

## THE EFFECT OF MEDIA GUESSING GAME TOWARDS UNIVERSITY STUDENTS' WRITING ABILITY ON DESCRIPTIVE TEXT LOCAL TOURISM CONTENT

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APA Citation: Daulay, I. K. & Asrul, N. (2021). The effect of media guessing game towards university students' writing ability on descriptive text local tourism content. *English Review: Journal of English Education*, 9(2), pp. 389-398. <https://doi.org/10.25134/erjee.v9i2.4379>

Received: 24-02-2021

Accepted: 18-04-2021

Published: 15-06-2021

**Abstract:** This study aims to determine the effect of media guessing games on students' writing ability on the descriptive text about local tourism. The type of research is quasi-experimental. The population in the research is students of University of Prima Indonesia. The samples were taken by cluster random sampling which consists of two classes namely the experimental class and the control class and each class consists of 25. The experimental group was taught by guessing game media while the control group was taught by conventional teaching media in writing descriptive text. The instruments used were test sheets for writing and observation sheets. The techniques used in analyzing the data were descriptive statistical analysis and t-test. The finding of the research explained that guessing game media of local tourism content successfully effect students' ability in writing descriptive text, especially on local tourism content.

**Keywords:** *guessing game; ability to write text; descriptive text; local tourism*

### INTRODUCTION

One of the language skills which must be mastered by the students who are studying the English language is writing skill. In Indonesia, however, writing skill is also considered important, as writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. (Toba, Noor, & Sanu, 2019). Moreover, the benefits of students having the ability to write are: sharper imagination, mastery of language increases, and increase confidence (Oppenheimer, Zaromb, Pomerantz, William, & Park, 2017; Yanti, Nafri, Suhartono, Hiasa, & Fina, 2018).

To be considered, writing is a fairly complex activity because various elements must be applied at once, it is supported by the data found in the writing 1 lesson for the first semester of English language major students in Prima Indonesia University, only 10 students got 80 points for the lesson, while the other students got the minimum points which below 70. These data showed the ability of students is yet satisfying; it needs the

creative media to brainstorm the previous knowledge, to open up the idea, and to improve their ability in writing. On the other hand, by writing, someone can express thoughts or feelings to others. According to Ismayanti & Kholiq (2020), writing is also considered as the indicator toward the student success in learning English. Writing requires a process. As Febriyantika & Parmawati (2021) stated that writing is not as it were drawing some words on a bit of paper and defining letters together but moreover a combination a process and product, it needs a specialization to combine thought and good product of writing. Writing is needed for a form of expression of ideas that is continuous and has a logical sequence by using certain vocabulary and grammar or rules of the language used so that it can describe and present information that is expressed clearly. This in line with Widiastuti & Endahati (2020), stating that some important aspects should be considered in writing skill are content, organization, purpose, vocabulary, punctuation, and spelling. Moreover, Sari, Sumarmi, Utomo & Astina (2021) stated that writing skill shows the quality of student learning. Therefore, writing ability can be obtained through

tasks and requires much time. Writing is seen as a continuous process (Fananie, 2002). It means writing ability is taught at all levels of education. One of the abilities to write is writing descriptive text.

According to Siahaan (2008), descriptive is a written English text in which the writer describes an object. It is also supported by Aryanto (2009), descriptive text is a text which describes a particular person, thing, or place. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described (Yoandita, 2019). Therefore, the people who read the descriptive text will know what the person, thing, or place looks like through the writing of the writer. Descriptive text is considered as the simple text in learning English. Descriptive is saying what somebody or something is like. Therefore, it aims to define and expose a specific entity, place, or thing. In other words, a descriptive text is a text that defines someone's attributes, something, or position based on their actual state. One of the forms of text taught in the teaching of English is descriptive text.

Moreover, a description is a form of writing related to the efforts of the writers to provide details of the object being discussed. In the description, the writer moves his impressions, moves his observations and feelings to the reader, and conveys the nature and all the details of the form that can be found on the object. The descriptive text aims to enable the creation of images in the reader as if the reader saw the object as a whole. Descriptive text is writing which mentions the characteristics of an object as a whole, clearly and systematically (Zainurrahman, 2011). In writing descriptive text, the researcher must try so that the reader seems to be able to see, experience, feel what is being described. The author must be able to describe in detail using certain vocabulary that is able to provide a "mental picture" of the object felt by the reader.

