

THE EFFECTIVENESS OF GUESSING GAME TOWARDS STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT

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Abstract: The aim of this research is to investigate the effectiveness and the effect size of using Guessing Game in students' writing skill on descriptive text. This research was conducted to the seventh grade students of MTS N 01 Pontianak in academic year 2014/2015. In this research, a pre-experimental design was used by the writer and the sample class VII C which consisted of 40 students. The writer used the measurement technique to collect the data and the tool of data collecting was written test. The result of data analysis, the writer found out that the effect size of the treatment was 1.47 and it was qualified as very strong effect. In conclusion, the effectiveness of the use of Guessing Game is very strong to improve the students' writing skill on descriptive text.

Keywords: Guessing Game, Writing skill, Descriptive Text

Abstrak: Tujuan dari penelitian ini adalah untuk menginfestigasi keefektifan dan seberapa efektifnya penggunaan *Guessing Game* di keterampilan menulis siswa pada teks deskriptif. Penelitian ini dilakukan pada siswa kelas VII dari MTS N 01 Pontianak pada tahun ajaran 2014/2015. Dalam penelitian ini, penulis menggunakan desain pra-eksperimen dan kelas VII C yang terdiri dari 40 siswa sebagai sampel. Penulis menggunakan teknik pengukuran untuk mengumpulkan data dan alat pengumpulan data adalah tes tertulis. Hasil dari data analisis, penulis menemukan bahwa ukuran efek dari penanganan adalah 1,47 dan itu memenuhi syarat sebagai efek yang sangat kuat. Kesimpulannya, efektivitas dari penggunaan *Guessing Game* sangat kuat untuk meningkatkan kemampuan menulis siswa pada teks deskriptif.

Keywords: Guessing Game, Menulis, Teks Deskriptif

Writing is a process to produce language and required more time for us to think and choose words in order to express our ideas thoughts and feelings, then we make a revision if it is not clear to express what we intend to write. It also needs attention because it needs its own principles and method, it requires mastery not only of grammar but also of the concept and judgment. Because of that, it needs practice to improve that skill. The problem of writing was also experienced by an English teacher in MTS N 01 Pontianak.

From an interview with an English teacher of MTS N 01 Pontianak, it was found out that from the process of teachers' teaching, the teacher found that the

students have some problems in writing process. First, the students faced difficulties in starting and organizing the ideas (pre-writing stage). They did not know how to start, discover, and choose many ideas which come to their mind. Second, they got problem in producing unified paragraph. The problem made the paragraph difficult to be understood. The last problem was that the students were neither active nor motivated in writing activity.

Descriptive text is one of text included in genre. It is taught for students at junior high school. There are many students who get difficulties to understand descriptive text on how they describe person, place, or thing, its purpose, the generic structure, language features, and how to apply those descriptive features in the text. By using descriptive text the object is introduced by topic sentence and explained by supporting sentence. There are many alternative ways to teach genre, one of the ways is game.

Games help and encourage many learners to sustain their interest and work. As Wright (1993:1) state that games also help the teacher create contexts in which the language is useful and meaningful. Almost all people like game, because game is able to break their boredom. It is possible to learn a language as well as enjoy oneself at the same time.

Realizing the case, the writer conducted the research by using Guessing Game towards students' writing skill on descriptive text, in order to create enjoyable teaching atmosphere that makes students comfortable and express their ideas in learning process. Guessing Game would help students learn by playing, the game will help students to brainstorm and discover the ideas from their mind before making descriptive text and this game is easy to understand and flexible for the students.

Brown (2001:6) states "Teaching is the activity of giving instruction and guiding to study something and understanding something as the cause of it". Teaching is defined as an activity of transferring knowledge and skill from the teacher to the students. It means that teaching is a process that is done by the teacher to make the students understand the lesson. According to Brown, (2000: 7) teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.". Meanwhile, learning is a changing process that happens to learners in receiving knowledge or skill. Brown (2001:7) states teaching means guiding and facilitating learners, enabling them to learn, and then setting the condition for learners to learn. It means that the teaching has a purpose to provide the facility and to give the opportunity for students to learn and to achieve knowledge or practicing their ability.

According to Hogue (1996: 6) good writing is more than just using correct grammar; it is also thinking, planning, checking, and revising. So, the writing process needs thinking, planning, good idea and good grammar to make a good writing. Writing is an important part in language. Learners must realize that writing a language is much more difficult than speaking it. Lyons and Heasley in Nunan (2000: 91) said that writing is clearly a complex process and competent. Writing

is frequently accepted as being the last skill acquired. Based on this statement, it can be concluded that writing is a complex process. Writing is a continuous activity that has more than one step, but it needs steps. The most important in writing is process not a product.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In other words, descriptive text is a text that describes the features of someone, something or place based on the real condition of them. Descriptive text is one of text-types which is taught in English teaching. Martin, et al (1985:143) state “descriptive writing is writing that describes a person, a place, an idea, an organization, or an activity”.

