



**THE USE OF CHARADE GAME TO TEACH WRITING IN DESCRIPTIVE
TEXT: THE CASE OF TENTH GRADE OF SMA NEGERI 1 GUBUG**

Final Project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

Abdullah Al Azhar

18420022

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS EDUCATION
UNIVERSITY OF PGRI SEMARANG**

2022

DEDICATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, 12 September 2022

Abdullah Al Azhar

18420022

MOTTO

The top of one mountain is the bottom of the next. So, keep climbing

DEDICATIONS

This final project is committed to the following:

1. My lovely mom. Someone who gives me love and support, the one that trusts in me more than anyone else. May God bless you with happiness and health.
2. My daddy Ali Imron is in heaven. I know you're watching. I promise to take care of this family and treat mom like a queen. I promise you. Rest in love, daddy.
3. Special thanks to all my family that always support me during this period. May God will always give us happiness and health.
4. To my excellent teacher Thomas Wagiran, thank you for all the knowledge you have given. You are the reason I do what I do. Thank you for making me fall in love with English. I will never forget you for the rest of my life. Rest in love in a beautiful paradise.
5. For my best friend who gave their love, support, prayer, and advice to me. May God always bless you.

ACKNOWLEDGEMENT

First, I would like to thank Allah SWT, who always gives graces and guidance, for allowing me to complete this final project as part of the requirements for the Sarjana Pendidikan in English degree at the University of PGRI Semarang.

In addition, I would like to express my gratitude and appreciation to several people who assisted me in writing this final project. This final project would not have been completed without their direct or indirect guidance, advice, and encouragement. In this occasion, the writer would also like to express the deepest and sincerest thank to:

1. Dra. Asropah, M. Pd. the Dean of Faculty of Language and Arts Education of University PGRI Semarang.
2. Dr. Jafar Sodiq, S.Pd., M.Pd., the Head of the English Department of University PGRI Semarang.
3. Entika Fani Prastikawati, S.Pd., M.Pd. as the first advisor, for her guidance, advice, and support in completing this final project.
4. Siti Musarokah, S.Pd., M.Hum. as the second advisor, for her continuous and valuable guidance and advice in completing this final project.
5. My beloved family and my friend for their support and prayers in finishing this study.
6. All lecturers of the English Education Study Program of the University of PGRI Semarang, who had taught, motivated and guided the writer since the first day of the writer's study.
7. All of my University of PGRI Semarang friends, thanks for your support.

Last but not least, I would like to thank people who are not mentioned here. Without their help, advice, and support, this final project would not have been completed. Once again, there is nothing perfect in this world, and so do I. However, I hope this final project will be helpful for all readers.

Semarang, 12 September 2022

Abdullah Al Azhar
18420022

ABSTRACT

Abstract

Al Azhar, Abdullah. 2022. *The Implementation of the Charade Game to Teach Writing In Descriptive Text: The Case of Tenth Grade of SMA Negeri 1 Gubug in the Academic Year 2022/2023*. Final Project, English Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor 1: Entika Fani Prastikawati, S.Pd., M.Pd., Advisor 2: Siti Musarokah, S.Pd., M.Hum.

Keyword : *charade game, descriptive text, writing comprehension.*

Language cannot be separated from culture in this case because it represents its nation and closely relates to the behavior of groups of language speakers. Games have become a good and effective method teachers use to teach and improve writing students. One of the Games that can be used to improve students' writing ability is the Charade Game. This study aimed to investigate the Charade Game as a teaching tool, particularly for writing descriptive text. This research used a quasi-experimental design. According to the non-random sample group, experimental and control groups were determined. To test it, two similar target groups were selected. To assess the effectiveness of the Charade Game in teaching writing, the researcher used a quasi-experimental design. To begin the process, the researcher administered a pre-test to both the experimental and control classes. The Charade Game is used as a treatment or experiment by the researcher in one of the classes. The first finding revealed that the students' writing comprehension was taught using the traditional method. The researcher found that the students were not active during the learning process and felt that the conventional method was monotonous. Meanwhile, the students prefer using games to learn, which is one of several things that the experimental group's results showed more significantly than the control group. Charade Game could be an alternative method for teachers and students in teaching descriptive text writing in learning classes, particularly if students felt that the traditional method was monotonous and had fewer activities. Charade Game has characteristics that boost students' enthusiasm and creativity when learning English, particularly writing comprehension.

TABLE OF CONTENTS

DEDICATION	i
MOTTO	ii
DEDICATIONS	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF CONTENTS	ix
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Reasons for choosing the Topic	4
C. Statements of the Problem	5
D. Objectives of the Research	5
E. Significances of the Research	6
F. Definition of Key terms	6
G. Outline of The Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Review of Related Theories	10
1. Writing	10
2. Games	13
3. Charade Game	16
4. Types of Text (Genre)	17
5. Descriptive Text	26
B. Previous Studies	31

C. Hypothesis	34
CHAPTER III METHODOLOGY OF THE RESEARCH.....	36
A. Design of the Research.....	36
B. Subject of the Research	38
C. Instrument.....	39
D. Method of Data Collection	42
E. Method.of Data.Analysis	43
CHAPTER IV METHODOLOGY OF THE RESEARCH	49
A. Research Finding.....	49
B. Discussion	62
CHAPTER V CONCLUSION AND SUGGESTIONS	67
A.Conclusion.....	67
B. Suggestions.....	68
BIBLIOGRAPHY	

LIST OF CONTENTS

Table 3.1 Table of Sample.....	39
Table 3.2 Question of Closed questionnaire.....	40
Table 3.3 Five Options of Likert Scale.....	41
Table 3.4 Specification Aspect of Writing.....	44
Table 3.5 Specification Score of Content.....	44
Table 3.6 Specification of Organization.....	45
Table 3.7 Specification of Vocabulary.....	45
Table 3.8 Specification of Grammar.....	46
Table 3.9 Specification of Mechanic.....	47
Table 3.10 Classification of Score.....	48
Table 4.1 The Result of Pre-Test and Post-Test in Experimental Class.....	51
Table 4.2 The Result of Pre-Test and Post-Test in Control Class.....	53
Table 4.3 Pre-Test and Post-Test of Experimental Class.....	55
Table 4.4 Post-Test and Post-Test of Control Class.....	56
Table 4.5 The Mean Score of Students in Experimental and Control Class.....	57
Table 4.6 The Standard Deviation Score in Experimental and Control Class.....	58
Table 4.7 Descriptive of Hypothesis Testing.....	58
Table 4.8 Students' Perception of Charade Game.....	61

CHAPTER I

INTRODUCTION

This chapter presents the introduction, which consists of the background of the study, statements of the study, objectives of the study, significances of the study, definition of the key term, and outline of the study.

A. Background of the Research

Language plays an essential part in human lives. Suri (2015) stated that Language is essential in developing a person's personality and learning more than one Language can improve a person's cognitive skills and social development. Furthermore, Rabiah (2013) added that Language is communication that everyone uses daily to convey information and arguments to others. Language cannot be separated from the culture in this case because It represents its nation and closely relates to the attitude or behavior of groups of language speakers. As a result, English is a global language that allows people to communicate with one another, share pieces of information, share ideas, and say feelings in people's hearts.

English has several interrelationships with various aspects of human life as an international language and is used for global communication (Nan, 2018). English is also considered Indonesia's first foreign language, and it is formally taught from elementary school to university. There are four skills in English to be mastered. They are: Listening, speaking, reading, and writing. As (Nan, 2018) added, listening, speaking, reading, and writing are not only learning content for students but also learning tools and strategies for them.

Writing is a complex process that students must master as one of their English skills. Because writing is one of the most basic abilities in the English language, it is commonly considered one of the most challenging skills for learning a foreign language. Even native speakers find it challenging to show good writing skills (Tillema, 2012). Consequently, to have excellent writing skills, students must be exercised and trained. Writing will be important and necessary for students because their academic success is dependent on their writing abilities. Students with poor writing skills are more likely to fail or have struggles progressing in their studies.

However, if they ruling writing abilities, students will stand a better chance of succeeding in their studies. Schools are crucial in developing children's reading and writing abilities. If student writing is not sufficiently addressed at the school level, the higher education sector will constantly be flooded with academically under-prepared students (Chokwe, 2013). Some reasons writing becomes difficult for students include a limited vocabulary, a lack of grammar comprehension, and variety.

As a result of these difficulties, the researcher realized that the teacher is extremely important in the learning process, particularly in writing. The teacher must be creative. to assist students in overcoming their writing difficulties. Accordingly, researchers try to improve students' writing skills. Still, the researcher also tries to find a fun way to make the entire class enjoyable and to provide all students with long-lasting memories of the material. According to the problems mentioned above, game become a good

and effective method to use by the teachers to teach and improve writing students.

A game serves as one of the alternative methods teachers use to help students improve their writing skills. According to Caganaga, (2016), a game is an activity that is entertaining and engaging, often challenging, and in which the learners play and usually interact with others. Teachers must consider children's attention spans when teaching them. As a result, the teachers must consider using physical activities (such as role-playing and playing games), sensory aids, and nonverbal Language. One of the Games that can be used to improve student's writing ability is the Charade Game.

Charade Game serves as one of the alternative method used by teachers to increase students' writing abilities. As Rosidi, (2016) defined that a charade game is one in which words are represented through mime. The idea is to communicate meaning through movement rather than speech. Examples of physical language that can aid in communication, comprehension, and involvement include mime and gestures. Students who are more engaged in class are more likely to remember what they learn. The excitement and enthusiasm generated by the charade game can influence the topics covered in lessons and how they are delivered. A game is a fun activity that usually done by human. Therefore, the researcher hopes that using this Game will improve the students' writing ability and make a fun learning process. The primary purpose of this Game is to support and motivate children to develop mastery of concepts and improve their mathematical reasoning

(Eskelinen, 2020). Therefore, the researcher hopes that using this Game will improve the students' writing ability and make a fun learning process. The primary purpose of this Game is to support and motivate children to develop mastery of concepts and improve their mathematical reasoning.

According to the previous context, the goal of this study was to look into the Charade Game as a teaching tool, specifically for writing descriptive text.

B. Reasons for choosing the Topic

The reasons why the topic is chosen are as follows:

1. Due to some students' problems in writing, through this research, the researcher tries to find a new method that teachers can use when instructing students on how to write descriptive texts.
2. Due to the lack of an English teacher's strategy, the researcher planned to use the Charade Game as a new method for the teachers to teach students descriptive writing
3. Physical language, body language, and expressions, for example, will increase participation, understanding, and communication through charade games. In particular, when learning English writing, students are expected to be more motivated and active.
4. This method needs to be analyzed because it may assist the teacher in developing how they instruct writing in descriptive text

C. Statements of the Problem

1. To what extent is the student's ability in writing descriptive text taught without Charade Game?
2. To what extent is the student's ability in writing descriptive text taught using Charade Game?
3. Is there a significant difference of the ability in the writing abilities of students who were taught without and with the charade game?
4. How are the students' perspective on Charade Game?

D. Objectives of the Research

The objectives of the research are:

1. To find out the students' ability in writing descriptive text taught without Charade Game.
2. To find out the students' ability to write descriptive text taught using Charade Game.
3. To find out the significant difference of the Charade Game to improve the students' writing of descriptive text.
4. To describe the students' perspective on Charade Game.

E. Significances of the Research

This study will have both theoretical and practical implications. It is hoped that it will significantly contribute to the teaching and learning of the English process.

1. Theoretical Significance

The researcher should gain new knowledge from this research. And also improves English teaching techniques by teaching students how to use a game to improve their writing skills.

2. Practical Significances

- a. For the students, this may encourage and improve their writing skills to be better at writing in English in an exciting and fun way.
- b. This can be used as an alternative way for the teacher. This is highly manageable and enjoyable to apply to the teaching process in order to increase students' motivation to learn English, particularly for writing.

F. Definition of Key terms

1. Game

Wright et al. (2006) defined a game as an entertaining, engaging, frequently difficult activity in which students participate and typically interact with others.

2. Charade Game

Charade games are a kind of game that the words are pantomimically indicated, claims (Rosidi, 2016). Instead of using words, the goal is to use

body language to convey meaning. For instance, miming and gestures can help with participation, understanding, and communication. A Charades game also involves acting out words, actions, or emotions from a text, according to Rosidi (2016). Students are required to guess each word using hand gestures in this game, which can help them remember the word's definition. A charade game is one in which the face or body is used to act out words, actions, or feelings because it is physical rather than verbal, according to all the definitions.

3. Writing

According to (Dongoran, 2020) said writing is a form of communication in which symbols and signs are used to communicate. Writing allows people to express their thoughts, ideas, and feelings in the form of words on paper for others to enjoy, and it also allows people to convey information or messages to others and provide evidence to back up their ideas and thoughts. yeah set an alarm

4. Descriptive Text

A descriptive text explain the sensory experience but also addresses other types of perception. Descriptive text aims to explain or give specifics about a person, place, or thing so the reader can picture it in the description (Tiarina, 2013).

5. SMA N 1 Gubug

SMAN 1 Gubug is the only high school in the sub-district area that has a status public school. Furthermore, this school has also been accredited A,

which shows that this school is a superior school. This school also has a complete standard of facilities. Furthermore, this school offers English and French as second languages to its students. This is where the researcher will conduct his research. The study will take place at SMAN 1 Gubug. It is situated at Jl. Ahmad Yani No.171 Dukoh Gubug. Based on the data, there are 1160 students divided into 33 classes.

G. Outline of The Research

In outline, the research is divided into five chapters:

Chapter 1 is the introduction that includes the study's background, statements of the problem, objectives of the study, significance of the study, definition of key terms and outline of the study.

Chapter 2 is Review of Related Literature this chapter present previous studies, and review of related theories there is the general concept of English skill, writing, game, Charade Game, and descriptive text.

Chapter 3 is Methodology of the Research which consist of research design, subject of the study, the instrument of the study, method of the data collection and method of the data analysis.

Chapter 4 is Research Finding and Discussion that consist of Research finding the first is the student's writing comprehension taught with conventional, second is the student's writing comprehension taught with Charade Game as a method, the Charade Game, a method of teaching descriptive text that includes discussion, is a significant distinction in

students' writing comprehension when learned using conventional methods and when taught using this method.

Chapter 5 is Conclusion and Suggestion that consist of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter introduces some of the topics to be discussed as well as some research-related theories. This chapter is divided into four sections: a theoretical framework, an indicator of students' writing fluency, and a review of previous research. The fundamental theories focused on overarching ideas like the game, charade game, writing prowess, and descriptive text. A discussion of earlier research that was connected to this research was had during the review of earlier studies.

A. Review of Related Theories

1. Writing

a. Definition of writing

Writing, alongside speaking, reading, and listening, is one of the four skills in language learning. Writing is a complex process, which means that the learners, in this case, the students, must recognize several aspects to produce good writing. As Thohid, (2014) states that writing is identified as a formative process that allows the author as a participant to convey themselves as creatively as possible. The processes manifest themselves as activities of gathering ideas and thoughts that will be formulated, organized, and presented to the readers as written products. Furthermore, Turve (2007) added that writing courses emphasize that writing is a means of expressing one's thoughts and ideas about a topic. Based on these definitions, it is possible to conclude that writing is an activity that involves producing

Language or words that have meaning. It is also a way for humans to express their feelings, thoughts, and ideas, among other things.

b. The process of writing

According to Grenville, (2001), there are a few strategies to start writing and help the process as painless as possible and make the writing productive.

