THE EFFECT OF GUESSING GAME
ON STUDENTS' WRITING NARRATIVE TEXT
AT THE ELEVENTH GRADE MAS DARUSSALAM
KAMPUNG BANJIR PADANG LAWAS UTARA

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement of the Graduate Degree of Education (S.Pd) in English

Written by:

HIKMAH RAMADANI HASIBUAN
Reg. No. 19 203 00064

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

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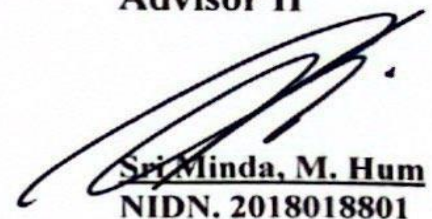Degree of Education (S. Pd) in English*

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

LETTER OF AGREEMENT

Term: Thesis

p.p. Hikmah Ramadani Hasibuan

Padangsidimpuan, 29 September 2023

To: Dean

Tarbiyah and Teacher Training

Faculty

in –

Padangsidimpuan

AssalamualaikumWr.Wb

After reading, reviewing and providing suggestions for improvements to the thesis on behalf of HIKMAH RAMADANI HASIBUAN entitled *The Effect of Guessing Game on Students' Writing Narrative Text at the Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara,* so we declare that we have a Bachelor of Education degree (S.Pd.) in English Teaching and Training Faculty in University of Syekh Ali Hasan Admad Addary Padangsidimpuan.

Along with the above, the sister has been able to undergo a munaqosyah trial to account for this thesis.
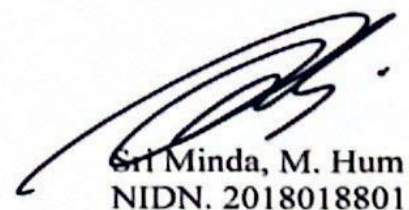
Thus we convey, for your attention we thank you.

AssalamualaikumWr.Wb

ADVISOR I

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DECLARATION OF SELF THESIS COMPLETION

By mentioning of Allah the Most Merciful, that I am the undersigned:

Name	:	Hikmah Ramadani Hasibuan
Registration Number	:	19 203 00064
Faculty Department	:	Tarbiyah and Teacher Training Faculty/TBI-3
The Tittle of the Thesis	:	**The Effect of Guessing Game on Students' Writing Narrative Text at the Eleventh MAS Darussalam Kampung Banjir Padang Lawas Utara**

By starting that I have compiled this thesis myself without asking for unauthorized assistance from other parties, except for the direction of supervisory team and not plagiarism in accordance with the code of ethics of State Islamic University Students Syekh Ali Hasan Ahmad Addary Padangsidimpuan Article 14 Paragraph 4 of 2014.

I make this statement sincerely and if in the future there are deviations and untruths in this statement, then I am willing to accept sanctions as stated in article 19 paragraph 4 of 2014 concerning the code of ethics for students of Syekh Ali Hasan Ahmad Addary Padangsidimpuan State Islamic University, namely dishonorable revocation of academic degrees and other sanctions in accordance with applicable legal norms and provisions

Padangsidimpuan, 06 September 2023
Declaration Maker,

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PUBLICATION APPROVAL STATEMENT

As the academic community of Syekh Ali Hasan Ahmad Addary State Islamic University Padangsidimpuan, the name who signed here;

Name   : Hikmah Ramadani Hasibuan

Registration Number   : 19 203 00064

Faculty/Department   : Tarbiyah and Teacher Training Faculty/TBI-3

Types of Works   : Thesis

For the development of science, technology and art, agreed to grant Syekh Ali Hasan Ahmad Addary Padangsisimpuan University Nonexclusive Royalty-Free Rights for my scientific work entitiled "The Effect of Guessing Game on Students' Writing Narrative Text at the Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara", along with existing devices (if needed). With this Non-exclusive Royalty Free Right, Syekh Ali Hasan Ahmad Addary Padangsidimpuan University has the right to store, transfer media/format. Manage in the form of a database (data base), maintain and publish my scientific work as long as it still includes my name as an author and as a copyright owner.

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Padangsidimpuan, 06 September 2023
Statement maker

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LEGALIZATION

Tittle of Thesis	: The Effect of Guessing Game on Students' Writing Narrative Text at the Eleventh of MAS Darussalam Kampung Banjir Padang Lawas Utara
Name	: Hikmah Ramadani Hasibuan
Reg. Number	: 1920300064
Faculty/Department	: Tarbiyah and Teaching Training Faculty

The thesis has been accepted as a partial fulfillment of requirement for degree of graduate of Educatin (S.Pd) in English.

Padangsidimpuan, 15 Agustus 2023
Dekan,

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ABSTRACT

Name   : **Hikmah Ramadani Hasibuan**
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Faculty   : **Tarbiyah and Teacher Training Faculty**
Department : **The Effect of Guessing Game on Students' Writing Narrative Text at the Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara**

Writing is one of the abilities that is difficult to be mastered. There are many types of writing that must be mastered, such as writing narrative. There are many components that must be considered to make writing skills more difficult. One of the difficulties is to find topic ideas to be written into the text. Writing failure can be seen from media that are less supportive in the learning process, lack of vocabulary in writing, and lack of understanding of concepts in writing. The purposes of this research are 1) to know the students' ability in writing narrative text before using Guessing Game method. 2) to know the students' ability in writing narrative text after using Guessing Game method. 3) to know whether there is or not the significant effect of using Guessing Game on students' writing narrative text. This research was quantitative method in quasi-experimental method with pre-test post-test control group design. The instrument in this research was a written test about writing narrative text. Based on the test results, it was found that the students' narrative text writing skill before learning by using guessing game in MAS Darussalam Kampung Banjir Padang Lawas Utara it was enough. By the result of the students' ability in writing narrative text before using guessing game it was enough category, the means score it was 66.61. Then, the students' ability in writing narrative text after using guesssing game it was improvement, the means score it was 74.11 is high category. The result of t-test is 1.328 and t_{table} is 1.674, it means that $t_{count} < t_{table}$ (1.328 < 1.674). So, H_o is accepted and H_o is rejected. So, "there is no significant effect of guessing game on students' writing narrative text at the eleventh grade MAS Darussalam Kampung Banjir Padang Lawas Utara.

Key Words: *Guessing Game, Writing Narrative Text*

ABSTRAK

Nama : **Hikmah Ramadani Hasibuan**
Nim : **1920300064**
Jurusan : **Tarbiyah and Teacher Training Faculty**
Judul Skripsi : **Pengaruh Permainan Tebak-Tebakan pada Penulisan Siswa Teks Narasi di Kelas Sebelas Kampung Banjir Padang Lawas Utara**

Menulis merupakan salah satu kemampuan yang sulit untuk dikuasai. Ada banyak jenis tulisan yang harus dikuasai, seperti menulis narasi. Ada banyak komponen yang perlu diperhatikan untuk membuat keterampilan menulis menjadi lebih sulit. Salah satu kesulitannya adalah menemukan ide topik untuk ditulis ke dalam teks. Kegagalan menulis dapat dilihat dari media yang kurang mendukung dalam proses pembelajaran, kurangnya kosakata dalam menulis, dan kurangnya pemahaman konsep dalam menulis. Tujuan penelitian ini adalah, 1) untuk mengetahui kemampuan siswa dalam menulis teks naratif sebelum menggunakan metode permainan tebak-tebakan. 2) untuk mengetahui kemampuan siswa dalam menulis teks naratif setelah menggunakan metode permainan tebak-tebakan. 3) untuk mengetahui ada atau tidaknya pengaruh penggunaan tebak-tebakan terhadap tulisan teks narasi siswa. Penelitian ini menggunakan metode kuantitatif dengan metode quasi eksperimental dengan desain pre-tes post-tes kontrol grup desain. Instrumen dalam penelitian ini adalah tes tertulis tentang penulisan teks naratif. Berdasarkan hasil tes, ditemukan bahwa keterampilan menulis teks narasi siswa sebelum belajar dengan menggunakan permainan tebak-tebakan di MAS Darussalam Kampung Banjir Padang Lawas Utara yaitu cukup. Dengan hasil kemampuan siswa dalam menulis teks narasi sebelum menggunakan permainan tebak-tebakan yaitu kategori cukup, skor rata-rata itu adalah 66.61. Kemudian, kemampuan siswa dalam penulisan teks naratif setelah menggunakan permainan tebak-tebakan terdapat peningkatan, skor rata-rata yaitu 74.11 adalah kategori tinggi. Hasil uji-t adalah 1.328 dan t_{tabel} adalah 1.674, artinya $t_{hitung} < t_{tabel}$ (1.328<1.674). Jadi, H_o diterima dan H_o ditolak. Jadi, "tidak ada pengaruh permainan tebak-tebakan yang signifikan terhadap tulisan teks narasi siswa di kelas sebelas MAS Darussalam Kampung Banjir Padang Lawas Utara.

Kata Kunci: *Permainan Tebak-Tebakan, Penulisan teks Naratif*

ملخص البحث

الإسم	:	حكمة رمضاني حسيبوان
رقم القيد	:	١٩٢٠٣٠٠٠٦٤
دورات	:	تعليم اللغة الإنجليزية
الموضوع	:	تأثير ألعاب التخمين على كتابة الطلاب للنصوص السردية في الصف ١١ بالمدرسة العالية الحكومية دار السلام كامبونج بانجير بادانج لاواس الشمالية

الكتابة هي واحدة من المهارات التي يصعب إتقانها. هناك العديد من أنواع الكتابة التي يجب إتقانها ، مثل كتابة الروايات. هناك العديد من المكونات التي يجب مراعاتها لجعل مهارات الكتابة أكثر صعوبة. تمثل إحدى الصعوبات في العثور على أفكار موضوعية للكتابة في النص. يمكن رؤية فشل الكتابة من وسائل الإعلام الأقل دعما في عملية التعلم، ونقص المفردات في الكتابة ، وعدم فهم المفاهيم في الكتابة. الغرض من هذه الدراسة هو ١) تحديد قدرة الطلاب على كتابة النصوص السردية قبل استخدام طريقة لعبة الحزورات. ٢) معرفة قدرة الطلاب على كتابة النصوص السردية بعد استخدام طريقة لعبة الحزورات. ٣) لتحديد ما إذا كان هناك تأثير لاستخدام لعبة التخمين على كتابة النصوص السردية للطالب أم لا. استخدمت هذه الدراسة الأساليب الكمية مع الطرق شبه التجريبية مع تصميم مجموعة التحكم قبل الاختبار بعد الاختبار. الأداة في هذه الدراسة هي اختبار كتابي لكتابة النصوص السردية. بناء على نتائج الاختبار ، وجد أن مهارات كتابة النص السردي لدى الطلاب قبل التعلم باستخدام ألعاب التخمين في قرية علياء الخاصة لمدرسة دار السلام للفيضانات، شمال بادانج لاواس كانت كافية. مع نتائج قدرة الطلاب على كتابة النصوص السردية قبل استخدام لعبة التخمين كانت فئة كبيرة ، كان متوسط الدرجات ٦٦،١١. بعد ذلك ، تحسنت قدرة الطلاب على كتابة النصوص السردية بعد استخدام لعبة التخمين ، وكان متوسط الدرجات ٧٤،١١ وهي فئة عالية. نتيجة اختبار ت هي ١٠٣٢٨ و ت‌الجدول هو ١,٦٧٤. معنى ت‌العد > ت‌الجدول (١٠٣٢٨>١,٦٧٤). لذلك ، تم قبول هو وتم رفض هو. لذلك ، "لم يكن هناك تأثير كبير لألعاب التخمين على كتابة النصوص السردية للطلاب في الصف الحادي عشر بالمدرسة العالية الحكومية دار السلام كامبونج بانجير بادانج لاواس الشمالية.

الكلمات المفتاحية : لعبة الحزورات, كتابة النص السردي

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

First, I would like to say a lot of thanks to ALLAH SWT, who has given me the opportunity, time, knowledge and health so that I can complete this thesis well entitled: "The Effect of Guessing Game on Students' Writing Narrative Text at the Eleventh MAS Darussalam Kampung Banjir Padang Lawas Utara". Second, shalawat and salam to the Prophet Muhammad SAW whose benefits and gifts people hope for will be hereafter. This opportunity I would like to express my deepest Gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M, Hum, as my first advisor and Mrs. Sri Minda M. Hum as my second advisor who have helped me in providing ideas and knowledge for completing this thesis, without their guidance and direction this thesis would not have been completed.

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3. Mrs. Fitri Rayani Siregar. M. Hum., as the Chief of English Department.

4. All lecturers and all of cavities academic of university of Syekh Ali Hasan Ahmad Addary Padangsidimpuan who have given me so much knowledge, since I entered this university until I finished.

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8. And thanks to myself that has done until this step.

This thesis can not be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critique and suggestion to make this better.

Padangsidimpuan, 29 July 2023
Reseacher

Hikmah Ramadani Hasibuan
Reg. No 1920300064

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the last used in the English skill, but writing is one of the skills that requires the writer to pay attention to the aspects of writing process. As James Mannion[1] stated the most used percent, the first is listening 45%, the second is speaking which reaches 30%, the third is reading which reaches 16%, and the last is writing which reaches 9%. It's mean writing has more attention in the learning process.

As Muthohaoh and Anita stated "Writing is difficult subject especially for the students, because writing has many important components to analyze such as content, use of language, organization, vocabulary, spelling, punctuation, and mechanics."[2] Lubis also stated that "Writing is one of difficult subject at school. So, the teacher must create the subject so that the students can study the subject easily."[3] This difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text, then writing is not easily to study there is characteristics of text will be mastered.

