

## **IMPROVING STUDENTS' SPEAKING ABILITY ON DESCRIBING THINGS THROUGH WHOLESOME SCATTERING GAME**

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**Abstract:** Speaking is an important skill for students to express their ideas, feeling, and thoughts orally. Therefore, it is essential for them to know the way to improve their speaking. This study employed classroom action research which aimed at finding out whether or not Wholesome Scattering Game can improve the students' speaking ability on describing things in terms of pronunciation and vocabulary. The study was conducted in two cycles at the eighth grade of SMP Negeri 1 Minasatene, Kabupaten Pangkep with total number of students as subject were 29 students, while the instrument used to get data was speaking test. The result showed that in cycle I, the mean score of the students on describing things in term of pronunciation was 4.96 and it was categorized as poor while in cycle II, the mean score was 7.83 and it was categorized as good. Meanwhile, the students' mean score on describing things in term of vocabulary was 4.71 and it was categorized poor. In cycle II, the mean score was 7.62 and it was categorized as good. In other words, there is significant improvement of students' pronunciation from cycle I to cycle II, the improvement was 57.86%, while their vocabulary from cycle I to cycle II, the improvement was 61.78%. Finally, it was concluded that wholesome scattering game can improve students' speaking ability on describing things.

**Keywords:** *Speaking Ability, Wholesome Scattering Game*

### **INTRODUCTION**

The position of English in Indonesia as a foreign language remains many problems since it becomes as one of the compulsory subjects that must be learnt by students for junior high schools to senior high schools even university level. There are some causes such as the limited time for students in learning the language at school, students' motivation, lack of learning and teaching facilities, teachers' teaching methods, and etc.

Speaking, as one of the four skills in learning English, is still considered by students as a difficult one to learn while the ability to speak is the most essential skill since it is the basic for communication. Some researchers have conducted investigations on the skill to overcome the problems (Riska, 2018; Kahar, 2016; Harnita, 2105; Natsir, 2015; and Pitriani, 2105). However, students, in fact, seem still feeling reluctant and are not be able to speak English as the demand of the curriculum and as the target of language learning, as well. These conditions are caused by many factors namely students' environment at school or at home does not support them to speak or practice their English, the interference of students' first language, and teachers' teaching method. Teachers, most of the time, do not ask their students to speak but just explain written

material on the whiteboard, then ask their students to do exercises. Thus, the learning referred more to the teacher centered, not students centered learning. That is why the students get bored and passive in the class. As a result, improper teacher teaching method leads to low students' speaking ability.

Harmer (2007:271) suggests that there are six effective speaking activities students can do to improve their speaking skills. Those are; (a) communication games which is effective to encourage many learners to make their interests and work sustainable; (b) discussions; (c) prepared talks where students make a presentation based on a certain topic; (d) information gap activities where students work in pairs to share the information each person has; and (e) picture describing in which students are provided with pictures and make them describe the pictures.

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2001:14) defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives.

Regarding to the problems mentioned previously, it is important to use or implement an interesting teaching method for students to learn English in particular to motivate them to speak English; one of them is wholesome scattering game. Therefore, this study aimed at finding out whether or not the use of wholesome scattering game can improve students' speaking ability.

Wholesome scattering game is a game in which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. Students in this case not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it (Hess, 1991: 23).

Sartika and Prawati (2016) who conducted a research on the use of wholesome scattering game found that wholesome scattering game gave a good effect on the ability of the first year of senior high school students in writing descriptive texts. Furthermore, Sinulingga and Handani (2015) also found that wholesome scattering game gave a significant effect on students' achievement in writing descriptive text. Juvrianto (2014), as the other researcher, also found that wholesome scattering game can increase the students' writing ability. It is proved by the students' posttest is higher the pretest. Those researchers found the effectiveness of wholesome scattering game in improving students' writing ability, not students' speaking ability, therefore, this study focuses on describing things to improve students' speaking ability.

## **RESEARCH METHODOLOGY**

This study employed a classroom action research based on Kemmis and Taggart model (Arikunto, 1997: 77) which was conducted in four steps and two cycles at the eighth grade of SMP Negeri 1 Minasatene, Kabupaten Pangkep with total number of students as subject were 29 students, while the instrument used to get data was speaking test to answer the research questions: (1) Can Wholesome Scattering Game improve the students' speaking on describing things in term of pronunciation? (2) Can Wholesome Scattering Game improve the students' speaking on describing things in term of vocabulary?

## RESULT AND DISCUSSION

### Students' Speaking Ability in Term of Pronunciation

After giving tests, it is found that students' mean score on pronunciation improved described in Table 1, as follow:

Variable	The Students' Score			Improvement C1→C2
	D-Test	Cycle I	Cycle II	
Pronunciation	3.63	4.96	7.83	

Table 1. Students' Pronunciation in Speaking Ability

Table 1 shows that there was a significant improvement of students' pronunciation. In the D-test students got 3.63, but after an evaluation in cycle I their pronunciation was 4.96, then became 7.83 in cycle II. So the improvement of students' pronunciation from cycle I to cycle II was 57.86%.

