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**THE EFFECT OF USING GUESSING GAME IN TEACHING WRITING  
DESCRIPTIVE TEXT OF SEVENTH-GRADE JUNIOR HIGH SCHOOL**

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**Abstract**

The purpose of this study is to see how the Guessing Game affects the writing of descriptive texts in seventh grade students at SMPN 1 Beji. This study employs a quantitative method with a quasi-experimental design and employs pre-test and post-test. The experimental and control classes were used in this study. The sample for this study, as the experimental class was 7H, and as the control class was 7i. There are 34 students in each class. Using a pre-test and post-test as an instrument to collect data. The study's findings indicate that the guessing game is effective in helping grade 7 students write descriptive texts. This is demonstrated by the t-test calculation of 0.003, which is less than the significant level of 0.05 (0.003 < 0.05). Thus, it can be concluded that the guessing game method is effective in teaching descriptive text writing to 7th grade students at SMPN 1 Beji. There are several advantages to using guessing games, including the fact that the game is simple to play in class, students does not require many steps in writing. Furthermore, guessing games allow students to more easily write from what they have previously played.

**Keywords :** *Guessing Game, Descriptive Text, Quantitative Research.*

**Abstrak**

Tujuan dari penelitian ini adalah untuk melihat bagaimana pengaruh Game Menebak terhadap penulisan teks deskriptif pada siswa kelas VII SMPN 1 Beji. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen semu dan menggunakan pre-test dan post-test. Kelas eksperimen dan kelas kontrol digunakan dalam penelitian ini. Sampel penelitian ini sebagai kelas eksperimen adalah 7H, dan sebagai kelas kontrol adalah 7i. Setiap

kelas ada 34 siswa. Penelitian ini menggunakan pre-test dan post-test sebagai instrumen untuk mengumpulkan data. Temuan penelitian ini menunjukkan bahwa permainan menebak efektif dalam membantu siswa kelas 7 menulis teks deskriptif. Hal ini ditunjukkan dengan perhitungan uji-t sebesar 0,003 yang lebih kecil dari taraf signifikansi 0,05 ( $0.003 < 0.05$ ). Dengan demikian, dapat disimpulkan bahwa metode permainan tebak-tebakan efektif dalam pembelajaran menulis teks deskriptif pada siswa kelas 7 SMPN 1 Beji. Ada beberapa keuntungan menggunakan permainan tebak-tebakan, antara lain karena permainannya mudah dimainkan di kelas, siswa tidak memerlukan banyak langkah dalam menulis. Selanjutnya, permainan menebak memungkinkan siswa untuk lebih mudah menulis dari apa yang telah mereka mainkan sebelumnya.

**Keywords :** *Guessing Game, Teks Deskripsi, Penelitian Kuantitatif.*

## INTRODUCTION

When we write something, we need more time to think and choose words to express our thoughts and ideas. After writing we corrected and revised things that were less clear from our ideas. In writing there are separate principles and methods that need to be considered. Mastery of grammar, concepts, and judgment is also required when writing. So to fixing it takes a lot of practice. According to Harmer in Gurbangeldiyew & Hermayawati (2017) speaking and writing are productive activities that require students to produce their own language. It means that students must be able to convey their ideas or thoughts in words and sentences with proper grammatical arrangements and in good writing when participating in writing activities. For that, it needs practice to be able to write well and effectively.

Students' writing difficulties, particularly when writing descriptive texts for several reasons, first is choosing a topic. Students are often confused about what topic they will choose. Second, they lack of vocabulary, so that in writing they have no idea what they are going to convey or write. The third is that they also lack of adjective vocabulary where adjectives are an important part in descriptive texts. And fourth is students have difficulty in grammatical arrangement. This writing problem was also experienced by 7th grade students of SMPN 1 Beji, it was found that students had problems in writing. They have no idea what they are going to write because of the limited vocabulary they know. In addition they have difficulty in arranging words into good sentences. Also they do not pay attention to the grammatical order.

For that reason, students in writing activities need something to make it easier for them to choose vocabulary and arrange it into sentences to paragraphs. In this case the researcher recommended to use the game in writing activities, particularly when writing descriptive text. The name of the game is guessing game. Guessing is a game where someone has to guess something given some clues related to the word, title, or object that must be guessed. According to Klippel (1984) "The basic rules of the guessing game are very simple: one person knows something that the other person wants to know."

The purpose of this study is to determine the effect of using guessing games in teaching descriptive text and whether there is a significant effect of using guessing games in teaching descriptive text.

## METHODOLOGY

This research uses quantitative methods. The research design used is Quasi-Experimental Design. Where the researcher used two groups, One class is designated as the experimental class, while the other is designated as the control class. This study was carried out in February 2022. The researcher conducting this study at SMPN 1 Beji, with the address Beji, East Java.

