

**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



By:

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To
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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
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Department : Tadris
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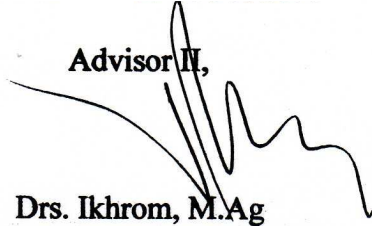
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RETIFICATION

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Title : **Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game (A Classroom Action Research with the Eighth Grade Students of MTs Sunan Ampel Patean Kendal in the Academic Year of 2010/2011)**

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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)

Writer : Widodo Hami

Students Number : 063411038

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.

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The writer is not a perfect person, that many things he wishes 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

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