IMPROVING STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH WHOLESOME SCATTERING GAME

(A Classroom Action Research with the 8th Grade Students of MTs Sunan Ampel Patean Kendal in the Academic Year of 2010 / 2011)

THESIS
Submitted in partial fulfillment of the Requirement for Gaining the Degree of Bachelor in English Language Education

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The Dean of Education Faculty
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Assalamu’alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : Improving Students’ Ability in Writing Descriptive Text Through “Wholesome Scattering Game” (A classroom action research with the eighth grade students of MTs Patean Kendal in the Academic year of 2010 / 2011)

Name of Student : Widodo Hami
Student Number : 063411038
Department : Tadris
Field of Study : English Language Education

I state that the thesis is ready to be submitted to Education Faculty Walisongo State Institute for Islamic Studies to be examined at Munaqosyah session.

Wassalamu’alaikum Wr. Wb.
Semarang, Mei 31th 2011

To
The Dean of Education Faculty
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ABSTRACT

Title : Improving Students’ Ability in Writing Descriptive Text Through “Wholesome Scattering Game” (A classroom action research with the eighth grade students of MTs Patean Kendal in the Academic year of 2010 / 2011)

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Key words: improving, students’ ability, wholesome scattering game, teaching writing, descriptive text, classroom action research.

The background of the study in this research is based on the phenomena that students have difficulties in writing descriptive text, students could not describe thing, place, and person detail because the students do not have any ideas when they are asked to describe thing, place and person. So, they need some ways, methods or aids which could help them in writing descriptive text. 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. Game is one of ways that can be used in teaching writing descriptive text. By using game, the students are able to write the compositions of the object easily and enjoyable to learn writing. In this case, the teacher will use wholesome scattering game.

The problems of this research can be stated that how is the implementation of Wholesome Scattering Game to improve students’ ability in writing descriptive text? And how is the improvement of students’ writing ability after being taught through using wholesome scattering game? For collecting data, the researcher used written test and observation that was used to monitor students’ activities during teaching learning process.

Its purposes are firstly to know the improvement of students’ ability in writing descriptive text. The second is to find out how the use of wholesome scattering game contributes to students’ improvement in writing descriptive text.

Improving students’ ability in writing descriptive text through wholesome scattering game is a classroom action research which is aimed at improving students’ writing in descriptive text that covers parts, qualities, and characteristics of the objects. This research was done in two cycles, in the first cycle the researcher used wholesome scattering game as a media in teaching descriptive text, researcher asked students to describe their best friend in the class using key words had been given by the researcher. In the second cycle, researcher asked students to describe beach.

In this research, the researcher took a test of their improvement in each cycle. In the first cycle found the mean of the score of the students’ writing was 50.7 with the total score 1570. In the second cycle found the mean of the score of the students’ writing was 67.6 with the total score 2095.

The result of the research shows that the students improve their ability in writing descriptive text using wholesome scattering game that covers parts, qualities, and characteristics of the objects. They are better in writing and arranging the words than in pre test. Finally, the advantages of using this game are
that the students could arrange the words and develop their paragraph in describing objects easily and accurately.
ACKNOWLEDGEMENTS

First and foremost, the writer would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish this thesis untitled “IMPROVING STUDENTS` ABILITY in WRITING DESCRIPTIVE TEXT THROUGH WHOLESOME SCATTERING GAME (A Classroom Action Research with The 8th Grade of MTs Sunan Ampel Patean Kendal in The Academic Year of 2010/2011.” Without Him, the writer could not stay patient and in control in writing this thesis from the first page to the last page.

May peace and salutation always be given to the Prophet Muhammad SAW, the last messenger of God who has guided us from the darkness to the brightness, from the stupidity to the cleverness.

The writer realizes that the writer cannot complete this thesis without the help of others. Many people have helped him during the writing this thesis and it would be impossible to mention of all them. The writer wishes, however, to give his sincerest gratitude and appreciation to:

1. Dr. Suja`i, M.Ag, as the Dean of Tarbiyah faculty.
2. Siti Tarwiyah, M.Hum, as the Head of English Department.
3. Daviq Rizal, M.Pd, as the first advisor and Drs. Ikhrom, M.Ag as the second advisor for their patience in providing careful guidance, helpful, corrections, very good advice as well as suggestion and encouragement during the consultation.
4. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study.
5. Library officers who always give good service related with the references in this thesis so that the writer could done this thesis well
6. Ahmad Hadi, S.Pd as the headmaster of MTs Sunan Ampel Patean Kendal who had allowed me to carry out the research in his school, and give the writer the belief to teach in his school, and the students of 8th grade class, thanks for the cooperation, and also the school administration staff.
The writer is not a perfect person, that many things he whishes is being right. So, the writer realizes that will be many mistakes that needs to improve. The writer will be grateful for critics and correction to makes this thesis better and useful for reader, education and the writer himself in the future.

Finally, the writer hopes this thesis will be one of the big contributions in teaching learning English especially in writing. Amin.

Semarang, Mei 15th, 2011

The Researcher

Widodo Hami
NIM. 063411038
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CHAPTER I
INTRODUCTION

A. Background of the Research

Writing is one of the four language skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, proposition, or the principle how to write.

Marianne Celce stated that the ability to express an idea in second or foreign language especially in writing skill is a major problem for many native speakers to write coherence of paragraph and accuracy in choosing sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.1

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

Teaching is an art to convey knowledge information and skills to students. In order the message to be effective, teachers need to apply special technique.

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

Therefore, learning process can be interested, enjoyable, and comfortable and the lesson can be receipted and mastered by students easy.\textsuperscript{3}

Writing is a complex socio-cognitive process involving the construction of recorder messages on paper or on some other material and more recently, on computer screen.\textsuperscript{4} Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing.