Independent variable and dependent variable on this research includes: a guessing game (X) and the student's ability to write descriptive text (Y). In this study data collection using tests, namely pre-test and post-test. The population in this study was class 7 which amounted to 10 classes. Meanwhile, the sample used was only 2 classes, each class consisting of 34 students.

The data analysis techniques used include: Description of the data includes the mean, minimum, and maximum, the analysis prerequisite test includes the test normality and homogeneity test, and hypothesis testing. hypothesis testing using independent sample t-test to see if there is a significant effect on the use of guessing games.

## FINDINGS AND DISCUSSION

### 1. Findings

The data is analyzed by the author using the independent sample t-test.

and before using the test the data must be declared normal and homogeneous.

Following are the results of the analysis:

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**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	34	20	80	53.24	13.389
Post-Test Experiment	34	56	89	73.97	9.571
Pre-Test Control	34	40	68	53.06	6.963
Post-Test Control	34	52	80	67.85	6.111
Valid N (listwise)	34				

According to the descriptive statistics table above, the result of the pretest in the experimental class before using the Guessing Game was a minimum score of 20, a maximum score of 80, and a mean score of 53.24. The post-test scores of writing descriptive text in experimental class after guessing game treatment obtained a minimum of 56, a maximum of 89, and a mean of 73.97.

While pretest scores for writing descriptive text in the control class were as follows: minimum score 40, maximum score 68, mean score 53.06 The posttest scores of writing descriptive text in the control class after treatment obtained a minimum of 52, a maximum of 80, and a mean of 67.75.

### Normality Test

#### 3 Pre-test and Post-test Score of Experimental and Control Class

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Experiment	.128	34	.176	.968	34	.414
Posttest Experiment	.165	34	.019	.926	34	.024
Pretest Control	.121	34	.200	.974	34	.591



			Sig.			taile	ence	Differ	Difference	
						d)		ences	Lower	Upper
P O S T _T E S T	Equal varia nces assu med	6.511	.013	3.141	66	.003	6.118	1.947	2.229	10.00 6
	Equal varia nces not assu mes			3.141	56.07 0	.003	6.118	1.947	2.217	10.01 9

The table above shows the results of the t-test (t-test) analysis on students' descriptive text writing scores. According to the table the value of is 3,141 with a significance of 0,003. Mark significance which shows  $0.003 < 0.05$  so  $H_0$  is rejected. Thing it is also supported by the mean value of the experimental class which is 73.97 which is greater than the control class which is 67.85. Based on Table 4.7 it is possible to conclude that the use of a guessing game in teaching descriptive text in 7th grade at SMPN 1 Beji had a significant effect.

## 2. Discussion

The results of this study indicate that the use of guessing games as a media for learning to write descriptive texts is effective for students. Using this media makes the learning atmosphere in the classroom more fun. Students become more active and more enthusiastic in learning English. As stated by Safitri, Wijaya, and Husin (2015) in their research "Guessing game helps English teacher to create an enjoyable atmosphere in the classroom, and the process of teaching and learning can be more attractive for students". Researchers believe the use of this media is appropriate for increasing student enthusiasm in English class, and the teacher will have a successful learning process. "The new atmosphere of learning English increased the students' enthusiasm and most of the students were active during the learning process". (Safitri, Wijaya, and Husin 2015).

In addition to making the learning atmosphere more enjoyable, the results of this study found that guessing games can help students increase their vocabulary so that when writing descriptive texts it is easier for them to get ideas about something to be described. This is in accordance with Daulay's previous research in 2021. He discovered that the guessing game assisted students in developing their ideas and expanding their vocabulary. During the guessing game, one student guesses a picture and the other students give some clues in the form of characteristics, characters, or physical form of something in the picture that must be guessed. In this way, students can acquire new vocabulary.

The data has a significant effectiveness using the guessing game method, according to the results of the t-test of the experimental class and the control class. The independent sample t-test result was sig (2 tailed) 0.003, which is less than the significant level (0.003 0.05). Then, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted.

## CONCLUSION

Based on the preceding explanations, it is possible to conclude that the guessing game learning method can be used in the descriptive text writing class. And based on the theories in chapter 2, it shows that the guessing game method has several advantages in its application.

Meanwhile, the data calculation results show that the experimental class using the guessing game treatment received a higher standard score than the control class using the



traditional method. This means that guessing games have a significant and effective influence in writing descriptive texts for students.

Several statistical tables show that the calculation data is normal data with significant results in the pre-test experimental class and control class 0.200 and 0.176 which means the calculation result is higher than 0.05. and the homogeneity table shows a significance of 0.013 which means it is higher than 0.05. Then for the independent sample shows sig.(2 tailed) is 0.003 and the level of significance is 0.05. So it can be said that the results of the calculation of normal data ( $0.200 > 0.05$ ), homogeneous data ( $0.013 > 0.05$ ), and independent tests showed  $0.003 < 0.05$ , this means that  $H_0$  was rejected and  $H_1$  was accepted.

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