1) Getting ideas

The process of coming up with ideas rarely involves a massive brainstorm. A little notion here, another little thought there is more frequently how it works. Each one adds up in the end. Ideas also originate from a variety of sources, but a blank piece of paper is the only place they will never, ever, originate. Nothing is better than more blank paper, so there is never any improvement (Grenville, 2001).

2) Choosing ideas

The goal of this step is to review and evaluate all of our ideas. At this point, we begin to distinguish between concepts that have some promise and those that we can absolutely discard (Grenville, 2001).

3) Outlining

A writing project's outline serves as a work plan. This is a list of all the content concepts. Prior to writing an essay, a theme needs to be developed (Grenville, 2001).

4) Drafting

Drafting is an excellent way to reflect on your ideas and their presentation in your writing and gradually modify them so that when you eventually submit the final draft, you do so with the knowledge that it was your very best effort. Another benefit of drafting is that it allows you to save time. (Grenville, 2001).

5) Revising

According to Grenville, (2001) says that re-seeing literally means to revise. It involves addressing the more serious structural issues and, if required, "re-seeing" the entire shape of the piece. Finding areas where you need to remove something, areas where you need add something, and areas where you need to move or rearrange something are the main takeaways from this. Correction of superficial issues like grammar and spelling is not the goal of revising.

Pre-writing, organizing, writing, and finishing, which includes revising and editing, are the steps that Hogue (2007) added as being involved in the writing process. They explain each step in the following manner:

1) Prewriting

The pre-writing stage "The initial step is referred to as pre-writing. Pre-writing is a valuable technique for generating new ideas. During this stage of the writing process, the author decides on a topic and compiles ideas to explain said topic (Hogue, 2007).

2) Organizing

According to Hogue, (2007), The following step in writing would be to organize your thoughts into an easy-to-follow outline.

3.) Composing

The next step is writing. Hogue (2007) state that the author composes a rough draft during the writing stage by following the outline as a guide. The writing step is the next in the process. Write them quickly without thinking about proper punctuation, grammar, or spelling. Put the thoughts down on paper and move on. There will be many mistakes, but they will be corrected in the subsequent step.

4.) Finishing

According to Hogue, (2007), the writer should go back over what they have already written and make any necessary edits. Revision and editing are typically included in this step of the process. When we revise, we concentrate on the text's content and organization. In editing, we pay close attention to details such as grammar, punctuation, and mechanics.

2. Games

a. Definition of Game

Games are now suggested to teach Language in a way that helps people communicate. In communicative language teaching, students do tasks and activities necessary to them in the classroom. The rules of games are considered crucial in communicative language teaching because they share some

characteristics with actual communication events, such as the purpose of exchange.

Gaming is engaging. People are interested and challenged by games. Games can be fun, they can be challenging, or they can be a way to keep your attention. But like an automatic transmission, a game requires players to engage their mental and physical. (Rodgers, 1983)

Furthermore (Schmidt, 2010) asserted that a game is a structured action that usually involves four things. Players compete against one another, have a task or goal to complete, and can communicate verbally or in writing. In order to increase fluency, games are frequently used in humanistic and communicative language teaching.

A game is an enjoyable activity that involves competition and can be played alone or with a team, the researcher can infer from the aforementioned definitions. One can communicate with another verbally or in writing.

b. Types of Game

Wright et al, (2006) assert eight different game types. Those are as follows:

1) Sharing and Caring

Caring and sharing games consist of those in which the learner feels at ease while revealing private information to other students. These games are more inviting than they are challenging.

2) Move, Mine, Draw, Obey

The learner is supposed to do something non-verbally in response to a read or heard text.

3) Identify

In this kind of game, the student is asked to identify an aspect of the facts that they find difficult to see or imagine.

4.) Describe

The learner is given the task of explaining something to another learner in such a clear and concise manner that the other learner can perform an action, such as drawing a picture. The learner is free to discuss a topic in an objective or subjective manner while expressing their feelings.

5.) Relate: Compare, Match, Group

The learner is asked to compare, contrast, fit, or group various pieces of information logically or irrationally, such as images or texts.

They use words to comment or discuss the sets or pairs of data.

6.) Order

In this game, the learner is asked to arrange various pieces of information in a subjective or objective order of quality and importance, or to arrange texts, pictures, or objects in a personal or accurate order of development.

7.) Remember

The learner tries to remember something and then tells what they have placed.

8.) Create

The learner is asked or told to use their imagination to make a story, write a poem, or make something else.

3. Charade Game

Charade is one game that can be used to help people learn new words. Rafinggi (2016) says that acting out the various parts of a word is how the "charade game" is played. In this game, you decipher words by miming them. Charade can be played by two people or by a group. Students are encouraged to work together and think creatively when the charade game is played in groups. Additionally, it makes them feel more comfortable during activities inside and outside of the classroom. In other words, the word-learning activity "charade" can aid students. They can learn while playing at the same time, which will aid in word retention. Furthermore, Hidayati, (2016) added a game where players act out words is known as charades. The goal is to convey message through deeds rather than words. Hidayati (2016) also says that there are eight ways to play the Charade Game. These are as follows :

- a. The instructor goes over the game's guidelines and gives an example of how to play.

- b. The teacher gives one of the students the task of choosing a playing card from their collection. The word and its meaning or a picture are on the card.
- c. A single student performs a specific action, such as pretending to wash, cut, fold, or otherwise, or they describe how they are performing it.
- d. The other students try to decipher what the actor is up to.
- e. The class then divided into three groups by the teacher. Each group member comes forward in front of class one at a time to act out or mimic the words they have been given so that the other members can guess what they are. Members of each team try to think about what the player is doing by how they act.
- f. The person who guesses the word correctly and the fastest gets the point for their group.
- g. The winning group is the one with the most points.

4. Types of Text (Genre)

Anderson (2008) state that the definition of textual content is parts of a language that is communicated or written with a specific intent. The specific objective is determined by the text. Textual content types are groups of texts that share structural and functional characteristics as well as widely used, established usage patterns. Furthermore, the style is divided into ten distinct classes. There are the following: recount, spoof, anecdote, narrative, descriptive, method, explanation, report, exposition, and discussion (Pardiyono, 2016).

According to Anderson (2008) there are ten text types in English, those are as follows :

1. Text Narrative

Narrative text design is a technique for assisting people in organizing their thoughts and discovering new concepts and experiences. According to Rebecca (2003), a narrative text describes a series of rationally and sequentially similar factors that result in certain events or experiences. A narrative, according to Anderson (2008) stated that narrative text is a text that tells a story while entertaining the audience. A narrative's goal, aside from entertainment, can be to make the audience/reader think about an issue, teach them a lesson, or excite their emotions. Narrative text includes humour, suspense, love stories, and horror. A narrative poem tells a story than merely describing something.

Orientation, complication, resolution, and conclusion are the four sections of a narrative text. Furthermore, the language contains narrative elements such as specific participant (noun and adjective), action verb, time words that connect occurrences to determine whether or not they actually occur, and descriptive words that depict the character and setting (Anderson, 2008).

2. Explanation Text

An explanation text is one that describes the processes that lead to the creation of organic, cultural, scientific, and strange things. The passive voice is frequently used in text construction for explanation. For instance, it is employed in scientific writing. It explains the "how" and "why" of how a

phenomenon or event came to be. An example of explanation text is How to Tornado. It describes the thing using a passive pattern. (Anderson, 2008)

Furthermore, Anderson (2008) added that structure characteristics A written or spoken explanation is acceptable. A caption or heading is required when writing an explanation. This will inform the reader about the subject of the text. A general statement introduces the subject in the first paragraph. This section explains what is covered. Technical terms, words that demonstrate cause and effect (like so, because, result in, causes), action verbs, passive voice, and the present tense are all present in the explanation text (Anderson ,2008).

3. Procedure Text

A text that chronologically demonstrates a process is known as a procedure text. Its social purpose is to completely explain how something is done through a series of series. Another name for a procedure is an instruction text. Consequently, a text gives us instructions on performing a task. A procedure text type aims to describe how something can be accomplished. Instruction manuals, directions, and recipes are examples of procedure texts. (Anderson, 2008).

Additionally, Anderson (2008) added that the generic Structure procedures must contain all of the data necessary to produce the desired results. It will be very challenging to finish the task if a step in the process is missing. Each procedure ought to have a title that summarizes its purpose. The language used

in procedure texts, which includes technical terms, verb and command phrases, time expressions, and action verbs.

4. Exposition Text

A specific point of view is presented or an argument is advanced or justified using an exposition. The act of stating one's opinion and making an argument for or against something is known as exposition. Exposition texts include, but are not limited to, advertisements, editorials, spoken arguments, and legal defenses (Anderson, 2008).

Exposition can be either written or spoken. Before being delivered orally, an exposition is frequently written down. A title needs to be given to an exposition. This will introduce the text's subject and perhaps even present the author's perspective on it. An introduction is provided in the first paragraph. The topic of the text is introduced at this point. The introduction is important because it establishes the author's point of view for the rest of the exposition. The body paragraphs that follow make various claims about the topic. Each paragraph focuses on a different aspect of the topic of the exposition. Each paragraph will make a point, explain why it's made, and then provide evidence to back it up. Furthermore, there is the text. A result could perhaps address and address a different point of view. An exposition text's language feature that includes modality (attitude), emotive words (express feelings and thoughts), and the verbs having and being (Anderson, 2008).

5. Report Text

The report is composed entirely of logical facts, with no personal involvement (opinion) on the part of the authors. Anderson (2008) defines an information report as a textual piece that provides details about a topic. To learn more about a living or inanimate subject, a research report is used. In general, the topic is general rather than detailed. This text's objective is to provide general information about something, which encompasses a wide range of items/objects found in the world's natural phenomena.

Typically, formal written information reports adhere to a strict format. An information report's title is its first section. This informs the reader about the report's topic. Language component of information report text that includes subject-related technical language, timeless present tense, and generalized term.

6. Recount Text

Recount texts describe or recount perceptions in order to educate, amuse, or inspire thought. The narrative in this text recounts incidents and events in chronological order in an effort to reconstruct past experiences. A well-structured recount includes details about the event or topic and personal opinions. A title is frequently used to begin a written recount. Untitled letters and journal entries are common. Your verbal recounts may have a title when you're giving a presentation. A title is usually unnecessary when speaking with friends. The topic or event is introduced in a written recount's first paragraph, or orientation. The following information is introduced in this paragraph: who,

what, where, when, why, and possibly how. The sequence of events will be described in the following body paragraph. This is the section in which the story is told in chronological order (the order that the events happened). The writer or speaker may express personal feelings about the topic or event in the conclusion or re-orientation (Anderson, 2008).

Furthermore, Anderson (2008) added that appropriate nouns, language features of an exposition text include applicable terms (who, what, when, where, and how), the simple past, and phrases that list the order of events.

7. Discussion Text

A discussion is utilized to demonstrate a variety of perspectives on a specific topic. A debate typically includes evidence and reasons supporting each side's position (view). A debate is a good way to exchange ideas. It can be used to reach a decision on a topic with many opposing points of view. Discussion can occur either orally, in a debate, or in writing, in newspaper articles or group emails. A discussion text's purpose is to present arguments and information from various points of view (Mark and Kathy Anderson, 2008).

A discussion's structure varies depending on the type of discussion. The structure of discussions within a conversation is typically relaxed. Everyone alternates speaking and listening. In order for the audience to follow along, a debate is more structured. In order for the reader to follow along, a written discussion must be structured. The majority of conversations will be titled. This will inform the reader or audience about the upcoming subject. Typically,

the title is neutral and does not depict any of the various points of view. The opening statement is included in the introductory paragraph. This statement introduces the topic and provides some context. This is also where the author must state that many different points of view will be discussed. The discussion is presented in the body paragraphs. Every paragraph must discuss a different perspective on the topic, or a portion of a point of view. Each argument should be supported by logic and evidence. The conclusion summarizes the discussion topic. Any conclusions reached about the topic are summarized in the final statement. Sometimes there is only one decision, and other times there are several. The discussion text's language features include generic human participant, Simple present tense, modality, generic non - living participant, and mental verb.

8. Descriptive Text

Text that describes the features of a person, place, or thing is referred to as descriptive text. Often using adjectives and adverbs to create a visual experience. The following are the two generic structures of descriptive text:

- a. Identification/Introduction: (The introduction of a person, place, animal, or object will be described.)
- b. Description: describes something, such as an animal, a thing, a place, or a person, by describing its features, forms, colors, or anything else related to what the writer describes.

9. Anecdote Text

Text anecdote is a type of anecdote. Originally, anecdotal texts were used to refer to a personal or secret story; this refers to the origin of the word 'anecdote' in Greek, which means 'unpublished' or 'unpublished'. However, anecdote text is now synonymous with a text that describes an unexpected or unusual experience and includes elements of humor or entertainment. As a result, an anecdote text is defined as a text that deals with something unusual or unusual and usually contains some amusing or unusual incidents.

Anecdote Text, like other types of English text, has its own generic or linguistic structure, according to Anderson (2008), which is as follows:

a. Abstract

Abstract is the first section of Anecdote Text, and it contains a snippet of a unique or unusual event that can draw attention.

b. Orientation

Following that is Orientation, which contains the introduction of the story's characters, time, and place settings. This section serves the same purpose as Narrative Text's Orientation section.

c. Crisis

The following section, Crisis, will be found after Orientation. Crisis is a section that goes over the unique or odd things that were briefly described in the Abstract section in more detail or detail.

d. An occurrence or a reaction

The following section is called Incident or Reaction. This section contains solutions or answers to stories that are unique or unusual.

e. Coda

The Coda section of Anecdote Text contains the conclusion or evaluation of the story told. Typically, this is the part that contains or invites laughter.

Anecdote has some characteristic or Language features. They are as follows:

- 1) Using *Past Tenses*.
- 2) Use temporal conjunctions or *sequencers*, such as *before, after, when, while, until, during, at that time, after that, firstly, finally*.
- 3) Using *rhetoric questions* or questions.
- 4) Using intensifiers or words that show intensity, to make the story more dramatic; e.g. *really, very, pretty much, quite, etc.*
- 5) Using *material processes*, or verbs that show an event or what someone is doing; such as *protected, employed, spoke*, etc.

10. Spoof Text

Anderson (2008) stated that a spoof text is meant to make the reader laugh or smile. Most of the time, this text has funny stories that make people laugh. A spoof text has the generic structure, Spoof text owns three linguistic structures, namely:

a. Orientation

Spoof text, like other types of narrative text, begins with orientation, which is where the author begins to introduce the story by introducing characters, setting, and so on.

b. occurrences

In this section, the author describes events that are still happening on a regular basis.

c. Twist Twist is a section of the text that tells the opposite of normal events in the events section. Twist is the final section of the spoof text that tells the funny and unexpected ending.

Spoof text has four characteristics that distinguish it from other types of English text, namely:

- 1) Using *past tense*
- 2) Using *action verbs*
- 3) Using adverbs of time and place
- 4) Told chronologically

5. Descriptive Text

a. Definition of Descriptive text

(Dongoran, 2020) stated that descriptive text is illustrative and describes what a person or thing is like. Its goal is to provide information about and insight into a specific person, place, or something. (Pardiyono, 2016) added that a descriptive text talks about a sure thing, place, person, or event. This piece of writing tries to explain what something is like. Furthermore, Anderson

(2008) added that descriptive text is text that describes the characteristics of a person, place, or thing, often providing a visual experience using adjectives and adverbs.