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

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

In The Quran, Allah stated in Al-Baqara verse 185:

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In The Quran, Allah stated in Al-Baqara verse 185:
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\begin{itemize}
\item\textsuperscript{3} Pardiyono, \textit{the Art of Teaching}, (Yogyakarta: Andi Offset, 2010), p. 1.
\item\textsuperscript{4} John M. Swales and Christine B. Peak, \textit{Academic Writing for Graduate Students: a Course for Non native Speakers of English}, (United Stated of America: University of Michigan, 1994), p. 34.
\end{itemize}
\end{flushright}
“Allah desires your well-being, not your discomfort”.  

Based on verse above, Allah stated that He desires for His servant to be easy, not their discomfort, Islam gives motivation to Moslem in the world to make some ways or method for their work to get better in the future and make them to be easier in many things.

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

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

The teacher should give students new methods in order to make them enjoyable, easy, and memorable about the material especially in writing skill. In this case, the writer wants to introduce the new method in learning writing descriptive text by using wholesome scattering game. The researcher will introduce the method to students of MTs Sunan Ampel Patean Kendal by conducting a research in title IMPROVING STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH WHOLESOME SCATTERING

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B. Questions of The Research

Based on the problem that has been stated above, there are some problems that will be investigated through this study. The problems are:
1. How can the implementation of Wholesome Scattering Game improve students’ ability in writing descriptive text at the eighth grade students of MTs Sunan Ampel Patean Kendal?
2. How can wholesome scattering game contribute to the students’ improvement in writing descriptive text at the eighth grade students of MTs Sunan Ampel Patean Kendal?

C. Objectives and Benefit of The Research

The objectives of the study are:
1. To know the improvement of students’ ability in writing descriptive text.
2. To find out how the use of wholesome scattering game contributes to students’ improvement in writing descriptive text.

The result of this study hopefully will be useful for:
1. Teacher
   a. To provide the information of the students’ writing ability in descriptive text.
   b. To encourage English teacher to seek of the students’ difficulties in writing descriptive text.
2. Students
   a. Students’ writing ability in descriptive text will be improved.
   b. To help students in order to be able to write descriptive text easily.
3. School
   Give contribution on the effort of improvement teaching learning process in writing to improve students’ writing especially in descriptive text.
4. For the writer o researcher
He will get new knowledge and experience in teaching writing text using wholesome scattering game.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

There are three previous researches that are used by the researcher, they are:

1. Research entitled *Using Realia to Improve Students Writing Organization of Descriptive Text* of seventh Graders of MTs Nahdlatussyyubban Ploso Karangtengah Demak in the Academic Year of 2008 / 2009 by Thoyyibah. This research describes how realia contribute to the students’ improvement in organizing descriptive writing. The reason which why researcher choose this title because students of Junior high school often get difficult to learn writing descriptive text. Researcher uses realia to help students associate what they see with their real life experiences to describe something. The result of her research is on the pre test their average score is 2.13 and on the posttest, their average score becomes 4.28. Different with both tests is 2.15. As a result were their scores increases highly significant between them who are taught before and after using realia as a media of teaching. The similarities are that this research used classroom Action Research in its research approach and focused on writing descriptive text.¹

2. A thesis entitled *The Use of Picture as Media in Writing a Descriptive Text* at SMP N 1 Taruh Tegal in the academic years of 2006/2007 by Tri Yuliani. It is explained that using picture as a media in teaching descriptive text is very helpful in producing the words or sentences because the students can see something through picture which give imagination for students to describe something or place, so they are able to choose the appropriate vocabularies according to the description based on the picture. The similarities between her

research and writer are that this research focused on writing descriptive text and the approach used classroom action research.2

3. Thesis entitled “The Realia for Teaching Descriptive Written Text: A Case of The Seventh Grade Students of SMP N 7 Pekalongan in the Academic Year 2007/2008” written by Akrimatussholikhah. It is explained that using realia (in this research, rabbit is used as a media) as a media in teaching descriptive text give contribute to students in producing the words or sentences because the students can see the thing directly, so they are able to choose the appropriate vocabularies according to the description of realia. The similarities are that this research used classroom Action Research in its research approach and focused on writing descriptive text.3

B. Theoretical Framework

1. General Concept of Writing

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 of writing: first, writing in which each character is picture of an object or idea,


called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing. Most languages, including English and Indonesian, use alphabetic writing to represent their speech sounds, which is used by public in books, paper, magazines, and writing letters.⁴

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.⁵

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

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

b. Characteristics of Written Text

There are some characteristics of writing, from the perspective of a reader. First is permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work is written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work. Second is production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for

achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display. Third is distance. Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language with be interpreted. Fourth is complexity. Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.⁷

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. The

examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc. ^8

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

d. Writing Purpose

Teacher needs to make sure for writing aim while he/she is teaching writing to students. There are three main categories of learning which it is worth considering. First is English as second language. This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, specific writing needs such as ability to fill in a range of from, or write particular kinds of letters. Second, English for specific purposes. Many students study English for a particular purpose. People who are going to work as nurses in USA, for example, will study medical English. The last is English as a foreign language. This is generally taken to apply to students 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.\textsuperscript{9} 

In the modern world, written language serves a range of function in every life, there are three functions of written language. In the firstly is primarily for action. In this part, written language has the function to give public sign as a direction for public people that they will do based on written have they read. For example writing on the road and station the function of written language as primarily for action is very useful for public people as a guidance for them. Primary for action also can be found in product and instruction, that is useful for people as a clues when they buy food tools, toys, maps, television and radio guides. The second is primarily for information, in this case, written language can be used to give contribution to many people as a field of information, someone may takes some information from magazine, news paper, and nonfiction book for his needs including sports, business, politics, vacancy, and medical. The last function is primarily for entertainment, most of people need to be enjoyable, some of them 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.\textsuperscript{10}

f. Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping lists, letter, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writes have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type

\textsuperscript{9} Harmer, \textit{How to Teach Writing}, p. 3.

of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.\(^{11}\)

Pre-writing is any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Pre-writing become a way of warming up writers brain before they write.\(^{12}\)

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.\(^{13}\)

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

\(^{11}\) Harmer, *How to Teach Writing*, p. 4.


