....
10	Angry	Marah	....
11	Proud	Bangga	....
12	spend	Menghabiskan/mele watkan	....

Instrument of the research

TEST FOR SECOND CYCLE

Write the following words to be good paragraph of descriptive text"Beach" by using your sentences:

No.	Words	Meaning	Sentences
1.	Swim	berenang	....
2.	Summer	Musim panas	....
3.	Dig	Menggali	....
4.	Relax	Bersantai	....
5.	Crowded	Ramai	....
6	Splash	Mencebur	....
7	Jump	meloncat	....
8	Wave	Ombak, gelombang	....
9	Sand	Pasir	....
10	Teeneger	Anak berumur belasan	....
11	Sunshine	Matahari terbit	....
12	Sunsut	Matahari terbenag	....

Appendix 3 List of attendence

ABSEN KELAS X IPS

No	Nama siswa	Daftar hadir						
		1	2	3	4	5	6	Total
1	Ni'matil Kubra	✓	✓	✓	✓	✓	✓	
2	Nurhalisa	✓	✓	✓	✓	✓	✓	
3	Nurfadillah	✓	✓	✓	✓	✓	✓	
4	Nur Reski Amalia	✓	✓	✓	✓	✓	✓	
5	Nur Safirah zuhri	✓	✓	✓	✓	✓	✓	
6	Dita Kurnia	✓	✓	✓	✓	✓	✓	
7	Tia	✓	✓	✓	✓	✓	✓	
8	Rubina nur khumairah	✓	✓	✓	✓	✓	✓	
9	Naimatul Izzah	✓	✓	✓	✓	✓	✓	
10	Israna	✓	✓	✓	✓	✓	✓	
11	Nanda Amalia	✓	✓	✓	✓	✓	✓	
12	Nur azya azis	✓	✓	✓	✓	✓	✓	
13	Ahsanul amalia	✓	✓	✓	✓	✓	✓	
14	Farida	✓	✓	✓	✓	✓	✓	
15	Darasia	✓	✓	✓	✓	✓	✓	
16	Nur afnan aulia Anwar	✓	✓	✓	✓	✓	✓	
17	Nurul hidayah	✓	✓	✓	✓	✓	✓	
18	Aisyah khairunnisa	✓	✓	✓	✓	✓	✓	
19	Annisa Zalzabilah	✓	✓	✓	✓	✓	✓	
20	Asmaul Huanah	✓	✓	✓	✓	✓	✓	
21	Novitasari	✓	✓	✓	✓	✓	✓	
22	Elsa salsabilah	✓	✓	✓	✓	✓	✓	
23	Nur hidayah	✓	✓	✓	✓	✓	✓	

| 24 | Hafizah nur rahman | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 25 | Nur hikmah | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

Appendix 4 Schedule of Research

THE SCHEDULE TIME IN ACTION RESEARCH AT DDI LIL BANAT
PAREPARE

Teacher   : Sry rahayu, S.Pd.

Researcher   : Jasmiati

Class   : x ips

No	Activity	Date
1	The preliminary visit (meet the administration officer).	18 March 2019
2	contact the headmaster and give research permission letter.	19 March 2019
3	meet the english teacher to ask data of students' as participant.	20 March 2019
4	The first sycle	25 March 2019
5	The evaluation cycle 1	28 March 2019
6	The second cycle	2 April 2019
7	The evaluation cycle II	4 April 2019
8	Ask for principal signsture	15 April 1019

Appendix 5 Writing Test Result

Table 4.1 Result Students' writing Score in Cycle 1

No	Name students	Writing test	categories
1	Ni'matil Kubra	45	fair
2	Nurhalisa	50	fair
3	Nurfadillah	55	fair
4	Nur Reski Amalia	45	fair
5	Nur Safirah zuhri	40	fair
6	Dita Kurnia	55	fair
7	Tia	50	fair
8	Rubina nur khumairah	45	fair
9	Naimatul Izzah	60	good
10	Israna	55	fair
11	Nanda Amalia	60	good
12	Nur azya azis	50	fair
13	Ahsanul amalia	55	Fair
14	Farida	40	fair
15	Darasia	50	fair
16	Nur afnan aulia Anwar	45	Fair
17	Nurul hidayah	50	Fair
18	Aisyah khairunnisa	45	Fair
19	Annisa Zalzabilah	60	good
20	Asmaul Huanah	45	fair
21	Novitasari	50	fair
22	Elsa salsabilah	50	Fair
23	Nur hidayah	55	fair
24	Hafizah nur rahman	55	fair
25	Nur hikmah	50	fair
	Total	1375	