Besides, the vocabulary in writing descriptive text must be relevant to the object described, which describes it in real and also abstract terms. In descriptive text learning, three text structures must be understood by students, namely identification, classification, and description. In descriptive writing, the writer tries as much as possible so that the reader seems to be able to see, experience, feel, what is being described (Semi, 2007). It is hoped, the descriptive writing about local tourism content give the curiosity for tourist

to visit it after reading the powerful description about it.

Over and above, Oshima and Hogue (2007) stated that the senses are attracted by descriptive writing, so it says how something looks, feels, smells, tastes, and/or sounds. It is in line with Meyers (2005, p.60) that "a scene description allows readers to see, hear, or even feel the subject mat." Thus, the purpose of writing is to make creative and interesting writing to be engaged with the reader. In this part, the researchers hoped to be successfully affecting the students' ability in writing the descriptive text of local tourism content to broaden the knowledge of tourists who are interesting in reading, knowing, understanding, and visiting the local tourism of North Sumatera Province especially Berastagi, Lake Toba, and Maimun Palace. Based on the previous research, it is concluded that descriptive text is to expose something, describe the object more influentially and emotionally, shape the imagination of the reader, and explain the object following the characteristics and traits.

As many students perceive that the teaching-learning process is not interesting, the teacher can find another way to teach effectively and make it to be more fun which make students easier to understand and get the point (Kurnia & Kareviati, 2021). One of solutions is through games. Nuraen & Karyati (2018) argued that using games in teaching and learning process is very influential to build students' spirit and participation, they can do the teamwork with their friends and change the ideas each other. Mustiarini (2020) added that game-based learning can make learners become the center of learning process easier, more interesting and effective. But sadly, the analysis of the teaching methodologies analyzed shows that, although their implementation has been successful in favoring the active learning of students, their use (especially that of serious games) is not yet widespread (de la Torre, Onggo, Corlu, Nogal, & Juan, 2021).

Meanwhile, a guessing game is a game where someone or a group tries to answer a question that has been given several keywords. The basic rules of the guessing game are very simple, one knows about the vocabulary of something and others try to find it. In guessing games and speculating games, one knows something and the other must find what it means. A guessing game is a game where one has to compete with other people or groups about guessing something that has been given a clue.

Accordingly, Suardiyasa (2017) explained that guessing games are eminently simple. One person knows something that another one wants to find out, it is very simple, someone knows about vocabulary and others are trying to find it. In other words, a guessing game is a game where someone has to compete with other people or other groups to guess something that has been given the instructions.

Based on these definitions, it is concluded that a guessing game is a game with someone or participants knowing something and competing individually or in teams to identify or guess it. The game can be applied in teaching English. In learning languages that cover all skills (speaking, listening, writing, and reading) at all levels of learning. From the above explanation, it is very clear to conclude that the game can be applied in teaching all language skills.

The basic rules of guessing games are very simple, basically in guessing and playing must speculate, one knows something and the others must find out what it is. According to Harmer (2007), the guessing game procedure is as follows: students are divided into small teams; on each team, one member sits back to the whiteboard; the lecturer writes words or phrases on the board; all groups who can see these words or phrases must explain (without saying the words or phrases) to the sitting team members who are facing the whiteboard; and if a student who turns his back to the whiteboard can guess a word or phrase, the team will get points.

Another, Nation and Newton (2009) explained that guessing games consist of the following steps. First, students are divided into groups, one group consisting of 4 or 5 students. Second, one group is asked to appear in front of the class and one of the group members chooses the category to be played from a box. Third, one of the group members sits back to the word/picture shown and tries to guess the word/picture in question, and asks in advance about the category. Many experts explain the procedure of guessing the game differently. The researcher decided to use the Harmer theory (2007) because the procedure described is very simple and easy to understand and apply.

Based on the theories above, it is concluded that a guessing game is a game that can train students to write and speak in English. Games in learning have the advantage that guessing games can be applied to all abilities, ages, and also to other materials such as guessing the names of people, objects, animals, places, types of

professions, and others. Moreover, guessing game is one of interesting and motivating thing that builds students spirit to be active to study and raise their focus to study so they can get what the topic talking about and the guessing game lead the students not to feel bore for teaching and learning process (Daulay & Br. Hasugian, 2021).