As we can see, this is a text that describes how a person or thing appears, what it does, how much it costs, and so on. The purpose of a descriptive text is clear: it is to describe, represent, or reveal a person or an object, whether it is abstract or concrete.

b. Generic Structure of Descriptive Text

According to Dongoran (2020) identification and description are two generic descriptive text structures.. They can be explain as follows :

- 1) Identification/Introduction: (The introduction of a person, place, animal, or object will be described.)
- 2) Description: describes something, such as an animal, a thing, a place, or a person, by describing its features, forms, colors, or anything else related to what the writer describes.

c. Purposes of Descriptive Text

According to Dongoran, (2020), the purpose of descriptive text has two purpose. Those are as follows :

- 1) To accurately describe a person, thing, or location
- 2) To describe a particular person, thing, or location.

d. Language Feature of Descriptive Text

According to Dongoran, (2020), the descriptive text has four language features. Those are as follows :

- 1) Special participant: seems to have a unique element, is unusual being one (only one). Just a few examples include Bandengan beach, my house, the Borobudur temple, and Uncle Jim.
- 2) The use of an adjective to describe a noun, such as a lovely beach, a handsome man, a prominent location in Jepara, and so on.
- 3) The use of the simple present tense: The sentence structure is simple present because it describes the object described.
- 4) Action verbs are verbs that describe an action (such as run, sleep, walk, etc.).

e. Examples of Descriptive Text

Here is an example of descriptive text that describes the place, person, and thing.

1. Descriptive Text about place

Lake Toba

Lake Toba is a popular tourist destination in Indonesia. Lake Toba, Indonesia's largest lake, is located in North Sumatra. This lake is 100 kilometers (62 miles) long, 30 kilometers (9 miles) wide, and 505

meters deep. (The first paragraph is an introduction to a place that will be described.)

Lake Toba is surrounded by many shady trees, creating a breathtaking view. As a result, we feel at ease and relaxed while on vacation in this location. (The second paragraph is the Description: it describes something.)

Taken from : <https://www.kompas.com/-descriptive-text-tentang-place?page=all>

2. Descriptive Text about person

My Older Sister

I have a younger sister. Anisa Rahayu is her name. I call her 'Kak Nisa,' and she is seven years my senior. Despite the fact that we are siblings, we have very different characteristics and personalities. (The first paragraph is an identification that tells about the introduction of the person being described.)

My sister has black wavy hair that she has dyed brown. She stands 160 cm tall with long legs. Her skin is tanned because she enjoys traveling. She also has appealing facial features. Her features are petite, with round eyes and a pointed nose. Because she has a gummy smile, people enjoy seeing her smile and laugh. My sister is attractive, but she constantly denies it. She is also courteous to everyone. She enjoys buying me food and taking me to the movies. However, she can irritate my mother at times. She rarely cleans her room because she is always on the go. She frequently oversleeps on weekends due to her work

schedule, which runs from Monday to Saturday. My sister is a hard-working person who I adore so much. She is the type of older sister who can be relied on. **(Second paragraph is the Description: contains a description of something)**

Taken from : <https://www.kompas.com/-descriptive-text-tentang-orang?page=all>

3. Descriptive Text about thing

My Favorite Room

My favorite room in the entire world is my room in my parents' house. (This is the identification)

It has everything I desire in life: a comfortable bed that faces a large window on the east side of the room. So, when I wake up in the morning and open the window curtain, the sunrise light slowly enters the room, creating a beautiful silhouette and warming the entire space. A study desk that was once my father's can be found near the window in the right corner of the room. There's a white wardrobe next to that desk where I keep all of my clothes. (From the description)

On the other side of the room, in front of the wardrobe, is a yellow bookshelf where I keep half of my book collection. I chose yellow because it matches the color of my bedroom wall. I have a dressing table next to the bookshelf. And I keep my guitar next to the dressing table. It's a fifteen-year-old guitar, but it still sounds fantastic, and I adore it. (From the description)

Taken from : <https://englishcoo.com/contoh-descriptive-text-tentang-benda/>

From the three examples above, text 1 describes a place, text 2 describes a person, and text 3 describes a thing.

B. Previous Studies

The researcher used reviews of related literature from other theses. Some research has been conducted on the use of charade games in English teaching. These are the outcomes:

The researcher conducts a literature review of relevant graduate papers and scholarly journals in this study. The first title was taken from a journal authored by Hidayati (2016). This study investigated the effectiveness of the Charade Game for teaching vocabulary in MTs Miftahul Khoirot Branjang seventh-grade students during the 2014-2015 academic year. In this study, the researcher selects 54 students from two classes as the study's sample, with 27 students serving as experimental groups and 27 serving as control groups. The experimental group is then taught using a charade game, while the control group is taught using a traditional method.

The second previous study was based on a paper written by Chairani (2017). The purpose of this study was to see how effective the Charade Game was at teaching vocabulary to fourth-grade students at SD Unggulan Aisyiyah Bantul during the 2016-2017 school year. The results showed that the experimental group's mean score on the vocabulary mastery test was higher than the control group's mean score. Then, in the post-test, the hypothesis using Independent T-test revealed that the level of significance is lower. H1 is

accepted, whereas H₀ is rejected. As a result, the use of the Charades game has a positive effect on students' vocabulary mastery.

Third, Ningati (2017) investigated the use of mime games to improve students' writing skills in a previous study. Classroom action research was used as the methodology. This research was carried out on eighth-graders at SMP N 1 Ngemplak. According to the researcher's findings, the Mime Game could improve students' writing skills as well as the classroom environment during the teaching learning process. The test results showed that things had improved. The mean score after the test was higher than the mean score before the test. Following the implementation of the Mime Game, the students were given stimulus on specific topics, allowing them to easily organize their ideas into a descriptive text based on the image provided. The students were able to construct proper grammar sentences. Students had some vocabulary confusion, but they were eventually able to use mechanics (punctuation and spelling) The researcher hopes that the study's findings will assist teachers in improving their students' writing skills, knowledge, and preference for other researchers.

Septiana (2018) conducted the fourth and final project, which investigated the impact of using the Charade Game on eighth-grade students' vocabulary mastery during the first semester of the 2017/2018 school year. This study's population consisted of eighth-grade students from SMPN 1 Pesawaran. The researcher used cluster random sampling to collect the sample. The sample consisted of two classes: VIII E as the experimental class and VIII J as the control class. They were both made up of 42 students. The researcher

used tests to collect data. The researcher employed a multiple-choice test instrument. Before the validity test, the test had 40 items. Following the validity test, the instrument test for the pre test had 25 items and the post test had 18 items. The researcher used the independent sample T-test to analyze the data. The data analysis revealed that the T-test result was 0.000. This result is compared to the value significant generated Sig score. As a result, H_0 is rejected while H_a is accepted. In other words, this study found that playing charades can help students improve their vocabulary mastery.

Yuriza's previous research was a thesis (2014). The purpose of this study was to see how the Adverb Charade Game affected the speaking interest of second-year students at SMP Negeri 20 Pekanbaru. This study employed a quasi-experimental methodology. The results of this study showed that there was a significant difference between using and not using an adverb charade game on second-year students' speaking interest at SMP Negeri 20 Pekanbaru, with $X_{\text{calculated}}$ being greater than X_{table} at significance levels of 5% and 1%. This means that H_a was accepted while H_0 was rejected. The previous Windy (2012) thesis was about the influence of charades game on the fifth grade students of kepongpongan 3 elementary school - Cirebon regency's competence in English vocabulary. 2012/2013. Because English is an international language used all over the world, it is considered the first foreign language in Indonesia. This study employs a quantitative approach. The writer's techniques for collecting the data used are observation, interview, questionnaire, and test. Then the writer use t-test as the statistical analysis.

After the data have been analyzed, the writer concludes that the students' response of the application of charades game at the fifth grade of Kepongpongan 3 Elementary School Cirebon Regency can be categorized "good". The result of the students' competence in English vocabulary before the application of charades game can be categorized is "not good". And after the application of charades game can be categorized "sufficient" because by mean of score higher than the previous one. And the effect of the charades game on students' English vocabulary competence (t values greater than t_{table}). It means that the charades game has a positive and significant impact on students' English vocabulary competence.

While many previous studies have examined the use of Game Charade on students' vocabulary mastery, this study presents something different from those research above. The researchers tries to use Charade Game in students' writing mastery. Additionally, the researcher also carries out research at the high school level, and many of the previous studies conducted focused at the middle school level. This research is hoped to become a new method to teach descriptive text writing Furthermore, the researcher anticipates that this study will be beneficial to all high school and middle school teachers and will serve as a simple way to teach writing.

C. Hypothesis

(Ranchi, 2002) states that a hypothesis is an expectation about events based on a generalization of the assumed relationship between variables. This

means that the study's approximation is required by the hypothesis. A hypothesis is an expectation or prediction that will be tested through research. Additionally, a temporary solution to the formula research problem is described as a hypothesis (Sugiyono, 2010).

In this study, there are two statistically significant hypotheses stated:

Ha: Charade Game is an effective way to teach descriptive writing

Ho: Charade Game is not an effective way to teach writing descriptive text

After obtaining the results of computing the data, the two above hypotheses are interpreted to determine which one is accepted and rejected (Sugiyono, 2010). The hypothesis will be determined by comparing the t-test to the t-table:

If $t\text{-test} > t\text{-table}$: Ha is accepted

If $t\text{-test} < t\text{-table}$: Ha is rejected

CHAPTER III METHODOLOGY OF THE RESEARCH

In this chapter, the researcher describes the research methods used in this study. The presentation includes the research design, study subject, instrument, data collection method, and data analysis method.

A. Design of the Research

This research design was quasi-experimental. Based on the non-random sample group, experimental and control groups were determined. To test it, two similar target groups were selected. Both were taught the same content (Revesz, 2019). The researcher used a quasi-experimental design to determine how effective the Charade Game can be used in teaching writing. Furthermore, Revesz (2019) stated that quasi-experimental was to find the link between cause and effect using an experiment and a control group. Still, the groups were not chosen at random.

The researcher gave both the experimental and control groups a pre-test to start the process. The researcher uses the Charade Game as a treatment or experiment in one of the group. The researcher uses the conventional strategy as a control in the other class. According to Nurtanto, (2021) stated that the conventional strategy was a learning process that the students listened more to the teacher's explanation in front of the class and carried out assignments if the teacher gave practice questions to students, which were often used in conventional learning, including the lecture method, question and answer method, discussion method, assignment method. Furthermore, the researcher

uses an expository approach in this research. With this expository approach, learning activities are focused on the teacher as a source of knowledge or instructional resources, similar to a lecture. At the start of the session, the teacher spoke, outlining the subject and providing sample questions along with questions and answers. Simply listen while taking notes. Together with the teacher, the students practised answering practice questions; if a question was unclear, a student might ask it. The teacher could check each student's work individually and give a classical or individual explanation to each student.

According to Stanley (1984), the types of this study can be designed as follows:

Class	Pre-test	Treatment	Post-test
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

Where:

E = Experiment Group

C = Control Group

O₁ = Pre-test

O₂ = Post-test

X₁ = Charade Game Strategy

X₂ = Conventional Strategy (Expository Method)

B. Subject of the Research

1. Population

According to Schutt (2011), the entire research subject is the population. In comparison, Darmawan (2013) stated that population was a data resource on specific research that has a large and diverse population. In this research, the population includes all the students at SMAN 1 Gubug during the 2022/2023 academic year. There are thirty-three classes from grade eleventh, twelfth and thirteenth. Furthermore, SMAN 1 Gubug has 1160 students during the 2022/2023 academic year. As a result, number of Population was 1160.

2. Sample

According to Mujere (2016), the sample is representative of the entire Population. Because this is a quasi-experimental study, the researcher requires two classes to serve as the sample. SMAN 1 Gubug has only two classes by chance. As a result, the researcher uses all of those classes as the sample.

3. Sampling

In this study, cluster sampling was used as a sampling technique because the sample was drawn for a specific research purpose (Mujere, 2016). Furthermore, a random sample of clusters was taken from the Population using cluster sampling, and all participants in each chosen cluster were invited. The sample of this research is the second-grade

students of SMA Negeri 1 Gubug in the academic year of 2022/2023, two classes, one for the experimental test and the other for comparison. In this case, both classes, 11 IPA 1 and 11 IPA 2 were samples, with 11 IPA 1 serving as the experiment group and 11 IPA 2 serving as the control group.

Table 3.1

Table of sample

Participant	Class Experiment 10 IPA 5	Class Control 10 IPA 6
Male	8	10
Female	28	26
Amount of sample	36	36

C. Instrument

A research instrument is a device used to measure, test, observe, interview, and record data (Cresswell, 2017.). Additionally, to obtain reliable and authentic data, research instruments must be created and made available (Rahmawati et al., 2019). In this research, a test will use to gather this information. The test will be chosen as the research tool because it is a better way to get the information needed for this study. Students are asked to fill out a pre-test of writing mastery in this test. The acts present in this instrument include an introduction and description. In this research, the researcher used two instruments. They are as follows :

1. Pre-Test and Post-Test

It will be given twice as a pre-test and once as a post-test. The pre-test aims to determine the students' abilities in implementing the Charade Game in writing ability. The process of teaching writing using the Charade Game is known as a treatment. And post-treatment evaluations were administered. The purpose of the post-test was to gather information about the student's performance following the implementation of the Charade Game.

2. Closed-questionnaire

A closed questionnaire consists of a question with one or more deliberate response possibilities that the survey creator intended the responder to select (Amin & Sundari, 2020). In other words, respondents were instructed to select one response from a list of alternatives marked with a certain cross (X) or tick (✓). After using the Charade Game as a method in the learning process, the questionnaire is used to gather information about students' perceptions. Seven questions for students are included in the closed questionnaire.

Table 3.2
Question of Closed-Questionnaire

No	Question
1.	Charade Game strengthens teamwork in a writing session.
2.	Charade Game encourages students' confidence in writing.
3.	Charade Game boots students' problem-solving ability in writing.

4.	Charade Game improves students' writing motivation during the classroom.
5.	Charade Game builds the students' awareness in grammar mistake when writing English.
6.	Charade Game is fun and entertaining to do during the writing session in the English class.
7.	Charade Game promotes non-verbal communication among the students during the writing session.

The researcher used a closed questionnaire with a Likert Scale as the research tool in this study. According to Taherdoost (2019), the Likert Scale is used by respondents to indicate their level of agreement and disagreement with specific statements about a particular viewpoint, person, or event. The survey has five (five) rating scales, with each scale ranging from strongly agree to strongly disagree.