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[1]James Mannion, Teaching Listening: The Gateway to Understanding (2020).
[2]Nada Raudhotul Muthoharoh and Anita Anita, "Using Feedback in Teaching Writing Descriptive Text," *Loquen: English Studies Journal* 11, no. 02 (2018): 42, https://doi.org/10.32678/loquen.v11i02.1035.
[3]Rayendriani Fahmei Lubis, "Narrative Text," *English Jurnal for Teaching and Learning* 4 No. 2 (2016): 1–14, https://doi.org/https://doi.org/10.24952/ee.v2i1. 115.

Moreover, writing is not easy to understand many kinds of writing have to be mastered by students. There are so many types of text that must be mastered by students, one of which is narrative text. Every text has differences characteristics. there are generic structure, social function, and lexical feature. In addition, kinds of text can be important thing in English teaching in sequence to making the writing teaching well.

Everyone has trouble learning to write, specially has many complex constituent processes, writing can be a great tool help students to know more about how to think and how to express their mind to the text, by learning process it needed the technique and strategies to make the classroom enjoyable and delight and also not bored situation. One of the most students more than better if the learning process isn't focus to the material or monotonous, because in the learning process needed technique and strategies that game, because by using game is more active and to make the learning process well.

Narrative is a kind of text about story of legend and resolution to amuse and to give entertain to readers.[4] Narrative is similar with recount text by using (verb two), but the differences between narrative text and recount text, narrative text describe about legend, story, or novel, while recount text tell about even in the past. It can be concluded that narrative text is a story tells about something interesting that has purpose to amuse, entertain or the readers.

The 2013 curriculum certainly has the achievements expected by the government. In this case, students' ability write narrative text can be realized, in

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[4]Otong Setiawan, *Genre, (Bandung; Yrama Widya*, 2007.

writing narrative text there are many things to learn both from generic structure and features language. Text has many types, namely narrative text, recount text, descriptive text, procedure text, etc. Learning English certainly has achievements, namely Standard of Minimum Completeness (KKM), but Standard of Minimum Completeness (KKM) in writing narrative text is not in accordance with expectations and even some students have grades below Standard of Minimum Completeness (KKM).

Based on the researcher pre observation in MAS Darussalam Kampung Banjir (Padang Lawas Utara) school the teacher provided study material from printed book and students are asked to translate the text into the Indonesian version and the students write down the vocabulary from the text, and analyze the text it's verb or noun.[5] The teachers did not prepare the teaching materials in accordance with the syllabus and lesson plans that have been made before learning begins. then, other problems are the students' lack of vocabulary and learning interest. So, that students' ability to write narrative text is very low. The reality is that the process of learning writing narrative text in the class is very traditional or monotonous. Based on the reason above, writing is important thing that has requires the writer to pay attention to the aspects of writing process.

Game has many varieties in the English teaching such as, board game, Pictionary game, guessing game, etc. by using game it's available study, make the students enjoy and interesting to study. Guessing game one of the games using in the school, guessing game it's mean guess the subject by using picture, gesture, or

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[5]Nur Elisna Harahap, "Pre-Observation 14 December 2022 at 09. 00 Am".

speak. Klippel stated is "Guessing game are true communicative situations and as such are very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement."[6] Safitri, et. al that use of "Guessing game is suitable to improve the students' writing skill on descriptive text."[7] Related to the previous explanation of the problems can be conclude Guessing Game it's appropriate to writing skill.

Based on the problem and reason above, the conclusion is students' writing narrative text has still low, and the teaching process in the school has still traditional or monotonous learning. So, that the researcher interested to use guessing game in writing narrative text.

B. Identification of Problems

Based on the background above, there are some problems in narrative text at eleventh grade of MAS Darussalam Kampung Banjir Padang Lawas Utara they are:

1. The students' ability in writing narrative text is still low.

2. The students have difficulties in writing narrative text.

3. The English teacher is still used traditional or monotonous method.

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[6]Friederike Klippel, "Keep Talking: Communicative Fluency Activities for Language Teaching" (Cambridge University Press: Press Syndicate, 1984), 167, https://doi.org/10.2307/327325.

[7]Safitri, Bambang Wijaya, and Syarif Husin, "The Effectiveness of Guessing Game towards Students ' Writing Skill on Descriptive Text," *JPPK Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 5 (2016): 1–12, https://garuda.kemdikbud.go.id/documents/detail/1562109.

C. Limitation of the Problems

In the line identification of problem, the focus of the research is on the students' difficulties in writing narrative text. The decision is taken by considering the effect of using guessing game on students' writing narrative text.

D. Formulation of Problems

Based on the background of the study, the researcher formulates the problem they are:

1. How is the students' ability in writing narrative text before using Guessing Game at the Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara?

2. How is the students' ability in writing narrative text after using Guessing Game at the Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara?

3. Is there any significant effect of using guessing game on students' writing the narrative text at the Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara?

E. Purposes of the Research

Considering the formulation above the purpose of the research can be formulated as follow:

1. To know the students' ability in writing narrative text before using Guessing Game method

2. To know the students' ability in writing narrative text after using Guessing Game method

3. To examine whether there is or no significant effect of using Guessing Game on students' writing narrative text.

F. Significances of the Researcher

The researcher intended to be useful for:

1. For English teacher, to give more information about variety or method guessing game in learning process, especially for writing skill. It can be using in the classroom class.

2. For students, to increase their skill in writing narrative text.

3. For researcher, as a references in the learning process in the future.

G. Definition of Operational Variables

According to this tittle of this thesis, the researcher takes two variables, they are variable x and y.

1) Guessing Game

The guessing game is one of the games used in writing classes to help students avoid boredom and difficulty in writing.

2) Writing Narrative Text

Narrative text is a form of story that uses spoken and written language, narrative text tells legends from folklore that feature human deeds believed or believed by the narrator and listener, a true story that is presumed to have happened.

H. Outline of the research

Proposed thesis it had done into five chapters, chapter I consists background of the problem, identification of problems, limitation of the problem, formulation

of the problem, significances of the research, definition of operational variable terminologies. Chapter II, the theoretical description. It divided into subchapters which consist of writing narrative text, guessing game, review of related findings, conceptual framework, and hypothesis.

Chapter III, it consists of methodology of the research which is divided into subchapter, the place and time of the research, research design, population and sample, instrument of research, validity and reliability instrument, the technique of collecting data, the technique of data analysis, and hypothesis test. Chapter IV, the result of research it consists subchapter description of data, discussion and threats of the research. Chapter V, the conclusion and suggestion. This outline will be the content of the thesis later.

CHAPTER II

LITERATURE REVIEWS

A. Theoretical Description

1. Writing Narrative Text

a. The Context of Writing

1) The Complex of Writing

In English they are four skills to be mastered are listening, speaking, reading, and writing. Writing is in the last of the skill that has attention in the education of English, because it is the last skill mastered in learning the mother tongue. Writing skill are one of the most difficult because has many kinds of writing to be mastered and writing is a complex skill among the four skills. It is called complex because in writing that has involves the mental and physical of the students, This theory supported by Nunans' et.al statement:

> It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[1]

Based on the statement it can be concluded that how complex writing skills are. When the author involves mentally

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[1]David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching*, ed. David Nunan, *Language*, First Edit, vol. 57 (Singapore: McGraw-Hill Education, 2003).

thinking about what ideas should be expressed in the writing, the author is also required to how to pour the writing in paper or computer media. The following is further described about writing skills.

2) **Definition of Writing**

There are many experts that give the definitions of writing. According to Kane there are two assumptions about writing. "First, writing is rational means nothing more than that it is an exercise of mind requiring the mastery of techniques anyone can learn. The second assumption is that writing is worth learning."[2] Thus, writing is considered to be rational skill, because writing skill that can be mastered by everyone by giving ideas about it.

Carrol and Wilson stated "Writing is a process".[3] It means how to produce a written that requires a process. Proses dalam penulisan writing yaitu pre-writing, while writing, post writing. While the result of writing can be in the form of what can be seen by the reader like essay, short stories, research result in the form of journals and others.

In addition Safitri said that "writing is a process to produce in transferring ideas, feeling, and through into written

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[2]Thomas S. Kane, *The Essential Guide to Writing (New York: Berkeley Publishing Group,* 2005).
[3]Joyce Armstrong Carroll and Edward E Wilson, *Acts of Teaching How to Teach Writing*, 1993, https://www.amazon.com/Acts-Teaching-Writing-Reader-Narrative/dp/1440857806.

form by giving more attention to the use of language".[4] Then Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. Writing is how to produce the sentence and how to express idea or feelings into good paragraph,

In writing, the writer can convey their think, feelings, idea in written text, how even it has difficulties. Pardosi et. al stated "Writing is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process."[5] Furthermore, Richard and Renandya also stated that writing is the most difficult skill for second language learner to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readeable text.[6] It can be conluded that writing is one of the English skills those were difficult to be learnt by the students and in writing there are many components to be mastered also.

Based on the explanation above, it can be concluded that writing is difficult process for conveying information or expression of original ideas, thought, feeling, and opinion in

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[4]Sri S Sari Togero and Sriati Usman, "Improving Writing Skill of the Ninth Grade Students Through Peer Editing Technique," *Journal of English Language Teaching Society (ELTS)* 2, no. 1 (2014), https: // www. neliti. com /id /publications /245529.

[5]Juliani Dameria Pardosi et al., "An Error Analysis of Students in Writing Narrative Text," *Linguistic, English Education and Art (LEEA) Journal* 3, no. 1 (2019): 159–72, https://doi.org/10.31539/leea.v3i1.983.

[6]Jack C. Richards and Willy A. Renandya, *Methodology in language Teaching: An Anthology of Current practice*, (New York: Cambridge University Press: 2002).

writing form. Writing can be used to help students perform a different kind activity. In addition, it's a tool communication, so that writing is a hard skill because it an unnatural act which is need a hard thinking and it is a way of remembering and way of thinking well.

3) The Process of Writing

Writing in its broad sense-tion as distinction from simply putting words on paper has there are steps; planning, drafting, editing, and final version. [7]

a) Planning

Experienced writer plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writes this may involve making detailed notes. When planning, writers have to think about three main issues. In the first they have to consider the purpose of their writing since this will influence not only the type of text they wish to product.

Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing. Thirdly writers have to consider the content structure of the piece that is how best to sequence the facts, ideas, or argument which they have decided to include.

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[7]Jeremy Harmer, "How to Teach Writing," in *Edinburg Gate: Longman* (England, 2004).

b) Drafting

It can refer to the first version of a piece of writing as a draft. This first see at a text is often done on the assumption that it will be a changed later. As the writing process into editing, a number of drafts be produced on the way to the final version.

c) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps they order of the information is not clear. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion.

d) Final version

Once writers have edited their draft, making the change they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

It might decide to represent these stages in the following way:

Planning→ drafting →editing→final draft.

Based on the process of writing above, it can be concluded has many types of writing process into good paragraph. They are; planning, drafting, editing and final draft.

4) Characteristic of Writing Language

There are some characteristics of writing [8], they are:

a) Permanence

In language there are many forms of writing, in this section it is permanent. Then, the reader has time to re-read again and again, to the word or phrase or sentences and to the entire text.

b) Processing Time

Furthermore, the processing time obtained by the reader is something that is reasonable for a reader to do. Most are used in the context of readers and read at their own pace. It is no form of compulsion in following the level of delivery, example is spoken language.

c) Distance

In writing words that allow the message sent two have dimensions, namely physical distance and temporal distance. This interpretation is centered on the significance of the pedagogical.

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[8]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, n.d.

d) Orthography

English orthography itself can be quite predictable especially if knowledge of morphology is taken into account, regardless of the reputation of its speakers.

e) Complexity

Writing and speaking present different forms of complexity, with the most significant difference being the nature of the callus. Spoken language usually has short sentences connected by several coordinate conjunctions, have longer sentences and are more subordinated in writing.

f) Vocabulary

It true that written English tends to use a greater variety of lexical items than spoken English. Vocabulary is limited in everyday give and take with family, friends, and colleagues. Because writing gives writers more time to work because there is a desire to write accurately.

g) Formally

Writing is often more formal than speaking. Formally, it refers to the prescribed format that must be followed by a specific written message. Before the reader knows the formal characteristic of written text, it can be interpreted.

From the explanation above, it can be concluded characteristics of writing language has many types be must mastered, good writing can be recognized if it has the above characteristics. Then, written language also has characters that must be fulfilled in order to produce good and correct written language.

5) Types of Written Language

According to expert, there are has many types of writing, they are:

a) Exposition explains

Exposition expresses what a particular mind thinks or knows or believes. The exhibition is logically arranged. It is governed by Cause/Effect, True/False, Less/More, Positive/Negative, General, Affirming/Negative. The general structure of the exhibition is the Thesis, Argument and Conclusions.

b) Descriptive

Descriptive refers to perception. The biggest problem is organizing what we see into meaningful patterns. The general structure of the decoder consists of identification and description.

c) Narration

The theme of the story is a series of interconnected events. The problem is twofold: organize events in chronological order and express their meaning. The structure of the story in general is: orientation, complexity and resolution.

d) Persuassion

Persuasion tries to change the way readers think or believe. It usually deals with controversial issues and often justifies them in the form of arguments that provide evidence or logical evidence.[9]

Based on explanation above, it can be concluded there are types of writing narrative text, it must be mastered in English skill.

b. Narrative Text

1) Definition of Narrative Text

Narrative text is one of the genres used in the writing text, that's study about the complication or problematic events and tries to find the resolutions to solve the problems. As the following below will be explain about the narrative text. Narrative text is a story talk the past activities or events which order to problematic and to give lesson to readers."[10]

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[9]Thomas S. Kane, *The Essential Guide to Writing (New York: Berkeley)*, 2005.
[10]Pardiyono, *Pasti Bisa! Teaching Genre- Based Writing* (Yogyakarta, 2020).