Mean of students score   = Total score
                            Number of students

= 1375
  25

= 55

Table 4.2 Result Students' writing Score in Cycle 11

No	Name students	Writing test	categories
1	Ni'matil Kubra	65	Good
2	Nurhalisa	65	Good
3	Nurfadillah	75	Good
4	Nur Reski Amalia	60	Good
5	Nur Safirah zuhri	60	Good
6	Dita Kurnia	70	Good
7	Tia	60	Good
8	Rubina nur khumairah	75	Good
9	Naimatul Izzah	85	excellent
10	Israna	75	Good
11	Nanda Amalia	80	excellent
12	Nur azya azis	75	Good
13	Ahsanul amalia	75	Good
14	Farida	65	Good
15	Darasia	70	Good
16	Nur afnan aulia Anwar	60	Good
17	Nurul hidayah	75	Good
18	Aisyah khairunnisa	70	Good
19	Annisa Zalzabilah	85	excellent
20	Asmaul Huanah	70	Good
21	Novitasari	65	Good
22	Elsa salsabilah	70	Good

23	Nur hidayah	70	Good
24	Hafizah nur rahman	60	Good
25	Nur hikmah	65	Good
	Total	1745	

Mean of students score $\quad = \underline{\text{Total score}}$

$\qquad\qquad\qquad$ Number of students

$\qquad = \dfrac{1745}{25}$

$\qquad = 70$

Appendix 6 Observation Sheet

Table 4.3 Observation sheet cycle I

no	Indicator	Classification					Total score
		1	2	3	4	5	
1	Students`attendance						5
2	The students are enthusiastic listening to teacher explanation of descriptive test.						2
3	The students show seriously by asking the question.						2
4	The students are enthusiastic in responding teacher question.						3
5	The students are active in the group.						3
6	The students are enthusiastic in participating the game.						3
7	The students pay attention to english game.						3
8	The students enjoy the english game.						3
9	The students know the meaning of each words in english game.						2
10	The students get benefits of the english game.						3
	Total score		6	18		5	29