In addition, the media of local tourism was chosen to catch up with the intention of university students, attract and increase their ability in writing descriptive text well. As Iswara (2021) stated, writing will help students master other skills and mastering English completely. However, it is not as easy as it seems. Many students discovered it difficult to write because they did not understand how to properly convey their concept (Kurniati, Wijaya, & Rohmatillah, 2020). Besides, there are some important aspects that should be considered in writing skill; they are content, organization, purpose, vocabulary, punctuation, and spelling (Widiastuti, & Endahati, 2020). Similarly, in previous study conducted by Nasser (2019), the Iraqi EFL students' writing composition difficulties and revealed that the students' errors were concerned on using grammar, punctuation, spelling, and handwriting. In addition, Husin & Nurbayani (2017) also identified the two factors why the EFL students faced the trouble in writing; internal and external factors, in which internal factor dealt with their low English writing proficiency, meanwhile external factor referred to their inadequate quality in studying the writing skills.

Furthermore, based on preliminary data at Prima Indonesia University, students found several problems in writing descriptive text. The problem stated by students are: (1) lecturers only use conventional methods, such as question and answer the assignments without explaining the generic structure of the descriptive text. It made students did not know how to describe something and students did not know what descriptive text is; (2) lecturers do not use special media that can motivate students to write descriptive text; (4) students lack of vocabularies and the limitation of the local tourism knowledge. These problems trigger the researcher to research by using a media guessing game that contains local tourism content.

In addition, tourism is one of the attentions in our country because it has its attraction and contribution to the country. The knowledge of the tourism contents for the individual must be needed to create the love between societies and their country, to build their responsibility in promoting and possessing the local tourism in

their province. As one of the provinces in Indonesia, North Sumatera has great potential in tourism, Pandia (2007). This potential includes natural beauties such as Lake Toba, Berastagi, tropical, rain forest, and others. This study served three local tourism contents as the media of teaching and learning descriptive text. It potentially increases the students' knowledge based on the local tourism in North Sumatera Province.

Concerning guessing game media used in improving students ability, there are articles published and found by the researcher are, the first; Fairuz, Fitriani, and Burhansyah (2018) in their article entitled "The use of guessing game in teaching speaking" found the effective strategy in teaching speaking to students by using guessing game media, the second; Puspitasari and Asari (2018), their article entitled "The effect of using interactive guessing game technique on fluency students' speaking skill" concluded that interactive guessing game technique give significant effect toward fluency students' speaking skill at MTs Bustanul Ulum Tanggung Prigel. And the third; Safitri, Wijaya, and Husin (2015), in their article entitled "The effectiveness of guessing game toward students writing skill on descriptive text" is very strong to improve the students' writing skill on descriptive text. The fourth, Crestiani (2019) on the students' ability in writing descriptive text through outdoor activity at Palopo Cokroaminoto University". This research deals with the students' ability in writing descriptive text through outdoor learning activities in the sixth semester of the English language education study program of Palopo Cokroaminoto University. Writing test is the instrument of this research. Based on the findings and discussion in the previous chapter, the researcher concluded the students' ability in writing descriptive text through outdoor learning activities is good. The fifth, Byantara and Mayestiendra (2021) on exploring the use of domino cards as teaching media of descriptive text Indonesian rural junior high school. This study explained how the teachers used domino cards in teaching descriptive text at SMP 6 Wonogiri. This study used interview and observation techniques in data collection. The students were unfamiliar with and never used domino cards before. Although experiencing some difficulties, the students felt happy and enthusiastic about the domino cards as teaching media in learning descriptive text.