In accordance to Dewi stated "Narrative text is a text that relates to the story or tale that aims to entertain the reader."[11] As Fansury et. al stated "Narrative text is a text that tells an event. In narrative texts, there are storylines, characters, settings, and conflicts. The narrative text does not have the main sentence."[12] There are several things which need to know about narrative text, that are social function, generic structure, and significant grammatical features.

Based on explanation above, narrative text is a story that's tell an interesting story to entertain the readers. Narrative text, there are first paragraph contain introduction, next paragraph contain problem, final paragraph contains resolution of the problem, to make good narrative text, it must focus on using simple past tense, adverbial place and time, and linking verbs.

2) **The Element and Rhetorical Structure of Narrative Text**

After the text is given to the students and they are given time to read and analyze the content of the text, the teacher can explain the text element that make it up the text, below the element of structure:

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[11]Padila Dewi, "The Correlation Between Students' Narrative Text Identification Ability and Their Narrative Text Writing Ability," *Artikel.Ubl.Ac.Id*, 2014, http://artikel.ubl.ac.id/index.php/icel/article/view/315.

[12]Andi Hamzah Fansury, Restu Januarty, and Asdar Asdar, "Brain Writing Learning Model Using Episodic Memory in Teaching Narrative Text," *Exposure : Jurnal Pendidikan Bahasa Inggris* 7, no. 2 (2018): 90–105, https://doi.org/10.26618/exposure.v7i2.1585.

a) Orientation

In orientation that's show the main characters of the story. Therefore, is generally of where the action is located and place.

b) Sequence of events

In this case that's complication of the serious event in the story. If the reader not interesting or unexpected of the story that's will involve the main characters of the story.

c) Resolution

In this part, the implication may be resolved for better or worse, that's mean from the story it can see happy ending or sad ending of the story, of course the reader is curious about the end of the story.

d) Coda

Coda is at the end in the story, how did they feel when everything was done.[13]

It can be concluded above, the generic structure that orientation, sequences of event, resolution, and coda. In orientation, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is in the story, In complication, the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the

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[13]Pardiyono, *Pasti Bisa! Teaching Genre- Based Writing*.

trigger. Then, sequence of events, the narrator tells how the characters react to the complication. In this step. The feelings of the characters and what they do are included. In resolution part, complication is sorted out or the problem is solved. Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

3) **Language features**

The language of features is focus on specific participation, use of material process, use of relational process, mental process, and use of past tense. Based on the language features above, it can be concluded focus on specific participation that means something that has a specific object, it is not general and there is only one, then use of material process it means that a process of doing and physical action, next use of relational process it means words that express the process of change (being, having, becoming). then use mental process means process of sensing and are realized by verbs of cognition, affection, perception, and volition, the last past tense that means tell about event or activities in the past.[14] So, it can be concluded the important language feature that make reader easy to read the text.

Then, Lubis[15] stated of language features as following below:

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[14]Tri Indaryati, *English Alive Senior High School (Jakarta Timur: Yudhistira)*, 2011.
[15]Lubis, "Narrative Text."

It specific characters, time words that connect to tell when they occur, verbs to show the action that occur in the story and descriptive words to portray the character and setting. Specific characters that tells about the subject of the story. Next, time words that connect to tell when they occur, it means that frequency of time that past tense.

Next, Anderson also stated that language features of narrative text are nouns, adjective, verb, and time word. First, nouns explain about the specific characters and place in the story. Second, adjective that provide description of the characters and setting. Third, verb that show the action that occur in the story. Last, time words that connect events to tell when they occur, the use of simple past tense and simple continuous tense.[16] So, it can be concluded that language features are noun, adjective, verb and time word.

4) **Kinds of narrative text**

There are kind of narrative text as following below:

a) Fable is a story that teaches: (Mouse, deer, and crocodile).

b) Legend is a story that is based on fact but often includes exaggerations about the hero. For example: (Malin Kundang).

c) Fairy tale is a humorous story that tell about impossible happenings, exaggerations the accomplishment of the hero. For example: (Cinderella, Snow, White, Pinocehio, etc.)

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[16]Anderson Mark, *Text Types in English 3* (Australia: McMillan, 1998).

d) Folk tales, an old story that reveals the customs of a culture.

e) Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world know. For example: (To the moon from Earth by Jules Vernes and Space Odyssey by Arthur C. Clarke).[17]

Based on the above, the researcher used the kinds of narrative text is about legend. Legend that is based on fact but often includes exaggerations about the hero.

5) The Goal of Narrative Text

In accordance to Lubis stated the goal of narrative text has many steps in writing narrative text there are:

a) First, it is unified with all the action a developing central idea.

b) Second, the is interesting it draws the write into the action and makes them feel as if they are observing and listening to the events.

c) Third introduces the four of a setting who, what, when, and where within the context of the action.

d) Fourth, it is coherent, transition indicates change in time, location, and characters.

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[17]Emi Emilia, *Pendekatan Genre Based Dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru, (Bandung: Rizqi Press*, 2011.

e) Fifth, it begins at the beginning and end, that is the narrative follow a chronological order with events happening in a time sequence.

The last, it builds towards a climax. This is the moment of most tension or surprise a time when the ending is revealed or the importance of events become clear.[18]

So, it can be concluded the goal of narrative text above it makes reader interesting to read the story of narrative text. Thus, the goal of narrative text is to make it easier for readers to understand the text.

6) The Example of Narrative Text

Below is the example of narrative text under the title, the legend of malin kundang.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatera lived a woman and her son, Malin kundang and his mother had to live hard because his father had passed away when he was a baby, Malin Kundang was a healty, diligent, and strong boy, He usually went to sea to catch fish. After, getting fish he would bring it to his mother, or sell the caught fish in the town. **(Orientiation)**
One day, when Malin Kundang was sailing, he saw merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him, Malin Kundang agreed in the hope to get a better life, he left mother alone. **(Complication)**
Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a cost near a small village. The local people recognized that it was Malin Kundang, a boy form area. The news ran fast in the town; "Malin Kundang has become rich and now he is here". **(Complication)**
An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being

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[18]Lubis, "Narrative Text."

lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his she crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman!" after that he ordered his crews to set sail to leave the old woman who was the full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.[19] **(Resolution)**

Based on the example above, it can be analyzed the structure of narrative text, there are orientation, complication, and resolution. Part of the orientation section usually begins with an introduction to the story such as names, characters, and places. In the story of Malin Kundang above, it can be concluded in the orientation section, which the Malin Kundang from West Sumatera in a small village near to beach. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby.

Then, in this section is the story most awaited by readers, the story that have conflicts and reader begins to bring feelings, and in the part of story above it can be concluded that Malin Kundang became wealthy, he had a huge ship and a lot of crews and Malin Kundang has become rich.

The last, in this part, the implication may be resolved for better or worse, that's mean from the story it can see happy ending or sad ending of the story, it can be concluded from story above, Malin Kundang's mother meet the new rich merchant, and it turns out the new merchant is Malin

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[19]Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris* (Jakarta: Balintang, Kemendikbud, 2017).

Kundang. When his mother came near him, Malin Kundang told his wife that his mother had died. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her, mothers' Malin Kundang full of sadness and anger. Finally feeling enraged, she cursed Malin Kundang that he would turn into stone if he didn't apologize to her. It was really too late for him to avoid his cursed, he had turned into a stone.

2. Description of Games

a. Definition of Guessing Game

Before coming to guessing games, the exploration will be about games. The game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.[20] Game as one of techniques used in language teaching, gives practices in all skills are listening, speaking, reading, and writing.

A game are activities with rules, goals, and fun. There are two types of games, competitive games in which players or teams compete to be the first to achieve a goal, and cooperative games in which players or teams work together to achieve a common goal.[21] As Wright et. al state "Games also helps teacher to create context in which the language

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[20]Andre Wright, David Betteridge, and Michael Buckby, "Games for Language Learning," in *Cambridge Handbooks for Language Teachers*, Third (New York, 2006), 208, www.cambridge.org/9780521618229.

[21]Jill Hadfield, *Elementary Communication Games* (Edinburgh Gate, Harlow, 1984), www.longman.com.

is useful and meaning full."[22] In writing, sometimes students feel that it is boring and difficult.

So that, game is an effective way for students in writing. There are several games that can be applied in teaching one of the games is guessing game. Guessing that fun game to play and cooperative learning process to make it not bored in the classroom.

b. Talking about Guessing Games

As Hadfield stated, "The guessing game is a well-known variant of this principle, in which a player with information deliberately plays it while others are guessing what it is " withhold."[23] Guessing Game is guess the object by person, pair, and group. Guessing game is one of games that will be use in the teaching writing and it will useful for students so that the students not feel bored and difficult in writing.

Wright et. al stated that "Guessing game is useful for learners who are less advanced with limited English. However, learners with broader English proficiency should be asked to think and speak in a broader, connected way."[24] It can be concluded guessing game help students learn through games, games help students think and get ideas in their heads before creating a narrative text. the game is easy for students to understand and flexible.

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[22]Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning* (Britain, 1984).

[23]Hadfield, *Elementary Communication Games*.

[24]Wright, Betteridge, and Buckby, *Games for Language Learning*, 1984.

Guessing game is aims to practice asking and answering questions and practice 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 question. Based on the statement above, guessing game is easy method to use or practice in the classroom.[25] So, it can be concluded guessing game is easy method and also that affective game to be used in the classroom.

According to Klippel "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out".[26] As Wright et. al stated in guessing game, essentially, someone knows something and the others must find out what it is."[27] So, guessing game is how to guess something and others person must be find out what that mean.

Based on the explanation above, guessing game are true communicative situations and as such are very important for foreign language learning.

[25]Davis Monika, *No Title Crazy Animals and Other Activities for Teaching English to Young Learners, (London: London British Council*, 2012.
[26]Klippel, "Keep Talking: Communicative Fluency Activities for Language Teaching."
[27]Wright, Betteridge, and Buckby, "Games for Language Learning," 2006.

c. Procedure of Using Guessing Game

There are some procedures of playing guessing games. Klippel[28] stated, the procedures of apply the guessing game are, the procedures apply in the classroom are:

1) The class is divided into group, the groups of six to five students each. the group of six to five students each.

2) They draw up an exact time schedule at 15-20 minutes to guess and describe.

3) The students who waited outside during step 2 are called in and return to their groups. There they try and find out by asking only yes or no questions, how the group thinks they will spend the time to guess the stories in the narrative.

4) When each group can't guess the stories in narrative text, the groups try to find out what the answer is.[29]

According to Wright some of procedures of guessing game there are: Firstly, class work leading to group or pair work. Secondly, Demonstrate the game yourself. Thirdly, think of an object which may be in raise their hands if they think they know what you are describing, to describe the object at least 10-20 minutes. Finally, see who has guest correctly.

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[28]Klippel, "Keep Talking: Communicative Fluency Activities for Language Teaching."
[29]Klippel.

Based on the are procedure above, the researcher used the theory from Klippel, because the theory from Klippel is more suitable and interesting to use for writing narrative texts.

d. The Advantages of Guessing Game

There are many advantages by using guessing game to teach students, there are:

1) It is very easy to play this game.

2) Students do not need many steps in writing text.

3) The teacher it's only give example and applied by guessing game.

4) It makes them easy in writing narrative text and more interested do it.[30]

Then, based on the Daulay and Br. Hasuagian[31] stated there are some advantages that guessing game can be applied to all abilities, ages, and also to other materials such as guessing the names of people, object, 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 the guessing game lead the students not to feel bore for teaching and learning process.

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[30]Zahara Windi and and Fatimah Sitti, "Journal of English Teaching," *Journal of English Language Teaching* 7, no. 1 (2018): 201–7, http://ejournal.unp.ac.id/index.php/jelt.

[31]I.K Daulay and K Br. Hasugian, "The Effect of Using Guessing Game Media Themed Local Tourism on Students' Achievment in Writing Narrative Text. Budapest International Research and Critics Institue-Journal (BIRCI-Journal), 4(1), 1178-1185," 2021.

Based on the advantages above, it can be concluded that guessing game can be used in writing narrative text. Because of this game helps the students to study and students get the motivation and enjoyable in learning process.

3. **Teaching Writing Narrative Text by Guessing Game**

These procedures are divided into three parts: pre-teaching activities, while-teaching activities, and post-teaching activities as following.

Table II.1
Teaching Writing Narrative Text Procedures

Teaching Activity	Procedure	Student activity
Pre-Teaching	1. The teacher greets the students. 2. Invite students to pray 3. Check student attendance	1. Replying to the teacher's greetings 2. Pray with the teacher 3. Declaring his presence
While-Teaching	1. The teacher divided into group, the group of six to five students each. 2. The teacher draw-up an exact time schedule at 15-20 minutes to guess and describe. 3. The students who waited outside during step 2 are called in and return to their groups. There they try and find out by asking only yes or no questions, how the group thinks they will spend the time to guess the stories in the narrative. 4. When each group can't guess the stories in narrative	1. Students divide into groups 2. Students follow the time set by the teacher 3. Students carry out instructions from the teacher 4. The student who couldn't answer his questions. So, the student tries to answer the question.

Teaching Activity	Procedure	Student activity
	text, the groups try to find out what the answer is.	
Post-teaching	1. Provide guidance to conclude learning outcomes 2. Ask students to read the narrative text before going to bed.	1. Summing up learning outcomes 2. Carry out the instructions given by the teacher

B. Review of Related Findings

There are another researcher that have done a researchers about guessing game. The first is done by Humaira et. al. The research aimed to see if guessing game could help 7th grade students at SMPN 10 Banda Aceh improve their ability to write descriptive. As a result, guessing game are affective in improving students' descriptive text writing skills. It can be seen from the result of study that revealed statistically significant difference between mean score from experimental class and control class.[32]

The second is Nuraen and Karyanti. The aim of this paper is to describe the implementation on guessing game which is utilized by the teacher to improve students' speaking ability at tenth grade of senior high school. The researcher did the observation to collect the data find out classroom activity. The result of the research is that the teacher implemented the technique in several steps starting from making group, setting the students to discuss, and making the other group guess what the speaker

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[32]Cut Putro Humaira, Iskandar Abdul Samad, and Ys. Syamsul Bahri, "The Effectiveness of Using Game to Improve English Writing Skill," *Research in English and Education* 7, no. 3 (2022): 115–23, https://garuda.kemdikbud.go.id/documents/detail/3149504.

meant. By doing activity, the students could develop their skill of speaking in fun way.