Table 3.3

Five Options of Likert Scale

Scale	Adapted Number
Strongly Disagree	1
Disagree	2
Slightly Disagree	3
Agree	4
Strongly Agree	5

D. Method of Data Collection

The quasi-experimental design of this research included both pre-test and post-test procedures. The test was used to collect the data. A test measure a person's understanding or ability in particular area (Brown, 2000). The results of the pre-test and post-test are used to gather the data. Both the experimental and control groups take an initial pre-test. In contrast to the control class, which does not use Charade game, the practical course uses one. Data and the difference in scores between the two exams are collected using writing exams. There are some procedures to collect the data. They are as follows :

1. The researcher came to the school of SMAN 1 Gubug and asked for permission from the principal of SMAN 1 Gubug to conduct research.
2. The researcher met the English teacher for asking help and guidance during the research and picked the sample in two classes .
3. The researcher gives the pre-test to the experimental class and control class to determine students' ability on writing mastery before using a Charade Game as a new method.
4. The researcher gives treatment by applying the Charade Game as a method in the experimental class.
5. The researcher gives a post-test to the experimental class in order to know the impact of treatment.

6. The researcher analyzed the data using SPSS 24 and Microsoft Excel to find out the result of the statistical analysis of mean and standard deviation.
7. The researcher analyzed the percentage of students' perceptions and their mean and standard deviation.

E. Method of Data Analysis

The method by which a researcher analyzes data is called data analysis. The researcher used quantitative data analysis to manage and analyze the collected data, so the data were analyzed using a formula. Before and after using the Charade Game as a Method, the analysis was used to determine the significant difference in the students' ability to write descriptive text

The test consequences had been examined and then scored by the use of evaluation elements together with content material, corporation, vocabulary, grammar, and mechanics. Dahnianti (2018) found out that there are 5 factors evaluated in writing: they're content, company, vocabulary, grammar, and mechanics. The subsequent table presents the 5 elements of evaluating which were used.

The following are the steps for data analysis:

Table 3.4

Specification element of Writing (Dahnianti 2018)

NO.	Aspect of Writing	Criteria	Score
1.	Content	The writing's substance, the idea expressed	20
2.	Organization	The type of content (coherence)	20
3.	Vocabulary	The selection of words that are appropriate for the content.	20
4.	Grammar	Use of grammatical form and syntactic patterns	20
5.	Mechanic	The focus of mastery writing is on spelling and punctuation.	20

1. Content

Table 3.5

Specification Score of Content

Classification	Score	Criteria
Excellent	20	Information is very clear, the idea of the problem development very clearly, the development of the idea is perfect, very relevant to the problem, and thoroughly.
Very Good	15-19	Clear, substantive information, the development of a complete idea, relevant to the problem and thoroughly.
Good	11-14	The information is clear but there is some confusion, good substance, the development of a complete idea, relevant to the problem, and thorough to the problem, and thorough.
Fair	6-10	Information is almost enough, enough substance, thesis development is very limit, less relevant to the problem but not complete
Poor	<5	Information is very limit, no substance, no idea development, no problems.

(Dahnianti 2018)

2. Organization

Table 3.6

Specification of Organization

Classification	Score	Criteria
Excellent	20	Expression is very smooth, ideas are express very clearly, well order, logical, and coherence.
Very good	15-19	Expressions are very smooth, ideas are clearly express, well order, logical, and cohesive
Good	11-14	Expression smooth, expression <u>expression</u> less clear, arrange with almost good, logical sequence.
Fair	6-10	The expression is substandard, less organize, the main idea is invisible, the sequence is almost logical, and incomplete.
Poor	>5	Not communicative, chaotic ideas, sequences and problems are illogical.

(Dahnianti 2018)

3. Vocabulary Table

Table 3.7

Specification of Vocabulary

Classification	Score	Criteria
Excellent	20	Utilization of word potential is very precise, word choice and expression very precise, mastering word formation.
Very good	15-19	Utilization of word potential is very precise, choice of words and phrases appropriate, very controlling the formation of words.

Good	11-14	Utilization of word potential rather precisely, word choice and expression almost right, almost mastering the formation of words.
Fair	6-10	Utilization of the word good, choice of words and phrases are less precise.
Poor	>5	Utilization of word potential is very <u>limit</u> , vocabulary is low.

(Dahnianti 2018)

4. Grammar Chart

Table 3.8

Grammar Characteristics

Classification	Score	Criteria
Excellent	20	Use of grammatical form and syntactic patterns
Very good	15-19	Only a few grammar and syntactic patterns of mastery are required for complex and effective construction.
Good	11-14	Grammar errors occur but are not distracting in the construction.
Fair	20	There is a grammar error, but it is not distracting.
Poor	>5	Syntactic rules that are slightly out of control, causing confusion.

(Dahnianti 2018)

5. Mechanic Table

Table 3.9

Specification of Mechanic

Classification	Score	Criteria
Excellent	20	Mastering the entire writing.
Very good	15-19	Mastering the entire writing, there are only a few spelling errors.
Good	11-14	Sometimes spelling errors occur but they do not obscure meaning.
Fair	6-10	Often spelling errors, confusing meaning.
Poor	>5	Not mastering the rules of writing, there are many spelling errors, unreadable and unworthy of value.

(Dahnianti 2018)

The researcher used the standard score for the total value of the students' writing based on the basic standard stated above by calculating the standard score as follows:

1. A score of 20 is considered excellent.
2. Scores of 16-19 are considered very good.
3. Scores 11-15 are considered good.
4. A score of 6-10 is considered fair.
5. Scores greater than 5 are considered poor.

The students' mean score is divided into five levels, as follows:

Table 3.10
Classification of Score

No.	Classification	Score
1.	Very good	91 – 100
2.	Good	76 – 90
3.	Fair	61 – 75
4.	Poor	51 – 60
5.	Very poor	Less than 50

(Dahnianti 2018)

- a. After obtaining all test results, assign a 10-100 value. Scores that had been obtained and analyzed
- b. After each student's work was evaluated, the grade average value was calculated.
- c. Using SPSS (Statistic Product and Service Solution), the students "value.
- d. calculating the students' mean score "SPSS is used for testing.
- e. Using SPSS, determine the improvement in "s percentage of students" writing achievement when using the charade game.
- f. Determine the significant difference between the pre-test and post-test by calculating the test value with SPSS.
- g. Using the Charade Game to assess the effectiveness of learning descriptive text writing.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the research and discussion findings that this study aims to find a significant difference between two classes that teach using two different methods: using the conventional method and using charade game to teach descriptive text. This chapter contains research findings as well as a discussion.

A. Research Finding

This research aims to identify the use of Charade Game to improve students' writing ability achievement of tenth grade of SMAN 1 Gubug in the 2022/2023 academic year. There are two classes in this research as a sampled, specifically class X MIPA 5 as an experimental group that used Charade Game in learning process and class X MIPA 6 as a control group that used conventional method. The researcher collected two types of data from both the control and experimental groups. The treatment was carried out in the experimental group using the Charade Game, whereas the control group received no treatment. The researcher administered a pre-test and post-test in essay exam format before and after the treatment.

The researcher gave a pretest and posttest in the form of an essay. Students were asked to make descriptive texts based on topics provided by the researcher. Students must also write a descriptive text of more than one hundred words.

1. The Students' Ability in Writing Descriptive Text Taught without Charade Game

In this research, the researcher gave a different method for each group. First, the researcher did not give Charade game for control group and using an expository approach in the learning process. It took three meetings for the researcher to conduct the research. To collect the data, the researcher gave a pre-test to know the students' writing ability before the researcher explained the descriptive text. After the researcher gave the explanation, at the end of this research, the researcher gave a post-test to measure the students' writing ability after being taught without Charade game.

The mean score in the pre-test of the control group is 65,00, which is included in the fair classification. The pre-test was given before the teacher explained the material, and students in the control group were taught without Charade game in three meetings. The researcher administered a pre-test on writing descriptive text during the first meeting. In the second meeting, the researcher used a traditional method to present material about a descriptive text. With the expository approach, the researcher explained descriptive text to the students. In the third meeting, the researcher conducted a post-test to know the result of the learning process.

Table 4.1

The Result of Pre-test, Post-test and Gained Score in Control Group

Name	Pre-test	Post-test	Gained Score
AR	64	60	-4
ANP	53	45	-8
ABP	55	64	14

AI	65	69	4
AY	66	80	14
AHS	63	73	10
AM	60	68	8
ARW	58	52	-8
AD	70	78	8
AD	71	73	2
AD	65	77	12
DS	60	80	20
DW	60	76	16
DMS	60	64	4
DHP	68	69	1
FAN	52	47	-5
FSS	60	64	4
HK	77	75	-2
H	75	79	4
KT	68	73	5
LP	67	80	13
MMH	54	55	1
RAS	68	79	11
RDP	62	76	14
RMH	64	80	16
RHN	64	68	4
RFS	72	83	11
SRK	71	79	8
SR	68	77	9
SLP	72	77	5
SZUFF	68	73	5
TMS	58	68	10
UFA	68	77	9
ZA	68	72	4
ZK	76	78	2
AAA	70	68	-2
Σ	2340	2556	219
MEAN	65.00	71.00	6.08

As a result of the learning process, according to the table 4.1, the mean score in the post-test of the control group is 71.00, which is categorized as fair. This improvement has resulted from applying conventional methods through a learning process. The conventional method meant that the researcher did not use any game in the implementation. The researcher used

an expository approach, in which the students listened more to the teacher's explanation in front of the class and carried out assignments if the teacher gave practice questions to students, often used in conventional learning.

As a result, refers to table 3.10 explained the classification of scores. The mean score of the pre-test in the control group was 65.00, which was classified as the fair. In comparison, the mean post-test score in this group was 71.00, which was included in fair categories. The researcher discovered that students' writing ability increased from pre-test to post-test in the control group, though this was not statistically significant.

2. The Students' Ability in Writing Descriptive Text Taught Using Charade Game

The other group was an experimental group that was taught with Charade Game. It also took three meetings for the researcher to collect the data, the same as the control group. The researcher also gave a pre-test and post-test to the experimental group. Moreover, the researcher applied Charade Game as a method when explaining a descriptive text during the learning process.

The researcher conducted three meetings to teach writing ability in descriptive text. In the first meeting, the researcher gave a pre-test to know how far the students learned about the descriptive text. In the second meeting, the researcher treated the group using a charade game as a method of the learning process. In the third meeting, the researcher gave a post-test to know the effectiveness of charade game to teach in writing descriptive text.

Table 4.2

The Result of Pre-test, Post-test and Gained Score in Experimental Class

Name	Pre-test	Post-test	Gained Score
ATR	70	83	13
AD	70	85	15
AA	70	77	7
ADA	63	77	14
AF	75	80	5
AIK	72	78	6
BNP	66	74	8
CTK	74	77	3
CR	78	80	2
DAP	74	77	2
ECR	64	77	13
EDR	73	83	10
FUK	70	83	13
FSA	70	80	10
FUH	68	70	2
FNF	75	79	4
HSA	77	77	0
IH	64	78	20
KPA	76	79	4
LR	70	73	3
MN	74	80	6
MA	74	83	9
MT	70	82	12
NAS	62	76	14
PL	70	80	10
PR	60	70	10
RG	70	83	13
RJF	75	88	13
RS	68	79	11
SS	70	80	10
SPPS	68	79	11
SAP	58	75	17
VRI	68	80	8
WA	68	80	9
YAR	76	80	4
ZYAS	70	82	12
Σ	2520	2844	323
MEAN	70.00	79.00	8.97

The lowest and highest scores from the experimental group of 36 students can be seen in table 4.1. The pretest score ranges from 58 to 78. Following

the treatment with the charades game, the researcher administered the posttest. Based on the data, the lowest score in the posttest was 73, and the highest was 88.

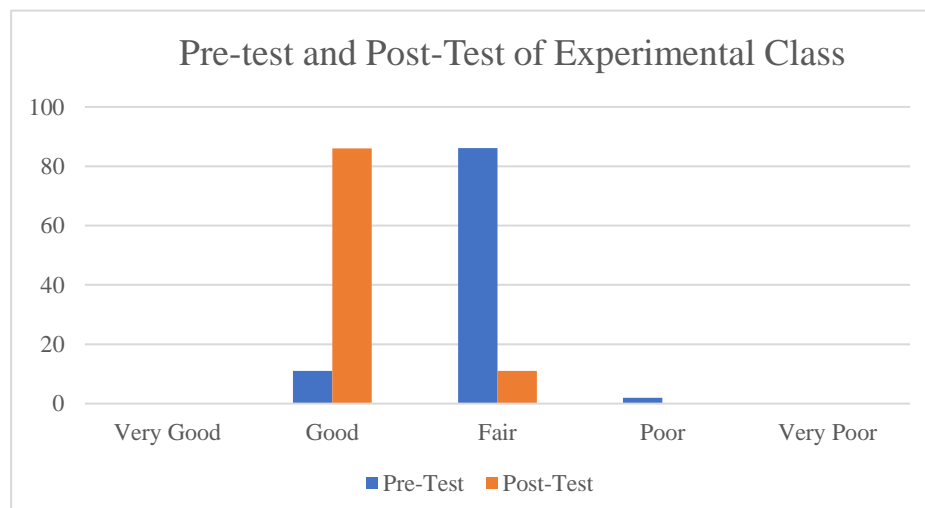
As a result, refers to the classification of scores in table 3.10. The mean score of the pre-test in this class was 70.00 which was categories as the fair. Meanwhile, the mean score of the post-test in this group was 79.00 which was classified in the good. According to table 3.10 range 76-90 was classified in good.

3. A Significant Difference in Writing Ability of Students Who Were Taught With and Without Charade Game

The researcher displays the data in a table and calculates the score using the SPSS 25 program, displaying the classification students' writing score in the post-test, the mean score, and the standard deviation of the students. The outcomes are shown in the table below:

Table 4.3

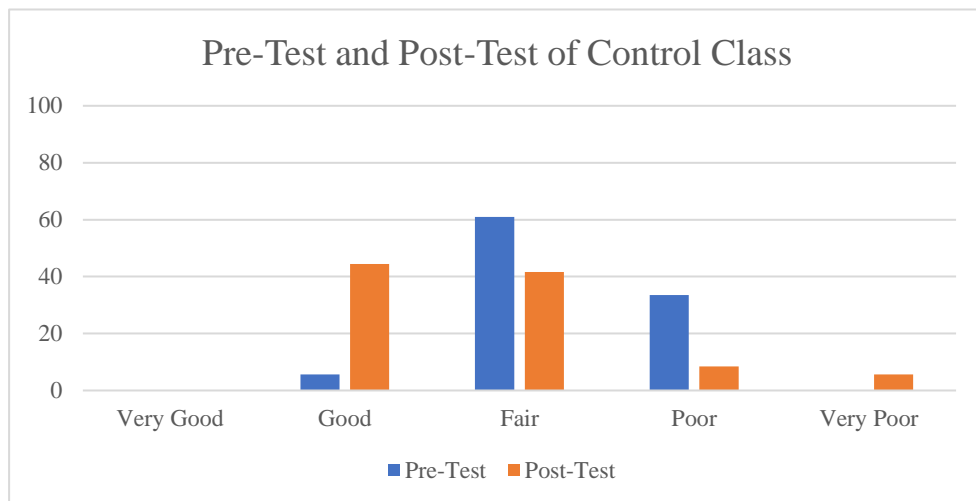
The Result of Pre-Test and Post-Test of Experimental Class



According to table 4.3, none of the students (0%) obtained Very good, four students (11.11%) categorized good, thirty-one students categorized fair (86.11%), and only two students (5.55%) categorized poor. According to the table, the students who categorized poor were fewer than those who categorized fair and good, indicating that the students' writing mastery was not that bad.

