

THE POWERING OF GUESSING GAME IN STUDENTS' WRITING DESCRIPTIVE TEXT: EFL CLASSROOM ACTIVITIE

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Abstract

Enhancing writing skills in descriptive text learning by using the guessing method in class VII SMPN 1 Sugio. The benefit of this research is the guessing game method can improve the writing ability of class VII students of SMPN 1 Sugio, this type of research is Class Action Research which is carried out in cycle stages including action planning, implementation of action, observation and evaluation, and reflection. The subject of this class action research is the seventh grade students of SMPN 1 Sugio. The object of this research is the ability to write with the guessing game method. The instruments used in this study were observation sheets and learning outcomes tests. The data from this study were analyzed descriptive qualitative. The results show that the learning activities of grade VII D SMPN 1 Sugio students who used the guessing method are more active and enthusiastic in learning. In the preliminary results, the average student score is 67.1, only one student managed to reach the KKM. In the first cycle of student learning activities with the criteria of failure, with the results achieved 68.1 of 26 students, students who reached the KKM, 6 students while the second cycle of student learning activities with very good criteria, with the results achieved 76.3 of 26 students. Students who managed to reach the KKM 23 students. Based on the results of the study, it can be concluded that the learning outcomes of seventh grade students of SMPN 1 Sugio using the guessing method have increased.

Keywords : *Writing, Descriptive text, Guessing game*

1. Introduction

Writing is a valuable activity to prepare for listening, speaking, and reading skills, writing makes words that have been used receptively to be efficient (P. Nation and Jonathan Newton, 2009). Writing is also considered an indicator of students' success in learning English. Writing is central to our personal experience and social identities, (Taylor, Group, & Harmer, 2009). The skill that students must have is writing. Students are being able to express feelings, ideas, and announcements to others through writing. It hoped that students can express something about themselves and convey the ideas in their minds by organizing them into good texts so that others know about them and think critically (Panjaitan & Elga, 2020).

English curriculum (2004) stated that the standard of English competency for junior high schools is to communicate orally or in writing using the right language style fluently and accurately in interactional discourse or in monologues involving discourse, in the form of descriptive, narrative, spoof/recount, procedures, report, anecdote, with variations of interpersonal, ideational, and simple textual understanding. One of the texts that students have to learn and understand is descriptive text. Descriptive text is also one of the available texts that are difficult for students to learn. This text explicitly describes people, animals, or other things by clarifying physical character (Panjaitan & Elga, 2020). The descriptive text aims to provide information a description of a thing, animal, person, or another person, for example, our pets or people we know well (Wella Hardilia et al., 2023).

According to Linda Gerot (1994) descriptive text has a description telling about what or who the author wants to describe. Identification is always in the first paragraph. Identification works as a general introduction to a subject. It can also be background knowledge about the subject identification of a descriptive text should tell in clear language, so the readers can understand what the writers describe (Zahara & Fatimah, 2018). J Kreeft, (1984) says that descriptive text has sentences that present a picture of a person, place, thing, event, or idea.

In learning to write descriptive text, the teacher must improve students' descriptive writing with the right strategy to motivate students' learning based on the situation in the classroom efficiently because it relates to student learning time in class (Aydoğan and Akbarov, 2014). Based on observations, students are less interested in learning English, and students are generally more passive or afraid to express their opinions. Students experience several difficulties in writing descriptive texts: making sentences or paragraphs less creative. Most of the students cannot deal with topics and organize ideas, they do not know how to start, find, and select the ideas that come to their mind. Third, students still lack words, words. Students need to compose sentences to produce integrated paragraphs. This problem makes it difficult to achieve. The student's problem is also in their grammar skills. Students forget about the generic structure of the descriptive text; they should not write the correct spelling words.

The writer finds alternative ways to create suitable and interesting techniques related to students' conditions. Through guessing games in learning English, it is hoped that it can be a positive way to increase students to write descriptive texts. Using guessing games can be an effective medium for any proficiency or language skill. There are many games in teaching techniques to improve writing descriptive text. The guessing game is one of the games in teaching techniques. A guessing game is where one person knows something while someone else identifies or guesses the answer. According to Andrew Wright, David Betteridge (2005) Games help and encourage many learners to maintain their interests and work.

