

The Effect of Wholesome Scattering Game students on Communication Skills

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Abstract

Wholesome scattering is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher. This study aims to find out the effect of wholesome scattering game to improving students' communication skills of the and to develop their achievement in English language. The researcher depend on the experimental method, a sample of (67) female students studying in University of Tikrit / collage for women are divided into two groups. The first group is called control group which consist of (34) students and the second group is called experimental group which consist of (33) students. The two groups are equivalent according to the age and their marks in English in previous year. The accomplishment exam served as a pre test to demonstrate the quality of the group, additionally it served as posttest to assess any potential discrepancies between two groups as well as the effect of wholesome scattering game as a way to discuss their progresses in the English languages so the study's finding shows that there are statistically significant differences between the students' performance in the Experimental group in the pre-test and their performance in the post-test in favor of the wholesome scattting game strategy. These results support the researcher's recommendation that the wholesome scattering game is useful strategy and it's important to apply in learning English in order to increase students' achievement in English language.

Keywords: Game, students, communication skills.

1.1 Introduction and statement of the problem

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of their knowledge about English language is very limited and they have lack in learning foreign language. 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.

There are many kinds of games that can be used in teaching English language. Thus, the researcher will use Wholesome Scattering Game as a game to improve students communication skills. Wholesome scattering game is a game which students predict the content of passage and duplicate sentences by using single word that have been given by the teacher.

1.2 Aims of the study

The main purpose of the current study is to improve the university students' communication skills in English language by using wholesome scattering game and teaching EFL students how to master the English language. The current experimental study's aims are as follows:

- 1.To find out the role of Wholesome scattering game on developing communication skill of the experimental group in the pre and posttest.
- 2.To find out the effect of Wholesome scattering game on developing communication skill (verbal-non-verbal and visual) on the experimental group achievement and the control group achievement whom they taught according the traditional way in the posttest.

1.3 The Hypotheses

The aims of the study are supposed to be achieved through verifying the following hypotheses:

1. There are statistically significant effect of Wholesome scattering game on developing communication skills differences in the mean scores of students' achievement of the experimental group in pre and posttests.
2. There are statistically significant difference in the role of wholesome scattering game on developing the communication skills (verbal-non- verbal and visual) for the experimental group and the control group whom they taught by using the traditional way in posttest..

1.4 Limits of the Study

This study is limited to: The students of Iraqi's EFL university students in Department of English in University of Tikrit / College of Education of Women. in the first course of the academic year (2021-

2022). The use of Wholesome Scattering Game and its effect on students' achievements, ability and improve their communication skills in learning English language.

1.5 The Value of the study

Theoretically the significance of this study is to introduce the effect of wholesome scattering game to improve communication skills. Besides, this study also signified to find out the advantages and disadvantages of the use of wholesome scattering game in improving students' ability in learning English language. The research findings will also enrich the teachers in using teaching strategies, especially for teaching communication skills.

2. Introduction

2.1.1 Game in Language Teaching

One of teaching technique for teaching speaking is language game. The reason of the writer purposes is language game because game can be a very useful of teaching technique for the effective and joyful learning. Game also believed that can give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability (Arifin, 2003). To suit both student requirements and class goals, language instructors must carefully choose when, whether, and how to use games (Khan, 1991).

According to Jacobs (1981), games are usually employed in the language classroom as warm-ups at the start of class, fillers when there is excess time at the conclusion of class, or as an occasional spice to give diversity to the curriculum. Nevertheless, if games are viewed as meaningful language practice, they can be utilized as follow-ups to the presented teaching material for practicing and reinforcing the required skills or knowledge; or for reviewing and recycling previously acquired skills or knowledge; or as a testing mechanism to identify students' language proficiency deficiencies. Wright, et.al (2005) consider games an integral part of a language instructor's repertoire, as opposed to just a method to pass the time.

2.1.2 Theory of Wholesome Scattering Game

Natalie proposed the technique of a wholesome dispersion game, in which pupils sometimes not only forecast the substance of the paragraph they are going to read, but also practically replicate phrases that occur in it (Hess, 1991, p. 39). This indicates that healthy scattering game is a game in which pupils are required to copy words and then construct sentences using those words. This game cannot be used immediately, thus the instructor must prepare the lesson content beforehand. There is a need for preparedness. The game of wholesome scattering is a terrific game that may provide a pleasant activity; it will be enjoyed by students (Hess, 1991, p. 23). Before the teacher does the main activity in playing healthy scattering games, he prepares the instrument early.

The teacher prepares a text descriptive and then selects five or up to eight keywords from the descriptive text.