The third has done by Pratama. He was concluded that Guessing Game is a good method to develop the students' writing ability. The result showed that the students' post-test score in the experimental class is higher than students' post-test score in the control class. It could be seen from the result of Levene's Test that Sig (Pvalue)=0.004, and <a=0.05. It means that Ha was accepted and there was a significant influence of using guessing game toward students' narrative writing ability at the first semester of the tenth grade at SMA Negeri 3 Bandar Lampung in the academic year 2018/2019.[33]

The forth, research was conducted by Zahara and Fatimah there was a significant using guessing game in teaching writing descriptive texts to junior high school students. Guessing game is appropriate and affective to method taught be used in classroom. It is a game in which a student or a group of students guess a number of information such as titles, words, or pieces. 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.[34]

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[33]Ardi Budiono Pratama, "The Influence of Using Guessing Game Towards Students' Narrative Writing Ability at The First Semester of the Tenth Grade of SMA Negeri 3 Bandar Lampung In The Academic Year of 2018/2019" 561, no. 3 (2019), http: // repository. radenintan. ac. id.

[34]Zahara Windi and and Sitti, "Journal of English Teaching."

Based on the result above, the differences between the previously from the researcher, it can be seen from the variable y, the Zahara and Siti use is descriptive text while the researcher use narrative text and research design from the previously is pre-experimental research while the researcher use true experimental research. Then have done by Nuraen and Karyanti it can be seen from the variable y, Nuraen variable is speaking while researcher use narrative text, and the research design is qualitative research while researcher use is quantitative researcher.

C. Conceptual Framework

Writing is one of the last used in English, writing is how to produce their mind, think, ideas into good paragraph. In the process learning the students' ability write narrative text can be realized the generic structure and features language. In writing narrative text, students are expected to be able to write well in accordance with curriculum, using generic structure, language features, and example. But the reality is not as expected, students are not able to write well.

In this way the researcher used guessing the alternative solution to improve their writing. That's game is suitable to writing narrative text. Guessing game is the simple way game to applied. the students interesting to do the game, because the guessing game how the guesses the something with the clue. it can be concluded the researcher conduct the guessing game in this research. So, the researcher describes a research based on the framework below.