Meanwhile, the post-test shows that there is an improvement in the students' writing mastery. It can be seen through the chart that describe around thirty-one (86,11%) students categorized good, and only five (13,89%) students categorized fair. It improved students' writing ability after teaching with charade game.

Table 4.4
The Result of Pre-Test and Post-Test of Control



Based on table 4.4 describes the results obtained by students in the control group taught using conventional method. It can be seen that there are

two (5.65%) students who categorized good, and twenty-two (61%) categorized fair. While the other twelve (33.5%) students categorized poor.

Like the experimental group, the control group also experienced a growth in score results, although not as significant as the experimental group. Sixteen (44,44%) students categorized good, and fifteen (41,66%) students categorized fair in this group. However, some students had decreased the results of their pre-test scores. Two (5,60%) students categorized poor.

N-Gain measurement was first measured to see the significant effect of Charade Game as a method in experimental class and conventional method in control group. This section compared the pre-test and post-test results, displaying the total mean score and standard deviation for each. The outcome is shown as a paired sample statistic in the table. The following table shows it:

Table 4.5
The Mean Score of Students in Experiment and Control Class

	N	Minimum	Maximum	Sum	Mean
PreTestExperiment	36	58	78	2520	70,00
PreTestControl	36	52	77	2340	65,00
PostTestExperiment	36	70	88	2844	79,00
PostTestControl	36	45	83	2556	71,00
Valid N (listwise)	36				

Table 4.5 shows that the minimum score of the students was 52 in the control class and 58 in the experimental class. Meanwhile, the maximum score in the control class is 77 and In the experimental class is 78. After the researcher provided two different methods in each class, there was an

improvement in student learning outcomes. It can be seen through the data above that the minimum and maximum scores in each class have been increased. Meanwhile, table 4.6 shows the standard deviation in each class.

Table 4.6
The Standard Deviation Score in Experiment and Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestExperiment	36	58	78	70,00	4,787
PreTestControl	36	52	77	65,00	6,383
PostTestExperiment	36	70	88	79,00	3,772
PostTestControl	36	45	83	71,00	9,511
Valid N (listwise)	36				

Table 4.7
Descriptive of Hypothesis Testing

Hypothesis	Test Used	Average	Standard deviation	Test Statistics values (Z)	Significance value	Description
1. There is a significant difference in average before and after the use of traditional method in the control class.	Wilcoxon	Pre=65,00 Post=71,00	SD pre =6,383 SD Post=9,511	-5,165	0,001	Ha Accepted
2. There is a significant difference in the average before and after the use of Charade Game as a method in the experimental class.	Paired T Test	Pre=65,00 Post=79,00	SD pre=4,787 SD post=3,772	-11,939	0,001	Ha Accepted

3. There is significant difference in the use of the traditional method in the class with the implementation of Charade Game in experimental class.	Independent T Test	Control= 71,00 Experiment= 79,00	SD Control= 3,77208 SD Experiment= 9.51090	4,691	0,001	Ha Accepted
---	--------------------	---	--	-------	-------	-------------

Based on Table 4.7, the Wilcoxon signed-rank test results in the control group using SPSS revealed the Asymp value. The two-tailed sig is 0.001. According to the criteria, a significance value of 5% indicates that the value obtained through the test is less than 5% (0.000 0.05). As a result, Ho was rejected while Ha was accepted, implying that there was a significant difference in the average before and after the use of the conventional method in teaching writing descriptive text, indicating that the conventional method in teaching writing descriptive text had a little impact on improving writing ability.

The paired t-test measurement using SPSS revealed the Asymp value in the second experimental class. The two-tailed sig is 0.001. According to the criteria, a significance value of 5% indicates that the value obtained through the test is less than 5% (0.000 0.05). As a result of Ho rejection and Ha acceptance, it is possible to conclude that there was a significant difference in the mean before and after the use of the Charade Game to teach descriptive text, especially writing in the experimental group, implying that the Charade

game had an excellent effect on improving writing ability in English teaching and learning.

The third is based on the independent t-test, the results obtained based on the test using SPSS indicated that the Asymp value. Sig (2-tailed) is 0.001. Based on the criteria, a significance value of 5% indicates that the value obtained through the test is less than 5% ($0.001 < 0.05$). Therefore, H_0 was rejected, and H_a was accepted, so it can be concluded that there was a significant difference in the use of the conventional method in the control group with Charade Game as a method in the experimental group. The value of the experimental group is higher than the value of the control group, so the use of Charade Game as a method was more effective in improving writing ability in English than the conventional way in English learning process. This can be seen from the results of the post-test they did. Based on this statement, the result could conclude that the Charade Game learning method was efficient and supportive for students and teachers.

4. The Students' Perspectives on Charade Game as a Media in the Teaching Writing

In this current research, to know the students' perspective, the experimental and control group students were given a closed questionnaire to complete regarding their perceptions of using the Charade Game to teach descriptive text in writing. There were seven items in the closed questionnaire. The researcher used a closed questionnaire to allow participants to choose an

answer on a five-point scale of agreement or disagreement with various statements about some perspectives. Furthermore, data from the closed questionnaire was analyzed by calculating the percentage of the table that was simple to understand. The writer presents the following excerpts from structured closed questionnaires:

Table 4.8
Students' Perception of Charade Game

Q	Question	SA (%)	A (%)	U (%)	DA (%)	SD (%)
Q1	Charade Game strengthens teamwork in a writing session.	38,9%	58,3%	0%	0%	0%
Q2	Charade Game encourages students' confidence in writing.	38,9%	56,7%	4,4%	0%	0%
Q3	Charade Game boots students' problem-solving ability in writing.	27,8%	50,4%	10,7%	11,1%	0%
Q4	Charade Game improves students' writing motivation during the classroom.	44,4%	52,8%	2,8%	0%	0%
Q5	Charade Game builds the students' awareness in grammar mistake when writing English.	41,7%	52,8%	5,6%	0%	0%
Q6	Charade Game is fun and entertaining to do during the writing session in the English class.	38,9%	58,3%	2,8%	0%	0%
Q7	Charade Game promotes non-verbal communication among the students during the writing session.	19,4%	80,6%	0%	0%	0%

The results of student responses to using the Charade Game to teach descriptive text writing were shown in Table 4.8. The majority of students

responded positively, according to the results. According to the results of Q1, 97.7% of students believe that the Charade Game improves teamwork in a writing session. Another positive response in Q2 was that the Charade Game boosts students' writing confidence. It has been determined that 56.7% of students agreed and 38.9% strongly agreed. The positive result in Q3 was that 78.2% of students believe the charade Game improves their problem-solving ability in writing. However, 11.1% of students agreed that the charade Game improves students' problem-solving abilities in writing. More findings on students' perceptions were revealed by Q4 that 98% of students agreed that Charade Game improves students' writing motivation during the classroom.

Another response in Q5 indicated that 94.4% of students agreed that Charade Game raises students' awareness of grammar errors when writing in English. Meanwhile, 5.6% of students chose slightly agreed or still unsure if Charade Game raises students' awareness of grammar errors when writing in English. Furthermore, the rules of the game in Charade Game piqued the students' interest in writing, particularly with the teamwork and random topic assigned by the teacher. The majority of students (97.2%) who responded positively to Q6 agreed that playing the charade game during the writing session in English class is enjoyable and entertaining. The remaining respondents (3.8%) chose "Undecided" to indicate that they were still unsure. It is evident from Q7 that 100% of the students concurred that the Charade Game encourages non-verbal communication during the writing session. For students and/or teachers, the Charade Game is a novel method incorporating a game

into the learning process. Additionally, the Charade Game is crucial to help students perform well in class to meet all their learning objectives and improve their writing comprehension.

B. Discussion

Based on data analysis, this study revealed four key findings: the students' ability in writing descriptive text taught without Charade Game, the students' ability in writing descriptive text taught using Charade Game, the significant difference between the students' writing ability taught by the conventional method and taught by Charade Game and the students' perspective on Charade Game as a media in the teaching writing.

The first finding revealed that the students' writing ability taught using the conventional method. The conventional way in this research was the expository approach. The learning activities were focused on the teacher as a source of knowledge or instructional resources, similar to a lecture. To collect data, the researcher administered the pre-test and post-test as a control class to 36 students, who were given an essay test in the based-paper format. As a result of this case, the researcher discovered that students' writing ability increased from pre-test to post-test in the control group, though this was not statistically significant. The researcher found that the students were not engaged in the learning process and that the conventional method was monotonous. This was in line with what was stated by Sitinjak (2020) that when a teacher selects the incorrect method, it will be detrimental to the achievement of learning

objectives. The teacher's method selection aims to make it easier for students to understand the lesson as determined by the situation and condition. Furthermore, to support the statement Viering et al., (2020) said that a method could be monotonous and tedious if the teacher was unable to create an exciting learning process.

In contrast, the researcher found the students' advantages of the conventional method. The conventional method made it simple to determine students' progress, which meant students only had one opportunity to take tests. As a result, teachers knew their students' progress and what they needed. The interaction between teachers and students, as well as between students in the form of lectures, questions, answers, or discussions, is an essential aspect of the conventional method (Helmiati 2018). Through these interactions, the teacher understands each student's characteristics and, as a result, can determine what the students require.

The second finding of this research was about the Charade Game as a new method and was regarded by the students as a unique method in the learning process, particularly in writing. The Charade Game method was perceived as an interesting method for students. Moreover, the Charade Game's features, such as teamwork display, communication, race time, clue, and so on, were not found in the conventional method. This game also provides many activities to improve students' English skills. In line with those points, Listiowarni (2017) states that Charade Game provides some features that increase the students' communication, teamwork, creativity and motivation. In this research, the

researcher used the Charade Game to explain the material in the experimental class prior to the post-test. The researcher also gave an essay to write descriptive text as a pre-test and post-test as part of the Charade Game. The researcher discovered the students' writing ability increased from the pre-test to the post-test based on Charade Game was significant compared to the effects of the conventional method at this point. These results indicate that Charade Game can encourage student achievement in the learning process.

For example, students prefer using games to learn, which is one of several things that the experimental group's results showed more significantly than the control group. It is related to what was concluded in a study by Listiowarni (2017) games are a form of media that can be incorporated into the educational process to motivate students during teaching and learning activities in the classroom. Another supported the research by Hidayati (2016) that said the Charade Game positively impacted students' ability to master English. It would be an active class because Charade Game insists all the students to worked as a team. So that while taking part in the teaching and learning process, students felt both challenged and joyful.

Third, this research revealed a significant difference between the Charade Game and the Conventional method in students' writing ability achievement. This instance demonstrated how students who used the Charade Game had better writing ability than those who used the conventional method. In the researcher's observations of the learning process in the classroom, there were differences between the experimental and control groups. Students in the

control group were bored and less enthusiastic about participating in learning. They felt monotonous learning and less attractive. This had an impact on the results of post-tests conducted by students. While in the experimental group, students were more enthusiastic and understood faster because Charade Game made the learning process varied and not monotonous, and the use of the game created a new atmosphere for learning. Likewise, students tended to comprehend the text, and how they wrote was better. This can be seen from the results of the post-test they did. Based on this statement, the result could conclude that the Charade Game learning method was efficient and supportive for students and teachers. Windy (2012) supports the result that Charade Game was very simple, constructive, and efficient to use.

Fourth, the other outcome revealed the students' perceptions of using the Charade Game as a method. According to the closed questionnaire, more than 80% of respondents thought the Charade Game was intriguing. They also agreed that the Charade Game could help them learn better. The students enjoyed the Charade Game because it was a simple and effective way to learn about the material. Fatchul supported this result (2019). Most respondents said they enjoy using the Charade Game to complete tasks or assignments because it is simple and enjoyable, making them more focused.

According to the students' perspective, they believe that the Charade Game improves teamwork in a writing session. Furthermore, the Charade Game boosts students' writing confidence. They also believe that the charade Game improves their problem-solving ability in writing. This was in line with

what has been stated by Astutik (2020) that said that a game can be an alternative way to increase the students' writing ability in the learning process. For students and/or teachers, the Charade Game considered as a novel method incorporating a game into the learning process.

Finally, Charade Game also provides students with a new learning environment, which aids them in improving their learning capacity. According to Shabalina et al., (2014) if the teacher and students perform well during the learning process, the combination of game and learning process will be successful. Furthermore, she stated that well-executed games by the teacher and students would have a significant impact (Shabalina et al., 2014). Furthermore, Charade Game can be a recommended game to use in the learning process, especially in writing. Overall, the Charade Game proved to be an effective method of teaching English writing ability, particularly in descriptive text. It is undeniable, however, that its use necessitates good preparation and good leadership by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions of the study.

A. Conclusion

1. The writing ability of the tenth grade of SMA N 1 Gubug in the 2022/2023 academic year was acceptable when the mean of pre-test and post-test scores were compared. With a mean pre-test score of 65.0 and a mean post-test score of 71.0 It demonstrated that the students who were taught without Charade game could improve students' writing ability achievement. However, there is no significant difference before and after the pre-test and post-test.
2. The writing ability for the tenth grade of SMA N 1 Gubug in the 2022/2023 academic year was acceptable when the mean of pre-test and post-test scores were compared. The mean pre-test value was 70.0, and the mean post-test value was 79.0. It demonstrated that using the Charade Game to teach descriptive text writing could effectively improve students' writing ability.
3. There was a significant difference in writing ability between the students taught without Charade Game and those who were taught using the Charade Game. The t-test calculation resulted in a t-count value greater than the t-table, indicating this. It is possible that the Charade Game improved the students' writing ability in this study.

4. Students' perceptions of using the Charade Game to teach writing in descriptive text. The results of the closed questionnaire demonstrated that the majority of students were positive about using Charade game to teach writing descriptive text.

B. Suggestions

Based on the conclusion above, Charade Game could be an alternative method for teachers and students in teaching writing in descriptive text in learning classes, especially when students felt that the conventional method rated monotone and fewer activities. Furthermore, Charade Game has unique characteristics that boost students' enthusiasm and creativity when learning English, mainly writing ability. This study should be used as a reference in future studies about using the Charade Game as a method in the learning process. More research on larger sample size and other English language skills is required.