\(^{13}\) Richard and Renandya, *Methodology*, p. 316.
checking for language errors. It is done to improve global content and the organization of ideas so that the writer’s intent is made clearer to the reader.14

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 ideas during the drafting and revising stages.15

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.

Understanding Paragraph

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

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

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14 Richard and Renandya, Methodology, p. 317.
15 Richard and Renandya, Methodology, p. 319.
transition 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.\textsuperscript{16}

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 recurring situations. There are many kinds of genres (text type). They are:\textsuperscript{17}

1) Spoof

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

2) Recount

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

3) Report

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

4) Analytic Exposition

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

5) Narrative

\textsuperscript{16} Alice Oshima and Ann Hogue, \textit{Writing Academic English}, (Longman: Pearson, 2006), 4\textsuperscript{th} Ed., p.17.

\textsuperscript{17} L. Gerrot and P. Wignell, \textit{Making Sense of Functional Grammar}, (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217
Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

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

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

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

9) Reviews
   It is a kind of genre that social function to critique an art work or an event for a public audience.

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

11) Procedure
    Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps

12) News Item
    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. Descriptive Text

1. Definition of Descriptive Text

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

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.18

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.19

2. The Criteria for Good Description

The key to writing a good description is to use details that help the reader imagine the person the students are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing good description. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person’s head with the person’s feet. They could describe a room from left to right or from right to left. Imagine that they are standing in

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the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again. The second key to writing good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.20

Here are some examples of specific details:21

<table>
<thead>
<tr>
<th>Vague</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot of money</td>
<td>$ 500,000.00</td>
</tr>
<tr>
<td>A large house</td>
<td>a six-bedroom, four-bathroom house</td>
</tr>
<tr>
<td>A nice car</td>
<td>a Lexus</td>
</tr>
</tbody>
</table>

Specific details have two functions. First of all, details excite the reader’s interest. They make writing pleasure to read, for we all enjoy learning particulars about other people. Second, details support and explain the writer’s point: they give the evidence needed for us to see and understand a general idea.22

3. The Generic Structure of Descriptive Text

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

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The generic structure of descriptive text is shown in the following table:23

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Function</th>
</tr>
</thead>
</table>
| 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 be eager to read the text. |
| Description       | ➢ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part.  
➢ The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc. |

4. Significant Lexicogrammatical Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text the including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple present tense.24

23 Pardiyono, *the Art*, p. 44.  
As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Mr. John, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristic: describing, numbering, and classifying, for example: three tall buildings, sharp white fang.

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

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

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

5. The Example of descriptive text

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 at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.

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25 Jauhari, Genre. p.23.
Analyzing the text:

- **Generic structure analysis**
  Identification; identifying the phenomenon to be described in general; Teddy Bear.
  Description: describing the Teddy Bear in shape, condition, and its characteristics.

- **Language Feature Analysis**
  - Using adjective and classifies; small, fluffy, and cute.
  - Using simple present tense, I have a toy. It is a doll, and I call it Teddy, etc.

3. **Teaching Writing**
   a. **Reason of Teaching Writing**

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

b. Teacher Role in Writing

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

Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. When helping students to become better writers, teachers have a number of crucial tasks to perform. There are numbers of crucial tasks to perform. First is demonstrating, teachers need to be able to draw about writing convention and genre constraints in specific types of writing to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions. The second is motivating and provoking, students often find themselves lost for words, especially in creative writing task. This is where the teacher can help provoking the students into having ideas, enthusing students with the value of the task, and persuading them what fun it can be. The teacher goes into class with prepare suggestions, so the students can immediately get help rather than they think ideas by themselves. Third is supporting, students need to a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties. Fourth is responding, when responding, teachers react to the content and construction of a piece supportively and often make suggestion for its improvement. When teacher responds to a students’ work at various draft stages, he/she tells the students how well it is going so far. The last is

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evaluating, there are many occasion, however, when the teachers do to evaluate students’ work, telling both them and us how well they have done. All of teachers want to know the students achievement. When the teacher evaluates students’ writing for test purposes, he/she can indicate where they wrote well and where they make mistakes.

4. Game and Wholesome Scattering Game
   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 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 give information.

   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.

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27 Harmer, How to Teach Writing, p. 41-42.
28 Andrew, Games, p. 1.
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 unusual ways is fun and takes quite a while. It is worth the effort. Students will not quickly forget these words.  

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

1. Ask 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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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.30

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

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

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

5. Improving Students’ Ability in Writing Descriptive Text

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

6. Action Research

The research is classroom action research. The reason is this research offers new way and procedure to improve and increase teaching professionalism in teaching learning process in class by observing students’ condition.

Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and appropriate of certain activities and procedure31.

Action research is a form of research which is becoming increasingly significant in language education. In this case, action research is used to increase the significant teaching methodology in writing descriptive text. Kemmis and McTaggard argue that the three defining characteristic of action research, first that is carried out by practitioners (for our purpose, classroom research) rather than outside researcher; secondly, that it is collaborative; thirdly, that it is aimed at changing things.\(^{32}\)

Cohen and Manion argued that action research is first and foremost situational, being concerned with the identification and solution of problem in a specific context. They also identified collaboration as an important feature of this type of research, and stated that the aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out.\(^{33}\)

The research has some purposes; the first is the research is used to get a result with scientific method objectively, not subjectively. Second is to solve problems; verify the application of theories, and lead on to new insights. Third is to enlighten both researcher and any interested readers. The last is to prove/disprove new or existing ideas, to characterize phenomena, and to achieve personal and community welfare.\(^{34}\)

There are some benefits of action research. The first is creates a system wide mindset for school improvement in solving problems. Second is enhances decision making for greater feelings of competence in solving problems and making instructional decision. In other word, action research provides for an intelligent way of making decision. Third is promoting reflection and self-assessment. Fourth is creates a more positive school climate in which teaching and learning are foremost concern. The last is empowers those who participate in the

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\(^{34}\) David, *Research*, p. 2.
process. Educational leaders who undertake action research may no longer, for instance, uncritically accept theories, innovations, and programs at face value.  