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┌─────────────────────────────────────────────────┐
│   Teaching Writing Text at Eleventh MAS Darussalam │
└─────────────────────────────────────────────────┘
                  ┌──────────────┐
                  │   Pre-Test    │
                  └──────────────┘
        ┌──────────────────┐   ┌──────────────────┐
        │ Experimental class │   │   Control class   │
        └──────────────────┘   └──────────────────┘
              ┌──────────────┐
              │   Treatment   │
              └──────────────┘
        ┌──────────────────┐   ┌──────────────────┐
        │  Guessing Game    │   │  Teachers' Method │
        └──────────────────┘   └──────────────────┘
        ┌─────────────────────────────────────────┐
        │              Post Test                   │
        └─────────────────────────────────────────┘
              ┌──────────────────────┐
              │      Hypothesis       │
              └──────────────────────┘
        ┌──────────────┐        ┌──────────────┐
        │     Ha        │        │     Ho        │
        └──────────────┘        └──────────────┘
        ┌──────────────┐        ┌──────────────┐
        │  Accepted     │        │   Rejected    │
        └──────────────┘        └──────────────┘
```
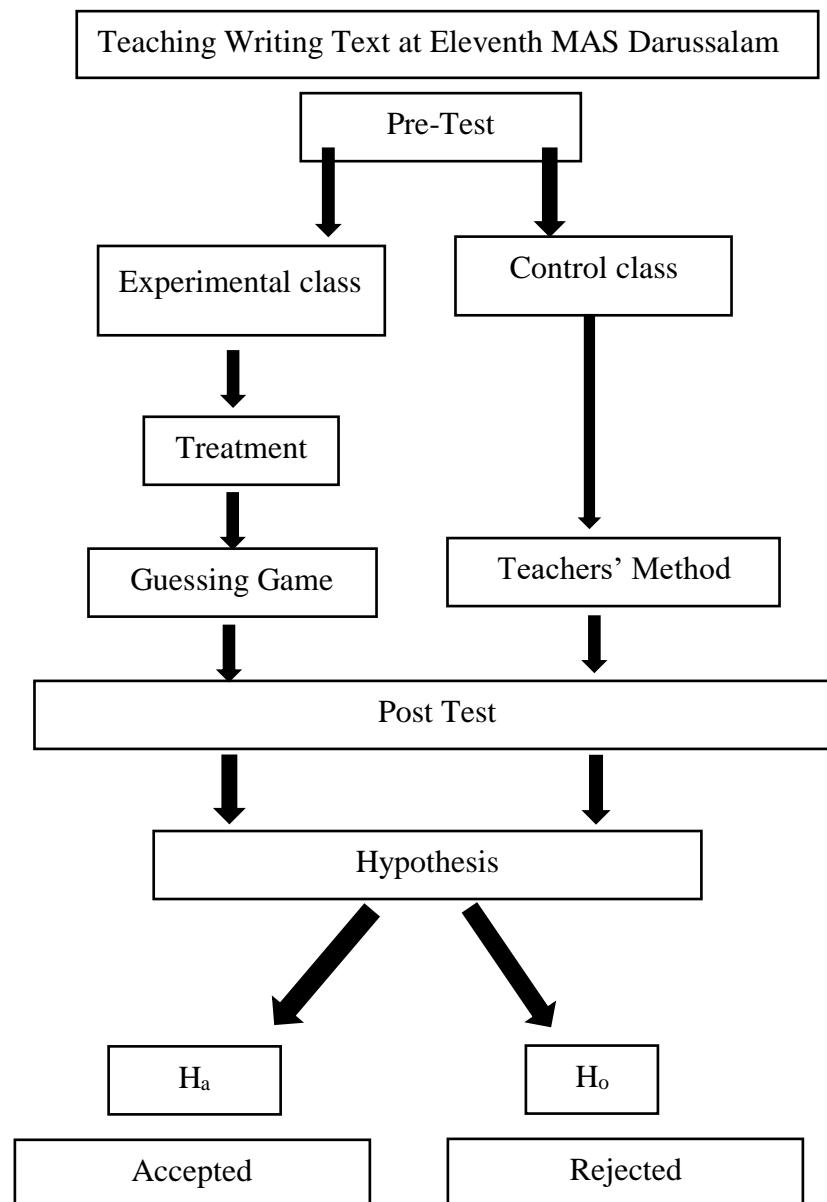
Hypothesis
Figure II. 1 Conceptual Framework

D. Hypothesis

Hypothesis of this research state that : "There is a significant Effect
of Guessing Game on Students' writing Narrative Text at the Eleventh
Grade MA Darussalam Kampung Banjir Padang Lawas Utara."

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

The research location is in MAS Darussalam Kampung Banjir Banjir Padang Bolak. That is located on Kihajar Dewantara LK street. VII Gunung tua Kampung Banjir market, Padang Lawas Utara, North Sumatera. The research started from December 2022 until October 2023.

B. Research Design

The type of research was quantitative research approach with experimental method. This research was quasi experimental design with Pretest-Posttest Control Group Design. The Pretest-Posttest Control Group design involves two groups of subjects, one class was taught in experimental treatment (experimental group) and the other is not given a treatment (control group). The research design was by used one treatment can be seen below:

Table III. 1
The Design of Instrument

Class		Treatment	
Experimental Class	Pre-test	Guessing Game	Post-test
Control Class	Post-test	X	Post-test

C. Population and Sample

1. Population

The population in this research was all students at XI grade of MAS Darussalam Kampung Banjir, which is consists three classes of the

students at XI grade of MAS Darussalam Kampung Banjir Padang

Lawas Utara. It consists of 86 students.

Table III. 2
The Population of Grade XI MA Darussalam Kampung Banjir
Padang Lawas Utara

No	Class	Total
1	XI-1	28
2	XI-2	30
3	XI-3	28
	TOTAL	86

2. **Sample**

The sample of the research is part of the population chosen as the

object of the research. To determine the sample to be used in this study,

the technique sampling used. In this study, researcher used random

sampling.

The sample of the research were three class it was took by stratified

random sampling from the population. The technique was taught the

sample by using stratified random sampling, the researcher asked to the

English teacher of MAS Darussalam Kampung Banjir Padang Lawas

Utara, based on the highest score in the class. The highest score of the

classes are XI-1 and XI-3, the researcher conducted the sample of this

researcher was XI-1 and XI-3, to selected XI-1 28 students was as

experimental class and XI-3 28 students was as control class it consists

56 students.

Table III. 3
The Sample of Research

No	Class	Total Students
1	Experimental class X1-1	28
2	Control Class XI-3	28
	TOTAL	56

3. Instrument of Research

The test was as an instrument in this research. The instrument of this research was essay test. The function of test here is to get the data of this research and to measure students' ability to write based on several aspects of assessment in writing.

Based on the teacher's book in PERMENDIKBUD K13 version, the indicator of writing test there are selected idea, Organization/structure text and content, grammar, and vocabulary. It can be seen in the table below[1]:

Table III. 4
Indicators of Writing Narrative Text

Indicator	Aspect	Criteria	Score
Students are able to write	Orientation Complication Resolution	The text corresponds to selected genre, the terms and features of selected genre are perfectly followed, the writing ideas and information presented are very rellevant, the content of the text is very easy to understand.	4
		Only meet 3 of the 4 conditions set.	3
		Only meet 2 of the 4 conditions set	2

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[1]Makhrur Bashir, *Buku Guru Bahasa Inggris,* ed. ed. Pandji Mangunsudarmo, Revisi 201 (Jakarta: Pusat Kurikulum dan Perbukuan, Balintang, Kemendikmud, 2017), https://bukusekolah.id/buku/buku-bahasa-inggris-kelas-11-sma.

Indicator	Aspect	Criteria	Score
		Only meet 1 or even does not meet the 4 conditions that have been set	1
Students are able to use appropriately	Content (topic or ideas in the text)	There are no errors	4
		There are some errors but do not really affect the meaning	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Focus on specific participant	There are no errors	4
		There are some errors but do not really affect the meaning	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Grammar (structure and past tense)	There are no errors	4
		There are some errors but do not really affect the meaning	3
		Often found errors, but the meaning can still be understood	2
		There are so many errors that the meaning difficult to understand	1
	Vocabulary	The sentence use are very effective, correctly use lexical variatios, master the form of words correctly,	4

Indicator	Aspect	Criteria	Score
		the terms are used correctly.	
		Only meet 3 of the 4 conditions set.	3
		Only meet 2 of the 4 conditions set	2
		Only meet 1 or even does not meet the 4 conditions that have been set	1

Assessment: $\dfrac{Students' score}{Score\ maximum} \times 100$

D. Validity and Reliability Instrument

1. Validity

Validity is important thing to doing the research, it means validity how to valid the test, because a good test must be validity. The researcher was apply construct validity to validate the test in this study, to make it sure the researcher was validate the test to English teacher. There were two valid tests, they are pre-test and post-test.

Based on the validity above, the researcher was essay test, the researcher chose the essay test because the form of the test used is test in accordance with the writing narrative text. Then, the test has done tested. So, the test has done become valid.

2. Reliability

The high reliability be must have a good test, besides having validity. The internal consistency of the measurement is defined as reliability. Internal consistency is have done by trying the instrument just once, then the data obtained is analyzed with certain techniques.

reliability is the consistency and accuracy in scoring that would have resulted from the researched measure. That reality of successful test is reliability.

E. Procedure of the Research

The researcher has done given test to the students for collected the data, pretest and posttest the process of collecting data can be seen below.

Table III. 5
The Research Procedure

	Experimental Class	Control Class
Pre-test	a. The researcher prepared the test before do the, the test only one question. b. The researcher shared out the test to the students. c. The researcher explains and gave instruction for them. d. The researcher gave time to do the test. e. The researcher collected the test. f. The researcher checked the students' test to get the score form	a. The researcher prepared the test before do the, the test only one question. b. The researcher shared out the test to the students. c. The researcher explains and gave instruction for them. d. The researcher gave time to do the test. e. The researcher collected the test. f. The researcher checked the students' test to get the score form
Treatment	a. The researcher greets the students b. Invite students to pray c. Check the student attendance. d. The researcher divided into group, the group	a. The researcher greets the students b. Invite students to pray c. Check the student attendance d. Researcher wrote down topic on the

	Experimental Class	Control Class
	of six to five students each. e. The researcher draw-up an exact time schedule at 15-20 minutes to guess and describe. f. The students who waited outside during step 2 are called in and return to their groups. They try and find out by asking only yes or no questions, how the group thinks they will spend the time to guess the stories in the narrative. g. When each group can't guess the story in narrative text, the groups try to find out what the answer is. h. The students wrote narrative text.	whiteboard about writing narrative text. e. The researcher explains the narrative text to the students by using generic structure, language features, and example. f. The students wrote narrative text.
Post-Test	a. The researcher prepared the test b. The researcher shared out the test to students. c. The researcher gave the instructions to do the test. d. The researcher gave the time to do the test at least 30 minutes. e. Before to do the test, the researcher played the music to make enjoy the class. f. The students written down the narrative text by their own through. g. The researcher collected the test.	a. The researcher prepared the test. b. The researcher shared out the test to students. c. The researcher gave the instructions to do the test. d. The researcher gave the time to do the test at least 30 minutes. e. Before to do the test, the researcher played the music to make enjoy the class. f. The students written down the

	Experimental Class	Control Class
	h. The researcher examined the students test to get the score from both of the classes.	narrative text by their own through. g. The researcher collected the test. h. The researcher examined the students test to get the score from both of the classes.

F. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

Normality test use to know whether the data is research is normal or not. So, that the researcher using one sample Kolmogorov-Smirnov Test. The hypothesis for normally test is formulated as follows:

H_o: The data is normal distribution

H_a: The data is not normal distribution

The significant level chosen in analyzing the score of $F_{calculated}$ through using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

H_o: $F_{calculated} > F_{0.05}$ or $significant_{calculated} > significant\ \alpha\ (0.05)$

H_a: $F_{calculated} < F_{0.05}$ or $significant_{calculated} < significant\ \alpha\ (0.05)$.

Table 3.6

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted value
N		28
Normal Parameters[a,b]	Mean	74.11
	Std. Deviation	14.910
Most Extreme Differences	Absolute	.167
	Positive	.083
	Negative	-.167
Test Statistic		.167
Asymp. Sig. (2-tailed)		.045[c]

a. Test distribution is Normal.
b. Calculated from data
c. Lilliefors Significance Correction.

From the data above can be seen that the significance is 0.045. it means $0.045 < 0.05$. Ho is accepted and Ha is rejected. So, the data is normal.

b. **Homogeneity Test**

Homogeneity test is used to know control class and experimental class have same the variant or not. The researcher used test of homogeneity of variances with using SPSS 26.0 version.

Table III. 7

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.843	1	54	.363
	Based on Median	.813	1	54	.371
	Based on Median and with adjusted df	.813	1	53.672	.371
	Based on trimmed mean	.996	1	54	.323

Based on the table above, it showed that variance between groups based on mean have significance 0.363. It means sig $>\alpha=0.05$. $0.363 > 0.05$. The data both of groups are homogenous.

c. **Hypothesis Test**

The researcher used T-test to investigate the hypothesis. The researcher used Independent Sample T-test with using SPSS 26 version. The result can be seen from the mean of score. The mean score would be show whether there is the difference between mean score of control group and mean score of experimental groups that means the technique useful or not. The researcher should make the hypothesis form the data that have been analyzed by looking at the t_{count} and compare it to t_{table}. If $t_{count} > t_{table}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{count} < t_{table}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect). Independent sample t-test was used to find out the results of the hypothesis. They are as follow:

1. To determine whether there is significant difference of students' writing narrative text by using guessing game for experimental class and non-treatment for control class.

2. To analyze the final-test scores of experimental group and control group. Moreover, the result of the analysis is null hypothesis (H_o) is accepted if sig. value $\geq \alpha$, and alternative hypothesis (H_a) is accepted if sig. value $< \alpha$, where $\alpha = 0.05$.

CHAPTER IV

THE RESULT OF RESEARCH

This stage about the result of the research. Researcher haves finished conducting research in the school MAS Darussalam Kampung Banjir Padang Lawas Utara. The researcher has calculated the data from pre-test and post-test. The researcher would like to show the results based on the data collection of data that have been taken by researcher in the pre-test and post-test.

A. Description of Data

1. Data Description Experimental of Pre -Test

a. Score of Pre-test in Experimental Class

The researcher chosen in class XI-1 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' writing narrative text during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table IV.1
Score Pre-test Experimental

N	Valid	28
	Missing	0
Mean		66.61
Median		67.50
Mode		70
Std. Deviation		15.459
Range		50
Minimum		40
Maximum		90
Sum		1865

The total score that was gotten the total of points that was got by students is 1865 total of score in pre-test in experimental class. Then, the highest score of the students was 90. It means there isn't students pass in standard score for writing, the standard score is 75. When the Std. Deviation is largest than or far from the mean score it shows a lot of variation in the data, while the Std. Deviation that is low or nearby to mean score indicates less variation. from the mean score of pre-test in experimental class was 66.61 and the Std. Deviation was 15.459. it can be concluded that Std. Deviations show a lot of variation in the data.

Mode score found in the data was 70. Next, mean score is average value in score pre-test in experimental class was 66.61. Then, median is the middle of value, median score got it in the data score experimental class was 67.50 after calculating using SPSS 26 version. The last, the standard score for writing it can be seen from the highest score and lowest score. It was gotten that 50. So, it can be concluded from the mean score of students' writing narrative text in pre-test of experimental class it was enough. In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

Table IV.2
Frequency Distribution of Students Score (pre-test) Experimental

