



USING GUESSING GAME IN TEACHING WRITING DESCRIPTIVE TEXTS TO JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This paper discussed the usage of guessing game in teaching writing, especially descriptive text. Student in junior high school like playing but tend to easily get bored. These required teachers to be more creative and not monotonous in explaining materials. Game can be used to attract students' attention. However in doing so teachers need to choose the appropriate an useful game, especially for teaching writing descriptive text. Guessing game is appropriate and effective to be used in the classroom. It is a game in which a students or a groups of students guess a number of information such as titles, words, or prices. By playing this game, students can learn by playing. The researcher expects that teachers can add more creativity in teaching descriptive text by engaging students in interesting activities. The students are also expected to develop ideas from their activities easier.

Key words: *junior high school student, writing, descriptive text, guessing game*

A. INTRODUCTION

According to the National Curriculum 2013, the latest curriculum of Indonesia, there are several monologue texts that are taught in junior high schools. They are narrative, recount, descriptive, report, news item, and procedure text. The students have to be able to create these kinds of texts as the requirement in taking English subject during the education at junior high schools.

Some of these texts are found in everyday life. Thus, making each text has a different purpose, including descriptive text that aims to describe person, place, object, or events. Kreeft et al, (1984:27) says that descriptive text has a sentence that cooperating for presenting an image a person, place, thing, event, or idea clearly. In addition, Martin, et al (1985: 143) states that writing descriptive text is a writing that describes people, places, ideas, organization, or activity. Meanwhile, descriptive text only has identification and description. Identification tells about whom or what the writers want to describe about. The identification is always in the first paragraph. Identification has a function as general introduction of the subject and also can be the background knowledge about the subject. The

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identification of a descriptive text should tell in the clear language, so the readers can understand what the writers describe. Rusdi (in Mardiyah, 2013) says that identification can give an information to the reader about something that the writer will be described. However, to write a good description is really hard for students.

There are some reasons why the students face the difficulties in writing descriptive text. The first reason is a topic selection. The students are confused to choose the topic even the simple topic. In fact, the students should be able to choose more complex topics based on their level of education. *Second*, some students are not be able to determine the essence of an opening paragraph, main paragraph, and closing paragraph for descriptive text. They tend to write some phrases, for example, the conjunction *so* at the beginning of the paragraph. In fact, *so* is used to state the result or the impact of doing something or an event. *Third*, the students still have lack of adjective vocabulary that becomes the core component of a language in writing descriptive text. It is very important for students to increase vocabulary items. In addition, they also sometimes do not notice or care about the generic structures of the text especially descriptive text. Annisa (2013: 6) says that some students do not understand to use simple present tense and adjective clause. Some students also do not know how to use the simple present tense like, she *has* beautiful, she *is* black hair, my sister *is* long hair. *Fourth*, the students are still confused to develop idea into a paragraph.

Based on the difficulties above, the writer recommends a game that will be held by teachers in teaching writing descriptive text to junior high school students. This game is called guessing game. According to Klippel (1994:13) states the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out. Wright and Buck (2005: 169) states in guessing game, essentially, someone knows something and the others must find out what it is.

Descriptive text also describes the image of people, places, and animals in a simple form. Therefore, the game is a technique which helps students to write a text especially descriptive text. Safitri (2015) says that the guessing game is a way to increase student's ability in writing a descriptive text because it builds student's ability to ask some questions which is related to descriptions so that making it easier for them to build ideas in writing.

Games are used to make students not to feel dull and enable them to be engaged and motivated. In English Language teaching, there are several games that can be applied (Davis, 2012 : 18 - 102) as follows :

1. Chain Game

In this game, students are taught about new vocabulary. Materials of this game are flashcards. The aim of this game is to practise or revise a new vocabulary set. The procedure of this game is the children sit in a circle and take turns to repeat a shopping list, for instance vegetables, and add new items.

2. Wordle prediction

This game aims to practise the students' reading skill. Materials that can be used are printed copies of 'word clouds'. In this activity the

children use the word cloud to predict the content of a text and to write it, but this is a very flexible tool that can be used for a number of purposes.

3. Brown bear, brown bear
The aims of Brown bear, brown bear game is to develop listening and speaking skills through story-telling. The materials that can be used are brown bear, brown bear story book, flashcards, sets of black and white pictures, blank booklets for each child. In this activity, the children listen to the story and then they do a series of activities to help them to remember the story.
4. Plants and seeds
The aims of this game is to learn science through English, to practice listening, speaking and writing. Materials that can be used are coloured paper (A4). The students can play the game individually or groups. In this activity, the children choose a seed and/or plant to describe and write notes and information about it in a leaflet.
5. Guessing game
Guessing game is a game in which a person or a group to try to answer a question that has been given a few keywords related to the images, titles or words.

In writing, sometimes, students feel that it is boring and difficult. So that, game is a effective way for students in writing. There are several games that can be applied in teaching writing (Davis, 2012 : 56 - 100), such as :

1. Tourist role play
The purpose of tourist role play game is to describe places that the children know both in spoken and written. Materials that can be used are pictures of famous places in the country or area, tourist props such as a sun hat, camera, and sunglasses. In this activity, the students identify local places of interest to a tourist and they produce short texts about the places.
2. Sound stories
Sound stories aims to develop creative writing skills and build vocabulary. Materials that can be used in this game are cassette, CD or digital files with sounds, and equipment to play the sounds. In this activity, the teacher records sounds such as the wind, a car engine, a storm, a cat meowing, steps and so on. After that, the students listen to and identify sounds and then write a story based on what they hear. The students will play by individual, pairs or groups.
3. Something about me
This game aims to practice writing and speaking skills, especially writing and speaking about oneself. Materials that can be used area short audio or video clip of a person talking about himself or herself, sheets of colored paper, pictures of food, sporting activities, hobbies, jobs, etc. The students will play by individual, pair work, group work and whole class. In this activity, the teachers are using the recorded conversation as a model, the students learn how to give basic information about themselves and

then prepare a book to use as a prompt to tell the class ‘something about me’.

