The Effect of Using the Guessing Game Method on Decriptive Text on the Second Grade Students of SMP Swasta Satria Dharma Perbaungan in Academic Year 2021/2022

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ABSTRACT
This study aims to determine the effect of the use of the Guessing Game method in learning Descriptive Text. This research was conducted by seventh grade students of Satria Dharma Perbaungan Private Junior High School. This research method used quantitative methods with a pre-test-post test research design. Sampling was carried out by dividing the group into 2 classes, namely the experimental class and the control class. measurement to collect data and written test tools t. The results of the data found the effect of handling is 1.67 The conclusion is that there is a good influence from the use of the guessing game method in learning descriptive text.

Keywords	*Guessing Game, Descriptive Text, Quantitative Research*

INTRODUCTION

Descriptive text learning material in class contains basic competencies in the real of knowledge comparing social functions, text structures, and linguistic elements of several oral and written descriptive texts. By giving and asking for information related to descriptions of people, animals, and things, very short and simple. According to the context of use. In the realm of skills in compiling oral and written descriptive texts, very short and simple, related to people, animals, and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context.

In descriptive text, students will learn social functions, text structure and linguistic elements. This is not easy, because their Descriptive text is still lacking and they rarely use English to communicate.

The steps of the Guessing Game learning model on descriptive text material are as follows, first, the teacher does apperception and motivates students so that students are excited and feel happy. Second, before entering the material, the teacher divides the class into small groups, for example, 32 students are divided

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into 8 groups. Each group consists of 4 people with different levels of intelligence. Third, each group is given a picture of a different pet or pet. Fourth, then they discuss in groups to make several sentences based on the pictures. Fifth, one representative from the group, comes in front of the class to answer the other group's questions by saying Yes or No.

In the Guessing Game, students who answer are called knowers (people who know) and students who ask questions and guess words are called guessers. Guessers are given a one minute time limit or as per their agreement. Groups or individuals who can guess, take the appropriate picture and post it on the board. For groups or individuals who make questions and guess the most words will get points.

Therefore, the writer in learning descriptive text material in class applies the Guessing Game method. This method is believed to make students happy in learning.

RESEARCH METHOD

In this research, researcher used quantitative through experimental design. According to Sugiyono (2013 :14) quantitative research method is a method to test certain theories by testing the relationship between variables. This research used an experimental research, because the researcher find out the effect of using video animation media on students' Descriptive text mastery.

The researcher take two groups as samples of this study, were experimental class using Guessing Game Method and the control class without using Guessing Game method.

Table 1.
Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Guessing Game	√
Control	√	Without Using Guessing Game	√

The population in this research were all the second grade students of SMP Swasta Satria Dharma Perbaungan. Those are VIII-1 and VIII-2. Each class consists of 21 students, so the total population is 42 students. The research used a total sampling technique which took all class as samples which were divided into experimental class and control class.

The instrument in this research used a Descriptive Text test. This test was used to obtain data about students' Descriptive text in English Descriptive text before and after treatment. This test will be applied in the pre-test and post-test.

Pre-test will be given before treatment to determine students' initial knowledge about Descriptive Text mastery and post-test will be given after treatment to determine students' Descriptive text in English Descriptive text based on 10 questions that will be given.

Then to determine student achievement in mastering Descriptive text, the researchers interpreted the score as:

Table 2.
The Scoring

No.	Score	Classification
1.	81 -100	Very Good
2.	61 -80	Good
3.	41 – 60	Fair
4.	21 – 40	Poor
5.	1 -20	Very poor

In experimental design, the technique in analyzing the data used by t-test is aimed to examine the difference between the experimental class and control class. The formula of the t-test that is stated by Arikunto (2010: 354) is following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{nx + ny - 2}\right)\left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

Where :

Mx : The mean of experimental group

My : The mean of control group

x^2 : The deviation of experimental

y^2 : The deviation of control group

Nx : The total sample of experiment group

Ny : The total sample of control group

RESULT AND DISCUSSION

The researcher used an instrument, it was the multiple-choice test. The highest total score is 100. The test namely pre- test and post-test were conducted in both the experimental class and control class. The result of pre-test and post-test acquired by students of control group and experimental group were displayed as follow :

Table 3.
The Score of Pre-Test and Post-Test of Control Group

No.	Initial of Students	Pre-Test (T1)	Post-Test (T2)
1	AS	30	45
2	AV	40	70
3	AP	35	55
4	AL	20	40
5	AR	30	50
6	ANM	40	55
7	AP	40	50
8	BS	30	45
9	BSD	20	50
10	BT	20	40
11	DCW	30	50
12	DAS	35	45
13	ED	55	60
14	ES	45	55
15	GS	20	45
16	IH	35	60
17	KZ	40	60
18	LAA	40	55
19	MFG	50	55
20	MFR	35	50
21	MKS	40	50
TOTAL			355