The game can trigger students' interest in various languages. Guessing games can clarify a problem. This is evidenced by several researchers (Zahara & Fatimah, 2018). The results of Zahara and Fatimah's research on Teaching Using Guessing Games in Teaching Descriptive Writing show that the surface strategy guessing game shows that guessing games are one type of technique in learning to write descriptive texts in secondary schools. Who helps teachers teach students English to create a pleasant atmosphere in the classroom makes the teaching and learning process more enjoyable.

Considering the previous study and the problem of the study, the writer implemented guessing game to teach the writing descriptive text. And the enhance of students' writing descriptive text focuses on the process in students' writing descriptive text using a guessing game and how the guessing game enhances the students' writing descriptive text. the writer focused on enhancing writing in descriptive text, in 5 aspects, content, organization, grammar, vocabulary, and mechanics of descriptive text.

2. Method

This study used classroom action research (CAR). Classroom action research is an activity carried out to observe events in the classroom to improve practice in learning to be more qualified in the process so that learning outcomes become better (Asrori, 2020). This study procedure was in accordance with the classroom action research procedure which carried out in a cycle process. Each cycle consists of planning, action, observation, and reflection. The subjects of the study were Class VII D students of SMPN 1 Sugio for the academic year 2021/2022 as research subjects who received action. Consist of 26 students, with the number of male students as many as 14 people and the number of female students as many as 12 people. The subjects who carried out the action in this study were students of the Islamic University of Lamongan who collaborated with teachers and school principals. This study was conducted in the academic year 2021/2022 as research subjects.

This classroom action research design carried out of preliminary and two cycles with four stages of implementation. In detail, the implementation of the s for these two cycles of action was as follows:

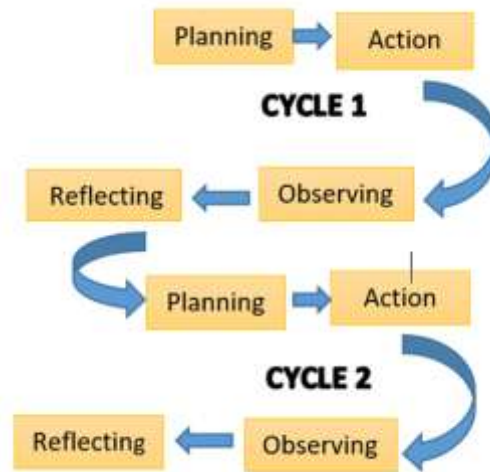


Figure 1 Classroom Action Research Chart

The research instrument of this study were observation and test. Observation means a process of observing and recording systematically, logically, objectively, and rationally about various phenomena to achieve certain goals. In the evaluation of learning, observation can be used to assess the process and learning outcomes of students, such as: the behavior of students when studying, discussing, doing assignments, and others. The instrument used to make observations is called an observation guide. In this study, the writer observed the behavior of teacher and student activities during the Indonesian language learning process. The test that used in this study is a writing test which was conducted at the end of each cycle. The test method was carried out when learning to speak takes place with an observation sheet. The tools used in writing through the guessing game method can be in the form of content, organization, vocabulary, grammar, mechanics. In writing evaluation, there are several factors that are assessed (Jacobs, 1981).

Table 1. Scoring Aspect

Scoring Aspect	Score	Scoring Descriptor
Content	30-27	Excellent to very good
	26-22	Good to average
	21-17	Fair to poor.
	16-13	Very poor
Organization	20-18	Excellent to very good
	17-14	Good to average
	13-10	Fair to poor
	9-7	Very poor
Vocabulary	20-18	Excellent to very good
	17-14	Good to average
	13-10	Fair to poor
	9-7	Very poor
Grammar	25-22	Excellent to very good
	21-18	Good to average
	17-11	Fair to poor
	10-5	Very poor
Mechanics	5	Excellent to very good
	4	Good to average
	3	Fair to poor
	2	Very poor

Source: Data Processing

Adopted from Jacobs et al's (1981) analytic scoring profile Classroom action research data analysis in the form of descriptive qualitative. In this study was describe the facts according to the data obtained to determine students' writing skills during the learning process. In addition to knowing the process and activities of students to learning activities. The results of the reflection from the first cycle became the basis for carrying out the second cycle. analysis was carried out by averaging the student's test results when the action was taken. If the writing ability in descriptive text learning is 75% and it increases every cycle, it is assumed that the guessing game method can improve students' writing ability. data obtained from the assessment of exercises and tests (pre-test and post-test).

