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"WHISPER AND WRITE GAME" AS PRE-WRITING ACTIVITY TO ENHANCE DESCRIPTIVE WRITING PROFICIENCY OF INDONESIAN SEVENTH GRADERS

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ABSTRACT

This study aims to analyze the effect of using whisper and write games as students' pre-writing activities on the descriptive writing abilities of the seventh-grade students at MTs Mamba'us Sholihin Gresik. This research uses class action research (CAR). The results showed that the improvement was seen from the cycle I and cycle II learning that had been implemented, comparing between cycle I and cycle II. The increase in learning outcomes was 76.19%, the increase obtained from the evaluation results in the first cycle was 14.28% and the second cycle was 90.47%. The learning outcomes of the last cycle show that the mastery of learning exceeds the KKM of 75%. Based on the results of the study it was explained that the use of whispering and writing as pre-writing activity games can help to understand and improve students' skills in writing descriptive text. and this can be seen from the increase in the percentage of student scores in each cycle. and the application of CAR can help students achieve the KKM target. The authors admit that the writing of this research has several limitations. The limitation of this study is the inappropriate timing of the research because many agendas clashed with the school, so it is hoped that further research can adjust the time to be appropriate.

Keywords: Whisper and Write Game, Pre-Writing, Descriptive Writing

INTRODUCTION

Games have become a popular medium among young people. Apart from being a means of entertainment, games can also have an impact on learning (Samuel Zirawaga & Idowu Olusanya Tinovimbanashe Maduku, 2017). Many studies have shown that games can improve young people's cognitive abilities, motor skills, logical thinking skills, and creativity. Apart from that, games can also help improve the concentration and memory of young children. A study conducted by (Suzmann et al., 2006) shows that games have a positive impact on learning interpersonal skills. They found that participants who used games had better interpersonal skills compared to participants who did not use games.

English is the first language most widely used in the world then Mandarin occupies the second position, as explained in The Ethnologue data, more than one billion people use English worldwide (Eberhard et al., 2023). Language skills include the ability to listen, speak, read, and write continuously as a whole, and writing is one aspect of language skills that are programmed for the specific purpose of using language (Nawawi

et al., 2017). Teaching good English writing is very important for grade 7 students especially for (EFL) because it can help improve communication skills, academic skills, preparation for the future, critical thinking skills, and the ability to understand English as a whole.

Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader (Tarigan, 1986). Descriptive text is one type of text that is studied in learning English. This type of text describes the characteristics of an object or object to provide a clear picture of the object (Lusita & Emidar, 2019). Descriptive text is often found in everyday life, such as in travel guides, product catalogs, and object descriptions. In the process of writing a text, of course, there are several stages, among these stages are pre-writing, drafting, revision, editing, and publication (Tompkins, 2014). It can be concluded that pre-writing is the initial stage that students must master. in writing a text. With a variety of existing facts, English is very important for students to prepare for their future, especially writing skills, writing descriptive texts can help students' critical thinking. Therefore, students need to master the stages of writing. Likewise, the teacher must be able to convey related material with the right method, so that students can understand it well.

"Whisper and Write" game is an experimental research that aims to find out how accurately messages can be conveyed through the game "The Broken Telephone". This game is played by conveying messages from one person to another in turn and finally being revealed by the recipient of the message. A study conducted by (Boneka Sinaga, 2017), found that whispering games were effective in improving the listening skills of students learning English as a second language. In this study, students were tested using the whispering game technique in learning English. The results of the study showed a significant increase in students' listening skills. A study conducted by (Meiningsih & Madya, 2021) found that whisper games were effective in improving the speaking skills of elementary school students who were learning English as a second language. In this study, students were tested using the whisper game technique in learning English. The results showed a significant increase in students' speaking ability.

Whisper game is a simple game that can be played by a group of people with the aim of practicing communication and improving verbal skills. In the context of education, whisper games can be applied as a method to improve students' descriptive prewriting

skills. Descriptive pre-writing ability is the ability to build ideas and writing structures before students start writing. In this case, the writer tries to implement the whisper and write a game in pre-writing activities. This is very important because it can help students organize their ideas and write in a more structured and effective way. Whisper games can help students improve their descriptive pre-writing skills because, in this game, students must pay close attention to the messages conveyed before communicating them to others. This can help students practice their ability to understand messages and organize ideas before communicating them to others.

REVIEW OF THE LITERATURE

The ideas presented in this section must consist of a related literature review with a proportion of 20-25% of the whole article's length. This theoretical review is a theoretical framework that will be used as a conceptual basis for research. This theoretical framework serves to explain the relationship between the variables studied, develop hypotheses or research questions, and assist in the interpretation of research results.

