

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

There are three conclusions since the researcher stated three statements of the problem. They are : (1) the use of Wholesome Scattering Game in teaching writing descriptive text at Junior High School (2) the problems faced by the teacher in applying Wholesome scattering game is used in descriptive text (3) the students' responses to Wholesome Scattering Game in teaching descriptive text at Junior High School.

##### **5.1.1 The Implementation of Wholesome Scattering Game at Junior High School in Gresik**

The first statement of the problem is about the use of Wholesome scattering game in teaching writing descriptive text at Junior High School. Based on the research finding, the reseacher concludes that the way of teacher to implement Wholesome scattering game in teaching writing actually is different with the theory propsed by Hess (1991). In implementing Wholesome scattering game strategy in teaching writing, the teacher use same step as stated in theory. As stated in the research result, the observations on the implementation of wholesome scattering game had done in three meetings of teaching and learning process. There are 6 steps in doing this game. First, the teacher asks three students to come forward and write the key words that are dictated by him. Those three students should write the key words in different or unusual shape. From those keywords,

the students are asked to make a good descriptive text in group. After twenty five minutes, each group presented their work in front of the class. From the presentations, the teacher decides which group as the winner. In this case, the winner is the one that makes a descriptive text close enough with the original text that is kept by the teacher. After the teacher implementing the game twice, the teacher gives an individual writing task which should be submitted in the end of the class. On the next day, the teacher gives feedback to each students.

There are differences at first teacher and the second teacher in implementing wholesome scattering game. The first teacher use more than one key word to arrange a sentences, she also chooses the students randomly in grouping because she gives the students freedom. There are some steps from the first teacher. First, three or more students asked to come forward. Second, they asked to write keywords that the teacher dictates on the board. The teacher takes those keywords from a text that he have prepared before. Third, the students arrange those keywords in unusual shape. Fourth, the teacher corrects the spelling of those words, drills the pronouncation, and shows the meaning of those words. Fifth, the students ask to make sentence, a sentence should consist of more than one keywords, then arrange the sentences to be a descriptive text. Sixth, they have to present their work. The winner of the game is the one who can make a descriptive text as close as possible with the teachers' descriptive text.

The second teacher use one key word to a sentence and he chooses the students to work in pair. The teacher do not ask the students come forward to write the key word. He only dictates the students in seat and do not present in front of class. This is some steps from the second teacher. First, the teacher ask the

student to write keywords that the teacher dictates on the paper. Second, the teacher corrects the spelling of those words, drills the pronunciation, and shows the meaning of those words. Third, the students asked to make sentence, a sentence consist one keywords, then arrange the sentences to be a descriptive text

The researcher also finds differences about how the teacher devide the students in grouping. The first teacher choose the student in group randomly because the teacher wants to give a freedom to the students in choosing their partner , and the second teacher choose the students in group based on attendance list because the students usually chose the mamber of the group that is smart students in the class. Both of the teacher combine the activity in teaching writing using media, for example picture and give a quiz before explaining the material. It is very important to the students to enrich the students' vocabulary.

Based on the observation, the researcher can conclude that there is a differences between the first and the second teacher in applying wholesome scattering game. Both of the teachers have a same goal that is helping the students to find ideas to write. The students more interested and do not feel bored when they studied writing which focus on the descriptive text.

### **5.1.2 The Problem Faced by Teacher in Using Wholesome Scattering Game in Teaching Writing**

In implementing Wholesome scattering game, the teacher had some problems. The problems are happened when the students are noisy. This condition makes another students can not focus on the teacher's explanation. Those problems will continue when the teacher applies Wholesome scattering game.

There is a student who write a key word which disconnected with the previous sentence. It causes the students still do not understand with the teacher's instruction and grammar.

From the problems above, the teacher can solve the problem as soon as possible. The first problem which might be solved the teacher make students still focus. Besides, she is able to handle a student who became trouble maker. Here, she has some solutions. She calls a student's name, gives a signal with knock the table or the white board, asks the students to stop in strong voice and did the interaction such as conducted vocabulary game.

For grammatical error, the teacher explains to the students again and again. Then, she will discuss with the students to search the right to answer in using grammar and should give a task for grammatical.

### **5.1.3 The students' Response to the Implementation of Wholesome Scattering Game in Teaching Writing.**

The researcher conducts interview with the students related to the implementation of wholesome scattering game. The questions of the interview consists of three aspects. The first is the students' opinion about the material and activity during the implementation of wholesome scattering game. The second is about the students' difficulty. The last is about the students' suggestions about the activity.

As could be seen in the interview result, the students have different opinion toward the material and activity during the implementation of wholesome scattering game, they have difficulty toward descriptive text, and have different

suggestions toward the activity. In the contrary, most of them have positive opinion toward the material and activity during the implementation of wholesome scattering game, they have difficulties in finding ideas, and have a suggestion toward the teacher's way to explain the game. In general, the students have positive respond toward the implementation of wholesome scattering game even though they have different difficulties. It means that the students enjoy and like the activity during the implementation of wholesome scattering game.

## **5.2 Suggestion**

Based on the finding of the study, the researcher gives some suggestion in order to be useful in improving the teacher creativity in teaching writing in using Wholesome scattering game and the next researcher.

### **1. Suggestion for the teacher**

The teacher should select the descriptive text that is related to the students' level, hence the students will not confuse to understand the text. Also the teacher should give a reward to the students who win the game to motivate them to do the game.

### **2. Suggestion for the researcher**

The researcher hopes that there will be other reseacher who observe and conduct another research in the same field or study with different skill or other kinds of the text. The researcher realizes that this study is far from perfect. That is way, some relate studies in the same area are needed. The

researcher also hopes to the next researcher can try to find a new modification of the game in order to make the students be more motivated.