The sixth, Safitri, Wijaya, and Husin (2015) on the effectiveness of guessing game towards students' writing skill on descriptive text. This research aimed to investigate the effectiveness and the effect size of using the guessing game in students' writing skills on descriptive text. As the result of data analysis, the researchers found out that the effect size of the treatment was 1.47 and it was qualified as a very strong effect. The seventh, Herizal and Afriani (2015) on improving students' descriptive writing text through picture word inductive model (PWIM) strategy for the seventh grade of SMP Inaba Palembang. The obtained data were analyzed by using regression analysis in SPSS (Statistical Package for Social Science) program. The result showed that there was a significant difference in students' descriptive writing achievement taught using picture word inductive model (PWIM) and teacher method (GTM) since  $t$  value 19.484 was higher than  $T$ -table ( $t_{0.05, 62} = 1.99897$ ), it could be stated that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The eighth, Tri, Kasmairi, and Indah (2018) on the effect of using PowerPoint modified pictures in writing descriptive text to the eighth-grade students of SMP N 22 Bengkulu City in 2016/2017 academic year. This study aimed to investigate the effect of using PowerPoint modified pictures as a medium in teaching writing descriptive text. After giving some treatments to the experimental and control group, the post-test was held in both groups. It means that the null hypothesis ( $h_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The use of PowerPoint modified pictures could increase students' writing ability especially in descriptive text. The ninth, Rizka, Zahrida, and Mei (2019) on the effect of guided question technique on students' writing ability in descriptive text. The objective of this research was to find out whether or not there is a significant effect of using the guided question technique on students' writing ability in descriptive text. this research is a quasi-experimental design. The result of the research showed the mean score of the experimental group (31.34) was higher than the mean score of the control group (23.35).

The tenth, Hayati (2020) on the use of digital guessing games to improve students' speaking ability. This study investigated the effects of digital guessing games strategy on students' speaking ability of Islamic senior high school students as well as to find out their perceptions of using it. The experimental group was taught by

using the DGG application, whereas the control group by using a conventional guessing game. Furthermore, Islamic senior high school students in Tasikmalaya had a positive attitude toward the utilization of the DGG application. The eleventh, Arsyad (2018) on students' learning style: a case study of senior high schools in Bengkulu. It is widely accepted that the use of learning materials that accommodates students' schemata is much more effective than the ones outside student's present knowledge background. The objectives of this study were to describe the students' learning style distribution and their perception of local-oriented and learning style-based English learning materials in Bengkulu province. It could be concluded that local-oriented and learning style-based learning materials can be not only more effective but also preferred by the students. The relevant studies above contribute the knowledge and support the experience of using the guessing game in speaking and writing skills. The highlight of the present research is the local tourism content which gives a big contribution toward tourism area especially in North Sumatera Province, it also broadens the students' knowledge and love on their local tourism spot.

## METHOD

This type of the research is a quasi-experimental (experimental research). It aims to determine whether there is effect of something caused on the subject, that is students. The research design uses pre-test and post-test. This research was conducted in semester III or odd semester of the 2018/2019 Academic Year at University of Prima Indonesia (UNPRI).

The populations in this research were undergraduate students of the University of Prima Indonesia (UNPRI) Medan, 2<sup>nd</sup> semester, 2018/2019 which consisted of 2 classes with a total of 50 students. Thus, the two classes were divided into experimental classes and control classes. The experimental class was taught by using guessing game media while the control class was taught with conventional media. The research instruments consisted of writing descriptive text containing local tourism such as Lake Toba, Berastagi, and Maimun Palaca. Thus, the sampling in this research was taken by random cluster sampling consisting of two classes namely the experimental class and the control class. Hence, the following hypothesis were formulated:  
*Alternative hypothesis*: media guessing game affects students' ability in writing descriptive text.

*Null hypothesis*: media guessing game does not affect students' ability writing descriptive text.

The method of the research is quantitative method by using media guessing game. The instruments used were test sheets and observation sheets. Technique in analyzing the data of the research used descriptive statistical analysis and t-test. In quantitative research, data analysis techniques were used to answer the problem formulate on, then the data analysis use statistical methods. The classes were divided into two classes, namely experimental class and control class. Those two classes consisted of 25 students. The experimental group was taught by guessing game media while the control group was taught by conventional teaching media in writing descriptive text. Data analyzed in the form of test results from the control class and the experimental class using the t-test formula for free random samples so that they know the differences between control class and experimental class.

Before giving the treatments, a pre-test was administrated to the experimental group and control group. The pre-test was used to find out some sample and the mean score of each group. Having given the treatments, the post-test was given to each group. The items of the post-test were exactly the same as the one in the pre-test. It was intended to discover the mean score of the experimental group and the control group.