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CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

Before the researcher does the cycles in action, he will be done initial observation at first. Research design can be done with some steps as follows:

a. Collect data such as documentation includes the number of the students, students’ name list, and pre-test.
b. After the writer collects the data, he does a pre-test. Its purpose is to know the score mean of students’ writing in descriptive text before using wholesome scattering game.
c. The writer assesses the result of students’ writing in pre-test.

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

a. Planning

Planning is 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 prepared some materials that will be used 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.

b. Acting

This section discusses about the steps and activities that would be taken by the researcher. Researcher tries 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.
c. 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.

d. Reflecting

Reflecting is 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.¹

B. Research Setting

The researcher conducts the classroom action at MTs Sunan Ampel Patean Kendal. The researcher chooses this setting because the geographical location is easy to reach by the researcher.

The subject of the research is student at the eighth grade of MTs Sunan Ampel Patean Kendal where total numbers are 31 students. There is only one class at the eighth grade and it is consist of 18 boy’s and 13 girls. This research is done at second semester in the academic year of 2010/2011.

The researcher has time schedule for doing the research and uses the time to do observation and getting familiar with school condition, doing the research, and analyze the result. The researcher did the research start from 19 March until 15 April 2011. This is the schedule time for research:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preliminary visit (Meet the administration officer)</td>
<td>17th March 2011</td>
</tr>
<tr>
<td>2.</td>
<td>Contact the Headmaster and give research permission letter</td>
<td>19th March 2011</td>
</tr>
<tr>
<td>3.</td>
<td>Meet the English teacher to ask data of students’ as participant.</td>
<td>21st March 2011</td>
</tr>
<tr>
<td>4.</td>
<td>Meet the English teacher to make sure the start of</td>
<td>22nd March 2011</td>
</tr>
</tbody>
</table>

the research

5. Do to the research (pre-test) 23\textsuperscript{th} March 2011
6. First cycle 28\textsuperscript{th} March 2011
7. Evaluation cycle I 30\textsuperscript{th} March 2011
8. Second cycle 4\textsuperscript{th} April 2011
9. Evaluation cycle II 6\textsuperscript{th} April 2011
10. Give the whole result to teacher and do interview 13\textsuperscript{th} April 2011
11. Ask for principal signature 15\textsuperscript{th} April 2011

C. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teach English in MTs Sunan Ampel Patean Kendal for eighth grade, he is Mr. Misbachus Siroj, S.Pd.

D. Procedure of the Study

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

The procedure of classroom action research:\textsuperscript{2}

\begin{center}
\begin{tikzpicture}
  \node[circle,draw] (cycle1) at (0,0) {CYCLE 1};
  \node[circle, draw] (cycle2) at (3,0) {CYCLE 2};
  \node[circle, draw] (cycle3) at (6,0) {CYCLE 3};

  \node[align=center,rectangle, rounded corners] at (1.5,1) {Planning};
  \node[align=center,rectangle, rounded corners] at (4.5,1) {Revised Plan};
  \node[align=center,rectangle, rounded corners] at (6.5,1) {CYCLE 3};

  \node[align=center,rectangle, rounded corners] at (1.5,-1) {Observing};
  \node[align=center,rectangle, rounded corners] at (4.5,-1) {Observing};

  \node[align=center,rectangle, rounded corners] at (2,1) {Acting};
  \node[align=center,rectangle, rounded corners] at (5,1) {Acting};

  \node[align=center,rectangle, rounded corners] at (1.5,-2) {Reflecting};
  \node[align=center,rectangle, rounded corners] at (4.5,-2) {Reflecting};

  \draw[->] (cycle1) -- (cycle2);
  \draw[->] (cycle2) -- (cycle3);
  \draw[->] (cycle1) -- (cycle2);
  \draw[->] (cycle2) -- (cycle1);
  \draw[->] (cycle2) -- (cycle3);
  \draw[->] (cycle3) -- (cycle2);

\end{tikzpicture}
\end{center}

\textsuperscript{2} http://information.net/ir/1-1/paper2.html, retrieved on 16 February 2011
The activities that will be done in each cycle is as follows:

1. Pre-Test

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

After recognizing the possible cause of problems faced by students, the researcher would explore ways that wholesome scattering game can become an aid in teaching writing descriptive text.

2. First Cycle

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

3. Second Cycle

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

Researcher prepared for the research instrument such as lesson plan, teaching aid (key words), observation sheet, and evaluation test. In acting, researcher explained about descriptive text although it has been explained on previous meeting. Implement the wholesome scattering game in writing descriptive text, three students came forward and write single words on the black board, while other students write the single words on their book. After the teacher giving the single words, he asks all students to write descriptive text using those single words (in group); in this section each group must finish doing evaluation in 25 minutes. After each group finishing their work, the teacher assesses to each group and informs the best group. The group which get high value and be fastest in doing the work will became the best group. Finally, he gives evaluation test to each student. Then he observed the classroom activity and students’ interest during teaching learning process. As reflecting, he concluded the result of the second cycle to make a plan to review and make analysis of whole meeting.