Based on the table above, it could be seen that the differences in scores between the pre-test and post-test of the control class. In the pre-test highest score was 55 and the lowest score was 20, while in the post-test highest score was 70 and the lowest was 40. It could be counted that the total of Y= T2-T1 was 495, in the order to find out the mean of the control group the score was calculated as below:

$$MY = \frac{Y}{NY}$$
$$= \frac{495}{30}$$
$$= 16,5$$

Table 4.
The Score of Pre-Test and Post-Test of Experimental Group

No.	Initial of Students	Pre-Test (T1)	Post- Test (T2)
1	MYA	65	90
2	MFN	60	80
3	MSS	55	90
4	FB	65	90
5	RJI	65	85
6	RK	60	90
7	RS	60	100
8	RR	50	95
9	SS	70	90
10	SAY	65	75
11	SV	60	100
12	SNR	65	100
13	SR	65	95
14	SRS	70	90
15	WR	70	95
16	MYP	60	95
17	CB	75	80
18	GS	50	95
19	ZAA	60	95
20	IS	65	95
21	PA	65	85
TOTAL			595

Based on the table above, it could be seen that the differences in scores between the pre-test and post-test of the experimental group. In the pre-test highest score was 75 and the lowest score was 50, while in the post- test highest score was 100 and the lowest was 75. It could be counted that the total of X= T2-T1 was 595, in the order to find out the mean of the experimental group the score was calculated as below:

$$MX = \frac{X}{NX}$$
$$= \frac{760}{28}$$
$$= 27,14$$

From the result calculated above that obtain mean score of the experimental group was 28.

Table 5.
The Calculation to Find the T-Test

No.	X	Y	X = (X-MX)	Y = (Y-MY)	X2	Y2
1	25	15	-2	-1.5	4	2.25
2	20	30	-7	13.5	49	182.25
3	35	20	8	3.5	64	12.25
4	25	20	-2	3.5	4	12.25
5	20	20	-7	3.5	49	12.25
6	30	15	3	-1.5	9	2.25
7	40	10	13	-6.5	169	42.25
8	45	15	18	-1.5	324	2.25
9	20	30	-7	13.5	49	182.25
10	10	20	-17	3.5	289	12.25
11	40	20	13	3.5	169	12.25
12	35	10	8	-6.5	64	42.25
13	30	5	3	-11.5	9	132.25
14	20	10	-7	-6.5	49	42.25
15	25	25	-2	8.5	4	72.25
16	35	25	8	8.5	64	72.25
17	5	20	-22	3.5	484	12.25
18	35	15	8	-1.5	64	2.25
19	35	5	8	-11.5	64	132.25
20	30	15	3	-1.5	9	2.25
21	20	10	-7	-6.5	49	42.25
TOTAL					226	109.95

Related to the data above table known standard deviation of the experimental and control groups the calculated below :

$$SDx = \sqrt{\sum \frac{x^2}{nx}}$$

$$= \sqrt{\sum \frac{2572}{28}}$$

$$= \sqrt{91,86} = 9,58$$

$$SD = \sqrt{\sum \frac{y^2}{ny}}$$

$$= \sqrt{\sum \frac{1657.5}{30}}$$

$$= \sqrt{55,25} = 7,43$$

The data above was calculated by applying the T-test as follows :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{x^2 + y^2}{nx = ny - 2}\right)\left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

$$t = \frac{27,14 - 16,5}{\sqrt{\left(\frac{2572 + 1657,5}{28 + 30 - 2}\right)\left(\frac{1}{28}\right) + \left(\frac{1}{30}\right)}}$$

$$t = \frac{10,64}{\sqrt{\left(\frac{4229,5}{56}\right)\left(\frac{2}{58}\right)}}$$

$$t = \frac{10,64}{\sqrt{(75,53).(0.034)}}$$

$$t = \frac{10,64}{\sqrt{2,56}}$$

$$t = \frac{10,64}{1.6}$$

$$t = 6,65$$

The score of the result above shows that the students' scores increased from pre-test to post-test. Based on the comparison, students' understanding of Descriptive text has increased since they received treatment. This means that the animation video media was successful in effect students' Descriptive Text. This can be seen in the t-observed. The t-observed shows that the t-table was 1.67 while the t-observed was 6,65.

For the significance level (P) 0.05 and degree (Df)(Nx + Ny) -2 = (30+28) -2 = 56, showed that value of the T- test was higher than T-table. The result of the test clearly showed that there was a significant difference between the students' scores in the experimental class and control class after the treatment of the animation video media. It indicated that the animation video media was effective in effect students' Descriptive text mastery. It means that H0 was rejected and Ha was accepted because the T-test is higher than the T-table (6.65 > 1.67). Therefore hypothesis of the research was accepted.

CONCLUSION

Based on the result of the analysis, the research got concluded that animation video media on students" Descriptive text mastery in the post-test of the experimental class showed that the highest score was 100 and the pre-test of

the experimental class lowers score was 50. It concluded that animation video Media on students" Descriptive text mastery was effective to enhance learners' Descriptive text, Guessing game media has a great and positive influence on teaching Descriptive text. The students who are taught by Guessing game media have a higher score than the students taught without animation video media, so it shows that the value of t-observed is higher than the value of t-table or 6,65 > 1,67.

It was seen from the difference between the experimental and control class from the result of the post-test where the mean of the experimental class (X) is 27,14 meanwhile, whereas the mean of the control class (Y) is 16,5 that hypothesis (Ha) of the research was accepted. It means there is a significant effect of using .animation video media on students" Descriptive text mastery.

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