BIBLIOGRAPHY

- Ahmad Rosidi, E. F. (2016). *Journal of English Language Teaching (An Experimental Study of the Seventh Graders of MTs . Miftahul Khoirot Branjang in the Academic Year of 2014 / 2015)*. 5(1), 1–5.
- Amin, F. M., & Sundari, H. (2020). Efl students' preferences on digital platforms during emergency remote teaching: Video conference, lms, or messenger application? *Studies in English Language and Education*, 7(2), 362–378.
<https://doi.org/10.24815/siele.v7i2.16929>
- Anderson, Mark and Kathy Anderson. (2008). *Text Types in English 3. Australia:MacMillan*
- Banga, C. L., & Suri, J. (2015). Role of Language In Human Life. *International Journal of English Language, Literature and Humanities*, 3(7), 180–197.
- Brown, H. D. 2000. *Teaching by Principles (An interactive Approach to Language Pedagogy)*. New York: Pearson Education.
- Campbell, T. D., & Stanley, J. C. (1984). EXPERIMENTAL AND QUASI-EXPERIMENTAL DESIGNS FOR RESEARCH. In *Contemporary Psychology: A Journal of Reviews* (Vol. 29, Issue 4).
<https://doi.org/10.1037/022808>
- Chokwe, J. M. (2013). Factors impacting academic writing skills of english second language students. *Mediterranean Journal of Social Sciences*, 4(14), 377–383. <https://doi.org/10.5901/mjss.2013.v4n14p377>

- Creswell, J. W, 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed). Boston: Pearson.
- Dahnianti, A. (2018). *Using The Students' Visit To Increase Their Ability in Writing Descriptive Text*.
- Dirjen, S. K., Riset, P., Pengembangan, D., Dikti, R., Dewi, N. P., & Listiowarni, I. (2017a). Terakreditasi SINTA Peringkat 2 Implementasi Game Based Learning pada Pembelajaran Bahasa Inggris. *Masa Berlaku Mulai*, 1(3), 124–130.
- Darmawan, D. 2013. *Metode Penelitian Kuantitatif*. Bandung: PT remaja Rosdakarya Offset.
- Dirjen, S. K., Riset, P., Pengembangan, D., Dikti, R., Dewi, N. P., & Listiowarni, I. (2017b). Terakreditasi SINTA Peringkat 2 Implementasi Game Based Learning pada Pembelajaran Bahasa Inggris. *Masa Berlaku Mulai*, 1(3), 124–130.
- Glendon, K., & Ulrich, D. (2005). Using games as a teaching strategy. *Journal of Nursing Education*, 44(7), 338–339. <https://doi.org/10.3928/01484834-20050701-11>
- Gozcu, E., & Caganaga, C. (2016). The importance of using games in EFL classrooms. In *Cypriot Journal of Educational Sciences* (Vol. 11, Issue 3). <http://sproc.org/ojs/index.php/cjes/>
- Grenville, K. (2001). *Writing from start to finish : a six-step guide*. Allen & Unwin.

- Helmiati, H., & Ag, M. (n.d.). *MODEL PEMBELAJARAN*.
www.aswajapressindo.co.id
- Hidayati, N. R. 2016. *The Use of Charade Game to Teach Vocabulary (An Experimental Study of the Seventh Graders of MTs. Miftahul Khoirot Ranjang in the Academic Year of 2014/2015)*. Semarang: Universitas Negeri Semarang.
- Indiani, W. D. 2012. *The Influence of Charade Game on the Students' Competence in English Vocabulary at The Fifth Grade Students of Kepongpongan 3 Elementary School- Cirebon Regency*. Cirebon: IAIN Syekh Nurjati
- Lehto, S., & Eskelinen, K. (2020). 'Playing makes it fun' in out-of-school activities: Children's organised leisure. *Childhood*, 27(4), 545–561.
<https://doi.org/10.1177/0907568220923142>
- Mujere, N. (2016). *Sampling in Research* (pp. 107–121). <https://doi.org/10.4018/978-1-5225-0007-0.ch006>
- Nan, C. (2018). Implications of Interrelationship among Four Language Skills for High School English Teaching. *Journal of Language Teaching and Research*, 9(2), 418. <https://doi.org/10.17507/jltr.0902.26>
- Ningati, I. I. 2017. *Improving Students' Writing Skill Through Mime Game in Descriptive Text for the Seventh Grade Students of SMP Negeri Ngemplak in the Academic Year of 2016/ 2017*. Surakarta: IAIN Surakarta.

- Nurtanto, M. (2021). *Konsep dan Strategi Pembelajaran*.
<https://www.researchgate.net/publication/353793292>
- Oshima, A. and Ann, H. 2007. *Introduction to Academic Writing: Third Edition*. New York: Pearson Education, Inc.
- Pardiyono. 2016. *Genre: Mastering English Through Context*. Yogyakarta: Andi Publisher
- Palmer, A., & Rodgers, T. S. (1983). Games in language teaching. *Language Teaching*, 16(1), 2–21. <https://doi.org/10.1017/S0261444800009836>
- Population new. (n.d.).
- Rabiah, S., Kunci, K., & Budaya, R. (n.d.). *LANGUAGE AS A TOOL FOR COMMUNICATION AND CULTURAL REALITY DISCLOSER 1*.
<https://orcid.org/0000-0002-1690-0025>.
- Rafinggi, D.L. and Ikhsan, M.K. 2013. *Teaching Vocabulary by Using Charades Techniques for Young Learners*. Ejournal-S1.stkip-pgri-sumbar.ac.id. nd (accessed on May, 2 2018)
- Rahmah, A., & Astutik, Y. (2020). EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English Charades game: does it affect students' learning on English vocabulary? *English Journal of Merdeka): Culture, Language, and Teaching of English*, 5(1), 75–83.
<https://doi.org/10.26905/enjourme.v4i2.4258>

- Rahmawati, L. E., Suwandi, S., Saddhono, K., & Setiawan, B. (2019). Construction of test instrument to assess foreign student's competence of Indonesian language through objective test. *International Journal of Instruction*, 12(4), 35–48. <https://doi.org/10.29333/iji.2019.1243a>
- Ranchi. (2002). *Research Methodology and Application of Remote Sensing and GIS Techniques in Research*. 1–13. *Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches*. (n.d.).
- Richards, J. C., & Schmidt, R. (2010). Dictionary of language teaching and applied linguistics. In *Proceedings of the 21st Asian Pacific Weed Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka*.
- Rikawati, K., & Sitinjak, D. (2020). Peningkatan Keaktifan Belajar Siswa dengan Penggunaan Metode Ceramah Interaktif. *Journal of Educational Chemistry (JEC)*, 2(2), 40. <https://doi.org/10.21580/jec.2020.2.2.6059>
- Rogers, J., & Revesz, A. (2019). *Experimental and quasi-experimental designs Community of Practice Project: Development of Creative Thinking Skills-Engagement of University Teachers and Students in Learning, Assessment and Collection of Evidence View project*. <https://www.researchgate.net/publication/334250281>
- Rokhyani Thohid, F. (2014). *THE WRITING JOURNAL TECHNIQUE TO IMPROVE THE WRITING FLUENCY OF GRADE VIII D STUDENTS AT MTs NEGERI KAWUNGANTEN IN THE ACADEMIC YEAR OF 2013/2014 A THESIS Presented as a Partial Fulfillment of the Requirements for*

the Attainment of a Sarjana Pendidikan Degree in English Language Education.

Shabalina, O., Mozelius, P., Malliarakis, C., & Tomos, F. (2014). *Combining Game-flow and Learning Objectives in Educational Games Testbed for an active lifestyle in multimorbidity View project IID-Implementations of ICT to support Inclusion, Integration and Development View project.*
<https://www.researchgate.net/publication/266755046>

Siregar, S. R., & Dongoran, N. (2020). Students' Ability in Writing Descriptive Text. *English Journal for Teaching and Learning*, 08(01), 81–90.
<http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>

Taherdoost, H. (2019). Helvetic Editions, 2019, 8. [https://hal-02557308](https://hal.archives-ouvertes.fr/hal-02557308). In *International Journal of Academic Research in Management (IJARM)* (Vol. 8, Issue 1). <https://hal.archives-ouvertes.fr/hal-02557308>

THE EFFECTIVENESS OF USING CHARADE GAME TO TEACH WRITING PROCEDURE TEXT. (n.d.).

Tiarina, R. Y. H. & Y. (2013). Teaching Writing a Descriptive Text By Using By Using Environmental Observation Strategy Environmental Observation Strategy. *Journal of English Language Teaching*, Vol. 1 No.(March), 10.

Tillema, M. (2012). *Writing in first and second language empirical studies on text quality and writing processes : proefschrift.* LOT.

- Turvey, A. (2007). Writing and teaching writing. *Changing English: Studies in Culture and Education*, 14(2), 145–159.
<https://doi.org/10.1080/13586840701442950>
- Viering, T. J., Mey, A., & Loog, M. (2020). Making Learners (More) Monotone. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 12080 LNCS, 535–547. https://doi.org/10.1007/978-3-030-44584-3_42
- Yuriza, D. 2014. *The Effect of Using Adverb Charade Game Toward Speaking Interest of the Second Year Students at SMP Negeri 20 Pekanbaru*. Pekanbaru: UIN Suska Riau.

APPENDICES

List of students' name in control class

NO	Nama	L/P
1.	ALISA RAHAYU NINGSIH	P
2.	ALYSYA NADIA PUTRI	P
3.	AMANDA BERLIANA PUTRI	P
4.	AMELIA INDRIYANI	P
5.	ANNISA NUR SAFITRI	P
6.	APRILIA HAPPY SINTYAWATI	P
7.	ARMAN MAULANA	L
8.	AULIA RAHMAWATI	P
9.	AULYIA DEVITASARI	P
10.	AVIVAH DZAFIA	P
11	BAYU AJI PAMUNGKAS	L
12	DANANG SAPUTRO	L
13	DEVY WIDYAWATI	P
14	DEWANGGA MAULANA SAPUTRO	L
15	DIAZ HAFIZH PERMANA	L
16	FAJAR ALFIYATUN NI'MAH	L
17	FIRYAL SALSA SABRINA	P
18	HAMMASYA KHOHISTANY	P
19	HERAWATI SULISTYONINGSIH	P
20	KHARISMATUS TSANI	P
21	LISTYA PARAMITA	P
22	MUHAMMAD MISBAQUL HUDA	L
23	RAHMAT ARBIANTO SAPUTRA	L
24	RENANDA DITYA PRATAMA	L
25	RESTU MULYA HIDAYAHNA	L
26	REVINA APRILIA LUTFIANI	P
27	REZA HAFID NUGROHO	L
28	RULLYA FITRIA SARI	P
29	SABILA RAHMA KHOIRUNISA	P
30	SABRINA ROSALIE	P
31	SHAULA LATHIFA PUSPITASARI	P
32	SYAFURA ZAHRA UKHTY FILLAH	P
33	TEONG MEI SHE	P
34	UMI FATIMAH AZZAHRA'	P
35	ZAHRA AULIA	P
36	ZAHRA KHAIRUNNISA	P

List of Students' Name in Experiment Group

NO	Nama	L/P
1.	AJI TRIAS PRIHATIN PAMUNGKAS	L
2.	ALVITO DIANOVA	L
3.	ALYA AGUSTINA	P
4.	ANANG DWI ARIYADI	L
5.	ANGELINA FIRDAUS	P
6.	ARFAN INDRA KURNIAWAN	L
7.	BUNGA NAJWA PRAMESTIKA	P
8.	CANDRA TULUS KURNIA	L
9.	CHELSEA RAMADHANI	P
10.	DINDA AMALIA PUSPITASARI	P
11.	ELSI CAHYA RAHMAWATI	P
12.	ERVA DESTIA RAHMA	P
13.	FAHRI UBAIDILLAH KARIM	L
14.	FEBI SINDI AULIA	P
15.	FIRA UMI HANIFAH	P
16.	FITRIA NUR FADHILAH	P
17.	HAPPY SHIFA AGUSTI	P
18.	ISMAELA HANUM	P
19.	KARINA PUTRI ARNETY	P
20.	LINDA RACHMAWATI	P
21.	MAMLUATUN NAJWA	P
22.	MILATI AZKA	P
23.	MYA TRISMIYATI	P
24.	NADHEA AYU SEPTRIANA	P
25.	PUJI LESTARI	P
26.	PUTRI RAMADHANI	P
27.	RAUL GUNZALES	L
28.	REVA JONATHAN FRIZZY	L
29.	RIRA SAHARA	P
30.	SASTA SEPTIANINGRUM	P
31.	SHEVA PADHISTA PUTRI SANNY	P
32.	SYIFA AWALIYA PUTRI	P
33.	VARANANDA ROSITA IRIYANTI	P
34.	WULAN AGUSTINA	P
35.	YASHINTA AULIA RAMADHANI	P
36.	ZALFA YUMNA ALYA SALSABIL	P

PRE TEST

Nama :
No :
Kelas :

Directions:

Please write a descriptive text based on the criteria below.

1. The descriptive text must consist at least 100 words.
2. The descriptive text must pay attention to the following generic structure of descriptive text:
 - a. Identification : Identifies phenomenon place, person or thing that will be described.
 - b. Description : Describes about parts, qualities and characteristics.
3. Choose one of topics and sub-topics below :
Places : Borobudur Temple, Kuta Beach, Parangtritis Beach, Mount Bromo, etc.
Person : Family members, Boyfriend/Girlfriend, Teacher, Idol, etc.
Things : My Laptop/mobile phone, My Favorite Doll, My favorite Shoes, etc.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

POST TEST

Nama :

No :

Kelas :

Directions:

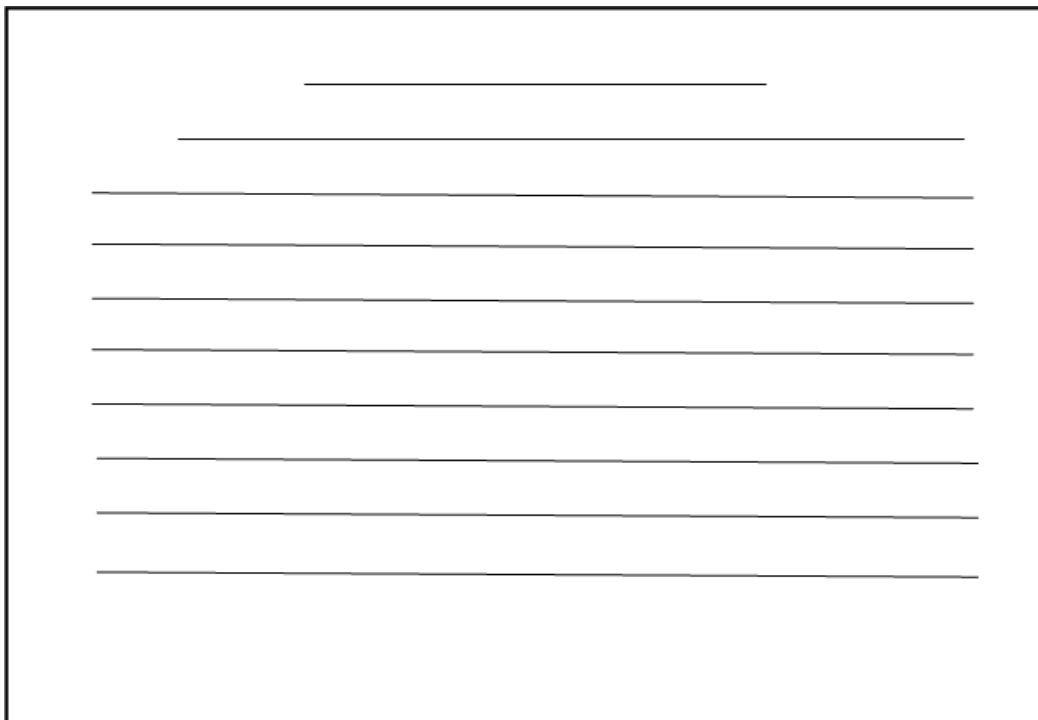
Please write a descriptive text based on the criteria below.

1. The descriptive text must consist at least 100 words.
2. The descriptive text must pay attention to the following generic structure of descriptive text:
 - a. Identification : Identifies phenomenon place, person or thing that will be described.
 - b. Description : Describes about parts, qualities and characteristics.
3. Choose one of topics and sub-topics below :

Places : Borobudur Temple, Kuta Beach, Parangtritis Beach, Mount Bromo, etc.