E. Data Collection Technique

Data collection is collecting information that relates to inquiry, information that be believed will respond to the research question. The data are not the answer to the research question; they are the row material out of which responses to the question will probably emerge.3

For collection the data, the writer uses two instruments: observation, and written test.
1. Observation

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

3 Donald Freeman, Doing Teacher Research from Inquiry to Understanding, (Canada: Heinle and Heinle Publisher, 1998), p. 90.
In conducting this classroom action research, the researcher decided to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students’ response. It can also be used to appraise the students’ motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher considers of asking his colleague to help him to observe the classroom.

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

2. Written test

Test is an important part of every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. As a stated by Brow says that a test is an instrument and a set of techniques, procedure, or items that requires performance on the part of the test takes. It measures an individual’s ability, knowledge, or performance.4

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

In order to know the improvement of student’s achievements, the writer analyzed the different between mean of pre-test and two evaluations of test scores.

F. Data Analyzing Technique

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately. In this research that related to the title, the writer 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 is improvement after the students being taught using wholesome scattering game or no?

In knowing whether the students’ writing of descriptive text is 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 are identification and description. In generic structure of description consists of parts, qualities, and characteristics. In assessing the result of students’ writing in descriptive text, the writer used the score as follows:

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

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The steps of data analysis:

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

   In knowing the mean of the students’ score, the writer used the following formula:

   \[
   \text{Mean of students’ score} = \frac{\text{Total score}}{\text{Number of students}}
   \]

**G. Achievement Indicator**

The students’ achievement and failure in doing the activities planned assessed by referring the criterion issued by MTs Sunan Ampel Patean Kendal, namely Kriteria Ketuntasan Minimum (Minimum Passing Grade Criteris). A material could be said that it was successfully taught if students had minimal score 60. It means that 60% of the material were mastered by students.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Result of the Study

This research was conducted by using a classroom action research, it consisted of two cycles. Before during the first cycle, the researcher did pre-cycle to know the ability of students writing descriptive text before they were given treatment, it was conducted on 23rd March 2011. The cycles were conduction on two meetings. The first meeting of cycle 1 was held on 28th March 2011, and then on 4th April 2011 was hold the second meeting of cycle 2. In two chapters above, the teacher not only gave treatment and games but also held evaluation test to measure the degrees of ability students in writing descriptive text.

Before conducting the study the researcher pre-observed the situation of the classroom and shared with Mr. Misbachus Siroj as the English teacher of eighth grade students of MTs Sunan Ampel Patean. He said that the students of eighth grade still poor on ability in writing especially in writing descriptive text, because the motivation of students to learn English was poor.

After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. The material was taken from ‘Let’s Talk’ book published by Pakar Raya. Besides that the researcher also prepared the game, checklist for observed the students’ activity, group of students.

B. Description and Analysis

This classroom action research was conducted into two cycles. Each cycle consists of four steps; they are planning, implementation, action, and reflection. Well, the implementations of each cycle were as follows:

1. Pre-Cycle

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students’ ability in writing descriptive
text before they were given treatment through by wholesome scattering game. Pre-test conducted on Wednesday, 23rd March 2011.

In this activity, the researcher was doing teaching practice as usual. The teacher explained about descriptive text including; the definition, generic structure, and lexicogrammatical features, then he gave the example of descriptive text. In the pre-test, the students were asked to write a descriptive text according to their imagination. In this case, the teacher asked students to imagine the beach that they had visited before. They answered the sekucking beach where they had visited before. The purpose of this activity was to measure the students’ ability in writing descriptive text.

Based on the observation in this activity, most of the students had difficulties in writing descriptive text. It can be seen from their writing result. Students got difficulty in arranging words to write descriptive text, they consumed the time only thought about the words that would be written.

After finishing the writing, the teacher asked them to collect their writing result. Most of them said that writing is very difficult, because they had to imagine the thing that would be written. Besides that, they got difficulties in translating the Indonesia words to English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in the following table:

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S-1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>S-2</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>S-3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>S-4</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>S-5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>S-6</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>S-7</td>
<td>55</td>
</tr>
<tr>
<td>8</td>
<td>S-8</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>S-9</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>S-10</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>S-11</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>S-12</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>S-13</td>
<td>15</td>
</tr>
</tbody>
</table>
2. The First Cycle

This classroom action research was done into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting. The first cycle was conducted on Monday, 28\textsuperscript{th} March 2011.

a. Planning

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

b. Acting

In this step, teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, teacher explained about descriptive text, after that the teacher asked three students to come forward and write the key words on the black board. The key words were dictated by teacher and discussed its meaning in the class together. After three students
had finished writing the key word, teacher pronounced those words and discussed the meaning, then asked students (in pair) to arrange those words in paragraph, in this section each pair should finish doing evaluation in 25 minutes. After each pair finished doing the work, the teacher asked students to collect their work and valued than informed the best pair. Finally, the teacher did evaluation for first cycle individually.

c. Observing

The researcher 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 were as follow:
1) The teacher conveyed the teaching purpose well and regularly.
2) When the teacher 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 step, so they could arrange sentences more than in pre-test.
5) Students` enthusiasm was stills less, because the teacher did not stimulate and motivate them in observing.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Check list</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students` attendance</td>
<td>✓</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in listening to teacher explanation of descriptive text</td>
<td>✓</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>The students show</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>The students are enthusiastic in responding teacher question</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students are active in the group</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students are enthusiastic in participating the game</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The students pay attention to English game</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Total score</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

In which

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

Score = \[ \frac{\text{Total score}}{\text{maximum score}} \times 100\% \]

= \[ \frac{19}{35} \times 100\% \]

= 54\%
d. Reflecting

The students’ activities in learning process were not maximal. It was caused many students did not pay attention to the teacher. Many students spoke with their friend when teaching learning process was progress. Besides that, there were many students that did not understand the instruction 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 respond in the teaching learning.