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Oshima and Hogue (2007:61) state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds. It is in line with Meyers (2005:60) says that “a description of a scene allows your readers to see, hear, or even feel the subject matter clearly”. Kreeft J et al, (1984:27) said that a descriptive text has sentences that work together to present a single, clear picture (description) of a person, a place, a thing, an event, or an idea. The conclusion are after the students writing the descriptive text the readers get information about the description and also the features of descriptive text.

Wright., Betteridge., and Buckby (2005:2) state that games can provide intense and meaningful practice of language. So a game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.

Allen (1983:75) said that Guessing game can be applied in the class in intermediate school. Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. Wright (2005:169) states in guessing game someone knows something and the others must find out what it is. According to Klippel (1984:31) “The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out.”

“Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their most important function is to give practice in communication.” Dwi (2009:16) said that guessing games give students do not feel bored during learning process. It creates a relaxed atmosphere in the classroom. One basic reason for using Guessing game as a technique to improve students’ ability in writing descriptive text is beside interesting and motivating, Guessing game also builds students’ skill to use descriptive questions, to apply transformation skill, to add their own details and to have writing process guidance in such fun way so they will more absorbed in the writing process so that their writing ability improved.

METHOD

The form of this research is quantitative research which is in form a pre-experimental study. This research used measure technique that is pretest and posttest by using written test to measure students' mastery in writing skill on descriptive text. In this research, the treatment was given three times in order to minimize the bias occurred by chance. The population of this research is the seventh grade students of MTS N 01 Pontianak in academic year 2014/2015. There are 6 classes of seventh grade and the total of the students is 236.

This research use purposive sampling because the teacher establish the sample of the research add VII C was selected as a sample. VII C consists of 40 students who were planned as sample, but only 32 students are present to take the test (pre test and post test), because 8 students have to prepared themselves represent their school for competition.

In this research used measurement technique to find out the effectiveness of Guessing Game towards students' writing skill on descriptive text. The first step is pretest which was conducted to find out the basic knowledge of writing descriptive text from the students. The second step is treatment which was given by playing Guessing game. In the game, the writer gave the example and the rules to play the game so the students get the clear understanding before they play the game, after playing the game, the students trying to organize the ideas from their result playing Guessing game, then the students writes a simple descriptive text based on the ideas from the game. The last step is posttest which was conducted after treatments which aimed to know whether there is effective or not Guessing Game towards students' writing skill on descriptive text. The tool of collecting data in this research is written test. The tests were divided into pre-test and post-test. The post-test uses the same material with pre-test. In the test, students had to write simple paragraph about descriptive. To analyze the students' test in writing descriptive text, the writer focusing on the items in the elements of writing. The elements of writing are content, organization, vocabulary, grammar and mechanic. First step of the data analyzing, the researcher computes the diffence of each pair of students' scores by substracting the students' score in pre-test (X_1) with the students' score in post-test (X_2) as shown in the following formula:

$$D = X_1 - X_2$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.336)

Second, after the diffence of each pair of students' scores have been computed, the researcher measured the mean difference difference score (\bar{D}) by dividing the the sum of the difference score ($\sum D$) with the number of the students (N) as shown in the following formula:

$$\bar{D} = \frac{\sum D}{N}$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.336)

In order to compute the value of the estimated standard error which is needed to compute the t-value, the researcher computes the standard deviation of the difference scores by applying the following formula:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.336)

Then, the researcher measured the estimated standard error by dividing the standard deviation (S_D) with the squared of the total number of students (\sqrt{n}) as shown in the following formula:

$$S_{\bar{D}} = \frac{S_D}{\sqrt{n}}$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.335)

After the mean of the difference score and the estimated standard error have been computed, the researcher then to find out the effectiveness and the effect size of the treatment, the researcher uses the *t*-test and effect size formulas.

$$t_{obtained} = \frac{\bar{D}}{S_{\bar{D}}}$$

(Furlong, N.E., Lovelace, E.A., and Lovelace, K.L., 2000, p.335)

$$ES = t \sqrt{\frac{1}{n}}$$

(Smith (1988) cited in Sari (2003, p.41)

In this research, the researcher following Cohen, Manion, & Morrison (2007:512) qualification of the effectiveness, in the range 0-0.20 classified as weak effect, 0.21-0.50 classified as modest effect, 0.51-1.00 classified as moderate effect and >1.00 as strong effect.