The researcher used t-test formula to know the differences between two classes. The formula is:

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

In which:

- M<sub>x</sub> : mean of the experimental group
- M<sub>y</sub> : mean of the control group
- X : the deviation square of the experimental group
- Y : the deviation square of the control group
- N<sub>x</sub> : the total number of samples of the experimental group
- N<sub>y</sub> : the total number of samples of the control group

## FINDINGS AND DISCUSSION

The research found that the highest score of the pre-test of the experimental group was 80 and the lowest was 65. While the highest score of the post-test of the experimental group was 95 and the lowest was 80. The mean score of the pretest was 76 and the mean score of the post-test was 81.

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Before the post-test, the research applied the treatment by applying media guessing game in writing descriptive text. On the other hand, the control group was taught by conventional technique of teaching.

Meanwhile, the highest score of pre-test of control group was 80 and the lowest was 63. While the highest score of the post-test was 80 and the lowest was 70. The mean score of the pre-test was 72 and the mean score for the post-test was 77.

Table 1. *Students' score of pre-test and post-test on experimental group*

No.	Initial Name of the Students	Pre-test (X1)	Post-test (X2)	Deviation (d) X2-X1= (X)	dX2
1.	BS	58	80	22	484
2.	JM	36	78	42	1764
3.	JS	38	78	40	1600
4.	GV	62	84	22	484
5.	KF	40	76	36	1296
6.	LD	58	88	30	900
7.	LM	36	74	38	1444
8.	MM	60	80	20	400
9.	MS	40	78	38	1444
10.	MN	46	78	32	1024
11.	NW	58	80	22	484
12.	NA	64	88	24	576
13.	PN	38	76	38	1444
14.	PA	48	80	32	1024
15.	PW	48	82	34	1156
16.	RH	60	80	20	400
17.	RS	36	74	38	1444
18.	RS	30	74	44	1936
19.	RP	38	78	40	1600
20.	RS	40	78	38	1444
21.	RS	34	78	44	1936
22.	SH	44	74	30	900
23.	TA	62	86	24	576
24.	RK	60	82	22	484
25.	VY	38	74	36	1296
<b>Total</b>	1172	2052	806	27.540	
<b>Mean</b>	46,88	82,08	32,24		

Table 2. *Students' score of pre-test and post-test on control group*

No.	Initial Name of the Students	Pre-test (Y1)	Post-test (Y2)	Deviation (d) Y2-Y1= (Y)	dY2
1.	AG	68	76	8	64
2.	AH	54	74	20	400
3.	AS	42	64	22	484
4.	AN	40	62	22	484
5.	AS	60	74	14	196
6.	AS	60	78	18	324
7.	BM	30	54	24	576
8.	BB	58	70	12	144
9.	CG	48	78	30	900
10.	CP	62	76	14	196
11.	DY	60	76	16	256
12.	DS	70	80	10	100
13.	DN	50	74	24	576
14.	EP	52	80	28	784
15.	ET	36	60	24	576
16.	EG	50	66	16	256
17.	ES	52	76	24	576
18.	FS	56	78	22	484

19.	HT	48	74	26	676
20.	HH	60	78	18	324
21.	HS	40	72	32	1024
22.	HM	40	74	24	576
23.	IB	34	74	40	1600
24.	IH	64	82	18	324
25.	JM	36	72	36	1296
<b>Total</b>		1270	542	13.196	
<b>Mean</b>		50,8	21,68		

Analyzing the data by using t-test formula

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

$$M_X = \sum \frac{x}{n} = \frac{806}{25} = 32,24$$

$$M_Y = \sum \frac{y}{n} = \frac{542}{25} = 21,68$$

$$dX^2 = \sum X^2 - \frac{(\sum x^2)}{n}$$

$$= 27.540 - \frac{(806)^2}{25}$$

$$= 27.540 - \frac{649.636}{25}$$

$$= 27.540 - 25.985$$

$$= 1.555$$

$$dY^2 = \sum Y^2 - \frac{(\sum y^2)}{n}$$

$$= 13.196 - \frac{(542)^2}{25}$$

$$= 13.196 - \frac{293.764}{25}$$

$$= 13.196 - 11.750$$

$$= 1.446$$

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

$$t = \frac{32,24 - 21,68}{\sqrt{\left[ \frac{1.555 + 1.446}{25 + 25 - 2} \right] \left[ \frac{1}{25} + \frac{1}{25} \right]}}$$

$$t = \frac{10,56}{\sqrt{\left[ \frac{3.001}{48} \right] \left[ \frac{2}{25} \right]}}$$

$$t = \frac{10,56}{\sqrt{[62,52][0,08]}}$$

$$t = \frac{10,56}{\sqrt{[5]}}$$

$$t = \frac{10,56}{2,23}$$

$$t = 4,73$$

Based on the data above, it can be explained that there is a positive effect using guessing game

media on the ability of students to write descriptive texts. There is an effect of learning guessing game media towards students' ability to write descriptive text.

