The Importance of Wholesome Scattering Game students in Improving EFL Students' Achievement in Learning English Language

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Abstract

The present study aims to find out the effect of wholesome scattering game to improving students' skills in learning English language. the sample of the study is the second-grade students in university of Tikrit of collage for woman to develop students' achievement in English language. The researcher depended on the experimental design; she selects 67 students studying at collage for women whom they are divided into two groups. The first group is the control group consist of 34 students and the second group are experimental group consist 33 students. Accomplishment exam served as a posttest to assess any potential discrepancies between two groups as well as the effect at wholesome scattering game as a way to discuss their progresses in the English languages, so the findings of the study show that there are statistically significant differences between the students' achievement in the Experimental group in the pre-test and their performance in the post-test in favor of the wholesome scatting game strategy.

Keywords: Scattering Game, students, EFL Achievement, Learning, English Language.

1. Introduction

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 (Hess, 1991). It is a technique used by the teacher who gives student some of words to predict them to make descriptive text (Hess 1991) According to Hess (1991) is one game which enjoy and benefit technique to rise students' ability in speaking and create atmosphere in the class. Wholesome scattering game is strategy that the teacher gives students to imagine and predict their ideas.

The problem is the teacher do not provide the students with appropriate learning materials and activities. In this case, the teacher has limited sources and references to design the teaching language instructions. Teacher should facilitate students with various materials and interesting activities which can effectively encourage and support the students'' learning. It is also the students spent the time for recognizing and understanding in effectively way with poor result. They have pessimistic feeling about learning English language. It makes them hesitate to start and acquire the four skills (listening, speaking, reading and writing). The students also face difficulty in generating and organizing their ideas. There are many kinds of games that can be used in teaching English language. Thus, researcher will use Wholesome Scattering Game as a game to improve students' skills in learning English language. 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.

 The main purpose of the current study is to improve the university students' 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 to assess the average level of university students' achievement in learning language's skills and to find out the role of Wholesome scattering game on improving Iraqi EFL students in two levels (recognition and production) in the post-test of the experimental group. The hypothesis is that there is a statistically significant differences in the mean scores of student's achievements by using wholesome scattering game of recognition and production levels of the experimental group. 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 second 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.

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 language skills. Practically the research findings will give some advantages to the English teachers and efforts to develop teaching and learning strategy in school and university. Wholesome scattering game can be used as an alternative strategy that is the students can do to make an active (listening, speaking, reading and writing) in English.

Hong (2002) adds that the key to a successful language game is having clear rules, a well-defined end objective, and engaging gameplay. However, if the game is to be a success, pupils must also possess an adequate degree of language competence and be familiar with its rules in order to finish it. In addition, the instructor should take into account the pupils' learning styles, their readiness to participate, and their present state of mind, since they may be fatigued and not in the mood to play games. Any game-like activity throws significant demands on the instructor. S/he must prepare the game's content and resources, properly explain the game's rules to the kids, and establish the game's time limit.

The instructor may explain the game in the following manner to avoid misconceptions Wright at el (2005).

• Explain the game's rules to the kids.

• demonstrate the game with the assistance of one or two students.

• Write important terminology and/or instructions on the board.

• Try the game.

• Play the game.

2. Communicative Methods in as an Approach in Language Teaching Speaking

Before discussing the abilities required for teachers to deploy scientific discourse in the classroom, Mortimer and Scott (2002) recommend study focused on the most conventional existent discursive activities in teaching and that comprise instructors' expositive routines. According to these authors, the emphasis should be on making present discursive practices visible before outlining how they may be expanded. Mortimer and Scott present a method for assessing meaning-making interactions and meaning formation in the classroom.

The analytical framework offered here is based on five linked components that revolve on the teacher's role and are classified as follows: a. teaching focuses, which investigate:

1- Teaching goal

2- Content

 3- Communicative approaches

4 – Patterns of discourse

5 – Teacher interventions.