No	Interval	Mid-Point	Frequency	Percentage
1	40-48	44	3	10.7%
2	49-57	53	5	17.8%
3	58-66	62	7	25%
4	67-75	71	5	17%
5	76-84	80	1	3.5%
6	85-93	89	7	25.2%
I=9			**28**	**100%**

Based on the table, the total percentage in pre-test experimental class was 100%. Class interval the total of class was 6. Interval scores ranging from 40-48, 40 is the lowest score in the pre-test in experimental class, and the highest score in the pre-test in experimental class is 90. 40-48 is calculated from the total of class, and so on. Mid-point is calculated from the value 40+48, then divided by 2 and the result is 44. Frequency is taken from the students' score, how many scores are from 40-48, which is 3, then the overall frequency, which is 28. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, researcher them in histogram on the following histogram.
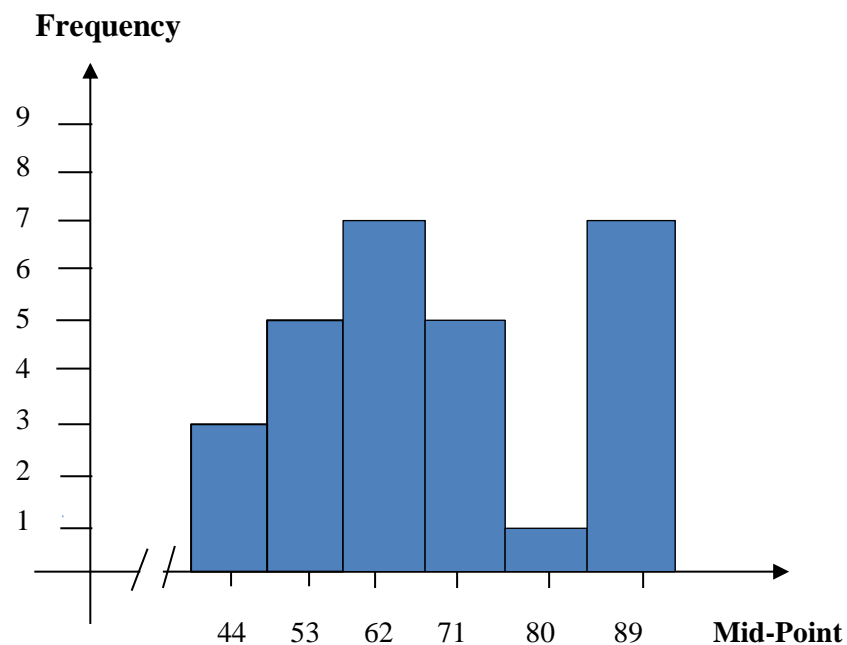
Frequency

Figure IV. I: Data Description of Students' Writing Narrative Text in Experimental Group (Pre-test)

Based on the histogram above, it can be seen score from Mid-point, mid-point is score in the middle. Most of frequency can be seen from 58-66 was 7 and 85-93 was 7 the total is 14 students. Frequency from 49-57 was 5 and 67-75 was 5 the total is 10 students. Frequency from 40-48 was 3 and 76-84 was 1 the total is 4 students. The last amount of the data is 28 and total frequency was 28 students.

So, it can be seen from the highest score of the histogram and from mean score. The highest score in histogram it was 89 the total is 7 students and from the mean score of students' writing narrative text it was 66.61 the total is 7 students. It can be concluded from the mean score, score of frequency and histogram it was enough.

b. Score of Pre-test in Control Class

The researcher chosen in class X1-3 to serve as the control class. The researcher calculated the result that had been gotten by the students' writing narrative text during pre-test. the calculation of the students' score statistically could be seen in the following table.

Table 4.3
Score of Pre-test Control

Pre-test		
N	Valid	28
	Missing	0
Mean		65.00
Median		67.50
Mode		70[a]
Std. Deviation		14.782
Range		55
Minimum		35
Maximum		90
Sum		1820

a. Multiple modes exist. The smallest value is shown

The total score that was gotten the total of points that was got by students is 1820 total of score in pre-test in control class. Then, the highest score of the students was 90. It means there isn't students' pass in standard score for writing, Because the standard score is 75. When the Std. Deviation is largest than or far from the mean score it shows a lot of variation in the data, while the Std. Deviation that is low or nearby to mean score indicates less variation. from the mean score from pre-test in control class was 65.00 and the Std. Deviation was 14.782. it can be concluded that Std. Deviations show a lot of variation in the data.

Mode score found in the data was 70[a]. Next, mean score is average value in score pre-test in control class was 65.00. Then, median is the middle of value, median score got it in the data score control class was 67.50 after calculating using SPSS 26 version. The last, the standard score for writing it can be seen from the highest

score and lowest score. It was gotten that 55. So, it can be concluded from the mean score of students' writing narrative text in pre-test of control class it was enough. In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

Table IV. 4
Frequency Distribution of Students Score (pre-test) Control

No	Interval	Mid-Point	Frequency	Percentage
1	35-44	39,5	3	10,7
2	45-54	49,5	1	3,5
3	55-64	59,5	7	25,2
4	65-74	69,5	8	28,5
5	75-84	79,5	6	21,4
6	85-94	89,5	3	10,7
I=10			**28**	**100%**

Based on the table, the total percentage in pre-test control class was 100%. Class interval the total of class was 6. Interval scores ranging from 35-44, 35 is the lowest score in the pre-test in control class, and the highest score in the pre-test in control class is 90. 35-44 is calculated from the total of class, and so on. Mid-point is calculated from the value 35+44, then divided by 2 and the result is 39.5. Frequency is taken from the students' score, how many scores are from 35-44, which is 3, then the overall frequency, which is 28. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, the researcher present them in histogram on the following figure.
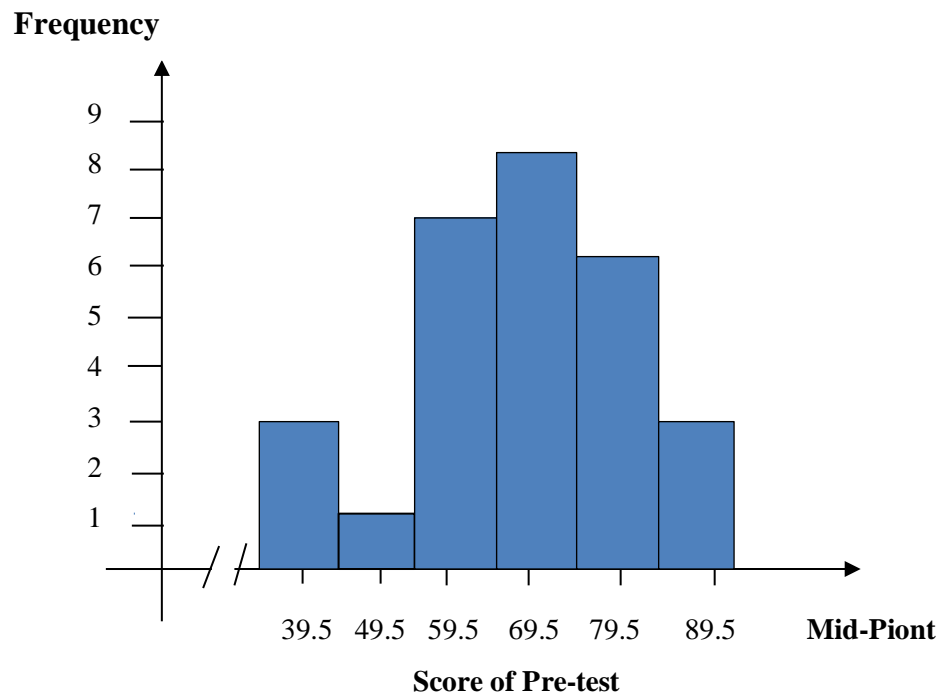
Frequency

**Figure IV. 2: Data Description of Students Writing Narrative
Text in Control Group (Pre-test)**

Based on the figure above, it can be seen score from Mid-point, mid-point is score in the middle. Most of frequency can be seen from 65-74 was 8 and 55-64 was 7 the total is 15 students. Frequency from 75-84 was 6 and 85-94 was 3 the total is 9 students. Frequency from 35-44 was 3 and 45-54 was 1 the total is 4 students. The last amount of the data is 28 and total frequency was 28 students.

Based on the data above, it can be seen from the highest score of the histogram and from mean score. The highest score in histogram it was 89.5 the total is 3 students and from the mean score of students' writing narrative text it was 65.00 the total is 7 students. It can be concluded from the mean score, score of frequency and histogram it was enough.

It can be concluded, from two data above class it can be seen from the pre-test scores in the experimental class and control class, it can be seen the difference between the two classes, the score from experimental is higher than the control class.

2. **Data Description Experimental of Post -Test**

a. **Score of Post-test in Experimental Class**

The researcher chose in class XI-1 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' narrative text during the post-test for experimental class. The calculation of the students' score statistically could be seen in the following table:

Table IV. 5
Score of Post-test Experimental

N	Valid	28
	Missing	0
Mean		74.11
Median		75.00
Mode		75
Std. Deviation		14.910
Range		55
Minimum		40
Maximum		95
Sum		2075

The total score that was gotten the total of points that was got by students is 2075 total of score in post-test in experimental. Then, the highest score of the students was 95. It means there isn't students pass in standard score for writing, Because the standard score is 75. When the Std. Deviation is largest than or far from the mean score it shows a lot of variation in the data, While the Std. Deviation that

is low or nearby to mean score indicates less variation. from the mean score of Post-test in experimental class was 74.11 and the Std. Deviation was 14.910. it can be concluded that Std. Deviations show a lot of variation in the data.

Mode score found in the data was 75. Next, mean score is average value in score post-test in experimental class was 74.11. Then, median is the middle of value, median score got it in the data score experimental class was 75.00 after calculating using SPSS 26 version. The last, the standard score for writing it can be seen from the highest score and lowest score. It was gotten that 55. So, it can be concluded from the mean score of students' writing narrative text in post-test of control class it was 74.11. In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

Table 4.6
Frequency Distribution of Students Score (post-test Experimental)

No	Interval	Mid-Point	Frequency	Percentage
1	40-49	44.5	2	7.1%
2	50-59	54.5	1	3.5%
3	60-69	64.5	5	17.8%
4	70-79	74.5	9	32.4%
5	80-89	84.5	5	17.8%
6	90-99	94.5	6	21.4%
I=10			28	100%

Based on the table, the total percentage in post-test experimental class was 100%. Class interval the total of class was 6. Interval scores ranging from 40-49, 40 is the lowest score in the post-test in experimental class, and the highest score in the Post-test in experimental

class is 95. 40-49 is calculated from the total of class, and so on. Mid-point is calculated from the value 40+49, then divided by 2 and the result is 44.5. Frequency is taken from the students' score, how many scores are from 40-49, which is 2, then the overall frequency, which is 28. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, the researcher present them in histogram on the following figure.
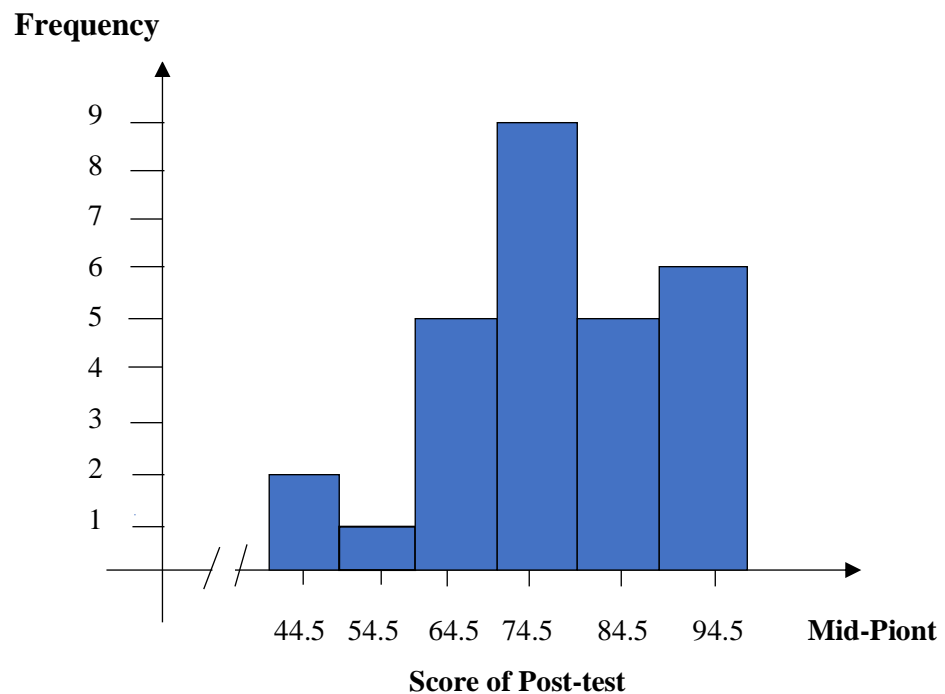
Frequency

Figure IV. 3: Data Description of Students' Writing Narrative Text in Experimental Group (Post-test)

Based on the figure above, it can be seen score from Mid-point, mid-point is score in the middle. Most of frequency can be

seen from 70-79 was 9 and 90-99 was 6 the total is 15 students. Frequency from 80-89 was 5 and 60-69 was 5 the total is 10 students. Frequency from 40-49 was 2 and 50-59 was 1 the total is 3 students. The last amount of the data is 28 and total frequency was 28 students.

So, it can be seen from the highest score of the histogram and from mean score. The highest score in histogram it was 94.5 the total is 6 students and from the mean score of students' writing narrative text it was 74.11 the total is 9 students. It can be concluded from the mean score, score of frequency and histogram it was high.

b. **Score of Post-test in Control Group**

The researcher chosen in class X1-3 to serve as the control class. The researcher calculated the result that had been gotten by the students' writing narrative text during the post-test for the control class loads. The calculation of the students' score statistically could be seen in the following table:

Table 4.7
Score of Post-test Control

N	Valid	28
	Missing	0
Mean		68.75
Median		70.00
Mode		70
Std. Deviation		16.252
Range		50
Minimum		45
Maximum		95
Sum		1925

The total score that was gotten the total of points that was got by students is 1925 total of score in post-test in control class. Then, the highest score of the students was 95. It means there isn't students' pass in standard score for writing, Because the standard score is 75. When the Std. Deviation is largest than or far from the mean score it shows a lot of variation in the data, While the Std. Deviation that is low or nearby to mean score indicates less variation. from the mean score of Post-test in control class was 68.75 and the Std. Deviation was 16.252, it can be concluded that Std. Deviations show a lot of variation in the data.

Mode score found in the data was 70. Next, mean score is average value in score post-test in control class was 68.75. Then, median is the middle of value, median score got it in the data score control class was 70.00 after calculating using SPSS 26 version. The last, the standard score for writing it can be seen from the highest score and lowest score. It was gotten that 50. So, it can be concluded from the mean score of students' writing narrative text in post-test of control class it was 68.75

In order to get description of score clearly and completely, the researcher taught in frequency on the following below.

Table 4.8
Frequency Distribution of Students Score (post-test Control)

No	Interval	Mid-point	Frequency	Percentage
1	45-53	49	8	28.5%
2	54-62	58	3	10.7%
3	63-71	67	7	25.2%
4	72-80	76	3	10.7%
5	81-89	85	1	3.5%
6	90-99	94.5	6	21.4%
I=9			28	100%

Based on the table, the total percentage in post-test control class was 100%. Class interval the total of class was 6. Interval scores ranging from 45-53, 45 is the lowest score in post-test in control class, and the highest score in the pre-test in control class is 95. 45-53 is calculated from the total of class, and so on. Mid-point is calculated from the value 45+53, then divided by 2 and the result is 49. Frequency is taken from the students' score, how many scores are from 45-53, which is 8, then the overall frequency, which is 28. The percentage is taken from the frequency, and the total frequency is. Then, divided by 100.

In order to get description of data clearly and completely, the researcher present them in histogram on the following figure.
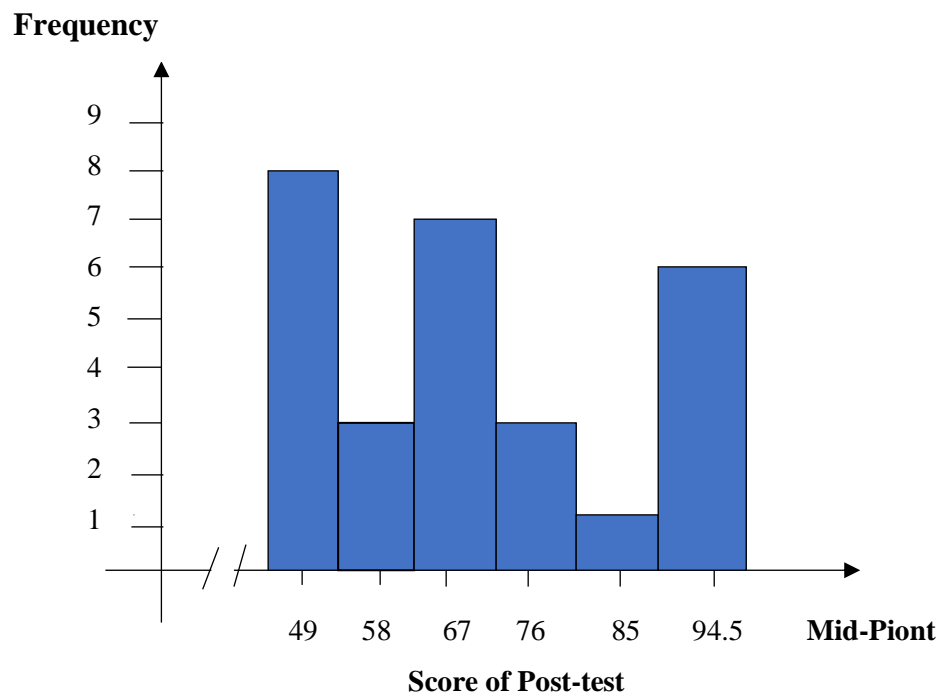
Frequency

Figure IV. 4: Data Description of Students' Writing Narrative
Text in Control Group (Post-test)

Based on the figure above, it can be seen score from Mid-point,

mid-point is score in the middle. Most of frequency can be seen from

45-53 was 8 and 63-71 was 7 the total is 15 students. Frequency from

90-99 was 6 and 72-80 was 3 the total is 9 students. Frequency from 81-

89 was 1 and 54-62 was 3 the total is 4 students. The last amount of the

data is 28 and total frequency was 28 students.

Based on the data above, it can be seen from the highest score of

the histogram and from mean score. The highest score in histogram it

was 94.5 the total is 6 students and from the mean score of students'

writing narrative text it was 68.75 the total is 3 students. It can be

concluded from the mean score, score of frequency and histogram it was high.

It can be concluded, from two data above class it can be seen from the post-test scores in the experimental class and control class, it can be seen the difference between the two classes, the score from experimental is higher than the control class.

3. **Description of Comparison Score in Experimental Class and Control Class**

In comparing the samples used, the researcher interpreted the paired samples t-test by using SPSS 26.0 version as below.

Table IV. 9
Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test experimental	66.61	28	15.459	2.922
Post-test experimental	74.11	28	14.910	2.818
Pair 2 Pre-test control	65.54	28	13.699	2.589
Post-test control	68.57	28	16.265	3.074

Based on the table, it can be seen that summary of the result of the descriptive statistic of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class is 66.61 and 74.11 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 65.54 and 68.57. The participant consisted of 28 students for each class.

Then, Std. Deviation in pre-test experimental class is 15.459 and 14.910 in post-test experimental class. Std. Deviation in pre-test control class is 13.699 and 16.265 in post-test control class. Because the mean score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

4. **Hypothesis Test**

The researcher has known the data normal and homogene. It means the researcher continue the next step, it is to test the hypothesis if the data is normal and homogeneity so that the researcher has to use the parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t-test. The researcher used independent sample t-test with using SPSS 26.0 version to examine the hypothesis. The result can be seen from mean of score.

Before using the techniques (pre-test) in experimental class, mean score is 66.61 and after using the technique in experimental class (post-test), mean score is 74.11. To see the effect of guessing game in writing narrative text, the researcher would present the data analysis in the table below.

Table IV. 10
Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post test Experimental Control		28 28	74.11 68.57	14.910 16.265	2.818 3.074

The table above shows that both samples have 28 students. The mean of experimental class improvement was 74.11 and mean of control class improvement was 68.57. The standard deviation for the experimental class was 14.910 and while for the control class was 16.265. It means there is a different point on students' writing narrative text after using guessing game. For significance (2 tailed) can be seen in the table below.

Table IV. 11