In which   Percentage

1. Poor   0%-39%

2. Fair   40%-59%

3. Average   60%-74%

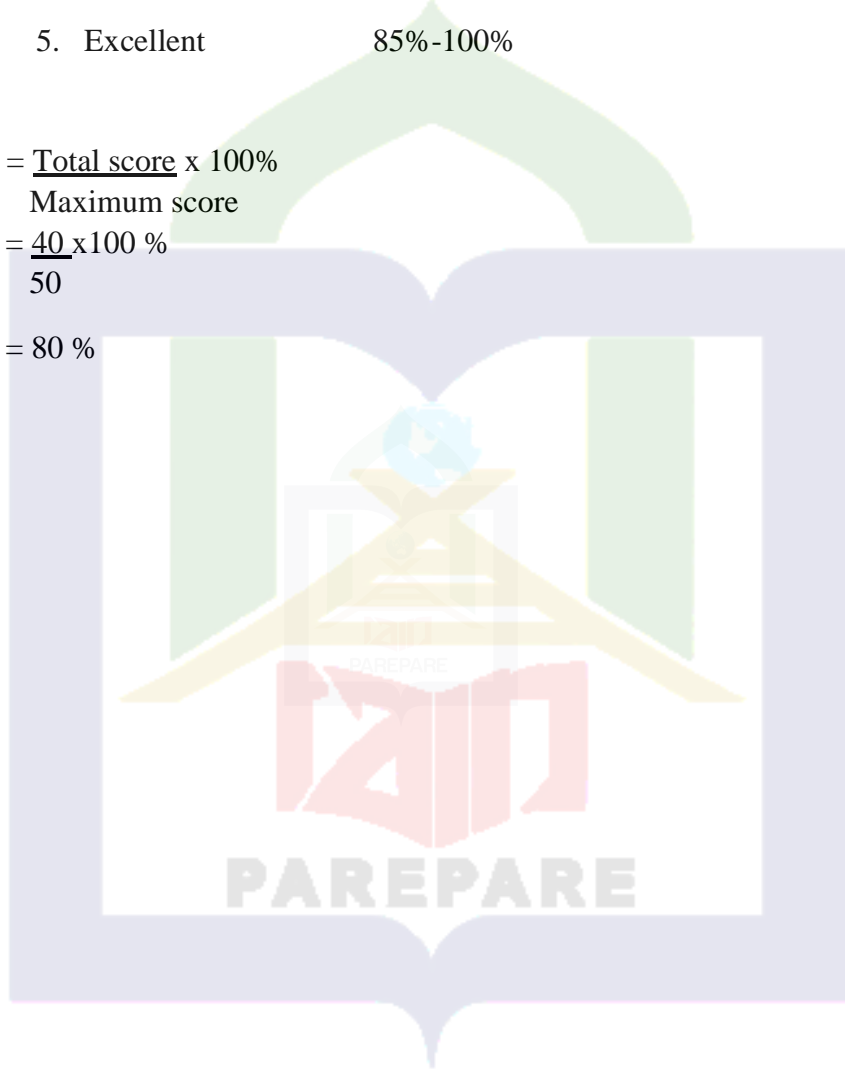4. Good   75%-84%

5. Excellent   85%-100%

Score = $\frac{\text{Total score}}{\text{Maximum score}}$ x 100%

   = $\frac{29}{50}$ x100 %

   = 58 %

Table 4.4 Observation sheet cycle II

no	Indicator	Classification					Total score
		1	2	3	4	5	
1	Students`attendance						5
2	The students are enthusiastic listening to teacher explanation of descriptive test.						4
3	The students show seriously by asking the question.						3
4	The students are enthusiastic in responding teacher question.						4
5	The students are active in the group.						5
6	The students are enthusiastic in participating the game.						4
7	The students pay attention to english game.						4
8	The students enjoy the english game.						3
9	The students know the meaning of each words in english game.						4
10	The students get benefits of the english game.						4
	Total score			6	24	10	40

In which	Percentage
1. Poor	0%-39%
2. Fair	40%-59%
3. Average	60%-74%
4. Good	75%-8 4%
5. Excellent	85%-100%

Score = $\dfrac{\text{Total score}}{\text{Maximum score}}$ x 100%

$= \dfrac{40}{50}$ x100 %

= 80 %

Appendix 7 Documentation

Cycle I

1. Researcher explain the material

2. Students retell the story have been discussed

3. The students asking about the material

Cycle II

1. The researcher asked the students to make pharagraph

2. The students make their pharagraph

3. The students express their ideas to each other

Appendix 8 Curriculum vitae

Jasmiati was born in sidrap, baranti on July 1st, 1994. She is the fourth child in her family; she has two sisters and two brothers from the marriage of her parents Saenong and Cemba. She began her study in elementary school at SD negeri 08 Baranti during six years and graduated in 2007. Then she registered of MTs Negeri Baranti at the same year to continue her study for three years and graduated in 2010. After she garaduated from junior high school, she continue her study same year at MA DDI Lil Banat Parepare and gradueted in 2013. In 2013, she continued her study at State Islamic Institute (IAIN) Parepare to take her undergraduate program in English Program of Tarbiyah Faculty about six years. She ever had been joined intra-Institute Organization in Parepare named Shorinji Kempo Indonesia to do some self-defense activites as her hobbies when she in State Islamic Institute. She graduated her study in IAIN Parepare by writing skripsi

" **The Effectiveness of Applying Wholesome Scattering Game to Improve StudentsWriting Skill at the Tenth Grade of Senior High School DDI lil Banat Parepare** "