The concept of the "communicative approach" serves as the foundation of their analytic framework since it provides a perspective on "how" teachers exhibit their teaching purpose while dealing with the chosen issue. They differentiate four communication techniques based on two dimensions: dialogic vs authoritative speech, and interactive versus non interactive discourse.

Concerning classroom communication, the authors show that an important distinction between dialogic and authoritative ways is that a discursive sequence may be categorized as dialogic or authoritative regardless of whether it was uttered by a single person or interactively. "What makes communication operationally dialogic is that it represents numerous points of view, that more than one voice is expressed and considered, and not whether it was developed by a group or by an individual alone," they say. This view of dialogic discourse is related to the second component of the communicative approach, which distinguishes between interactive discourse (that allows more than one person to participate) and non-interactive discourse (that only one person communicates). These four types of communicating approaches reflect teachers' preferences abilities to conduct classroom discourse and illustrate how they connect with students at different phases of the class.

The Interactive Dialogic Class is the portion of the lesson during which the instructor and students discuss concepts, pose questions, and consider other viewpoints. This class' communicative style demonstrates the instructor's proficiency in probing students' thoughts and enabling everybody to express themselves freely. This demands planning skills in addition to communication abilities to handle the development of issues or challenging scenarios relevant to the curriculum to be produced so as to interest students academically and emotionally. speaking has important equality to develop children's language. The oral language is the foundation for the children in learning a language (Nunan,2005).

Writing demonstrates when instructors, in the course of their explanation, take into account many perspectives that their pupils have frequently articulated, showing similarities and distinctions. This kind of communicative technique demonstrates the teacher's expertise in giving shape to the notions conveyed via prior conversation. writing is clearly a system of human intercommunication by means of conventional visible marks." writing is the way to communicate to each other for expressing their thinking and feeling (Hancock et al,2002).

Reading reflects the teacher's action in guiding students toward a specific objective by means of a sequence of questions and answers. This type of communication reflects a quite common skill in traditional teaching when development of the content plays an outstanding role in the classroom. A reading skill is a cognitive ability which a person is - able to use when interacting with the written text. In the - taxonomies given in the following paragraph some skills - seem more inclusive than others. - reading skills contains identifying word meaning, drawing inferences, identifying - writer"s technique, recognizing mood of passage, finding answers to questions (Daver, 1997, pp. 499-545,) .

Listening Driver et al. (1999) defend the notion that in order for students to comprehend the symbolic world of science, they must not only interact with final results, but also with the employment of

scientifically generated languages in meaning-making processes. A growing number of articles in leading science teaching journals are devoted to the study of how different science languages are used in the classroom to teach or learn scientific content. This is a very fertile area of research, with increasing numbers of articles on this topic appearing in the leading science teaching journals. To sum up, these writers argue that other languages are more important than verbal language when it comes to studies on teaching and learning since they help students learn.

Role of the Teacher Regardless of the ideals that people strive to in school, the instructor is always important. According to Adams (1970), Persons' anticipated behaviors may impact their roles, especially the individuals' own expectations (e.g., the instructors' own expectations) or others' expectations. However, a student's position may be impacted by other students' expected actions (p. 121), particularly the students' own expectations (i.e. the instructors' own expectations) (pupils, students, parents, colleagues, school leaders, society, etc.).

The instructor develops two types of internal variables that impact a teacher's perception of his or her profession: the teacher's personal opinions about which obligations are required and the teacher's work expectations. The teacher creates both of these sorts of internal aspects. (Adams, 1970). A range of things impact teachers' opinions on their profession. The beliefs are largely nonreligious and are not founded on any body of specialized knowledge; nonetheless, they are tenacious and difficult to modify.

According to Nespor, beliefs have more emotional and assessment components than facts, and affect often operates independently of knowing cognition (Pajares, 1992, p. 309). Pajares (1992, p. 309) Furthermore, because of the emotional intensity with which they are associated, beliefs often play an important role in both the organizing of information and the formulation of the tasks that teachers have (Beijaard, 1995, p. 245).

Teacher as a learner: Teachers' perceptions of their obligations are influenced by a number of things. Despite the fact that the opinions are often secular and unconnected to professional expertise, they are regarded as long-lasting and resistant to change.

