

CHAPTER II

WRITING ABILITY THOROUGH WHOLESOME SCATTERING GAME

A. The Nature of Writing

1. Definition of Writing

When the word of writing is mentioned, some of people could think that writing as the act of picking up a pencil and forming the letters either by printing or writing the words on paper, whether it will be done in the classroom, park or institution. According to Linse and Nunan (2005:98), writing is a combination process and product. While Brown (2000:334) stated that writing has become a complex activity with a long and painful process and it is because writing is not focused on the result but more than to process. The process refers to the act of gathering ideas and working with words and ideas until the writing itself is presented in a manner that comprehensible to the readers.

In supporting the definition of writing, Tattersall *et al* (1993) mentioned that writing is a complex sociocognitive process involving the construction of recorded message on paper or on some other material and more recently, on a computer screen. Bratcher and Ryan (2004:1), defined that writing is a complex process, a process that requires mastery of context, content, form, and language. In other words, the writer tries to express their ideas in written using correct grammatical sentences for the purpose of communication.

Based on facts above, it can be concluded that writing more concern with the process of writing. Although the product of writing is also important, the process of writing can be media for the writing teacher to guide, treat, and give instruction to the students in order to make a good product of writing. The process can be seen from the way writing works are created.

2. The Importance of Writing

Writing is considered as the most difficult skill for the students because they need to have a certain amount of English knowledge about theoretical organizations, appropriate language use which they want to communicate to their readers. As stated by Barras (2005:1), he states that writing is important in studying all subjects, and in all professions. Only by writing well can give a good account of yourself as a student or when applying for employment, or in a career when writing e-mails, letters, instructions, and reports. Furthermore, Antoniou and Moriarty (2008:157) mention that writing and publishing are crucial to the development of successful academic career. From the experts' statement above, it can be concluded that writing is the most crucial skill that should be mastered by educated people, especially for students.

3. Process of Writing

It is important for students to acquire the process of writing. The process of writing involves the guidance for the students to make a writing paragraph. Kendall and Khuon (2006:4) state that in writing process, students need to consider the writing process that leads them to an acceptable product which are as follows:

a. Prewriting

This is the step that involves where the students is provided to experienced and comprehensible input that help students build background, encouraging the students to draw on their prior knowledge and schema by making connections between what they already know and what they are learning helps them develop as proficient in writing.

b. Drafting

This offer the students' opportunity to get their ideas down. It may be in students own book, on separate sheet of paper, or on the

computer. As soon as the ideas are collected, this is the phase to make a draft, normally, students start to write quickly without worrying much about grammatical accuracy and neatness of the draft. All the students need to write down as much as idea is possible.

c. Revising

This process is challenging for English language learners. The students have to read their ideas into sentences written in a page to see the grammatical error, spelling, punctuation, diction, sentence structure and accuracy. This step is helpful for other students to give the writer comments in order that the writer is reflectively able to make a suitable revising as well.

d. Editing

Editing means explain something more clearly or add more details. It also means proofreading for grammar, spelling, and paragraphs that the learners make the writing as clear as possible by making the sentences flow clearly and easy to read. Kendall and Khuon (2006:6) states that the purposes of editing is to make writing easy for readers to understand. Another term that is often used for this process is self editing. That is the students do editing on his own writing in order the descriptive text easy to understand.

e. Publishing

Publishing offers the students opportunities to take their writing out into the world. It is also well known as a final version. In this final version of writing process, students or writers get ready to deliver their own written product to intended readers.

4. Aspects of Writing

Aspects of writing are important to students because it can make the students easy in writing. The students should know and

understand about the aspects of writing skill. According to Weigle (2002:115), there are five aspects of writing:

a. Content

In content the students should use meaningful sentences to make the writing understood by the reader and lose of misunderstanding in meaning.

b. Organization

Organization in the writing refers to the way in which element of a text are arranged to match its purpose. In the case the students should know about the organization of descriptive text because it can make the reader know what the text about.

c. Vocabulary

In learning writing, it is good for students when students have already known to choose appropriate word to make sentences. Not all the words might be used in all sentences. It means that the students need to considered to choose a word in making sentences because useful for the readers to understand the meaning of sentence which is written before.

d. Language use

Language use or grammar is important in writing because in written language the grammar showed the writers knowledge of English. It means that when do writing the students should consider in using grammar well

e. Mechanic

Mechanic is considered as important aspect of writing because influenced to the meaning of sentences itself.

Some of indicators above can be utilized to support the effective teaching of writing ability. Therefore, the teacher needs to consider appropriate in order to stimulate students to explore their ideas to help them in their writing process and make the students understand the learning materials given by the teacher effectively.

Based on the explanation, the researcher chooses some aspects in writing namely content, organization, vocabulary, language use, and mechanic to make students assessment in writing skill especially in descriptive text as a reference for assessment in the writing test.

B. Wholesome Scattering Game

1. Definition of Wholesome Scattering Game

Wholesome scattering game is a game which the teacher gives keywords to the learners or students from a text, then the teacher asks the learners to make sentences to create a good text from those keywords. The text should be as close as possible with the original text.