3. Results and Discussion

Results of Preliminary, the writer conducted preliminary study, it was observation and test. Before beginning to write descriptive texts using guessing game, a preliminary test was undertaken to determine the students' actual writing comprehension, the teacher explain the descriptive text structure. The teacher asked students to made a descriptive text. The preliminary test was conducted by the students for 20 minutes. Based on the students' score, it can be inferred that students' VII D have a lack in writing comprehension. Only 1 out of the students achieved the minimal mastery level criterion (KKM). The writer then calculated the percentage of students who met the minimal mastery level criterion (KKM) using the following formula. Based on the percentage (refer to appendix), of 26 students, 96,2 % scored not achieved the KKM, and only 3,8 % were achieved the KKM the average student score is 67,1. The result of preliminary test also shown that the students of VII D grade at SMPN 1 Sugio had problem in writing comprehension.

Results of Cycle 1

The implementation of learning in cycle 1 consists of 4 main stages. The first stage is planning, planning is designed based on initial observations. The second stage of implementation, is action which was held for 1 first meeting with an allocation of 3x40 minutes. The third stage of observation, is the stage of collecting data that shows the effectiveness of this stage, the observations are carried out together with the action stage at the first meeting. The fourth stage was reflection, the evaluation of learning and at this stage it is only done once.

a. Planning

Action planning is carried out so that the implementation of the study runs smoothly. In cycle 1 the researcher has prepared this action plan according to the needs of the research to be carried out, while the things that will be done are compiling lesson plans based on basic competencies, then the researcher compiles student observation sheets during the learning process.

b. Action

The implementation of the action is carried out with a lesson plan that has been designed in the action plan. Learning activities begin with the initial activities carried out by the teacher, namely greeting, inviting students to pray and tadarusan, asking students how they are. Furthermore, the teacher explains the learning objectives or competencies to be achieved, motivates students to learn, conveys learning materials in accordance with everyday life, in order to attract students' attention to the material to be studied so that students are enthusiastic about learning.

Learning Activity Steps

1. Prepare the material to be taught. After the planning stage is considered mature, then the action stage was carried out. At this stage, teaching and learning activities were carried out and using the guessing game method.
2. Provoking students with several questions, in order to provoke students to speak and find out the level of students' abilities.

3. At the previous meeting, students were given descriptive text.
4. The teacher explains again about the description text material
5. Before starting the guessing game, the teacher divides them into 4 groups. one representative of each group to stand reading the instructions for the picture, then each student tries to guess the answer
6. Students are asked to write a descriptive text based on the picture that has been guessed, then students make a descriptive text based on the guessed clue answer

c. Observation and Evaluation

Observation activities are used to observe the implementation of actions that can produce changes as expected. In this study, the researcher acts as an observer who observes the learning process carried out using the observation sheet guidelines. The things that were observed were the activities carried out by students in the learning process and the results of the assessment of students' writing abilities. The observations in cycle 1.

Based on the results of observations made on student learning activities during the learning process that took place, it turned out that in the first cycle there were assessment criteria that were not implemented, there were. Students' attention to teacher's explanation was not implemented, students were active in the descriptive text learning process using the method guessing game, not implemented. Students' ability to guess the picture, did not work. The activities carried out by students are only 2 assessment criteria out of 5 aspects of activity indicators observed by students in teaching.

Based on the results of observations on the implementation of the actions in cycle 1. It was known that the writing ability of class VII D SMPN 1 Sugio students by applying the guessing game method. Student acquisition scores in cycle one are presented. The students get scores low that is 77% and there was still many students who get a score of 72 and below that is 23% so it can be seen that the first cycle of this research has not been successful.