Pre-Writing

Pre-writing is the initial process in writing where the writer prepares, gathers ideas, and plans before starting the actual writing (Leki et al., 2008). The goal of pre-writing is to generate ideas, organize information, and develop a framework that will assist the writer in composing the text effectively. Some of the activities carried out in pre-writing include brainstorming: The process of generating as many ideas as possible related to the topic to be written. Mind mapping: Creating a mind map or diagram that connects ideas and concepts related to the topic. Outline of manufacture: Develop a framework that contains important points that will be discussed in writing. and initial research related to the topic to be written. Pre-writing helps writers prepare themselves before writing, clarify the purpose of writing, and arrange the order of information in writing. Thus, pre-writing is an important step in the writing process that can increase the efficiency and effectiveness of writing.

Furthermore, pre-writing allows writers to develop and refine ideas more effectively. In this stage, the writer can do brainstorming, mind mapping, or fast writing to explore further ideas. This process allows writers to see the connections between different ideas and find better ways to convey their message or argument. With in-depth

exploration, writers can find more creative solutions or more interesting perspectives to include in their final writing.

Descriptive Text

Descriptive Text is a type of text that is used to describe or describe an object, place, person, or phenomenon in detail and detail (Tompkins, 2014). The descriptive text aims to provide a clear and lively picture to readers so they can imagine or understand the object or situation being described. In a descriptive text, the writer uses various techniques and styles of language to present a detailed picture, such as the use of descriptive words, the use of the senses (sight, hearing, touch, smell, or taste), the use of comparisons or metaphors, and the use of sentences. sentences that describe the parts or characteristics of the object being described (Carroll et al., 2003). Here are the steps in writing descriptive text:

Choose the object to be described: Decide on the object to be the focus of your descriptive text. The object can be a place, person, thing, or phenomenon.

Gather information and observations: Conduct research and observations about the object to be described. Look for information about the object, make direct observations if possible, or use personal experience as a source of information.

Make a framework or outline: Arrange a framework or outline that will be a guide in writing your descriptive text. Determine the main sections that will become subtopics in the description.

Use descriptive words: Use specific, descriptive words to describe objects in detail. Choose words that have the right connotations and can help the reader imagine the object being described.

Use the senses in descriptions: Try to include any senses (sight, hearing, touch, smell, or taste) in your description. Use sentences that describe how the object looks, sounds, feels, smells, or tastes.

Use rhetorical figures: You can use rhetorical figures such as comparisons or metaphors to reinforce the description. For example, you could compare the color of a flower to other natural colors or use a metaphor to describe the characteristics of an object.

Use varied sentence structure: Use variety in your sentence structure to maintain fluency and type in the description. Use short sentences, long sentences, and complex sentences to create variety in your reading. *Edit and revise:* After finishing writing, go through the edit and revision process to correct grammatical errors, fluency, and clarity of description. Also, pay attention to the overall structure and coherence of your descriptive text.

Whisper and Write Game

Whisper and Write game is a game that involves a series of participants who communicate verbally to forward a message from beginning to end with the aim of how far the message can be changed or distorted during the journey (Octavia et al., 2023). These games are usually played as entertainment games or social activities that test participants' verbal communication and listening skills.

In this game, the initial message or short sentence is given to the first person in the line or circle (Marsland, 1998). The first person must then verbally pass on the message to the second person in a whispered voice or by saying it openly. The second person will then pass the message on to the third person, and so on until the message reaches the last person in line.

During the passage of messages from one person to another, the message is prone to changes or deviations. This can be caused by a misunderstanding, understanding, or even making the game more interesting. The person receiving the message must try to understand and continue the message as accurately as possible, but it is common for errors to be understood or withheld from the message which results in changing the message when forwarded to the next participant.

At the end of the game, the last message received by the last person in the line is open compared to the original message given by the first person. The result is often a source of laughter due to the changes that occur during the game. Changes to this message can include changing words or phrases, adding or removing information, to changing the overall meaning of the message.

Furthermore, this method can also improve listening and understanding abilities. Each participant must carefully listen to the voice message before forwarding it to the next person. This encourages sensitivity to detail and strengthens the ability to understand

the message being conveyed. In pre-writing activities, the ability to listen well is very important, because this will affect a deep understanding of the topic being discussed.

In addition, the "Whisper and Write" method can also broaden the participants' way of thinking. In the process of sharing voice messages, ideas will undergo a transformation and may change unexpectedly. Voice messages that initially have one concept can experience variations and changes by the next participant. This forces participants to think more creatively and adaptively and opens the door for non-linear thinking and unexpected associations. As a result, this method can assist in generating new and fresh ideas that may not appear in conventional pre-writing approaches.

METHODOLOGY

This study uses classroom action research (CAR). Classroom action research on English Learning is research that aims to develop (try to find) ELT strategies or techniques that can help students appropriately so that students can master English (Latief, 2018). According to (Dewi, 2012), another goal that can be achieved if implementing classroom action research (CAR) is occur rehearsal process in position during occur classroom action research (CAR)The research subjects were 21 seventh-grade students of Mts Mamba'us Solihin. This research was carried out in semester I of the 2021/2022 academic year. The Analyzes utilized in this analysis data is qualitative and quantitative. this system is employed to grasp that the activities will bring an amendment, or improvement higher than before.