4. My seasons’ book

This game aims to practice vocabulary and writing, particularly creative writing. Materials that can be used are a blank booklet of ten pages for each student (five A3 pieces folded and stapled is ideal), coloured pens or crayons or pencils, glue, items from nature (such as leaves), any other materials to decorate (for example, glitter). In this activity, the students prepare booklets about the four seasons.

5. Guessing game

Guessing game aims to practise asking and answering questions and practise writing. Materials that can be used are flashcards or objects. In this game, the students take turns to guess the identity of an object through asking questions. Guessing games, where one child does not know information that the class does, are fun and useful activities.

There are many games that will be used in teaching writing. Guessing game is one of games that would be used in teaching writing and it is useful for students so that the students do not feel bored and difficult in writing.

Guessing Game is a game in which a person or a group try to answer a question that has been given a few keywords related to the images, titles or words. According to Klippel (1994:13) “The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out”. Wright and Buckby (2006: 169) states in guessing game, essentially, someone knows something and the others must find out what it is. In this game, students take turns guessing the identity of an object through the submission of questions.

B. DISCUSSION

1. Teaching Preparation.

A good preparation will really help teacher in learning process because the teacher will know what they will do in the class and make the students interested with the material. Also, a good preparation will make the teacher feels to deliver the material in front of the class. Lesson plan is kind of preparation for teacher before going to teach. A good lesson plan will indicate that the teachers have a good preparation.

2. Teaching Procedures

In this part, the writer will explain about the procedure of the implementation of using guessing game in teaching writing descriptive text to junior high school students. These procedures are divided into three parts: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

A. Pre-teaching Activities

In this stage, the teacher usually prepares the students before starting the class. The activity that normally the teacher does are greeting the students, checking the attendance, managing the classroom, and preparing the students’ mental to receive the lesson, and also giving some questions are related to the topic.

B. Whilst Teaching Activities

This is the main step. In this step, the teacher uses the learning model, method, technique, media and the sources of the lesson. Whilst-teaching step is divided into five activities:

a. Observing

In this activity, the students are just looking and noticing what the teacher shows in front of the class. In the beginning of the lesson, the students just watch what the teacher does, prepares, or says. In this phase, the teacher shows a video about guessing game related to writing descriptive text. After that, the students are invited to think about the video. By using it, the teacher can help the students to activate their background knowledge.

b. Questioning

After observing step, the next stage is questioning. Based on the video shown by the teacher, students will ask a few questions related to the video. If students are passive, the teacher will encourage students to ask questions. The teacher can ask questions such as:

1. Have you ever played a kite?
2. Have you ever seen people playing a kite?
3. Where do you find a kite?

c. Experimenting

After learning about the text descriptive through video. Students collect information and discuss it with friends. Then, students can interact with their teachers or friends.

After that, the teacher introduces the students a guessing game regarding how to write descriptive text.

d. Associating

In this activity, students introduce the results of the experiments and evaluate the results of their work in written form. The goal is to see an understanding of the topics that have been given on the guessing game. The teacher asks them to make a descriptive text based on the idea that they have made of the game.

e. Communicating

At this activity, students are ready to show their work to the teacher. The teacher asks them to present their work in front of class and discuss the ideas, generic structure and language features, and the purpose of the text together.

C. Post Teaching Activities

Post-teaching is the last step. The aim of the steps is to close the teaching and learning activity. In this step, the teacher and the students evaluate teaching and learning process. The teacher might ask students about their difficulty in learning descriptive text so that the teacher can solve the problem. Besides, the teacher can also ask the students about their feeling and opinion about using guessing game in learning writing descriptive text.

3. The Advantages of Using the Guessing Game in Teaching Writing Descriptive Text to Junior High School Student

There are many advantages by using guessing game to teach students about writing descriptive text. First, it is very easy to play this game. Students do not need many steps in writing text. In this game, teacher just ask the students to write back the ideas that they have made on the game. So that makes them easy in writing descriptive text and more interested to read it.

Second, in this game students can easily describe what they have played before because during the game students have any descriptive questions so that making them easy to transform their writing process. Third, this game uses a little media. The media used only a few word slips and a box.

It can be concluded that guessing game can be used in writing descriptive text. Because, this game helps students create descriptive questions that refer to the general picture of descriptive text.

C. CONCLUSION

Based on the discussion above, it can be concluded that teaching writing descriptive text by using guessing game is a kind of technique in teaching writing descriptive text to junior high school students. Guessing Game is a game in which a person or a group try to answer a question that has been given a few keywords related to the images, titles or words. This game helps English teacher to create an enjoyable atmosphere in the classroom, and the process of teaching and learning can be more interesting for students.

Before using this technique in teaching, the teacher has to do some preparations such as: find some videos that are related to the topic that will be taught through guessing game and preparing the material to support every activity in whilst teaching activity such as: slip of words, box, worksheet, texts and etc. After that, teacher should design the activities in the three phases of teaching they are: pre teaching, whilst teaching, and post teaching activities.

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