At the reflection stage of the first cycle, the results achieved were not very satisfactory. As for the things that cause failure in this learning, namely, students pay less attention to the teacher when explaining learning with using the guessing game method takes place so that student learning outcomes have not reached what was expected. Learning in cycle 1 is focused so that students have the ability and are active in speaking using the guessing game method. When viewed from the results, it can be said that the learning in the first cycle has not been successful, so the researcher needs to do the second cycle.

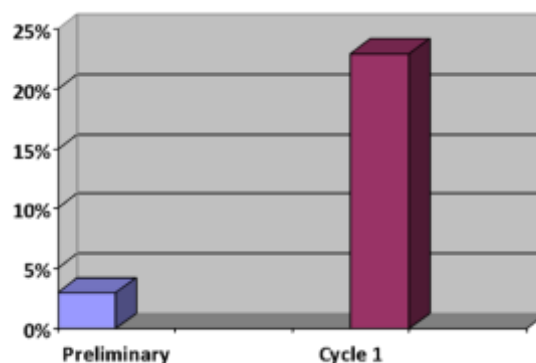


Figure 2 Cycle 1 Test Results
Source: Data Processing

Results of Cycle 2

This stage was carried out in accordance with the first cycle, but in the second cycle it was carried out only with 2 meetings which were more focused on correcting any deficiencies that existed in the first cycle. This second is the lack of student activity in participating in guessing game learning, so that some students have not achieved the expected results, due to shy and afraid students and lack of focus during learning. At this stage, of course, the researcher makes a lesson plan whose material is still the same as the first cycle but the evaluation is different.

a. Action

The first meeting in cycle II was carried out based on learning activities that began with initial activities carried out by the teacher giving greetings, attendance, managing class groups, both managing students' readiness in participating in the process of teaching and learning activities. Furthermore, the teacher gives appreciation, in the form of questions to recall the memories of students in the previous lesson.

Learning Activity Steps

1. Prepare the material to be taught.
2. Provoking students with several questions, in order to provoke students to speak and find out the level of students' abilities.
3. At the previous meeting, students were provided with descriptive text.
4. The teacher explains again about the description text material
5. Before starting the guessing game, the teacher divides them into 4 groups. one representative of each group to stand reading the instructions for the picture, then each student tries to guess the answer
6. Students are asked to write a descriptive text based on the picture that has been guessed.

The core activity is the teacher begins to explain the learning objectives and explains the material about the descriptive text, invites students to ask questions about the descriptive text material, then asks the student representatives to read out clues, and other students are asked to guess the picture, then make a descriptive text according to the picture. The final activity of the teacher concludes the learning material and closes the lesson.

The results of the writing assessment in the guessing game method were announced at the first meeting, so students who had not finished studying students who do not meet the complete category. From the calculation results, it was found that the average value of the students' writing test results using the guessing game method was 80% with 26 students at the first meeting and at the second meeting the students' writing skills increased.

b. Observation and Evaluation Stage

During the process of implementing learning using the guessing game method which was carried out on descriptive text subjects, the researchers observed and recorded learning activities using the format prepared, namely the observation sheet. Based on observations made on student activities at the first and second meetings of cycle II.

Based on the results of observations made on student learning activities in cycle II during the learning process that took place at the first meeting the aspects observed in student activities have been implemented and have increased. of the 5 criteria at the first meeting 4 criteria have been achieved, at the second meeting the 5 criteria for the assessment of the five criteria have been achieved.

c. Test Result Data

Based on the results of observations on the implementation of the action in cycle II. It is based on that the students' writing ability of class VII D SMPN 1 Sugio using the guessing game method is as expected. Data obtained from the description of learning completeness for grade VII students of SMPN 1 Sugio. Students who scored 72 and above were more than in the first cycle, 88,4% students reach the KKM, and students who scored under the KKM

72 were 12%, so that in the second cycle it can be said that this research was successful because there were still many students who were able to write by using the guessing method for class VII D SMPN 1 Sugio.

c. Reflection

Based on the data presented above, the learning activities ranging from planning to evaluation of the learning activities carried out have shown an increase in learning description texts. This can be seen in the high activity of students in participating in ongoing learning activities, Students are active in the descriptive text learning process using the guessing game method. in cycle II the results have increased. So, this research was not continued anymore.