Independent Sample Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil_belajar	Equal variances assumed	.843	.363	1.328	54	.190	5.536	4.170	-2.824	13.896
	Equal variances not assumed			1.328	53.597	.190	5.536	4.170	-2.826	13.897

Based on the table above, it can be seen that t_{count} is 1.328 and t_{table} is 1.674. it means that $t_{count} < t_{table}$ (1.328<1.674). So, H_o is accepted and H_a is rejected. It is "there is no significant effect of guessing game on students' writing narrative text at the eleventh grade MAS Darussalam Kampung Banjir Padang Lawas Utara".

Table IV. 12
Gain of Score in Experimental and Control Class

	Pre-test	Post-test	Enhancement	Percentage	Gain Score
Experimental Class	66.61	74.11	7.5	0.075%	4.47
Control Class	65.54	68.57	3.03	0.0303%	

Based on the table above, the mean score for experimental class pre-test was 66.61 post-test was 74.11. The enhancement between pre-test and post-post in experimental class was 7.5 and percentage is 0.075%. The mean score for control class pre-test was 65.54 and post-test was 68.57. The enhancement between pre-test and post-test in control class was 3.03 and percentage was 0.0303%. The totality from 7.5-3.03 was 4.47. So, it can be concluded gain score of pre-test post-test in experimental and control class, there is the enchancement both of group. Then, it can be seen from the analyzed by t-test in SPSS version 26, t_{count} is 1.328 and t_{table} is 1.674, it means that $t_{count} < t_{table}$ (1.328<1.674). So, H_o is accepted and H_a is rejected. It is "there is no significant effect of guessing game on students' writing narrative text". It is there no significant effect by using guessing game, but there is the improvement between pre-test and post-test.

B. Discussion

Based on the data analysis that had found by the researcher where the result, it shown that there wasn't the effect of guessing game on students' writing narrative text at the eleventh grade MAS Darussalam Kampung Banjir Padang Lawas Utara. Based reason above, in this case can also be

called an extraneous variable, which is an independent variable that cannot be controlled, because the effect is not significant.

Meanwhile, Post-test experimental class higher than Post-test control class. The mean score of Post-test in experimental class was 74.11, Meanwhile post-test in control class was 68.57. So, based on the calculated can be concluded that there is the improvement of experimental class was higher than control class. It can be seen from percentage. Pre-test and post-post in experimental class is improvement percentage was 0.075%. Pre-test and post-test in control class is improvement percentage was 0.0303%.

Based on the discussion above, it can be concluded there is not a significant effect of guessing game on students' writing narrative text at the eleventh grade MAS Darussalam Kampung Banjir Padang Lawas Utara, but there is effect of guessing game on students' writing narrative text. It can be seen the pre-test and post-test in experimental class is improvement.

Based on the theory, the researcher had read theses and journals on the internet and ETD of this university and other university also, the researcher it only finding one journal from Pratama, the result of Pratama's research that H_a is accepted and H_o is rejected. Most of the thesis and journal results that the researcher have reads related to the guessing game on students' vocabulary, writing descriptive text, speaking, vocabulary, and students' self-motivation.

In this research it was found that there was no significant effect of guessing game on students' writing narrative text it can be seen that t_{count} is

1.328 and t_{table} is 1.674. It means that $t_{count} < t_{table}$ (1.328<1.674). So, H_o is accepted and H_a is rejected. It is "there is no significant effect of guessing game on students' writing narrative text at the eleventh grade MAS Darussalam Kampung Banjir Padang Lawas Utara".

This study certainly has differences in what has been researched by the Pratama research. In his research proved that there is a significant effect by using guessing game on students' writing narrative text, The theory of Dwi M, Mega, he said that guessing games give students do not feel bored during learning process. It creates a relaxed atmosphere in the classroom. One basic reason for using guessing game as prove students' ability in writing text.[1] It turns out that this is not contained in this study, where there is no significant effect. The differences that occur could be caused by less precise data collection and lack of learning intention in students.

There are some differences between researcher and previous study based on the effect of guessing game on writing ability such as:

The first is conducted by Punawar[2], the important of this research the that the implementation of the method of guessing game through pictures can function as the 'trigger' for the student speaking competence and encourage the students to get involve actively in such a conversation or dialogues so English teachers are strongly recommended to use various

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[1]Mega. Dwi M, *The Use of Guessing Game in Teaching Speaking.* (Bandung: Unpublished, 2019).

[2]Punawar, "The Method of Guessing Game Through Pictures As The Alternative to Motivate The Students To Improve Their Speaking Skill," *http://E-Jurnal.Unisda.Ac.Id* 4, no. 2 (2019): 72–79.

kinds of strategy and of media either audio or just visual aids like picture card games to improve the student speaking skill. From Punawar's research, it can be concluded that there are differences and similarities with researchers. The difference from Punawar research is that it can be seen from the title Punawar, which is the type of research used, then it can also be seen from variable X and variable Y and the results of Punawar research are that there is an increase by using guessing game.

The second is Zully Zulaikho Puspitasari where the statement in the second list of basic assumption about language. She stated that the implementation of using interactive guessing game was significant to improve fluency student's speaking skill.[3] It can be concluded that interactive guessing game technique gave significant effect toward fluency students' speaking skill at MTs. Bustanul Ulum Tanggungprigel. From the results of Zully's research there can be several differences with research researchers, is in terms of variables used by Zully's research. The variables used in this study are speaking while the research researchers use writing and there are also similarities with researchers that both use the guessing game method. The result of this study is a significant effect by using guessing game.

The third is Irma Khoirot Daulay and Kristina Br. Hasugian their statement about guessing game method related to this research. It points out

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[3]Zully Zulaikho Puspitasari and Slamet Asari, "The Effect of Using Interactive Guessing Game Technique on Fluency Student's Speaking" Vol 25 (2018): 104–14.

that guessing game media themed local tourism is effective in teaching writing narrative text for the tenth grades students of SMA GKPI PAMEN.[4] From the results above, it can be concluded that using guessing game media themed local tourism is effective in teaching writing narrative text. While the results of the research, researchers did not have an effect in teaching writing narrative text. The study above has differences and similarities, are the study above uses guessing game media themed local tourism while researchers use guessing game only. But there are also similarities in this study, which is both using writing narrative text.

The last by Hasanah, et. al the purpose of the study was to know and describe the effect of guessing game technique on students' vocabulary knowledge at the seventh grade of a state Islamic Junior High School (MTsN)[5]. After given guessing game treatment, the experimental class mean score increased up to 78.4 while the controlled class mean score was 70.93. It can be concluded that there was significant effect of guessing game technique on students' vocabulary knowledge at the seventh grade of a state Islamic junior high school (MTsN). It can be concluded from the above results that there was significant effect of guessing game technique on students' vocabulary. While the results of the researcher's research there is

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[4]Irma Khoirot Daulay and Kristina Br. Hasugian, "The Effect of Using Guessing Game Media Themed Local Tourism on Students' Achievement in Writing Narrative Text," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4, no. 1 (2021): 1178–85, https://doi.org/10.33258/birci.v4i1.1734.

[5]Raudlatul Hasanah, Ismalianing Eviyuliwati, and Maya Deviyanti, "The Effect of Guessing Game on Students' Vocabulary Knowledge" 1, no. 2 (2022): 51–60, https://publish.ojs-indonesia.com/index.php/SIBATIK.

no significant effect of guessing game on students' writing narrative text. This research has similarities and differences, which can be seen from the variables above used is vocabulary, while researchers use writing narrative text.

Based on the discussion above, all of the discussion above is statements that support (pro) to this research, where they have common that guessing game have a significant effect on students' ability in writing. But in this research by guessing game do not support (contra) to this research. The most of the problems it can be seen from the hypothesis, the hypothesis was rejected because there were several are inappropriate timing lack of understanding by students, and lack of interest in learning.

It can be seen from the research from other universities that stated Punawar research is guessing game related to the speaking, then from Zully Zulaikho Puspitasari research that guessing game appropriate to the speaking also. Next, Irma Khoirot Daulay and Kristina Br. Hasugian research that guessing game related to writing text. The last Hasanah, et. al support that guessing game on students' vocabulary. The researcher didn't find that guessing game relate to the writing narrative text, but guessing game relate to the descriptive text. Guessing game on students' writing narrative text less efficient on students' writing by using guessing game.

C. Threats of the Research

There are some factors that may threaten this research, including the following: the researcher was unknowing of how seriously the students were

taking the test. Due to the researcher giving students additional time to complete the test, there were few students that have the same answers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' ability in writing narrative text before using guessing game at eleventh grade MAS Darussalam Kampung Banjir Padang Lawas Utara it was 66.61 in pre-test experimental class. It means the students' ability in writing narrative text is in enough category.

2. The students' ability in writing narrative text after using guessing game at eleventh grade MAS Darussalam Kampung Banjir Padang Lawas it was 74.11 in post-test experimental class. The Enhancement between pre-test and post-test in experimental class it was 7.5 and percentage was 0.075%. It can be concluded the students' ability in writing narrative text is in high category.

3. After the researcher treated the students with the guessing game and researcher administrated post-test in both of classes the result of the research, the technique of taught the data in post-test experimental class control class is the same. It was found that the result of t-test was smaller than t-table (1.328<1.674). So, the alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted. It means that there is no significant effect of guessing game on students' writing narrative text at The Eleventh Grade MAS Darussalam Kampung Banjir Padang Lawas Utara.

B. Suggestion

After completing the research, the research learned a lot about how to teach and learn English. The researcher concluded that some things required proof as a result form the experience. It prompts the researcher offering the following suggestions:

1. The researcher 's findings serve as information for the headmaster to encourage the English teacher to employ the guessing game as much as possible when teaching writing because this method can help students write, particularly when producing narrative text.

2. The findings of this research also provide information to English teachers on how to employ the guessing game when teaching students to write narrative text to make the learning process more active.

3. The researcher suggests to another researcher to use this method in solving other problems and find other factors that face by student in learning English process.

C. Implication

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the effect of guessing on students' writing narrative text at the eleventh MAS Darussalam Kampung Banir Padang Lawas Utara.

Based on the result of this research, it is known that guessing game is a good method to develop or increase their ability in writing. A study

that has been carried out in an educational environment, the conclusions drawn certainly have information this method in the field of education and also subsequent research. That's relate to the implications are as follow:

1. Based on the result of this research that the method it can used by English teacher, because this method is very easy to practice in the classroom when learned writing narrative text in the class. Therefore, this method to provide more information to English teacher that's a method of learning process to be used. So, is not make learning process monotonous method.

2. Based on the theory that has formulated by researcher, it can be seen that guessing game on students' writing narrative text that has improvement after using guessing game. Because by using guessing game on students writing narrative text in discussion each group, the group try to find out or describe in story writing narrative text. It make the students more active.

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LESSON PLAN
(EXPERIMENTAL CLASS)

Sekolah   : **MA Darussalam Kampung Banjir**
Mata Pelajaran   : **Bahasa Inggris**
Kelas / Semester   : **XI / 1**
Materi Pokok   : **Narrative Text**
Alokasi Waktu   : **2 X 45**

A. Kompetensi Inti:

1. Menghayati dan mengamalkan ajaran agama yang dianutya.
2. Menghargai dang menghayati perilau jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam interaksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang diperlajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar

1. Kompetensi Dasar: Mampu mempelajari teks yang sedang dipelajari dengan benar.
2. Indikator:
a. Siswa terampil memahami teks narrative berbentuk legend dengan sederhana.
b. Menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
1. Siswa mampu memahami text narrative dengan baik dengan dengan bantuan Teknik yang diberikan guru
2. Siswa diharapkan mampu menuls sebuah teks yang berbentuk narrative

D. Tujuan Pembelajaran
1. Siswa mampu menulis teks narasi dengan baik dan benar.
2. Siswa diharapkan mampu menuliskan narrative text secara sederhana tentang legenda dengan menggunakan struktur generic teks narasi (Orientation, Complication, Resolution, Re-orientation).

E. Materi Pembelajaran