FINDING AND DISCUSSION

Findings

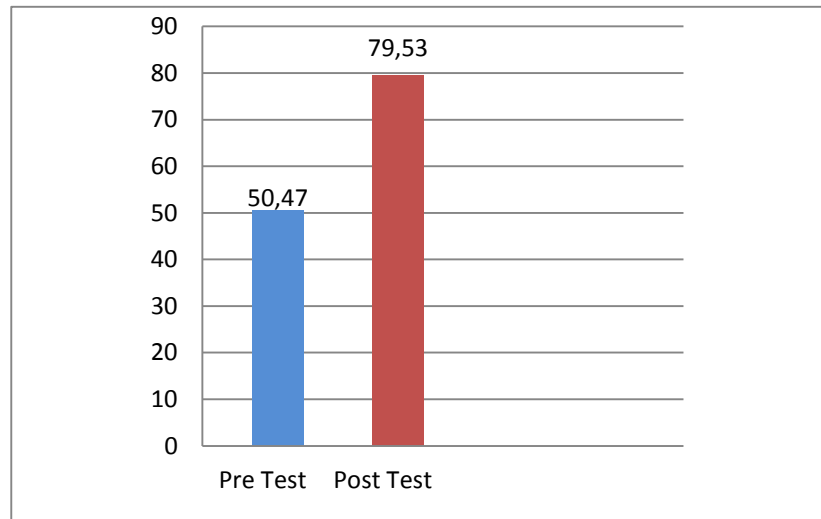
The writer analyzed the data by using t-test and effect size formula and the results of the computation are as follows:

First, the researcher computed difference for each pair of students' scores.

$$D_{student\ 1} = X_1 - X_2 = 85 - 55 = 30$$

After gaining the difference for each pair of students' scores, the researcher computes the mean of the difference score. The computation are as follows:

$$\bar{D} = \frac{\sum D}{N} = \frac{930}{32} = 29.06$$



Graphic : The mean of student's score in pre test and post test

Third, the computation of standard deviation of the difference scores is a follows

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}$$

$$S_D = \sqrt{\frac{39150 - \frac{(930)^2}{32}}{32-1}}$$

$$S_D = \sqrt{\frac{12121.87}{31}} = 19.77$$

After the standard deviation of the difference score has been computed, the researcher computes the estimated standard error. The computation is as follows:

$$S_{\bar{D}} = \frac{S_D}{\sqrt{n}} = \frac{19.77}{\sqrt{32}} = \frac{19.77}{5.656} = 3.495$$

Next, The reseacher computes the t-value by dividing the mean of the difference score (\bar{D}) with the estimated standard error ($S_{\bar{D}}$). The computation is as follows:

$$t_{obtained} = \frac{\bar{D}}{S_{\bar{D}}} = \frac{29.06}{3.495} = 8.31$$

The result of the *t*-test is 8.31. The degree of freedom in this research is 31. In the table of *t*-values, it is found that with 31 degree of freedom a *t*-value of 2.042 is needed for the *t*-value to be significant at the 0.05 level. The obtained value of 8.31 exceeds the given value for 0.05 level. So it can be concluded that the use of Guessing Game is effective in teaching writing on descriptive text.

Last, the researcher computes the effect size. The computation is as follows:

$$ES = t \sqrt{\frac{1}{n}}$$

$$ES = 8.31 \sqrt{\frac{1}{32}} = 1.47$$

Therefore, based on the computation, the effect size is 1.47 with the category “strong effect”.

Based on the computation, the alternative hypothesis which stated that the use of Guessing Game is effective in teaching writing on descriptive text to the seventh grade students of MTS N 01 Pontianak in academic year 2014/2015 is accepted..

Discussion

In this research, the writer used Guessing Game as an alternative solution to help students to overcome their difficulty in writing descriptive text. The use the of Guessing Game to improve the students’ ability in writing descriptive text because it helps the students to brainstorm their ideas by guessing the other students’ card . The examples about how to play and write the simple descriptive text were given by the researcher. The students had to form the short questions by using main criteria words provided in the worksheet to guess the other students’ card.

Guessing Game gave the new atmosphere of learning English to the students while brainstorming because the students had more chances to interact with their friends before write a paragraph. The new atmosphere of learning English increased the students’ enthusiasm and it can be found that most of the students were active during the learning process.

There were also some problems found in the implementation of Guessing Game in teaching writing on descriptive text. The first problem was that some of the students were still confused about how to play the Guessing Game. In the beginning, the writer explained the procedure of playing the game orally in front of the class, then demonstrate it with the students. In the conclusion, the problem

of students who were still confused about the procedure of the game can be solved by demonstrating the game with the students and explained personally to group who still confused about the procedures . The second problem was some of the students asked their friends more than 20 questions to get the clues,so the writer had an initiative to ask the other group to solve and guess the clues together. The third problem was the students still confuse to organize the ideas into paragraph, then the writer gives an example to make descriptive text by using the clues.