The research findings based on the results of the action in the preliminary. Based on the students' score, it can be inferred that students' VII D have a lack in writing comprehension. Only 1 out of the students achieved the minimal mastery level criterion (KKM). The result of preliminary test also shown that the students' of VII D at SMPN 1 Sugio had problem in writing comprehension. The research findings based on the results of the action in the first cycle are described as follows: in the first cycle the writer made plans by preparing this action plan according to the needs of the research, while the things that are done are compiling lesson plans based on basic competency standards using the guessing game method, the writer are compiling observation format, namely student observation sheets during the learning process.

At the implementation stage, learning was carried out according to the lesson plan that had been prepared using the guessing game method and the first cycle of learning was going well, but students' attention to teacher's explanation was still lacking. This can be seen in the lack of students asking questions when the teacher explains the material being taught, so the writerr tries to convince students not to be afraid and embarrassed during the teaching and learning process by using guessing games, answering picture clues if they know the answers from these clues. This study was conducted in two cycles, the implementation of which consisted of four plots, there were planning, implementation, observation, and reflection. The results of the study on improving writing skills using research findings based on the results of the actions in cycle II are described as follows: in cycle II, it was carried out in 2 meetings and the writer focused more on correcting the deficiencies that exist in cycle I.

In the implementation of learning in cycle II, it was carried out according to the lesson plan prepared using the guessing game method which was no different from cycle I. seen from the comparison of cycle I and cycle II. So the observers were more inclined to cycle II because in cycle II students are more active and focused when learning takes place. Learning has increased and it can be seen that students are more enthusiastic in participating in the online learning process using this guessing game method. The percentage of successful student learning outcomes in cycle II reached 88%, the success of students' writing skills with an average value of 76.3 of overall students at the first meeting and at the second meeting the students' writing ability increased. The students' participation and the students' score could improve than the first cycle and the result had reached the criteria of success in this research. So, the writer did not need next cycle to improve students' writing (Faridah & Nawafilah, 2019). The application of the guessing game method. In learning description texts for class VII D SMPN 1 Sugio, this research was carried out as the expectation.

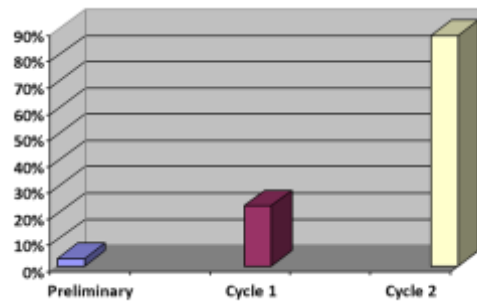


Figure 3 Results of Cycle 2 Test Result
Source: Data Processing

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4. Conclusion

This study was conducted on students of class VII D SMPN 1 Sugio. After Cycle 2 was conducted, this classroom action research was considered successful in enhancing students' writing comprehension in grade VII D SMPN 1 Sugio through a guessing game. After analyzing the data, it can be concluded that the process of writing students' descriptive texts through guessing games, students are asked to write descriptive texts based on the pictures that have been guessed. Based on the results of the research analysis, it is known that the increase in students' reading comprehension increases. In cycle one (I) it is better than the introduction and in cycle two (II) it is better than cycle one (I). the percentage of students' awakens increases in each cycle. Based on the results of research and discussion that students' writing skills in descriptive text subjects use the guessing method. In the allowance for students who achieved the KKM only 1 student. In cycle 1 there were 6 students who achieved the KKM, in the second cycle there were 23 students who achieved the KKM. And also based on findings which state that guessing games can enhance the understanding of writing skills in categories, content, vocabulary, grammar, mechanics, organization increases. Based on the results of qualitative data shows, it can be concluded that the increased use of students' guessing games in the teaching and learning process makes students more enthusiastic, enthusiastic, fun and more active in class. through guessing

games can improve students' writing comprehension in descriptive texts. is research was carried out as the expectation.

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