After whole activity had finished, the researcher assessed the students’ writing result. From the result, he could calculate the mean of the score students’ writing result. The result of the evaluation test in cycle 1 was as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S-1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>S-2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>S-3</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>S-4</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>S-5</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>S-6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>S-7</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>S-8</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>S-9</td>
<td>55</td>
</tr>
<tr>
<td>10</td>
<td>S-10</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>S-11</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>S-12</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>S-13</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>S-14</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>S-15</td>
<td>20</td>
</tr>
<tr>
<td>16</td>
<td>S-16</td>
<td>45</td>
</tr>
<tr>
<td>17</td>
<td>S-17</td>
<td>30</td>
</tr>
<tr>
<td>18</td>
<td>S-18</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>S-19</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>S-20</td>
<td>55</td>
</tr>
<tr>
<td>21</td>
<td>S-21</td>
<td>30</td>
</tr>
<tr>
<td>22</td>
<td>S-22</td>
<td>75</td>
</tr>
</tbody>
</table>
3. The Second Cycle

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

Cycle II was done on Monday, April 4, 2011. 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 game).
   4) 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 step was done the teaching scenario that had been planned by the researcher.

   The teaching scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II 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 problems on the previous lesson
   3) The teacher explained the problem
The teacher asked three students to come forward

The teacher dictated the key words

The teacher discussed the meaning and pronounced with students

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

The teacher guided the students in writing

After the students finishing their writing, the teacher valuated their work.

The teacher informed the best group

The teacher did evaluation test for second cycle individually

c. Observing

1) The teacher conveyed the teaching purpose very well, and motivated to the students also 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 enthusiastic developed. It can be seen that many students asked to the teacher about vocabularies based on the key words of the game.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Check list</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ attendance</td>
<td>✓</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in listening to teacher explanation of descriptive text</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The students show seriously by asking</td>
<td>✓</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students are enthusiastic in responding teacher question</td>
<td>✓</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The students are active in the group</td>
<td>✓</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>The students are enthusiastic in participating the game</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The students pay attention to English game</td>
<td>✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
<td>12 8 5 27</td>
<td></td>
</tr>
</tbody>
</table>

In which Percentage

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

Score = \( \frac{\text{Total score}}{\text{maximum score}} \times 100\% \)

\[
= \frac{27}{35} \times 100\% \\
= 71\% 
\]
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 was enough maximum. They were more interesting in observing the game.

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

After whole activity had finished, the researcher assessed students’ writing result as in first cycle. From the result, he could calculate the mean of the score students’ writing result. The result of the evaluation test in cycle 2 was as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S-1</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>S-2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>S-3</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>S-4</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>S-5</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>S-6</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>S-7</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>S-8</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>S-9</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>S-10</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>S-11</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>S-12</td>
<td>70</td>
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<tr>
<td>13</td>
<td>S-13</td>
<td>90</td>
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<tr>
<td>14</td>
<td>S-14</td>
<td>90</td>
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<tr>
<td>15</td>
<td>S-15</td>
<td>55</td>
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<td>16</td>
<td>S-16</td>
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<td>18</td>
<td>S-18</td>
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<td>21</td>
<td>S-21</td>
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<tr>
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<td>S-22</td>
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<tr>
<td>23</td>
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<tr>
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<td>25</td>
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<tr>
<td>26</td>
<td>S-26</td>
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<tr>
<td>27</td>
<td>S-27</td>
<td>40</td>
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<tr>
<td>28</td>
<td>S-28</td>
<td>65</td>
</tr>
<tr>
<td>29</td>
<td>S-29</td>
<td>65</td>
</tr>
</tbody>
</table>
C. Research Finding and Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wanted to know the implementation of using wholesome scattering game to improve students’ ability in writing descriptive text that focused on the parts, qualities, and characteristics of the objects. In this research, the researcher used classroom action research. Its purpose is to know whether there is improvement of students’ ability in writing descriptive text or no after being taught using wholesome scattering game. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through pre-test and two times of treatment. Pre-test was considered as the preliminary reflection. Two times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation. The descriptions of the result of all tests were as follows:

1. The Analysis of pre-test

In this activity, the researcher was doing teaching practice as usual. The teacher explained about descriptive text including; the definition, generic structure, and lexicogrammatical features, then he gave the example of descriptive text. In the pre-test, the students were asked to write a descriptive text according to their imagination. So, they could not describe the object completely. The purpose of this activity was to measure the students’ ability in writing descriptive text.

Based on the observation in this activity, most of the students had difficulties in writing descriptive text. It could be seen from their writing result.

After implementing the test, the researcher assessed the result of the students’ writing. From the result, he could calculate the mean of the score of students’ writing result using the following formula:
Mean of students’ score = \( \frac{\text{Total score}}{\text{Number of students}} \)

Mean of students’ score = \( \frac{982}{31} \) 

= 31.7

Form the achievement above, the average of students from pre test was still poor and not satisfactory yet. The researcher was aware that most the students in VIII still had difficulties to write a descriptive text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text.

2. The Analysis of the First Cycle

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 calculate the mean of the score students’ writing result using the following formula:

Mean of students’ score = \( \frac{\text{Total score}}{\text{Number of students}} \)

Mean of students’ score = \( \frac{1570}{31} \) 

= 50.7

Based on the test result, the average of students in treatment (cycle 1) was 50.7. It increased 19 from pre-test and it could be concluded that a first cycle was successful enough. In 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.

3. The Analysis of Second Cycle

In this cycle, the teacher reviewed the previous lesson and gave the wholesome scattering game as an aid in teaching writing descriptive text. In this cycle, students could improve their vocabularies in 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 activity, 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 words that 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:

\[
\text{Mean of students’ score} = \frac{\text{Total score}}{\text{Number of students}}
\]

\[
\text{Mean of students’ score} = \frac{2095}{31} = 67.6
\]

The analysis above shows that the mean of students’ writing result of the second cycle was 67.6. 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.