According to Hess in Hami (2011:23) wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that has been given by the teacher. Wholesome scattering game in foreign language classes will be used to motivate students and to create a more relaxing foreign language classes. Games helped the language learning will be more meaningful, for example by showing how prevent relate to each other and more memorable. While, Wright *et al* (2006:1) stated that Games can be found to give practice in all the skills included reading, writing, listening, and speaking in all steps of 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.

Students not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. The teacher might find that the first step to arrange the words in weird and unusual ways is fun and will take quite a while. Students will not quickly forget these words.

2. Steps in Teaching wholesome Scattering Game Technique

The following are the steps of wholesome scattering game:

1. Teacher prepared for the research instrument such as lesson plan and game (key words).
2. The teacher gave an explanation about generic structure, definition, language feature of descriptive text and wholesome scattering game in teaching descriptive text.
3. The students listen and respond to the teachers' explanation.
4. The next step 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
5. After three students have finished writing the key words, teacher pronounces those words, then asks students (in group) to arrange those words in paragraph, in this section each pair must finish doing evaluation in 25 minutes.
6. After each pair finish doing the work, teacher asks all group to collect the work.
7. Finally, the teacher gives evaluation test to students interest during teaching learning process. In closing the learning activities, the teacher gave questions to students about descriptive text and step in wholesome scattering game and students responded to teacher, while asking about the material that is still not understood.

1. Advantages and Disadvantages of Wholesome Scattering Game

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 (Hess in Hami (2011:24)) :

- a) To stimulate students' ideas to write sentences. Students usually have blank ideas when they are thought material. In this game, students will be given some keywords to stimulate their brain. They hoped can get some ideas in writing descriptive text.
- b) When researchers want to use a media in their activities, they have to decide whether it is difficult to prepare or not, wholesome scattering game is a simple game, so it is easy to be prepared. The researcher prepares some keywords appropriate for the material.
- c) Students could develop their text based on keywords have been given by the researcher. Finally, wholesome scattering game drills students to know the spelling, meaning, and pronunciation all keywords.

Although wholesome scattering game has many advantages, they still have some disadvantages as follow:

- a) The researcher needs more time to collect and prepare the keywords appropriate for material before teaching and learning process. To solve this problem the researcher prepares the keywords at home before teaching and learning process.
- b) Students are limited by the keywords that have been given by the teacher, in organizing sentences. To solve this problem the researcher used simple keywords to teach students in order students easy to understand the material.

C. Descriptive Text

1. Definition of descriptive text

Description is writing about characteristic features of a particular thing. Oshima and Hogue (1997:50) stated that descriptive writing appeals to the sense, so it tells how something looks, feels, smells, taste, and sounds. A good descriptive text is like a word of picture, the reader can imagine the object, place or person in their mind.

Description recreates sense impression by translating into words, the feel, sounds, taste, smells, and look of things. Emotion may be describing also, feeling such as happiness, fear, loneliness, gloom, and joy. Description helps the reader through the imagination to visualize a scene or a person or to understand a sensation or an emotion.

In writing descriptive text, students are required to have a good vocabulary mastery in order to be able to describe something or someone clearly and they have to understand the characteristic of a good descriptive text. The students also need to have adequate vocabulary and grammar mastery in writing a descriptive text.

2. Purpose of descriptive text

As social beings, people sometimes need to share their experience, so that they write to others to describe things such as vacation, childhood homes and the other people they encounter. They even use description to persuade others to think or act in a particular way such as advertisers describe books to persuade another.

3. The structure and Example of Descriptive Text

A. Structure of Descriptive Text

Wardiman *et al* (2008:267) formulated the descriptive text based on its generic structures as follows:

1. The generic structures of a description text
 - a. Identification

Identifies the person, place, or thing to be described.
 - b. Description of the features

Describes the part, characteristic, or physical features of the person, place, or thing to be described.
2. The generic features of descriptive text
 - a. Verb in present tense

- b. Adjective to describe the features of the subject

B. Example of Descriptive Text

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

D. Previous Study

To support this research, the researcher features some research findings from previous researchers as a comparison with the research. The researcher found previous researchers that has conducted wholesome scattering game in teaching descriptive text and the use of game to improve writing skill.. There are two previous studies that are used as the references by the researcher. The first previous study is “Improving Students’ Ability in Writing Descriptive Text Through Wholesome Scattering Game a Classroom Action Research with The Eight Grade Students of MTs Sunan Ampel Patean Kendal in The Academic Year of 2010/2011 ” which was written by Widodo Hami in 2011. This technique is effective to teach descriptive text. The second previous study is journal from Wulandari (2016) who state that the teaching of writing is not an easy task so the teachers are required to know various techniques in teaching it. One of the possible techniques to be used is by applying games in teaching and learning process of English writing. Based on the explanation, the researcher conduct the research, by conducting this

research, the researcher hopes that the result of this research be useful in teaching writing descriptive text.