In this research, first, the writer administered the pre-test. The pre-test was given on Thursday, May 14th, 2015. The result showed that the mean score of the pre-test is 50.47 After analyzing the result of the pre-test, the writer gave treatments to the students. The treatments was teaching writing on descriptive text by using Guessing Game. The treatment was given three times (in three meetings) and the time allocation for each meeting is 2 x 40 minutes. The aim of the treatment is to helps students brainstorm the ideas by using guessing game with their friends.

The first meeting was on Wednesday, May 20th, 2015. The procedures of applying the Guessing Game were adapted from Klipple (1984:32) and onestopEnglish.com and are modified based on the need of teaching writing. Therefore, the procedures applied in the classroom were firstly, the writer explored what the students know about descriptive text. Secondly, the writer explained the material involving how to ask questions and what elements are needed in making descriptive text. Thirdly, the writer introduced Guessing game to the students and presenting the way, rules, and required skills to play the game. Fourthly , the writer distributed the worksheet to guide the students asking questions. Students were supposed to discuss the questions with the partner and answer the questions. Fifthly, After finishing the explanation, the writer giving an example of guessing game and then the writer and the students playing guessing game. After the students guessed the right answer, the writer explained and gave an example about how to organize the ideas from the result of game and how to make a simple paragraph of descriptive text by following generic structure of descriptive text. The last ,the students practiced to make a first draft of simple descriptive text based on the ideas that found from the result of the guessing game and the writer guided the students to make a simple descriptive text. After that, The writer took an example from students' writing randomly and analyzing the text together.

The second meeting was on Thursday, May 21st, 2015. In the second meeting, The writer taught with almost similar procedures as in the first meeting. The writer only explained the procedure of playing the game in brief. Reflecting to the result of the first meeting, and the students played guessing game with their friends, each group consist of 2 students. The writer distributed the secret card to each groups and the worksheet to the opponent group. During the game, the writer monitored the students while the students were playing the Guessing game. The writer also gave helps to the students who were still confused about how to play, the students very attractive to guess the other group's card and can guess their

opponent's card by using less than 20 questions, after getting the ideas from the game, the students were asked to express their ideas clearly and develop the ideas into descriptive text, the students can add their own description related with the topic in their writing. After write the simple paragraph, the students were asked to review the rough draft by focusing on word choice, content, mechanics, grammar, and organization. The student work in pairs while doing the proofread. After checking the draft, the students were asked to write the final draft in which more readable than previous drafts.

Then, the third meeting was on Wednesday, May 27th, 2015. The activities of the third meeting is the students played Guessing Game with their partner. In this meeting, the students had better understanding in writing descriptive text and the Guessing Game which helped them to be more active in brainstorm before writing a simple descriptive text and the guessing game also helps students to improving their vocabulary. In this meeting the students had to make descriptive text by using the ideas from the game individually. The writer guided the students who still confuse about generating the ideas.

The last, the writer gave the post-test to the students. The post-test was given on Thursday, May 28th, 2015. The result showed that the mean score of post-test is 79.53. Then, the writer computed the t -value and the effect size. The result of the t -value is 8.31 which is higher than t -table value with the 31 degree of freedom which is 2.042 at the 0.05 level. It is also strengthened by the result of the computation of the effect size of the treatment which is 1.47 (> 1.00) or categorized has the strong effect.

CONCLUSION

For the conclusion, the use of Guessing Game is effective towards students' writing skill on descriptive text to the seventh grade students of MTS N 01 Pontianak in academic year 2014/2015. Guessing Game significantly improves students' mastery on writing descriptive text. It can be seen from the difference of the mean score of pre-test and post-test. The mean score of post-test (79.53) is better than the mean score of pre-test (50.47). The effect of the use of Guessing Game is strong in teaching writing descriptive text since the effect size is 1.47 (> 1.00) or categorized as "strong effect."

SUGGESTIONS

For the suggestions, Guessing Game can be an alternative solution for teacher to teach the students since it can help them to brainstorm before write a paragraph. The other writer can study on the use of this game with different focus or area of research. The use of game in teaching and learning process is interesting media because it can attract students' interest and motivation in teaching and learning process. Guessing game is a simple game that can be used in learning language. This game is used by the researcher as a technique to teach writing descriptive

text. The researcher suggest for English teacher to use this game in language classroom to teach writing or other skills in other genres.

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