The improvement could be as the result of the learning process. In cycle I, the students were given less explanation about Wholesome Scattering Game, so they seemed and looked shock at the beginning. They were still confused about how to use the method in speaking. Students were very lazy to describe things as required in the Wholesome Scattering Game. Then they were motivated. As a result, in cycle II, the students' really enjoyed to speak by using Wholesome Scattering Game since they got clear explanation the students were enthusiastic to give their predictions and modify their predictions if they got any mistakes in predicting and describing things.

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	9.6 – 10	Excellent	0	0	0	0	6	20.68%
2	8.6 – 9.5	Very good	0	0	0	0	3	10.34%
3	7.6 – 8.5	Good	0	0	0	0	9	31.03%
4	6.6 – 7.5	Fairly good	1	3.44%	4	13.79%	8	27.58%
5	5.6 – 6.5	Fairly poor	1	3.44%	6	20.68%	0	0
6	4.6 – 5.5	Poor	6	20.68%	9	31.03%	3	10.34%
7	0 – 4.5	Very poor	21	72.41%	10	34.48%	0	0
<b>Total</b>			<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>

Table 2. The Classification and Percentage of the Students' Pronunciation

Table .2 shows the classification and percentage of the students' speaking ability in term of pronunciation. The Diagnostic-Test (D-test) indicates 1 student (3.44%) got fairly good, 1 student (3.44%) got fairly good, 6 students (20.68%) poor, 21 students (72.41%) got very poor and none of the students for the other classification.

To solve this problem, the students are motivated and asked to describe things by using wholesome scattering game. Firstly students were found difficult to understand the meaning of each word to describe. So, step by step approach was done in order they could find the real meaning of each word. The students also found the meaning from their dictionary. Therefore, there are no manipulations to make sure that everything happens naturally. After taking an action in cycle I by using wholesome scattering game in describing things, the percentage of students' speaking ability in terms of pronunciation are; 4 students (13.79%) got fairly good, 6 students (20.68%) got fairly poor, 9 students (31.03%) got poor, 10 students (34.48%) got very poor and none of the students for the other classification. And then, the cycle II the percentage of the students speaking ability in term of pronunciation are 6 students (20.68%) got excellent, 3 students (10.34%) got very good, 9 students (31.03%) got good, 8 students (27.58%) got fairly good, 3 students (10.34%) got poor, and none of the students for the classification. It means there was a significant improvement from cycle I to cycle II.

### Students' Speaking Ability in Term of Vocabulary

Variable	The Students' Score			Improvement C1→C2
	D-Test	Cycle I	Cycle II	
Vocabulary	3.49	4.71	7.62	

Table 3. Students' Vocabulary in Speaking Ability

Table 3 shows that there was a significant improvement of students' pronunciation. In the D-Test, the students' pronunciation was 3.49, but after an evaluation in cycle I their pronunciation became 4.71, and then in cycle II, they got 7.62. Table 3 also indicates that students' vocabulary improved significantly where the students' vocabulary in cycle I was 4.71 and cycle II 7.62. So the improvement of students' vocabulary from cycle I to cycle II was 61.78%.

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	9.6 – 10	Excellent	0	0	0	0	5	17.24%
2	8.6 – 9.5	Very good	0	0	0	0	2	6.89%
3	7.6 – 8.5	Good	0	0	0	0	9	31.03%
4	6.6 – 7.5	Fairly good	0	0	3	10.34%	7	24.13%
5	5.6 – 6.5	Fairly poor	3	10.34%	2	6.89%	3	10.34%
6	4.6 – 5.5	Poor	3	10.34%	10	34.48%	3	10.34%
7	0 – 4.5	Very poor	23	79.31%	14	48.27%	0	0
<b>Total</b>			<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>

Table 4. The Classification and Percentage of the Students' Vocabulary

Table 4 shows the percentage of the students' speaking ability in term of vocabulary. In D-Test indicates that 3 student (10.34%) got fairly poor, 3 student (10.34%) got poor, 23 students (79.31%) got very poor and none of the students for the other classification.

After taking an action in cycle I by using wholesome scattering game in describing things, the percentage of students' speaking ability in terms of vocabulary are 3 students (10.34%) got fairly good, 2 students (6.89%) got fairly poor, 10 students (34.48%) got poor, 14 students (48.27%) got very poor and none of the students for the other classification. And then, the cycle II the percentage of the students speaking ability in term of vocabulary are 5 students (17.24%) got excellent, 2 students (6.89%) got very good, 9 students (31.03%) got good, 7 students (24.13%) got fairly good, 3 students (10.34%) got fairly poor, 3 students (10.34%) got poor and none of the students for the classification. It means there was a significant improvement from cycle I to cycle II.