Here is a healthy scattering game procedure based on Hess (1991, p. 24) namely:

1. The teacher distributes the keyword to the students what kind of text will be described. Then the teacher divides students into some groups. The teacher asks students one by one to read the keywords obtained. Do not make spelling comments at this time. Some children may alter their spelling after seeing how the student next to them pronounces a word or after being corrected by other pupils.
2. From the keywords the teacher gets the students to guess about what kind of text will be described.
3. After that the students make their own words based on the keywords they have and which are heard from their friends. Then they compose words with good descriptive text.
4. The teacher asks if there is anyone in the class who thinks they are producing a very unusual wording. If there are volunteers, teachers ask them to appear in front of the class.
5. Time that the teachers use to apply wholesome scattering game adapted on students' condition.
6. Teachers should stop them when the time comes and ask them to describe their text in front of the class.

Furthermore, Hess also points at that although healthy scattering games have many advantages, but still have some limitations or deficiencies as follows:

1. Prior to the teaching and learning process, teachers require more time to collect and prepare acceptable key terms for the topic.
2. When writing descriptive texts, students are restricted by the keywords provided by the instructor.
3. Students might build their writing depending on keywords provided by the instructor.
4. Lastly, a good dispersion game teaches pupils the correct spelling, meaning, and pronunciation of each phrase.

According to Hami (2010), the following are the disadvantages:

1. Before beginning the teaching and learning process, instructors require additional time to gather and develop material-appropriate keywords.
2. Students are restricted by the keywords provided by the instructor while assembling sentences. (p. 19)

2.1.3 Procedures of Wholesome Scattering Game

According to Natalie, the following are some techniques for achieving healthy scattering:

- 1- Have three to five children approach the board. It is their obligation to record the words you speak. (In a great class, ask a student to take dictation.) Each student writes each word such that it appears the same number of times as the number of students present. They scatter these words about the board at random and try to arrange them in unusual ways. Some will be written horizontally, some vertically, others in 04 shapes, and some inverted. Make no spelling comments at this time. Some kids may change their spelling when they see how a neighbor spells a word or when they are corrected by other students.
2. Individuals at their seats may make their own word arrangements on paper or in notebooks while the students at the board are arranging the words.
3. When you have finished narrating the words, have the students return to their seats.
4. Ask whether anybody in the class thinks their word arrangement is particularly unusual. Request that volunteers display their arrangements if they are accessible.
5. Check the words printed on the board for accurate spelling and meaning.
6. Instruct pupils to work in pairs to create as many sentences as possible using the words on the board. They should try to employ as many words as possible in each sentence. Tell them they have three minutes to do this work.
7. When the timer goes off, stop the couples and ask how many sentences they managed to create.
8. Have each pair recite their best statement aloud.
9. Ask the students to predict the content of the paragraph they will shortly read. (Hess, 1991, p. 40)

2.1 .4 Communication Skills

The basic goal of education has always been to ensure that teaching and learning represent the two sides of a single coin, or the two sides of any given 05 class. The notion of arranging teaching to promote student learning has been a core element of education since Comenius (1592-1604). When it comes to the planning and execution of such teaching in classrooms, however, we run with instructors who may or may not have the necessary communication skills with their students, skills that may either aid or hinder the teaching proposal's success. As demonstrated by numerous researchers (Aleixandre 2005; Carvalho 2005; Capecchi and Carvalho, 2006), science can be understood as a culture with its own rules, values, and language, and science teaching and learning should be viewed as an enculturation process (Saunders and Mill,1999).

This concept of scientific education as enculturation involves the development of various classroom strategies to aid in the difficult task of exposing students to the cosmos of science by introducing them to new worldviews and languages. However, this shift in emphasis in education will only become a

reality if the position of the teacher in the classroom is also altered and if instructors adopt a number of new discourses and new skills in addition to their conventional practices. In this work, the researcher seeks to identify the new classroom abilities stated by many writers who examine the evolution of teaching.

The communication process is effective when the message is delivered in a clear and comprehensible manner. Effective communication requires the ability to transmit and accept one's message in all situations and conditions. Successful communication is seen as a powerful weapon for effectiveness in the teaching profession (Monika Srivastava, n.d.). As a range of abilities are required for good teaching and instructors, good communication is regarded as a powerful tool for effectiveness. According to a research performed by Ehindero and Ajibade (2000), in order for a teacher to be successful, he or she must have strong communication skills, such as efficient communication, classroom management, updated information, and retaining personality. No one can successfully instruct without these fundamental teaching abilities.

2.2 Related of Previous Studies

Previous studies show wholesome scattering game to understand subjects and improve aptitude. These previous studies differ from each other objectives, hypotheses, sample, instrument and results.