In the experimental classes taught by using guessing game media, students tended to be enthusiastic in teaching and learning activities. Based on observations, it can be said that the lecturers have the ability to carry out their duties properly. Lecturers were able to explain the task of writing descriptions, monitoring student behavior, providing guidance in the learning process of writing descriptions, and evaluating learning outcomes well. However, in terms of providing stimulus to students and giving praise to students, it needs to be improved. Lecturers can give praise by giving rewards to students who excel so that students can be enthusiastic in learning process.

It can be seen from their enthusiasm in working on the descriptive writing task requested by the lecturer. The classroom situation was also more conducive compared to the learning process carried out in class taught by conventional learning. Based on the average score table that the results of writing a description of students have met the minimum completeness criteria and learning objectives have been achieved. It means that the learning process of descriptive writing by using guessing game media was improved.

In this research, guessing games media were used toward students' ability in writing the descriptive text of local tourism content. In fact, by doing the research, it is found that this media helped the students to build up the idea, to increase the vocabulary, to broaden the knowledge on local tourism content which not be gotten previously. In the experimental class, it showed the curiosity, fun, and happy face of the students while studying with guessing game media. And it also contributes to the increasing results and point of their descriptive writing.

Guessing games media are more effective than conventional learning when students facing conventional learning are more passive when the learning process takes place. Based on the

information obtained, students' skills in writing descriptive in conventional learning are not optimal. Based on interviews with lecturers, students have less motivation to write. In the process of writing, students still often encounter obstacles. This can be seen from the results of writing; student grades were still low. The lecturer explained that students are still confused between the description and narrative text. In addition, students were also still low in motivation in writing, especially writing descriptive text. Students' characteristics were quite passive so that the atmosphere in the class was quite calm and not crowded.

A guessing game is a game where someone or a group tries to answer a question that has been given several keywords. In guessing games and speculating games, one knows something and the other must find what it means. A guessing game is a game where one must compete with other people or other groups about guessing something that has been given a clue. According to Safitri, Wijaya, and Husin (2015), guessing games are eminently simple. One person knows something that someone wants to find out, it is very simple. One person knows about vocabulary and the others are trying to find it. A media guessing game is a game where someone has to compete with other people or other groups to guess something that has been given the instructions.

By the implementation of guessing games media, where a person or participant knows something and competes individually or in a team to identify or guess it, it is possible to stimulate the imagination of students which in turn increases the ability to write descriptive texts of students. Harmer (2007) explained that lecturers usually do not have problems to improve the ability to write descriptive texts if he makes appropriate practices in teaching by applying appropriate techniques. Based on the results of the study, it can be concluded that in the application of guessing games, aspects of the ability to write descriptive texts can be improved.

## CONCLUSION

Based on the results of the study, the score of students' ability to write descriptive texts in the experimental group taught by using media guessing shows that the mean score of post-test was 82,08. While in the control group taught by using conventional learning shows that an average score of 72,88. It can be seen that the ability to write descriptive text taught by using media guessing games is better than students taught by

using conventional learning. This is evidenced by looking at the t-test carried out. It means that there is an effect of media guessing games on students' ability to write a descriptive text. It is concluded that there is a positive effect of using the guessing game media towards students' ability in writing descriptive text. This research is focused on applying guessing games in improving students' ability to write a descriptive text. Based on the analysis in this research, the most dominant factor that affects students' ability to write descriptive text in using English verbally is the media guessing game. The tourism content also contributed to the local tourism horizon which improved the students' knowledge of their local tourism province.

## ACKNOWLEDGMENT

We would like to thank *Direktorat Riset dan Pengabdian masyarakat (PDP)* from *Kementerian Ristek* for funding this research through the PDP program.

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