Person : Family members, Boyfriend/Girlfriend, Teacher, Idol, etc.

Things : My Laptop/mobile phone, My Favorite Doll, My favorite Shoes, etc.



QUESTIONNAIRE FOR STUDENTS

1. Charade Game strengthens teamwork in a writing session.
 - a. Strongly Agree
 - b. Agree
 - c. Slightly Agree
 - d. Disagree
 - e. Strongly Disagree
2. Charade Game encourages students' confidence in writing.
 - a. Strongly Agree
 - b. Agree
 - c. Slightly Agree
 - d. Disagree
 - e. Strongly Disagree
3. Charade Game boots students' problem-solving ability in writing.
 - a. Strongly Agree
 - b. Agree
 - c. Slightly Agree
 - d. Disagree
 - e. Strongly Disagree
4. Charade Game improves students' writing motivation during the classroom.
 - a. Strongly Agree
 - b. Agree
 - c. Slightly Agree
 - d. Disagree
 - e. Strongly Disagree
5. Charade Game builds the students' awareness in grammar mistake when writing English.
 - a. Strongly Agree
 - b. Agree
 - c. Slightly Agree
 - d. Disagree
 - e. Strongly Disagree
6. Charade Game is fun and entertaining to do during the writing session in the English class.
 - a. Strongly Agree
 - b. Agree
 - c. Slightly Agree
 - d. Disagree
 - e. Strongly Disagree

7. Charade Game promotes non-verbal communication among the students during the writing session.
- a. Strongly Agree
 - b. Agree
 - c. Slightly Agree
 - d. Disagree
 - e. Strongly Disagree

N-Gain Measurement for Control Class and Experiment Class

	N	Minimum	Maximum	Sum	Mean
PreTestExperiment	36	58	78	2520	70,00
PreTestControl	36	52	77	2340	65,00
PostTestExperiment	36	70	88	2844	79,00
PostTestControl	36	45	83	2556	71,00
Valid N (listwise)	36				

The Standard Deviation Score in Experiment and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
PreTestExperiment	36	58	78	70,00	4,787
PreTestControl	36	52	77	65,00	6,383
PostTestExperiment	36	70	88	79,00	3,772
PostTestControl	36	45	83	71,00	9,511
Valid N (listwise)	36				

The Result of Pre-test, Post-test and Gained Score in Experimental Class

Name	Pre-test	Post-test	Gained Score
ATR	70	83	13
AD	70	85	15
AA	70	77	7
ADA	63	77	14
AF	75	80	5
AIK	72	78	6
BNP	66	74	8
CTK	74	77	3
CR	78	80	2
DAP	74	77	2
ECR	64	77	13
EDR	73	83	10
FUK	70	83	13
FSA	70	80	10
FUH	68	70	2
FNF	75	79	4
HSA	77	77	0
IH	64	78	20
KPA	76	79	4
LR	70	73	3
MN	74	80	6
MA	74	83	9
MT	70	82	12
NAS	62	76	14
PL	70	80	10
PR	60	70	10
RG	70	83	13
RJF	75	88	13
RS	68	79	11
SS	70	80	10
SPPS	68	79	11
SAP	58	75	17
VRI	68	80	8
WA	68	80	9
YAR	76	80	4
ZYAS	70	82	12
Σ	2520	2844	323
MEAN	70,00	79,00	8,97

The Result of Pre-test, Post-test and Gained Score in Control Class

Name	Pre-test	Post-test	Gained Score
AR	64	60	-4
ANP	53	45	-8
ABP	55	64	14
AI	65	69	4
AY	66	80	14
AHS	63	73	10
AM	60	68	8
ARW	58	52	-8
AD	70	78	8
AD	71	73	2
AD	65	77	12
DS	60	80	20
DW	60	76	16
DMS	60	64	4
DHP	68	69	1
FAN	52	47	-5
FSS	60	64	4
HK	77	75	-2
H	75	79	4
KT	68	73	5
LP	67	80	13
MMH	54	55	1
RAS	68	79	11
RDP	62	76	14
RMH	64	80	16
RHN	64	68	4
RFS	72	83	11
SRK	71	79	8
SR	68	77	9
SLP	72	77	5
SZUFF	68	73	5
TMS	58	68	10
UFA	68	77	9
ZA	68	72	4
ZK	76	78	2
AAA	70	68	-2
Σ	2340	2556	219
MEAN	65,00	71,00	6,08

Descriptive Statistic of Hypothesis Testing

Hypothesis	Test Used	Average	Standard deviation	Test Statistics values (Z)	Significance value	Description
1. There is a significant difference in average before and after the use of traditional method in the control class.	Wilcoxon	Pre=65,00 Post=71,00	SD pre =6,383 SD Post=9,511	-5,165	0,001	Ha Accepted
2. There is a significant difference in the average before and after the use of Charade Game as a method in the experimental class.	Paired T Test	Pre=65,00 Post=79,00	SD pre=4,787 SD post=3,772	-11,939	0,001	Ha Accepted
3. There is significant difference in the use of the traditional method in the class with the implimentation of Charade Game in experimental class.	Independent T Test	Control=71,00 Experiment=79,00	SD Control=3,77208 SD Experiment=9.51090	4,691	0,001	Ha Accepted

Students' Perception of Charade Game

Q	Question	SA (%)	A (%)	SA (%)	DA (%)	SD (%)
Q1	Charade Game strengthens teamwork in a writing session.	38,9%	58,3%	0%	0%	0%
Q2	Charade Game encourages students' confidence in writing.	38,9%	56,7%	4,4%	0%	0%
Q3	Charade Game boots students' problem-solving ability in writing.	27,8%	50,4%	10,7%	11,1%	0%
Q4	Charade Game improves students' writing motivation during the classroom.	44,4%	52,8%	2,8%	0%	0%
Q5	Charade Game builds the students' awareness in grammar mistake when writing English.	41,7%	52,8%	5,6%	0%	0%
Q6	Charade Game is fun and entertaining to do during the writing session in the English class.	38,9%	58,3%	2,8%	0%	0%
Q7	Charade Game promotes non-verbal communication among the students during the writing session.	19,4%	80,6%	0%	0%	0%

LESSON PLAN OF CONTROL CLASS
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS KONTROL

Sekolah : SMA Negeri 1 Gubug
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/6
Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda
Alokasi Waktu : 3 kali pertemuan (4 x 40 menit)

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, 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 prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah 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 dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.	3.4.1. Mengidentifikasi struktur teks dan unsur kebahasaan. 3.4.2. Menguraikan sebuah teks deskriptif lisan dan tulis.
4.4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1. Menyajikan teks deskriptif dalam bentuk tulisan sesuai dengan konteks 4.4.2. Membuat teks deskriptif secara lisan sesuai dengan konteks

C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran, siswa diharapkan mampu:

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang bangunan bersejarah sesuai dengan penggunaan.
2. Menjelaskan isi deskripsi lisan dan tulis tentang bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.
3. Mendeskripsikan secara lisan dan tulis bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.

4. Menyusun teks deskriptif lisan dan tulis sederhana tentang bangunan bersejarah terkenal.

D. Materi Pembelajaran

1. Topik
 - Menjelaskan karakteristik dan penampilan dari artis, anggota keluarga, hewan, profesi ataupun tempat-tempat.
2. Fungsi Sosial
 - Menjabarkan secara detail penampilan seseorang, makhluk hidup dan kendaraan.
3. Struktur Teks
 - *Identification* : Mengidentifikasi fenomena benda atau objek tertentu yang akan dideskripsikan.
 - *Description* : Menjelaskan bagaimana rupa dan ciri-ciri seseorang atau hal yang sedang dideskripsikan.
4. Unsur Kebahasaan
 - *Tenses* : Simple present tense
 - *Adjective Words* : *Beautiful, tall, big, handsome, etc.*

E. Metode Pembelajaran

Pendekatan : *Contextual Teaching and Learning*

Model Pembelajaran : *Discovery Learning*

Teknik : *Conventional Method*

F. Alat dan Sumber Pembelajaran

1. Alat/bahan : Papan tulis, spidol, bolpoin, kertas, karton, dan gambar terkait materi.
2. Sumber belajar : Buku Siswa Bahasa Inggris *kelas X* dan internet.

G. Langkah-Langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab salam dari guru 2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai 3. Peserta didik dipresensi oleh guru <p>Apresepsi</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab pertanyaan dari guru terkait dengan materi <i>descriptive text</i> 2. Peserta didik masuk ke dalam suatu permasalahan sebagai pembuka untuk mempelajari <i>descriptive text</i> serta peserta didik dapat mengetahui tujuan pembelajaran atau kompetensi dasar yang akan dicapai berdasarkan pengantar dari guru 	5 menit

	<p>Peserta didik menerima penjelasan dari guru terkait dengan garis besar cakupan materi dan penjelasan kegiatan yang dilakukan pesertadidik untuk menyelesaikan suatu permasalahan</p> <p>Motivasi</p> <p>Peserta didik mendapatkan motivasi dari guru tentang pentingnya dan manfaat dari mempelajari <i>descriptive text</i> di dalam kehidupan sehari-hari</p>	
Kegiatan Inti	<p>Observasi (Mengamati)</p> <ol style="list-style-type: none"> 1. Peserta didik dapat mengamati gambar dan contoh teks deskriptif tentang orang (<i>Kuta Beach</i>) yang disediakan oleh guru 2. Peserta didik atas bimbingan guru mulai menganalisa fungsi sosial dan unsur kebahasaan yang digunakan dari teks deskriptif tersebut 	15 menit
	<p>Questioning (Menanya)</p> <ol style="list-style-type: none"> 1. Peserta didik atas bimbingan dan arahan guru, menanyakan informasi yang terdapat dalam teks tersebut terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan 2. Peserta didik merespon pertanyaan yang berkaitan dengan teks tersebut secara lisan 3. Peserta didik mendapatkan penilaian sikap dan kesungguhan/keaktifan dari guru 	5 menit
	<p>Experimenting (Menalar)</p> <p>Peserta didik atas bimbingan guru mulai menyusun teks deskriptif secara individu (tidak berkelompok)</p>	10 menit
	<p>Mengasosiasikan</p> <ol style="list-style-type: none"> 1. Peserta didik menyusun teks deskriptif dengan topik "<i>Kuta Beach</i>" 2. Peserta didik menerima stimulus dari guru dengan tujuan dapat merincikan unsur-unsur yang akan dideskripsikan terkait dengan topik 	15 menit
	<p>Networking (Mengkomunikasikan)</p> <ol style="list-style-type: none"> 1. Peserta didik mulai mempresentasikan hasil teks deskriptif dengan topik "<i>Kuta Beach</i>" kepada teman sekelasnya terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan yang telah dijelaskan oleh guru 2. Peserta didik mendapatkan penilaian dari guru terkait dengan aspek keterampilan di dalam proses presentasi 	5 menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu 2. Peserta didik dan guru melakukan refleksi tentang kegiatan pembelajaran dengan saling bertanya dan menjawab 3. Peserta didik menerima penyampaian rencana pembelajaran untuk pertemuan berikutnya dari guru 4. Peserta didik menerima feedback (umpan balik) dari guru 	5 menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab salam dari guru 2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai 3. Peserta didik dipresensi oleh guru <p>Apresepsi</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab pertanyaan dari guru terkait dengan materi <i>descriptive text</i> 2. Peserta didik masuk ke dalam suatu permasalahan sebagai pembuka untuk mempelajari <i>descriptive text</i> serta peserta didik dapat mengetahui tujuan pembelajaran atau kompetensi dasar yang akan dicapai berdasarkan pengantar dari guru 3. Peserta didik menerima penjelasan dari guru terkait dengan garis besar cakupan materi dan penjelasan kegiatan yang dilakukan peserta didik untuk menyelesaikan suatu permasalahan <p>Motivasi</p> <p>Peserta didik mendapatkan motivasi dari guru tentang pentingnya dan manfaat dari mempelajari <i>descriptive text</i> di dalam kehidupan sehari-hari</p>	5 menit
Kegiatan Inti	<p>Observasi (Mengamati)</p> <ol style="list-style-type: none"> 1. Peserta didik dapat mengamati gambar dan contoh teks deskriptif tentang orang (<i>Idol</i>) yang disediakan oleh guru 2. Peserta didik atas bimbingan guru mulai menganalisa fungsi sosial dan unsur kebahasaan yang digunakan dari teks deskriptif tersebut 	15 menit
	<p>Questioning (Menanya)</p> <ol style="list-style-type: none"> 1. Peserta didik menerima pertanyaan dari guru berkaitan dengan materi di pertemuan sebelumnya yaitu “describing your favorite teacher” 2. Peserta didik menanggapi pertanyaan tersebut 3. Peserta didik menyimak ulasan penjelasan dari guru terkait tentang fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat di dalam teks tersebut 4. Peserta didik menyimak penjelasan dari guru terkait dengan penggambaran tentang <i>Idol</i> (describing your favorite artist) 	5 menit
	<p>Experimenting (Menalar)</p> <p>Peserta didik atas bimbingan guru mulai menyusun teks deskriptif secara individu (tidak berkelompok)</p>	10 menit
	<p>Mengasosiasikan</p> <ol style="list-style-type: none"> 1. Peserta didik menyusun teks deskriptif dengan topik “<i>Idol</i>” 2. Peserta didik menerima stimulus dari guru dengan tujuan dapat merincikan unsur-unsur yang akan dideskripsikan terkait dengan topik 	15 menit
	<p>Networking (Mengkomunikasikan)</p>	5 menit

	<ol style="list-style-type: none"> 1. Peserta didik mulai mempresentasikan hasil teks deskriptif dengan tema “<i>Idol</i>” kepada teman sekelasnya terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan yang telah dijelaskan oleh guru 2. Peserta didik mendapatkan penilaian dari guru terkait dengan aspek keterampilan di dalam proses presentasi 	
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu 2. Peserta didik dan guru melakukan refleksi tentang kegiatan pembelajaran dengan saling bertanya dan menjawab 3. Peserta didik menerima penyampaian rencana pembelajaran untuk pertemuan berikutnya dari guru 4. Peserta didik menerima feedback (umpan balik) dari guru 	5 menit

Mengetahui
Mahasiswa UPGRIS

Gubug, 28 Agustus 2022
Guru Mata Pelajaran

Abdullah Al Azhar
NPM : 18420022

Muh Supardi, S.S.
NIP : 19791226021211003

LESSON PLAN OF EXPERIMENTAL CLASS
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EKSPERIMEN

Sekolah	: SMA Negeri 1 Gubug
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: X/5
Materi Pokok	: Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda
Alokasi Waktu	: 3 kali pertemuan (4 x 40 menit)

A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, 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 prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah 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

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda, dan tempat sesuai dengan konteks penggunaannya.	3.4.1. Mengidentifikasi struktur teks dan unsur kebahasaan. 3.4.2. Menguraikan sebuah teks deskriptif lisan dan tulis.
4.4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.1. Menyajikan teks deskriptif dalam bentuk tulisan sesuai dengan konteks 4.4.2. Membuat teks deskriptif secara lisan sesuai dengan konteks

B. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran, siswa diharapkan mampu:

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang bangunan bersejarah sesuai dengan penggunaan.
2. Menjelaskan isi deskripsi lisan dan tulis tentang bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.
3. Mendeskripsikan secara lisan dan tulis bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.
4. Menyusun teks deskriptif lisan dan tulis sederhana tentang bangunan bersejarah terkenal.