The whole of studies deal with wholesome scattering game in one method or another. Mira(2016) aims at to find out whether wholesome scattering game is effective to improve the ability of the first-year students in writing descriptive text, while Pratiwi (2015) is to determine the efficacy of employing a wholesome scattering game to increase tenth-grade students' capacity to write descriptive literature, Risa (2013) The goal of Risa is to see whether the Wholesome Scattering Game may help students perform better "speaking ability on describing things at the Eighth grade students of SMP Negeri 1 Minasatene, Kabupaten Pangkep.

Each of the previous studies has its population and sample according to the aims. Most samples of these studies are derived from university except Risa Bakkalang . (2013). So, their sample differs from the sample of the current study. The sample of the current study is the 3rd stage collage of education for women .

Most of the above previous studies use Classroom Action Reasech methodology pre and post test such as Risa (2013) and achievement pre and post test design. The current study utilize pre and post achievement test.

The previous studies have presented different results according to these result this study use wholesome scattering game to improve students' achievement. The findings that have come up with the investigation of the previous studies are used to enrich and reinforce the design and construction of the current study.

3.1 Experimental Design

The researcher uses the Experimental design method. Two group are used to participate in this study Experimental group and control group. According to Loss (2000) Experimental design is the classic method of performing quantitative research or testing an idea to see if it has an effect on dependent variable or result. Harmer (2001) mentions that Experimental design is the a precise equilibrium of different functions including validity , practicality and cost. Two groups are selected from population to achieve the aims and hypotheses of the study previously before treatment, both EG and CG are done pre-test to ensure that the students don't vary in the dependent variable.

The strategy wholesome scattering is taught to experimental groups, while the tradition way is taught to control group. Two groups of the third stage collage are the sample of the study.

3.2 The Population and Sample

3.2.1 The Population

There are many definitions of population is all of members who meet individual prerequisite for research study. Jacobs (1981) state that population is extend group of student the researcher want to popularize of the a study. The population of this study involves of 3rd stages students in the at department of English \ Collage of Education for Women\ University of Tikrit for the academic year 2021-2022. The whole number of the population is (67) females as illustrative in table (3.2).

3.2.2 The Sample

Bluman (2007) explains sample is generalize of individuals who participate the attributes of those population, and he refers that 48 the sample is small group of population . collage for women of Tikrit University 3rd grade selected as the sample of the present study. The sample consist of 67 student divide into two class. Class (A) has random been selected for EG it contains 33 students , while class (B) has selected to be(CG) it contains 34 students

3.3.1 Fathers' Educational level

The chi-square calculation is used to determine whether or not there is a statistically significant difference in educational level between the fathers of the students who participated in the study. Following analysis, the calculate value (2.791a) is found to be lower than the tabulated value (11.07), with (5) degrees of freedom and a level of significance (0.05), indicating that there is no statistically significant difference between the two groups in terms of fathers' educational level, as illustrated by the table (3.3).

3.3.2 Mothers' Educational level

To determine if there are statistically significant differences between the two groups in this variable, the chi-square calculation is used to compare the data from the two groups. The educational levels of the mothers in both groups are found to be equal. Because of the degree of freedom (4) and the level of significance (0.05), the calculate value is (1.913a), which is lower than the tabulated value (9.48) at the degree of significance (0.05). As seen in the table, there is no statistically significant difference between the two groups concerning this variable (3.4).

3.3.3 Students' Previous Year Degrees in English

Students' achievement in the final exam of English during the previous academic year (2020-2021) has been reviewed and compared, as shown in the appendix (B). The mean scores value of the experimental group is (74.60) while that of the control group is (75.57) with standard deviations, (11.10) and (10.67), respectively. The calculated t-value is found to be (0.320) which is less than the tabulated value (2.00), at the degree of freedom (49) and (0.05) level of significance. This result indicates that there is no significant difference between the two groups in their previous achievement degree

3.3.5 Students' Scores in the Pre-Test

The pre-test has been conducted for equalization. The same pretest is submitted both of the experimental and control groups are submitted to the same pre-test. The mean pre-test scores for the experimental group are (50.72), while the mean pre-test scores for the control group are (49.73), with standard deviations of (16.32) and (10.56), respectively, for the two groups. At the degree of freedom (49) and the level of significance (0.05), the calculated t-value is determined to be (0.258), which is smaller than the tabulated value (2.00).

3.3.6 Reliability of the Posttest

Reliability is an important character of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time is conducted with the same condition for the same sample of students. One of the necessary characteristics of a good test is reliability. "reliability is the extent to which test scores are consistent". Reliability is "in testing, a measure of consistency. For example, if a person took different forms of the same test on two different days, scores on both tests should be similar (Alderson,1995:294). Alpha- Cronbach formula is used to measure the reliability of the post-test. The coefficient is found to be (0.84), which consider acceptable.

3.4 Construction of the Study Instrument

3.4.1 Test Construction

In order to know if the experiment is succeeded. A tool includes preparing posttest is fixed to identify subject covered in curriculum within question. An achievement test has been structured to 54 students in which there are six questions some questions (10) item, and other five item.