Furthermore, since beliefs have such an emotional impact, they often play a substantial role in organizing knowledge and deciding teacher responsibilities (Beijaard, 1995, p. 245). The beliefs that determine how individual subjects are interpreted and concrete classroom behaviors are acquired during teacher education, according to Calderhead and Robson (1991), play a significant role in determining how they will be translated into a beginning teacher's knowledge and how a teacher will work in the classroom. Although knowledge is based on objective facts, beliefs are based on evaluation and judgment (Pajares, 1992, p. 313), and since beliefs have a stronger emotional component, they may have a greater influence on how teachers see their job.

Beginner teachers' views have a big impact since they are more likely (than more experienced instructors) to meet unusual circumstances and react based on their own experiences.

The good teacher highlight the importance of independence of the pupils and encourage them to express their imagination. Pupil is motivated to learn from contents or lessons adjusted to their in-terests and inspiration. This implies that the teachers have influence and responsibility for the formation of honour and joy. That is why all the teachers should strive to be good teachers.

Teacher as A Facilitator: the TCT is based on a behaviorist educational philosophy. To characterize learning, many methods of conditioning are applied (Williams and Burden, 1997). Teaching is defined as "educating or imparting 25 knowledge or competence" (Rogers and Freiberg, 1994, p.151), while learning is "receiving information transmitted by instructors or books" (Rogers and Freiberg, 1994, p.151) (Malderez and Bodoczky, 1999). Education is described as "the process of pouring in" rather than "the process of pulling out" in this method (Dewey, 1956, p.36). There is a common misconception

that students are empty vessels and that learning is a process of addition (Napoli, 2004, p.2). As a result, the primary emphasis of the teaching and learning process is content coverage. As a consequence, this method obviously prioritizes instruction above learning. As a result, instructors are considered information sources since they decide what, how, and when pupils learn without their input (Harden and Crosby, 2000).

3. The Related Previous Studies

The research is mainly aimed to improve students‟„ writing skills through wholesome scattering 44 game of the eighth-grade students of SMP ‗Plus„ if Wholesome Scattering Game improved students' capacity to compose descriptive texts Agustan (2019) this study aims if Wholesome Scattering Game improved students' capacity to compose descriptive texts. The current study aims at wholesome scatting game strategy can enhance a student's ability to speak and read in describing things at 3rd stage of collage.

The samples of the previous studies has its population and sample according to the aims. Most samples of these studies are derived from university except Agustn(2019) so, the sample differs from the sample of the current study. The sample of the current study is the 3rd stage collage of education for women . the instruments of the previous studies use Classroom Action Research methodology pre and post test Agust(2019). While Strika (2016) and Mutiara(2015) use Achievement pre and post test design. The current study utilize pre and post achievement test.

Results of 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.

4. Experimental work

4.1. Experimental Design

The researcher uses the Experimental design method. Two group are used to participate in this study Experimental group and control group.

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. The experimental design has been explained in the table 1.

Table 1. The experimental design

Groups	Pretest	Independent variable	Dependent variable	Posttest
EG	Student's Achievement	Wholesome scattering game	Achievement In English subject	Student's achievement
CG	Student's Achievement	Traditional learning method	Achievement In English subject	Student's achievement

4.2 The Sample

The sample of this study consists 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.

4.3 Reliability of the Posttest

One of the necessary characteristics of a good test is reliability. Alderson (1995:294) states that "reliability is the extent to which test scores are consistent". Reliability is explained ‟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. Alpha- Cronbach formula is used to measure the reliability of the post-test, table 2. The coefficient is found to be (0.84), which consider acceptable.