This research will focus on one of the research problems:

is there a significant effect of using "Whisper and Write Game" as a Pre-Writing Activity to Enhance Descriptive Writing Proficiency of seventh-grade students of Mts Mamba'us Solihin?

The hypotheses of this research are:

Ho: There is no significant effect of using the whisper and write the game as pre-writing activity toward Descriptive Writing Proficiency of Seventh Graders.

Ha: There is a significant effect of using whisper and write the game as pre-writing activity toward Descriptive Writing Proficiency of Seventh Graders.

FINDINGS AND DISCUSSION

The research process involves data collection, data analysis, and interpretation of results based on the theoretical framework that has been prepared. In this chapter, the author describes in detail the research findings obtained through data analysis. The findings are presented in a systematic and logical manner according to the research variables that have been determined. In addition, the authors also provide in-depth explanations and interpretations of these findings based on the relevant literature. The findings of the research are as follows:

Table 1. Statistics of Pre-Test, Post-Test 1, and Post-Test 2

Test	Total	Mean
Pre-Test	51.47	14,28%
Post-Test 1	62.23	57,14%
Post-Test 2	71.90	90,47%

The results of the data from the pre-test showed that the mean value of the pretest was 51.47 which means that only 3 students passed the KKM (65), based on the table of posttest 1 results above the average score of 62.23, it shows that there are 12 students who fit or pass the KKM, based on the table of posttest 2, results above the average score of 71.90, it shows that there are 19 students who fit or pass the KKM.

The application of Whisper and Write Game can improve student learning outcomes in writing descriptive text. The improvement can be seen during the pre-cycle and the second cycle of learning that has been carried out, comparing between the pre-cycle and the second cycle. The percentage of classes that pass the KKM from the table above is 36.11%. This shows that in the first cycle of CAR, there are 12 students who have passed the KKM while the number of students who have not passed the KKM is 9. The increase in students passing the KKM was 42.86%, (57.14% - 14.28%). and this shows that there is a need for improvement, the increase in learning outcomes is 62.23 (76.19%), and the increase was obtained from the results of evaluation in the pre-cycle 51.47 (14.28%), The average score in post-test 1 shows that there is some improvement from the pre-test. Increase in the average value of pre-test to post-test 1, (51.47-62.23) = 10.76.

The results of this unsatisfactory pre-test are the impact of, the lack of precise application of a method in student learning (Mupa & Chinooneka, 2015). Therefore, educators need to choose and apply learning methods that are appropriate and in accordance with the needs of students so that the learning process can run effectively and efficiently. And the second cycle 71.90 (90.47%) The average score in post-test 2 shows that there is some improvement from the pre-test. Increase in the average value of post-test 1 to post-test 2, $(71.90 - 62.23) = 9.67$. the percentage increase from pre-test (14.28%) to post-test 1 (57.14%) = 42.86%, score percentage from pre-test (14.28%) to post-test 2 (90.47%) = 76.19 % the results of the last cycle of learning indicate that the learning is completed beyond the KKM 75%. The results of this study are slightly different from related research by (Agustianti, 2019) In the results of her research tests obtained a test score of 80.72, while the final test score that the authors obtained in this study was 71.90, the authors concluded that this difference was caused by the different number of subjects and variables studied.

Based on the results of qualitative data taken from observations of each cycle, interviews, and documentation, it was shown that students were more enthusiastic about learning and understanding descriptive text through the method applied by the researcher, namely the Whisper and Write game. And also from the test results of each cycle, it can be concluded that the researcher is able to help students to improve their understanding of descriptive text through the method that has been applied. through the methods that have been applied, by providing understanding at the beginning, implementation of the game, and evaluation. can motivate students to be active in understanding the material presented by the teacher.

A program or action is said to be successful if it is able to reach the specified criteria. Action success criteria in this study refer to the opinion of (Aqib, 2014) and are applied to the results of observations of student learning activities and learning outcomes student. The criteria for the success of these actions are:

This research is said to be successful if the average percentage of each of the activity indicators of the seventh-grade students of Mts Mamaba'us Solihin reached 75%. This research is said to be successful if the increase in learning outcomes for first-grade students of Mts Mamaba'us Solihin up to 75% of students in the class fulfills completeness by getting a minimum score of 65.

CONCLUSION

Based on the research that has been done, explains that the use of whispering and writing games as pre-writing activities can help to understand and also improve students' skills in writing descriptive text. and this can be seen from the increase in the percentage of student scores for each cycle, and the application of PTK can help students achieve the KKM target, even exceeding the KKM. because in every CAR cycle, there is always an evaluation, and that evaluation is the most influential because there are values or systems that need to be improved to make it better. The author admits that the writing of this research has several limitations. The limitation of this study is the inappropriate timing of the research because many agendas clashed with the school, so it is hoped that further research can adjust the time to be appropriate.

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