The significant difference can be seen in the following figure:

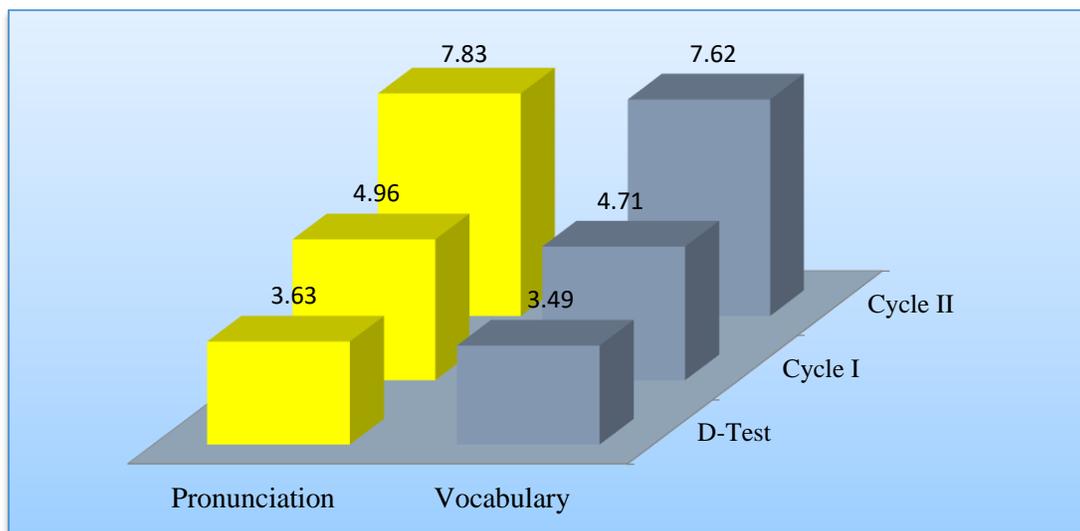


Figure 1. The Improvement of the Students' Pronunciation and Vocabulary

Figure 1 shows there was an improvement of students' speaking ability in terms of pronunciation and vocabulary. In pronunciation there was improvement students' speaking ability from D-Test was 3.63, the cycle I was 4.96 and cycle II was 7.83. So the improvement students' speaking ability from cycle I to cycle II was 57.86%. In vocabulary there was also improvement of students' speaking ability from D-Test was 3.49, cycle I was 4.71 and cycle II was 7.62. So the improvement of students' speaking ability from cycle I to cycle II was 61.78%. Table 4.5 shows that there was an improvement of speaking ability after taking an action in cycle I and cycle II through Wholesome Scattering Game on describing things. It is relevant with what Hami in Nisa (2011: 2) says that game especially wholesome scattering game can help learners to improve their speaking. This possibly happens since teacher gives keywords from a text to the learners, and then the teacher asks the learner to make sentences to create a good text from those keywords.

In the vocabulary aspect, most of the learners' speaking task had the same category as content and organization. They were categorized into excellent to very good. In ESL composition profile, the vocabulary aspect of speaking product is categorized into excellent to very good if it uses effective word or idiom choice and usage. It means that most of the learners' speaking task had a good word choice and usage. According to Hess (1991: 6) Wholesome scattering game is a game where learners need to explain or describe something. Using this game in teaching is very helpful in producing the words or sentences because the students can predict something through the key words given by teacher. In addition, game is one of the techniques which can give the learners a break and make learners practice language skill at the same time Ersöz (2000: 24).

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

Based on the findings, then the conclusions are:

1. Wholesome Scattering Game can improve students' speaking ability on describing things in term of pronunciation. It is proved by the students' achievement in cycle II is higher than cycle I. The students' mean score in cycle I is 4.96 and becomes 7.83 in cycle II. The improvement is 57.86%.
2. Wholesome Scattering can improve the students' speaking ability on describing things in term of vocabulary. It is proved by the students' achievement in cycle II is higher than cycle I. The students' mean score in cycle I is 4.71 and becomes 7.62 in cycle II. The improvement is 61.78%.

### **Suggestions**

Based on the conclusions then the suggestions are: since using wholesome scattering game can significantly improve the students' speaking ability in term of pronunciation and vocabulary; then it is strongly suggested to be applied in teaching English in the classroom in particular for students who have the same or similar problem in learning speaking. It is also suggested that the students have to practice a lot to improve their speaking ability especially their pronunciation and vocabulary. At last, it is suggested that further researches can be conducted in other skills of learning English.

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NATIONAL SEMINAR ON ENGLISH LANGUAGE TEACHING

**English Language Education Study Program (ELESPA)**

10-11 August, 2018

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