**D. Analysis of the Whole Meeting**

**Table**

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

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Total Score</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cycle 1</td>
<td>19</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 2</td>
<td>27</td>
<td>71</td>
</tr>
</tbody>
</table>
In the pre test, all of the students have been doing the test, and the average result was 31.7. In this activity, the teacher still uses conventional method. He did not use wholesome scattering game as teaching media. In teaching learning process, only half students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sat down in backside. The students looked boring and sleepy.
In the first cycle, the average result was 50.7; the teacher began use wholesome scattering game to teach the students. In teaching learning process, there were many students joined the class enthusiastically. They paid 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 67.6 before the lesson began. All activities in this cycle run well. According to the researcher, it was caused with their interesting play the game.

It showed that there was significant improvement in students’ achievement. Furthermore, there was also improvement from cycle 1 until cycle 2.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been done in two cycles in the research entitled “Improving Students’ Ability in Writing Descriptive Text through Wholesome Scattering Game (An Action Research at The VIII Grade of MTs Sunan Ampel Patean Kendal in the Academic Year of 2010/ 2011), it can be taken the conclusions that the first is there is an improvement. The ability in writing descriptive text improved after being taught by using wholesome scattering game. They could write easily without consuming 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 pre-test and each cycle. In the pre-test found the total score of students’ writing result was 982, its mean was 31.7. It means that the value of students’ writing result was poor. In the first cycle found the total score of students’ writing result was 1570, its mean was 50.7. It means that the value of students’ writing result was average, but based on criteria assessment, students are still fair. In the second cycle found the total score of students’ writing result was 2095, its mean was 67.6. 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 characteristics of the object with many vocabularies. By using wholesome scattering game the students did not consume many time, because they could write, arrange and develop the words that was given by teacher.
B. Suggestions

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

1. To the teachers

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

2. To the students

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


Freeman, Donald, *Doing Teacher Research from Inquiry to Understanding*, Canada: Heinle and Heinle Publisher, 1998.


Wright, Andrew, et.al., Games for Language Learning, New York: Cambridge University Press, 1983.


CURRICULUM VITAE

Name : Widodo Hami

Date of Birth : Kendal, March 31, 1988

Student Number : 063411038

Address : Sidomukti RT.04 RW.02 Kec. Weleri Kab. Kendal

E-mail : pakismania@yahoo.co.id

Background of Education

- SDN 03 Sidomukti
- MTs NU 04 Muallimin Weleri
- MA NEGERI Kendal
- IAIN Walisongo Semarang

Semarang, June 30, 2011

Widodo Hami
063411038
### STUDENTS LIST

<table>
<thead>
<tr>
<th>No</th>
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<tr>
<td>1</td>
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Appendix 2

RESEARCH JOURNAL IN CLASSROOM ACTION RESEARCH

Teacher : Misbachus Siroj, S.Pd.
Researcher : Widodo Hami
Class : VIII of MTs Sunan Ampel Patean

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<th>No</th>
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<td>1.</td>
<td>Preliminary visit (Meet the administration officer)</td>
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<tr>
<td>2.</td>
<td>Contact the Headmaster and give research permission letter</td>
<td>19th March 2011</td>
</tr>
<tr>
<td>3.</td>
<td>Meet the English teacher to ask data of students’ as participant.</td>
<td>21st March 2011</td>
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<tr>
<td>4.</td>
<td>Meet the English teacher to make sure the start of the research</td>
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<td>5.</td>
<td>Do to the research (pre-test)</td>
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<tr>
<td>6.</td>
<td>First cycle</td>
<td>28th March 2011</td>
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<tr>
<td>7.</td>
<td>Evaluation cycle I</td>
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<td>8.</td>
<td>Second cycle</td>
<td>4th April 2011</td>
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<tr>
<td>10.</td>
<td>Give the whole result to teacher and do interview</td>
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<td>11.</td>
<td>Ask for principal signature</td>
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### OBSERVATION SCHEME IN 1st CYCLE

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<th>Indicators</th>
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<td>2</td>
<td>The students are enthusiastic in listening to teacher explanation of descriptive text</td>
<td></td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>3</td>
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<td></td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>4</td>
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<td></td>
<td></td>
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<td></td>
<td>2</td>
</tr>
<tr>
<td>5</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>The students are enthusiastic in participating the game</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<td>3</td>
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<td>7</td>
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### OBSERVATION SCHEME IN 2\textsuperscript{nd} CYCLE

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<td></td>
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<td>4</td>
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<tr>
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<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>4</td>
<td>The students are enthusiastic in responding teacher question</td>
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<tr>
<td>5</td>
<td>The students are active in the group</td>
<td>✓</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>6</td>
<td>The students are enthusiastic in participating the game</td>
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<td></td>
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<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The students pay attention to English game</td>
<td>✓</td>
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<td>3</td>
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LEsson Plan of the First cycle

School : MTs Sunan Ampel Patean Kendal
Subject : English
Class/Semester : VIII/Second semester
Competence Standard : Write the simple functional text of descriptive based on the key words.

Basic Competence : Write the simple text of descriptive accurately, fluently based on the key words.

Indicator : - Understand about descriptive text (definition, generic structure, and significant lexicogrammatical features)
- Write the descriptive text covers the parts, qualities, and characteristics of the objects.

Genre : Descriptive text
Skill : Writing
Time allotment : 2 X 40 minutes

I. Objectives of Study

Students should be able to:
1. Know about the descriptive text
2. Write the descriptive text according to the generic structure on the organization that covers the parts, qualities, and characteristics of the objects.