First question: Is an objective test which consists of reading comprehension question where ask students to read a paragraph then answer each question according to their understanding. It involves five items some question are open questions and other questions are closes the total score of this question 10 marks. This question measures students' comprehension and knowledge

Second question is a subjective test it involves (10) items where students ask to correct verbs between two brackets, the total score of this question is (20) scores. It measures analyzing level for students.

Third question is a subjective test where students ask to make conversation. It involves two branches (A) and (B) each branch has (10) scores. This question measures creative level and knowledge of the students.

Fourth question. Is an objective test it involves (10) scores this question students aske to select correct word between two brackets. The total score for this question is (20) scores. It measures analyzing level and knowledge.

Fifth question is an objectives test it consists (5) items this question consists group of word students ask to define each word the total score for this question is (10) scores. It measures creative level and knowledge.

Six question. Is an a subjective test is divided into two branches the total score for this question (20) scores. It measures creative and knowledge levels.

3.9 Application of the Experiment

The application of experimental start on the 7th of December in 2021 on that date, the pretest has been administrated to experimental control group for two hours. Eight weeks continued since the start of experiment.

The researcher has taught two groups the first two unit the researcher has applied wholesome scattering game for experimental group and the same material are given to the control group with traditional ways.

At the end of experiment the researcher administer the post test. In order to study the experimental group based on wholesome scattering, the researcher followed the procedures:

- 1- The concept of wholesome scattering game is explained as well as its principle and practices to recognition students with context of what students will be doing.
- 2- Each lecture in EG begins with an obvious statement of units behavioral of what students should learn.
- 3- The lecture arranged and summarized to help student in remind what they have taught.

4- Each unit, a formative exam is given. The formative test identify how well the students memorize last lecture.

5- The researcher uses the Video game and colourful card as education mean to improve students' memorize

6- The researcher use a pair work in classroom to discuss and collaborate between both of students and teacher and students and students.

7- The students are motivated by utilized the style.

4.1 The First Hypothesis Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Posttest.

To find out if there is any significant difference between the mean scores of the experimental group and that of the control group in the posttest, all mean scores are obtained and compared. Statistics show that the mean scores of the experimental groups are (71.08) and that of the control group is (58.80). By using the t-test formula for two independent, the calculated t-value is found to be (3.773), while the tabulated t-value is found to be (2.00) at the degree of freedom (49) and level of significance (0.05), this means indicate that there is a significant difference between the achievement of the two groups and in favour of the experimental group. 66 Thus, the first hypothesis which states that there is no significant difference between the mean scores of the experimental group and that of the control group in the posttest is rejected.

4.3 The Third Hypothesis Comparison between Experimental Group in the Pre and Post Test Scores

It is found that the mean score of the difference between the students' performance of the experimental group in the post-test is (71.08) with a standard deviation of (13.46). Whereas that of the pre-test is (50.72) with a standard deviation (16.32). The calculated t-value is (5.417), which is found to be higher than the tabulated t-value which is (2.06) at (0.05) level of significance when the degree of freedom is (24).

The obtained results indicate that there are statistically significant differences between the students' performance in the Experimental in the pre-test and their performance in the post-test in favour of the wholesome scattering game strategy.

4.3 Discussion of Result

The present study aims to investigate the effect of wholesome scattering game improving on EFL on students' communication skills it also aims to show if there is significant various between experimental

group and control group at student competence. The result states that the students in experimental group who learned by wholesome game were improve better than control group The raising of the students' competence in teaching English language by utilize wholesome strategy can be fulfill to the following reasons;

1- Wholesome game allows students to express their ideas and thoughts as well as allows students to describe things.

2- Wholesome strategy gives students self confidence can students express what is on their mind without confusion and also gives motivation for students

3- Make the lesson so much fun and smooth

4- Using wholesome game in the classroom enhance students four skills (reading -writing- speaking and listening)

5.1 Conclusion

This study concludes that

1-there is a significant difference between students' achievement at the recognition level and that at the production level and for the benefit of the production level.

2- there are statistically significant differences between the students' performance in the Experimental in the pre-test and their performance in the post-test in favor of the wholesome scattering game strategy,

3- the strategy wholesome scattering enhance students, competence to learn English language.

4-Whole some scattering game solve students' problem especially the students who have lack vocabulary and they don't describe things.

5.2 Recommendation

According to the results of the present study, some of recommendation are written:

1- Teachers who teach English Language in Iraq invited to take on the wholesome Scattering game in teaching.

2-English foreign language should assist and argues to be confidant and develop their personalities.

3- Wholesome scattering game should be trained English teachers in workshop

4- Curriculum designer must depend on wholesome scattering game . they must ensure that the way appropriate for the level of students.

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