    Narrative Text

F. Metode Pembelajaran
    Guessing Game

G. Media
Laptop, Loudspeaker

H. Sumber
1. English Book
2. Audio
3. Suara Guru

I. Langkah – langkah Akitivitas Pembelajaran

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
Pre-Teaching	1. Guru memberikan salam 2. Guru menyapa para siswa 3. Mengajak siswa untuk berdoa. 4. Memeriksa kehadiran siswa	1. Siswa menjawab salam 2. Siswa menjawab sapaan guru 3. Berdoa sama guru 4. Menyatakan kehadiran
While Teaching	1. Guru membagi menjadi beberapa kelompok yaitu terdiri dari enam hingga lima siswa. 2. Guru memberikan	1. Siswa dibagi menjadi beberapa kelompok 2. Siswa mengikuti waktu yang ditentukan oleh guru

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
	waktu kurang lebih 15-20 menit untuk menebak. 3. Salah satu dari group tersebut pergi ke luar yaitu sebagai ketua dan siswa yang lainnya menunggu di dalam langkah ke 2 ketua yang diluar dipanggil dan kembali ke kelompok mereka masing-masing. Setiap ketua dari kelompok berdiri di barisan kelompok masing-masing, Di sana ketua dari kelompok tersebut hanya memberikan jawaban pertanyaan ya atau tidak, bagaimana kelompok tersebut berusaha menebak cerita tersebut. mereka akan menghabiskan waktu untuk menebak cerita dalam narasi tersebut. 4. Ketika setiap kelompok tidak	3. Siswa melaksanakan instruksi dari guru 4. Siswa yang tidak bisa menjawab pertanyaannya. Jadi, siswa mencoba menjawab pertanyaan itu.

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
	dapat menebak cerita dalam teks naratif, maka kelompok tersebut tidak mendapakan poin.	
Post-Teaching	1. Memberikan panduan dan menyimpulkan hasil pembelajaran 2. Meminta siswa untuk membaca teks narasi sebelum tidur	1. Menyimpulkan hasil pembelajaran 2. Melaksanakan instruksi yang diberikan oleh guru

Rubric Penilaian

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
The selected idea	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the condition set.	Only fulfill one or does not fulfill the four conditions set.
Structure text and content	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four condition set	Only fulfill one or does not fulfill the four conditions set.
Grammar	There is no mistake with grammar. The	There are some mistakes,	There are many mistakes,	Too much mistakes and

	content and the meaning of the text can be understood and very clear.	but don't interfere the meaning and content.	but don't interfere the meaning and content.	interfere the meaning and content.
Vocabulary	Effective word or idiom choice and usage.	Only fulfill three of the conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

LESSON PLAN
(CONTROL CLASS)

Sekolah   : **MA Darussalam Kampung Banjir**
Mata Pelajaran   : **Bahasa Inggris**
Kelas / Semester   : **XI / 1**
Materi Pokok   : **Teks Naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.**
Alokasi Waktu   : **2 X 2 JP (180 menit)**

A. Kompetensi Inti:

KI 1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong-royong, Kerjasama, toleran, damai), bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangga, negara, Kawasan regional, dan 63awasan internasional.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ramah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator

a) Siswa mampu membuat teks narasi legenda dengan menggunakan struktur generic teks narasi (Orientation, Complication, Resolution, Re-orientation).

b) Siswa mampu mengembangkan ide-ide dari topic text tersebut.

D. Tujuan Pembelajaran

a) Siswa mampu menulis teks narasi dengan baik dan benar

b) Siswa diharapkan mampu menuliskan narrative text secara sederhana tentang legenda dengan menggunakan struktur generic teks narasi (Orientation, Complication, Resolution, Re-orientation).

E. Materi Pembelajaran

     Narrative Text

F. Metode Pembelajaran

     Guessing Game

G. Media

     Laptop, Loudspeaker

H. Sumber

a) English Book

b) Audio

c) Suara Guru

I. **Langkah – langkah Akitivitas Pembelajaran**

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
Pre-Teaching	1. Guru memberikan salam 2. Guru menyapa para siswa 3. Mengajak siswa untuk berdoa. 4. Memeriksa kehadiran siswa	1. Siswa menjawab salam 2. Siswa menjawab sapaan guru 3. Berdoa sama guru 4. Menyatakan kehadiran
While Teaching	1. Guru bertanya kepada siswa apakah mereka pernah mendengarkan cerita legenda. 2. Guru memberikan pelajaran yaitu tentang narrative text dan contohnya. 3. Guru menanyakan	1. Siswa menjawab pertanyaan dari guru 2. Siswa mendengarkan dan menulis materi dari guru. 3. Siswa menjawab pertanyaan dari guru dan mengerjakan soal dari guru.

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
	apakah siswa tersebut sudah paham dan guru memberikan soal kepada siswa.	
Post-Teaching	1. Memberikan panduan untuk menyimpulkan hasil pembelajaran 2. Mintalah siswa untuk membaca teks narasi sebelum tidur	1. Menyimpulkan hasil pembelajaran 2. Melaksanakan instruksi yang diberikan oleh guru

Rubric Penilaian:

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
The selected idea	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the condition set.	Only fulfill one or does not fulfill the four conditions set.
Structure text and content	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four condition set	Only fulfill one or does not fulfill the four conditions set.
Grammar	There is no mistake with grammar.	There are some mistakes,	There are many mistakes,	Too much mistakes and interfere

	The content and the meaning of the text can be understood and very clear.	but don't interfere the meaning and content.	but don't interfere the meaning and content.	the meaning and content.
Vocabulary	Effective word or idiom choice and usage.	Only fulfill three of the conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

APPENDIX 2

INSTRUMENT OF PRE-TEST

Pelajaran   :English

Materi   :Writing Narrative Text

Kelas/Semester   :XI/1

Waktu   :30 Menit

Nama: ……………………………
Kelas: ……………………………
Tanggal: …………………………

Petunjuk:

1. Tulislh nama anda dan kelas anda dengan jelas di atas kertas tersebut.

2. Gunakan waktu anda sebaik-baiknya.

3. Kerjakan test tersebut dengan mandiri.

Intruksi:

1. Tulislah sebuah teks narasi legenda dengan memilih salah satu topik dibawah ini sebanyak paling sedikit 100 kata

a. The story of the Maling Kundang

b. The story of the Timun Mas

Mengetahui,
Validator English Teacher

Nur Elisna

APPENDIX 3

INSTRUMENT OF POST-TEST

Pelajaran   :English

Materi   :Writing Narrative Text

Kelas/Semester   :XI/1

Waktu   :30 Menit

Nama: ……………………………
Kelas: ……………………………
Tanggal: …………………………

Petunjuk:

1. Tulislah nama anda dan kelas anda dengan jelas di atas kertas tersebut.

2. Gunakan waktu anda sebaik-baiknya.

3. Kerjakan test tersebut dengan mandiri.

Intruksi:

1. Tulislah sebuah teks narasi legenda dengan memilih salah satu topic dibawah ini sebanyak paling sedikit 100 kata

a. The story of the Danau Toba

b. The story of the Keong Mas

Mengetahui,

Validator English Teacher

Nur Elisna

APPENDIX 4

Form of Construct Validity for Writing Mastery

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI/2

Penelaah   : Nur Elisna, S. Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah Instrument soal yang berdasarkan semua kriteria yang tertera di dalam format tersebut!

2. Berikan tanda cek (✓) pada kolom "Ya" apabila soal yang ditelaah sudah sesuai dengan kriteria.

3. Berikan tanda cek (X) pada kolom "Tidak apabila soal yang ditelaah tidak sesuai dengan kriteria.

4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Mastery Test

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas XI di semester 2?	✓		
2	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah instruksi dapat dipahami dengan baik?	✓		
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		

5	Apakah waktu yang ditetapkan sudah cukup?	✓		

Mengetahui,
Validator English Teacher

<u>Nur Elisna S. Pd</u>

APPENDIX 5

Score of Pre-test Experimental

Pretest		
N	Valid	28
	Missing	0
Mean		66.61
Median		67.50
Mode		70
Std. Deviation		15.459
Range		50
Minimum		40
Maximum		90
Sum		1865

APPENDIX 6

Score of Pre-test Control

N	Valid	28
	Missing	0
Mean		65.00
Median		67.50
Mode		70[a]
Std. Deviation		14.782
Range		55
Minimum		35
Maximum		90
Sum		1820

a. Multiple modes exist. The smallest

value is shown

APPENDIX 7

Score of Post-test Experimental

N	Valid	28
	Missing	0
Mean		74.11
Median		75.00
Mode		75
Std. Deviation		14.910
Range		55
Minimum		40
Maximum		95
Sum		2075

APPENDIX 8

Score of Post-test Control

N	Valid	28
	Missing	0
Mean		68.75
Median		70.00
Mode		70
Std. Deviation		16.252
Range		50
Minimum		45
Maximum		95
Sum		1925

APPENDIX 9

Description of Score Comparison in Experimental Class and Control Class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test experimental	66.61	28	15.459	2.922
Post-test experimental	74.11	28	14.910	2.818
Pair 2 Pre-test control	65.54	28	13.699	2.589
Post-test control	68.57	28	16.265	3.074

APPENDIX 10

RESEARCH DOCUMENTATION

1. Documentation of Pre-test

2. Documentation of Treatment in Experimental Class

3. Dokumentation of Post-test

Pelajaran	:English
Materi	:Writing Narrative Text
Kelas/Semester	:XI/1
Waktu	:30 Menit

Nama: Riska Hayani Tanjung

Kelas: XI³

Tanggal: 19 Juni 2023

Petunjuk:

1. Tulislh nama anda dan kelas anda dengan jelas di atas kertas tersebut.

2. Gunakan waktu anda sebaik-baiknya.

3. Kerjakan test tersebut dengan mandiri.

Intruksi:

1. Tulislah sebuah teks narasi legenda dengan memilih salah satu topik

   dibawah ini sebanyak paling sedikit 100 kata

   a. The story of the Maling Kundang

   b. The story of the Timun Mas

Jawab:

Malin kundang is so bad. he is quarrelsome and cranky. He is so sinful to Mother. story of the Malin kundang is the story about kids sinful. long time ago in a small village near he cach in [wost] sumatera liveda woman and her son. Malin kundang and his Mather had to live hard because his Father and passed away when he wa a baby. Malin kundang has a healfy diligent and strong.

4
3
3
4
3
─────
18/20 × 100

(90)

No time for love sine sit

Bwon Bonee in school

- What apa, When dimana, how kapan, When bagaimana

my family yes ter day to mavc

I Loke speeach ingris

Saya suka bahasa inggris

- we should haven been studying here for two years by last june.

- I said that we should be going to sidem puan next mont.

- If I had big salary, I should have give money the poor man

- in an tomes there lived achi who lites in a vilage hundred and live

had pity iti and married the king's daughter.

- the story of the malin kundang

- in ancient times one open atimo there lived a child who live a vil

lage he wandered and live

happy in the city and married

$$\begin{array}{r}2\\2\\2\\1\\1\\88\\\hline 20\times 100\end{array}$$

(90)

Petunjuk:

1. Tulislah nama anda dan kelas anda dengan jelas di atas kertas tersebut.

2. Gunakan waktu anda sebaik-baiknya.

3. Kerjakan test tersebut dengan mandiri.

Intruksi:

1. Tulislah sebuah teks narasi legenda dengan memilih salah satu topic

   dibawah ini sebanyak paling sedikit 100 kata

   a. The story of the Danau Toba

   b. The story of the Keong Mas

a. The ~~stro~~ story of the Danau Toba

In ancian times there was a man fassing into a leven he got a big golden, gol'd finsh then he brought it tohis house and when he a got home he was about to cook it then we ~~codbed~~ looked for Firiwod fish hed loving for firewood the found the fish wac gone them he looked for it but he insted saw a beauhful girl was then she said that she was a fish caught in a river and the young man pal in love to ask for her hand after that they got married and ~~that~~ hat a child and was named camosir.

4
4
4
4
3

(95)

19/20 X100

APPENDIX 11

1. THE RESULT OF PRE-TEST IN EXPERIMENTAL CLASS

Subjek Pretest	Pretest
BL	60
FA	40
DA	90
AA	70
DS	85
AR	40
DPS	65
BLP	40
AH	60
EWS	50
AH	70
AN	75
AWH	90
AS	75
HH	55
DH	70
EMH	90
DES	85
FNS	70
AA	60
EFS	75
D	80
AH	55
ARF	85
FRN	65
ARF	65
GAH	50
EAS	50

2. High Score = 90
   Low Score = 40
   Range = 90-40 =50

3. Total of Class = 1+3.3 Log n
   = 1+3.3 Log 28
   = 1+3.3 ×1.4
   = 1+4.62 = 5.62
   = 6

4. Length of Class $= \dfrac{R}{K} = \dfrac{50}{6}$

$= 8{,}33$

$= 9$

No	Interval	Mid-Point	Frequency	Percentage
1	40-48	44	3	10.7%
2	49-57	53	5	17.8%
3	58-66	62	7	25%
4	67-75	71	5	17%
5	76-84	80	1	3.5%
6	85-93	89	7	25.2%
	I=6		**28**	**100%**

APPENDIX 12

1. THE RESULT OF PRE-TEST IN CONTROL CLASS

Subjek	Pretest
RS	60
SR	85
WS	70
RD	65
SHH	70
RHT	90
SPM	70
EH	60
SB	65
RS	70
SKH	90
RRH	80
RJ	75
RYH	75
UYH	55
TS	50
EH	55
WH	55
SAS	60
RS	75
SP	70
RE	55
R	40
NHH	40
BH	75
EMY	65
ES	75
DH	40

2. High Score = 90
   Low Score = 35
   Range = 90-35 =55

3. Total of Class = 1+3.3 Log n
   $\qquad$ = 1+3.3 Log 28
   $\qquad$ = 1+3.3 ×1.4
   $\qquad$ = 1+4.62 = 5.62
   $\qquad$ = 6

4. Length of Class $= \dfrac{R}{K} = \dfrac{55}{6}$
$$= 9.16$$
$$= 10$$

No	Interval	Mid-Point	Frequency	Percentage
1	35-44	39,5	3	10,7
2	45-54	49,5	1	3,5
3	55-64	59,5	7	25,2
4	65-74	69,5	8	28,5
5	75-84	79,5	6	21,4
6	85-94	89,5	3	10,7
I=6			28	100%

APPENDIX 13

1. THE RESULT OF POST-TEST IN EXPERIMENTAL CLASS

Subjek Pretest	Posttest
BL	75
FA	40
DA	95
AA	70
DS	90
AR	40
DPS	70
BLP	50
AH	90
EWS	65
AH	80
AN	75
AWH	90
AS	75
HH	60
DH	95
EMH	95
DES	85
FNS	75
AA	65
EFS	75
D	85
AH	60
ARF	80
FRN	75
ARF	75
GAH	80
EAS	65

2. High Score = 95
    Low Score = 40
    Range = 95-40 =55

3. Total of Class = 1+3.3 Log n
    $\qquad\qquad$ = 1+3.3 Log 28
    $\qquad\qquad$ = 1+3.3 ×1.4
    $\qquad\qquad$ = 1+4.62 = 5.62
    $\qquad\qquad$ = 6

No	Interval	Mid-Point	Frequency	Percentage
1	40-49	44.5	2	7.1%
2	50-59	54.5	1	3.5%
3	60-69	64.5	5	17.8%
4	70-79	74.5	9	32.4%
5	80-89	84.5	5	17.8%
6	90-99	94.5	6	21.4%
I=6			28	100%

4. Length of Class $= \dfrac{R}{K} = \dfrac{55}{6}$

$\quad\quad\quad\quad\quad = 9.16$

$\quad\quad\quad\quad\quad = 10$

APPENDIX 14

1. THE RESULT OF POST-TEST IN CONTROL CLASS

Subjek	Posttest
RS	65
SR	70
WS	95
RD	60
SHH	75
RHT	85
SPM	80
EH	60
SB	60
RS	70
SKH	90
RRH	90
RJ	90
RYH	95
UYH	50
TS	50
EH	50
WH	50
SAS	50
RS	70
SP	75
RE	90
R	50
NHH	45
BH	70
EMY	70
ES	70
DH	45

2. High Score = 95
   Low Score = 45
   Range = 95-45 =50

3. Total of Class = 1+3.3 Log n
   $$= 1+3.3 \text{ Log } 28$$
   $$= 1+3.3 \times 1.4$$
   $$= 1+4.62 = 5.62$$
   $$= 6$$

4. Length of Class $= \dfrac{R}{K} = \dfrac{50}{6}$
$= 8.33$
$= 9$

No	Interval	Mid-point	Frequency	Percentage
1	45-53	49	8	28.5%
2	54-62	58	3	10.7%
3	63-71	67	7	25.2%
4	72-80	76	3	10.7%
5	81-89	85	1	3.5%
6	90-99	94.5	6	21.4%
	I=6		28	100%

APPENDIX 15
CALCULATION OF GAIN SCORE

Gain of Score in Experimental and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	66.61	74.11	7.5	4.47
Control Class	65.54	68.57	3.03	

APPENDIX 16
CALCULATION OF NORMALITY

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted value
N		28
Normal Parameters[a,b]	Mean	74.11
	Std. Deviation	14.910
Most Extreme Differences	Absolute	.167
	Positive	.083
	Negative	-.167
Test Statistic		.167
Asymp. Sig. (2-tailed)		.045[c]

APPENDIX 17
CALCULATION OF HOMOGENEITY

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.843	1	54	.363
	Based on Median	.813	1	54	.371
	Based on Median and with adjusted df	.813	1	53.672	.371
	Based on trimmed mean	.996	1	54	.323

APPENDIX 18
CALCULATION OF HYPOTHESIS TEST

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil_belajar	Equal variances assumed	.843	.363	1.328	54	.190	5.536	4.170	-2.824	13.896
	Equal variances not assumed			1.328	53.597	.190	5.536	4.170	-2.826	13.897