Table 2. Specification of Post-test Items

Q No.	Type	No. of Item	Category	Total Score
1	Read the passage carefully and answer the questions.	5	Objective	10
2	Do as acquired	10	Subjective	20
3	Choose the correct word between two brackets		Subjective	10
4	Make conversation between two or more person	10	Objective	20
5	Describe these personalities as a definition.	5	Subjective	20
6	Write a paragraph about these picture more than 100 words	2	Subjective	20
Total				100

4.4 Validity

According to Grandy and Duschl (2007) state that validity refers to how well test measurement what its purported to measure. Validity " Refers to the appropriateness, meaningfulness and usefulness of the inferences of researcher Validity of test is used to measure whether the obtained of an instrument is valid or not.

4.4.1. Face Validity

Carvalho (2005) states that a test has validity if it measures what is assumed to measure. To achieve the face validity of the test and reveal it's item are proper to test students' ability in learning English, the test exposes to a jury remember and linguistics. They give the task of determining whether the sample products are suitable or not. The jury members accept that the test questions are suitable for students. After making the modifying the jury members agreed all question with a percentage of 100%.

4.5 Test scoring Scheme

According to Hami (2010) the analytic way on scoring scheme determining by the researcher to clarify how the scores are divided across the different question. Question one the contain of the question is " read the passage carefully then answer the questions. It involves (5) items e ach item (2) scores. The total score of the question is (10) scores, the correct answer gets (2) scores, while the in correct answer get zero. Question two; The contain of this question is" Do as a quired " it involves (10) items each item

has two scores. The total scores of the question (20) scores the correct answer get two and incorrect answer get zero.

Question three: the contain of question is ' Make conversation between two or more than person. This question is divided into two branches each branch has (10) scores the division is as follows (4) for grammar, (4) for vocabulary and (2) for punctuate and organization. The total score of this question is (20) scores. which divide into (4) scores for division on (grammar, vocabulary, idea and organization)

Question four: The contain of question" read the sentences carefully then choose the correct word. It involves (10) items each item has two scores the correct answer get two scores while the in the incorrect answer get zero. The total scores are (20) scores.

Question five: the contain of question is " write as A definition for these personalities" it involves (5) items each item has four scores the correct answer gets four scores, while incorrect answer get zero the total score (20) scores is divided in to (4) scores for each division on (grammar, vocabulary, punctuation and ideas)

Question six; the contain of question is" Write a paragraph more than (60) word about ONE picture according to Key Words" it involves two pictures the total score (20).

4.6 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.

4.7 The Second Hypothesis Comparison between Students' Achievement at the Recognition Level and that at the production Level

The mean scores of the students" achievement at the recognition level and that at the production level of the experimental group in the posttest are calculated and compared to find out whether there is any significant difference between them. The obtained results show that students' mean scores at the production level are found to be (37.36) and that at the recognition level is (33.72). The t-test formula for two paired samples is used and results show that the calculated t-value is (4.482) and the tabulated t- value is (2.06) at the degree of freedom (24) and level of significance (0.05), as shown in table (4.2). This means that 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. Therefore, the second hypothesis is rejected.

4.8 Discussion of the Findings

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- Using whole some scattering game in the classroom lead to make cooperation between students

2- Wholesome scatting game helps students to memorize easily.

3- A classroom's atmosphere is greatly influenced by the level of communication that occurs there.

4-Communication skills are important to express idea and thoughts.

5.1 Conclusion

This study concludes that:

1-The researcher concludes that W S G strategy gives student high motivation when they teach English language.

2- The achievement of the experimental group's pupils is higher than that of the control group's students, indicating that those students have responded favorably to the suggestion that the wholesome scattering technique is a successful one encourages creative thought and idea sharing among pupil.

3- The use of W S G in the classroom gives an interactive and rias the active learning between students

4- Teacher s" role in the wholesome scattering game method as a facilitator and manage the lecture.

Pedagogically the result of this study gives some advantages for further research as a reference and empirical evidence. This study can also to help educators in every level even subject of study to find a good strategy in teaching communication skills It helps and motivates students to comprehend foreign language easily and work and interact with each other. The opportunity to utilize grammar, vocabulary and to modify the text is provided by this assignment. It helps students obtain, construct, process, and provide information in spoken and written forms. Finally, students will have the opportunity to experience the pleasure of using English to communicate with each other and integration with content on global issues.

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