II. Material: Descriptive Text

III. Method: Direct Method

IV. Teaching and Learning Activity

1. Opening
   - Teacher opens the lesson by greeting the students
   - Teacher checks the students’ attendance

2. Activities
a. BKOF (Building Knowledge Of Field)
   - Teacher gets students’ interest by asking some questions about the topic
   - Teacher reviews the previous lesson

b. MOT (Modeling Of Text)
   - The teacher explains about the descriptive text including; definition, generic structure, and lexicogrammatical features
   - The teacher gives an example of descriptive text related to surroundings of school

c. JCOT (Join Construction Of Text)
   - The teacher dictates the key words to the students
   - The students are asked to write the key words (three students in front of class and the others in their seat)
   - After that, the students are asked to arrange and organize those words that have given by teacher (in pair)
   - The teacher guides the students in writing

d. ICOT (Individual Construction Of Text)
   - Teacher gives evaluation test individually
   - Students do the test

3. Closing
   a. The teacher asks to the students about the material that had been given.
   b. The teacher gives feedback
   c. The teacher closes the class and gives the homework

V. Teaching Aid

Wholesome scattering game (key words)

VI. Resources

- LKS (Students’ Worksheet)
VII. Assessment

1. Form : Written test
2. Technique : Students’ writing their selves using wholesome scattering game
3. Instrument : Key words
4. Aspects to be assessed:

The generic structure of descriptive text is shown in the following table:

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Function</th>
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</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Identifies Phenomenon to be described</td>
</tr>
<tr>
<td>Description</td>
<td>Describes parts, qualities, and characteristics</td>
</tr>
</tbody>
</table>

The Assessment for students’ writing organization:

<table>
<thead>
<tr>
<th>Score</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent</td>
<td>Describe all of the parts, qualities, and characteristics completely</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>Describe parts, qualities, and characteristics. Somewhat choppy-loosely</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td>Fairly describe parts, qualities, and characteristics. Some are missing</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td>Poorly describe, many parts, qualities, and characteristics</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor</td>
<td>Does not describe the parts, qualities, and characteristics anymore</td>
</tr>
</tbody>
</table>

Kendal, 26 March 2011
The Researcher

Widodo Hami
NIM : 063411038
LESSON PLAN OF THE SECOND CYCLE

School : MTs Sunan Ampel Patean Kendal
Subject : English
Class/Semester : VIII/Second semester
Competence Standard : Write the simple functional text of descriptive based on the key words.

Basic Competence : Write the simple text of descriptive accurately, fluently based on the key words.

Indicator : - Understand about descriptive text (definition, generic structure, and significant lexicogrammatical features)
- Write the descriptive text covers the parts, qualities, and characteristics of the objects.

Genre : Descriptive text
Skill : Writing
Time allotment : 2 X 40 minutes

I. Objectives of Study

Students should be able to:

1. Know about the descriptive text
2. Write the descriptive text according to the generic structure on the organization that covers the parts, qualities, and characteristics of the objects.

II. Material: Descriptive Text

III. Method: Direct Method

IV. Teaching and Learning Activity

1. Opening
   - Teacher opens the lesson by greeting the students
   - Teacher checks the students’ attendance
2. Activities
   a. BKOF (Building Knowledge Of Field)
      ▪ Teacher gets students’ interest by asking some questions about the topic
      ▪ Teacher reviews the previous lesson
   b. MOT (Modeling Of Text)
      ▪ The teacher explains about the descriptive text including; definition, generic structure, and lexicogrammatical features
      ▪ The teacher gives an example of descriptive text related to surroundings of school
   c. JCOT (Join Construction Of Text)
      ▪ The teacher dictates the key words to the students
      ▪ The students are asked to write the key words (three students in front of class and the others in their seat)
      ▪ After that, the students are asked to arrange and organize those words that have given by teacher (in group)
      ▪ The teacher guides the students in writing
   d. ICOT (Individual Construction Of Text)
      ▪ Teacher gives evaluation test individually
      ▪ Students do the test

3. Closing
   a. The teacher asks to the students about the material that had been given.
   b. The teacher gives feedback
   c. The teacher closes the class and gives the homework

V. Teaching Aid
   Wholesome scattering game (key words)

VI. Resources
   • LKS (Students’ Worksheet)
VII. Assessment

1. Form : Written test
2. Technique : Students’ writing their selves using wholesome scattering game
3. Instrument : Key words
4. Aspects to be assessed:

The generic structure of descriptive text is shown in the following table:

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Identifies Phenomenon to be described</td>
</tr>
<tr>
<td>Description</td>
<td>Describes parts, qualities, and characteristics</td>
</tr>
</tbody>
</table>

The Assessment for students’ writing organization:

<table>
<thead>
<tr>
<th>Score</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent</td>
<td>Describe all of the parts, qualities, and characteristics completely</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>Describe parts, qualities, and characteristics. Somewhat choppy-loosely</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td>Fairly describe parts, qualities, and characteristics. Some are missing</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td>Poorly describe, many parts, qualities, and characteristics</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor</td>
<td>Does not describe the parts, qualities, and characteristics anymore</td>
</tr>
</tbody>
</table>

Kendal, 2 April 2011
The Researcher

Widodo Hami
NIM : 063411038
EVALUATION OF FIRST CYCLE

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

1. Classmate : Teman sekelas
2. Handsome : Tampan, gagah
3. Wavy : Berombak, kriting
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. Smart : Cerdas
13. Spend : Menghabiskan, melewatkan
Appendix 8

EVALUATION OF SECOND CYCLE

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

1. Beach : Pantai
2. Summer : Musim panas
3. Swim : Berenang
4. Relax : Bersantai
5. Crowded : Ramai
6. Splash : Mencebur
7. Jump : Meloncat
8. Wave : Ombak, gelombak
9. Sand : Pasir
10. Teeneger : Anak berumur belasan tahun
11. Sunshine : Matahari terbit
12. Sunset : Matahari terbenam
13. Dig : Menggali
14. Hole : Lubang