

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion as well as a few suggestions of this study.

#### A. Conclusion

Based on the result of the research that had been done at eighth-grade students in SMP Swasta Bina Bangsa Simpang Gambus, The English teacher of SMP Swasta Bina Bangsa Simpang Gambus who implemented this strategy in teaching writing and the Wholesome Scattering Game helped students of grade VIII to follow the writing lesson well. From the research findings, As a result, it may be concluded that:

1. The process of implementation of the Wholesome Scattering Game in teaching writing skills for eighth-grade students of junior high school at SMP Swasta Bina Bangsa Simpang Gambus is divided into 3 processes: (1) Pre-teaching where the teacher always motivate the students. Giving motivation can increase the students' confidence. The students were then divided into five groups by the teacher, (2) The teacher shows the pictures of animals and asks the students to observe the pictures. While the students observe the picture, the teacher designs scatter words on a board as a keyword on the blackboard. The teacher then instructs the students to find

the hidden keywords. After the students have found the hidden keywords, the teacher instructs them to analyze them in a group discussion. The Wholesome Scattering game can be used to motivate students and attract their attention during the learning process and the students were expected to work collaboratively share their ideas in group discussion. Then the teacher asks two students in each of the groups to present their results, one of them reads their writing results, and one of the students writes the result on the blackboard. (3) The teacher allowed the other group for giving their comment, suggestion, or give their ideas to correct the writing. At the end of the class, the English teacher concludes the lesson to make the students more understand.

2. The research found that the teacher used a Wholesome Scattering Game because this strategy can get the students' attention in the learning process. The students are enthusiastic and enjoyable about the topic in the classroom. This strategy also puts the students to work in a group, and they feel free to share or give their ideas to correct their writing. Wholesome Scattering game makes the students become active in the learning process and follow the lesson well.

### **B. Suggestions**

The researcher also offers recommendations based on the relevant findings and conclusions that will be beneficial to everyone involved in English teaching. The following are some suggestions:

1. For English Teacher

- a. It is recommended that the Wholesome Scattering game be used as one of the alternative strategies in teaching writing because the teacher can accurately predict the student's writing results using this strategy. The Wholesome Scattering Game stimulates the students' brains in arranging the sentences. The Wholesome scattering game can help the students feel enjoyable, fun, and comfortable to join the learning process.
- b. When the students are producing descriptive texts, the teacher should pay more attention to the students.
- c. The teacher is expected to develop the teaching of writing descriptive text by increasing the exercises in writing.

## 2. For Students

- a. Students must pay attention to the teacher's explanations in order for the material presented by the teacher to be understood.
- b. Students should practice their English in their daily life, especially in wiring. So, they will easily transform the ideas into writing.

## 3. For the future researcher.

- a. This study can be utilized as a model for applying one of the effective games for teaching descriptive text writing. They can try to find a new modification of this strategy to motivate the learners more because this study still has weaknesses.

- b. The researcher hopes for a next researcher could develop this method and find more theory. So, the use of the Wholesome Scattering game can be conducted for another topic and a larger class.