C. Materi Pembelajaran

1. Topik
 - Menjelaskan karakteristik dan penampilan dari artis, anggota keluarga, hewan, profesi, alat transportasi dan tempat.

2. Fungsi Sosial
 - Menjabarkan secara detail penampilan seseorang, makhluk hidup, kendaraan dan tempat.
3. Struktur Teks
 - *Identification* : Mengidentifikasi fenomena benda atau objek tertentu yang akan dideskripsikan.
 - *Description* : Menjelaskan bagaimana rupa dan ciri-ciri seseorang atau hal yang sedang dideskripsikan.
4. Unsur Kebahasaan
 - *Tenses* : Simple present tense
 - *Adjective Words* : *Beautiful, tall, big, handsome, etc.*

D. Metode Pembelajaran

- Pendekatan : *Scientific Approach*
 Model Pembelajaran : *Project Based Learning*
 Metode : *Charade Game*

E. Alat dan Sumber Pembelajaran

1. Alat/bahan : Papan tulis, spidol, bolpoin, kertas, karton, dan gambar terkait materi.
2. Sumber belajar : Buku Siswa Bahasa Inggris kelas X dan internet

F. Langkah-Langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab salam dari guru 2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai 3. Peserta didik dipresensi oleh guru <p>Apresepsi</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab pertanyaan dari guru terkait dengan materi <i>descriptive text</i> 2. Peserta didik masuk ke dalam suatu permasalahan sebagai pembuka untuk mempelajari <i>descriptive text</i> serta peserta didik dapat mengetahui tujuan pembelajaran atau kompetensi dasar yang akan dicapai berdasarkan pengantar dari guru 3. Peserta didik menerima penjelasan dari guru terkait dengan garis besar cakupan materi dan penjelasan kegiatan yang dilakukan peserta didik untuk menyelesaikan suatu permasalahan <p>Motivasi</p> <ol style="list-style-type: none"> 1. Peserta didik mendapatkan motivasi dari guru tentang pentingnya dan manfaat dari mempelajari <i>descriptive text</i> di dalam kehidupan sehari-hari 	5 menit
Kegiatan Inti	<p>Observasi (Mengamati)</p> <ol style="list-style-type: none"> 1. Peserta didik dapat mengamati gambar dan contoh teks deskriptif tentang orang (<i>idol</i>) yang disediakan oleh guru 2. Peserta didik menerima penjelasan tentang Charade Game dari guru 	15 menit

	3. Peserta didik mengamati contoh Charade Game pada teks deskriptif di papan tulis	
	Questioning (Menanya) 1. Peserta didik atas bimbingan dan arahan guru, menanyakan informasi yang terdapat dalam teks tersebut 2. Peserta didik merespon pertanyaan yang berkaitan dengan teks tersebut secara lisan 3. Peserta didik mendapatkan penilaian sikap dan kesungguhan/keaktifan dari guru	5 menit
	Experimenting (Menalar) 1. Peserta didik dengan bimbingan guru, dibagi ke dalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan Charade Game dengan tema orang, benda maupun tempat 2. Peserta didik dalam setiap kelompoknya menerima sebuah tema dari guru untuk dideskripsikan 3. Dengan kata atau frasa, setiap peserta didik menuliskan minimal satu kalimat sesuai dengan topik di papan tulis secara bergantian sesuai tema yang sudah didapat. 4. Setelah menyelesaikan satu teks, peserta didik harus menunjukkan bagian utama atau gagasan utama topik tersebut. Kemudian melingkari dan menghubungkan gagasan utama tersebut dengan topik yang berada di tengah 5. Langkah selanjutnya, peserta didik menuliskan fakta, rincian, contoh, atau gagasan yang terkait dengan topik di tengah	10 menit
	Mengasosiasikan 1. Peserta didik mendapat bimbingan guru selama proses diskusi berlangsung 2. Peserta didik menyusun teks deskriptif dengan tema “ <i>person, places or things</i> ” bersama kelompok diskusinya menggunakan Charade Game 3. Peserta didik menerima stimulus dari guru dengan tujuan untuk merincikan unsur-unsur yang akan dideskripsikan dengan cara menerapkan Charade Game untuk membangun ide terhadap objek yang akan peserta didik deskripsikan	15 menit
	Networking (Mengkomunikasikan) 1. Peserta didik mulai mempresentasikan hasil teks deskriptif dengan tema “ <i>Person, places or things</i> ” kepada teman sekelasnya terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan yang telah dijelaskan oleh guru 2. Peserta didik mendapatkan penilaian dari guru terkait dengan aspek keterampilan di dalam proses presentasi	5 menit
Penutup	1. Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu 2. Peserta didik dan guru melakukan refleksi tentang kegiatan pembelajaran dengan saling bertanya dan menjawab 3. Peserta didik menerima penyampaian rencana pembelajaran untuk pertemuan berikutnya dari guru 4. Peserta didik menerima feedback (umpan balik) dari guru	5 menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab salam dari guru 2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai 3. Peserta didik dipresensi oleh guru <p>Apresepsi</p> <ol style="list-style-type: none"> 1. Peserta didik menjawab pertanyaan dari guru terkait dengan materi <i>descriptive text</i> 2. Peserta didik masuk ke dalam suatu permasalahan sebagai pembuka untuk mempelajari <i>descriptive text</i> serta peserta didik dapat mengetahui tujuan pembelajaran atau kompetensi dasar yang akan dicapai berdasarkan pengantar dari guru 3. Peserta didik menerima penjelasan dari guru terkait dengan garis besar cakupan materi dan penjelasan kegiatan yang dilakukan peserta didik untuk menyelesaikan suatu permasalahan <p>Motivasi</p> <ol style="list-style-type: none"> 1. Peserta didik mendapatkan motivasi dari guru tentang pentingnya dan manfaat dari mempelajari <i>descriptive text</i> di dalam kehidupan sehari-hari 	5 menit
Kegiatan Inti	<p>Observasi (Mengamati)</p> <ol style="list-style-type: none"> 1. Peserta didik menerima penjelasan tentang Charade Game dari guru 2. Peserta didik mengamati contoh Charade Game pada teks deskriptif di papan tulis 	15 menit
	<p>Questioning (Menanya)</p> <ol style="list-style-type: none"> 1. Peserta didik dengan bimbingan dan arahan guru, menanyakan informasi yang terdapat dalam teks tersebut 2. Peserta didik merespon pertanyaan yang berkaitan dengan teks tersebut secara lisan 3. Peserta didik mendapatkan penilaian sikap dan kesungguhan/keaktifan dari guru 	5 menit
	<p>Experimenting (Menalar)</p> <ol style="list-style-type: none"> 1. Peserta didik dengan bimbingan guru, dibagi ke dalam beberapa kelompok diskusi untuk menyusun teks deskriptif menggunakan Charade Game dengan tema orang, benda maupun tempat 2. Peserta didik dalam setiap kelompoknya menerima sebuah tema dari guru untuk dideskripsikan 3. Dengan kata atau frasa, setiap peserta didik menuliskan minimal satu kalimat sesuai dengan topik di papan tulis secara bergantian sesuai tema yang sudah didapat. 4. Setelah menyelesaikan satu teks, peserta didik harus menunjukkan bagian utama atau gagasan utama topik tersebut. Kemudian melingkari dan menghubungkan gagasan utama tersebut dengan topik yang berada di tengah 5. Langkah selanjutnya, peserta didik menuliskan fakta, rincian, contoh, atau gagasan yang terkait dengan topik di tengah 	10 menit

	<p>Mengasosiasikan</p> <ol style="list-style-type: none"> 1. Peserta didik mendapat bimbingan guru selama proses diskusi berlangsung 2. Peserta didik menyusun teks deskriptif bersama kelompok diskusinya, berdasarkan gambar (<i>place</i>) yang sudah didapat dengan Charade Game yang sudah di susun sebelumnya 3. Peserta didik menerima stimulus dari guru dengan tujuan untuk merincikan unsur-unsur yang akan dideskripsikan dengan cara menerapkan Charade Game untuk membangun ide terhadap objek yang akan peserta didik deskripsikan 	15 menit
	<p>Networking (Mengkomunikasikan)</p> <ol style="list-style-type: none"> 1. Peserta didik mulai mempresentasikan hasil teks deskriptif dengan tema "<i>Person, places or things</i>" kepada teman sekelasnya terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan yang telah dijelaskan oleh guru 2. Peserta didik mendapatkan penilaian dari guru terkait dengan aspek keterampilan di dalam proses presentasi 	5 menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dengan bimbingan guru menyimpulkan pembelajaran hari itu 2. Peserta didik dan guru melakukan refleksi tentang kegiatan pembelajaran dengan saling bertanya dan menjawab 3. Peserta didik menerima penyampaian rencana pembelajaran untuk pertemuan berikutnya dari guru 4. Peserta didik menerima feedback (umpan balik) dari guru 	5 menit

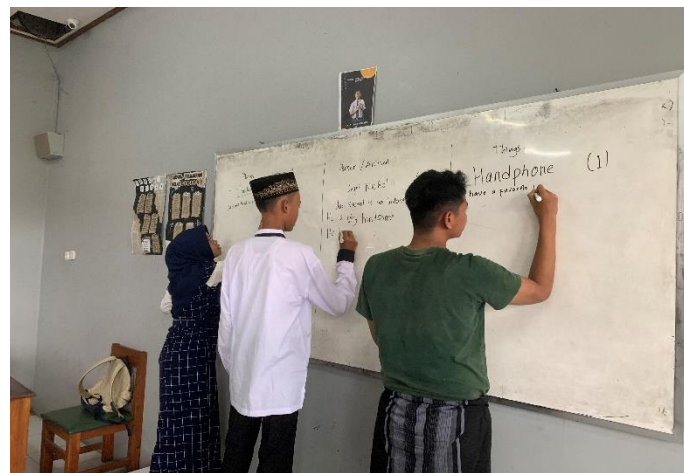
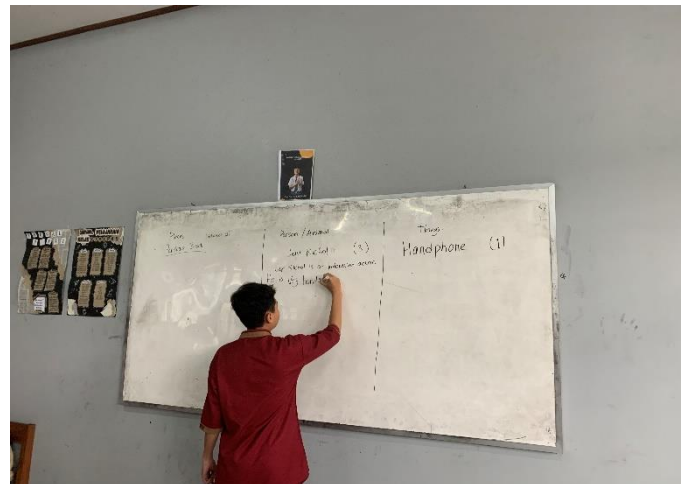
Mengetahui,
Mahasiswa UPGRIS

Gubug, 28 Agustus 2022
Guru Mata Pelajaran

Abdullah Al Azhar
NPM : 18420022

Moh Supardi, S.S.
NIP : 197612262021211003

Documentation of Experiment Class



Documentation of Control Class



Form Bimbingan



KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : ABDULLAH AL AZHAR
 NPM : 18420022
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
 DOSEN PEMBIMBING I : Entika Fani Prastikawati, M.Pd
 DOSEN PEMBIMBING II : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	05 Nov. 2021	Title of Final Project: ok	<i>[Signature]</i>	
2.	29 Mei 2022	Revisi Introduction to Def. of Key Terms: E. Prastika	<i>[Signature]</i>	
3.		Acc 2021		<i>[Signature]</i>
4.	8/7 - 2022	Proposal		<i>[Signature]</i>
5.	4/8 - 2022	Revisi proposal		<i>[Signature]</i>
6.	15/8 - 2022	Revisi proposal		<i>[Signature]</i>
7.	17/	Revisi the way you present previous cheres and literature.	<i>[Signature]</i>	
8.	1/ September 2022	check carefully on the citation		
9.	I October 2022		<i>[Signature]</i>	



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : ABDULLAH AL AZHAR
NPM : 18420022
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
DOSEN PEMBIMBING I : Entika Fani Prastikawati, M.Pd
DOSEN PEMBIMBING II : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
10.	6/10-2022	- Acc program - instrumen		
11.	7/10-2022	- Acc instrument		
12.	24/10-2022	Chapter 1 - 4 Revisi		
13.	27/10-2022	Chapter 1 - 7 : Revisi		
14.	1/Nov-2022	Chapter 1-3 sk; 4-5 Revisi		
15.	3/Nov 2022	Chapter 1-5 + Artikel jurnal		
16.	4/11-2022	Chapter I - iii		
17.	4/11-2022	article journal already Ready for submit		
18.	10/11-2022	Revisi chapter I - iii	/ok	



**KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : ABDULLAH AL AZHAR
NPM : 18420022
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
DOSEN PEMBIMBING I : Entika Fani Prastikawati, M.Pd.
DOSEN PEMBIMBING II : Siti Musarokah, S.Pd.,M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB.I	PEMB.II
19.		Chapter IV - V		
20.		Revisi Chapter IV - V / OK		
21.		Kelengkapan		
22.		Article		
23.				
24.				
25.				
26.				



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 118/IP/FPBS/X/2022

Semarang, 6 Oktober 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMA Negeri 1 Gubug
di Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Abdullah Al Azhar

N P M : 18420022

Fak. / Program Studi : FPBS / Pend. Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Implementation Of The Charade Game To Teach Writing In Descriptive
Text: The Case Of Tenth Grade Of SMA Negeri 1 Gubug

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dr. Asropah, M.Pd.
NPP 936601104



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1
GUBUG**

Jl. Ahmad Yani No. 171 Gubug, Kab. Grobogan Kode Pos 58164 Telepon 0292-533286
Website : smansatugubug.sch.id Surat Elektronik : smansatugubug@gmail.com

SURAT KETERANGAN

Nomor: 423.4/553/X/2022

Yang bertanda tangan di bawah ini:

Nama : ARIF MAHMUDI, S.Pd., M.Pd., M.Si.
NIP : 19750515 200212 1 008
Pangkat/Golongan : Pembina Tk. I / (IV/b)
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Gubug Kabupaten Grobogan
(Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah)

dengan ini menerangkan dengan sesungguhnya:

Nama : ABDULLAH AL AZHAR
NPM : 18420022
Fak. / Program Studi : FPBS / Pend. Bahasa Inggris
Universitas : Universitas PGRI Semarang

Bahwa Mahasiswa yang bersangkutan telah selesai melaksanakan penelitian di SMA Negeri 1 Gubug Kabupaten Grobogan dengan judul:
"The Implementation of The Charade Game To Teach Writing In Descriptive Text: The Case of Tenth Grade of SMA Negeri 1 Gubug".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gubug, 25 Oktober 2022



KEPALA SMA NEGERI 1 GUBUG
KABUPATEN GROBOGAN
ARIF MAHMUDI, S.Pd., M.Pd., M.Si.
NIP. 19750515 200212 1 008