# THE EFFECT OF GAME BASED LEARNING STRATEGY ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT GRADE X SMAN 1 AIR JOMAN ACADEMIC YEAR 2023/2024

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## Abstract

The purpose of this study was to determine there was an effect of game based learning strategy on students' ability in writing recount text at x grade of SMA 1 Air Joman in 2023/2024 academic year. This research was quantitative research with a two-group research design, experimental group and control group. The population in this research was all students of X Grade consisting of 4 classes. The sample of this research was taken from 33 students of experimental class (X IPA 2) and 33 students of control class (X IPA 3). The instrument for collecting data was writing test. The post-test was obtained with the average results of the experimental group 74,84 and the control group 66,57. T-test results obtained tscore = 5,40> ttable = 2.65 (at 1% significant level) or 2.00 (at 5% significant level). It means that Ha is accepted, thus it is obtained that there is an effect of game based learning strategy on students' ability in writing recount text at x grade of SMA 1 Air Joman in 2023/2024 academic year.

Key word : Game Based Learning Strategy, Writing, Recount Text

## INTRODUCTION

In learning english, the students must master the four language skills, namely listening, speaking, reading, and writing. Writing is an important aspect of communication because it allows us to express our thoughts, feelings, and opinions to others. Based on Anjayani (2016: 2), writing is the activity of recording language on a piece of paper or in in any other areas to express the idea and message from the writer, including the structure of language and usage of vocabulary. (Kutlu, 2023)

But for the indonesian students, writing is the most challenging of the four language skills. It is the most difficult skills for them to master. Students' skills to must be controlled in order for them to communicate inderectly. No one can deny that a learning a foreign language take longer and is more difficult than learning mother tongue.

There are many problems that students face while writing, such as they are lack of vocabulary and ideas. They can not motivate themselves to pay attention to learn recount text. So when they write a recount text in english, they felt confused. This is because students have difficulty in writing such as not being used to writing, considering writing activities are difficult, and students have difficulty finding the

first sentence to start a paragraph. Students also often experience blank page syndrome is not knowing what to write including writing recount text. They are afraid of being wrong, afraid of being different from what the teacher instructs. . It is supported with what to Harmer (1998:83) states that writing is challenging for certain students. Many parts of writing should be considered, including concept development, grammatical devices, word choice, writing technique, and so on. (Imani & Marleni, 2019)

To solve the problems above, English teachers should present as many suggestions to students as they can. The teachers must implement an effective way of teaching english, especially writing text. The teacher can use strategy during learning process to improve students' knowledge because conventional learnings seems ineffective for learning english today. Game based learning can be an alternative for teacher in learning process to provide more effective lessons. Games-based learning is one of the strategies of learning that may assist instructors reach their learning goals learning objectives used by. According to Astuti (2017) in (Khaerunnisa et al., 2022), the games-based learning technique can make the process of learning become exciting and stimulate the passion for learning, so that can motivate and encourage students to be more creative students.

**METHOD**

This research was be conducted in pre-experimental design by using quantitative approach. The researcher used Experimental design because the research wanted to measure students' progress in Writing Recount text by using wordwall game. The researcher will use one class as a single group who was get treatment and the group that will get pre-test and post- test to know the result of treatment. In this study, the researcher determined the research design. This design is the same as the pretest-posttest control group design, but this design uses an experimental group and a control group whose samples are taken non-randomly.

In this research design it can be concluded that in this study. This study was taking two classes from four classes in class X SMAN 1 Air Joman. These two classes was be used as experimental classes and control class which is selected non-randomly. Class experimental and control classes was each be given a pretest sheet as an initial pretest sheet as a start to find out the knowledge and abilities of learners in Recount text material, so that later was be seen the difference between the two classes when the treatment received is different. treatment received is different. This is because, only the experimental class was get treatment with game-based learning strategy with wordwall application. Then after the difference in treatment was be held a post-test to the experimental class and control class to see the results after treatment through the Recount text. The instrument that was be used is a writing test. In this study, the test was be taken from of a written recount text. It is anticipated that this research will provide the students with the opportunity to produce a recount text.

In analyzing data, this research used test formula to analyze the data. To significant test in the effect students' writing ability, so used t-test formula as :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\epsilon x^2 + \epsilon y^2}{N_X + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

Mx = The mean of experimental group

My = The mean of control group

$x^2$ = The standart deviation score of experimental group

$y^2$ = The standart deviation score of control group

$N_X$ = The sample of experimental group

$N_y$ = The sample of control group

Nx = the total sample of experimental group

Ny = the total sample of control group

Ha is accepted if t-test> t-table Ho is accepted if t-test ≤ t-table (Arikunto, 2010)


**RESULTS AND DISCUSSION**

Table 4.1.1 Score of Pre-test and Post-test of Experimental Group

| No | Student's Name | Score of Pre-test (X) | Score of Post-test (Y) | X2 | Y2 | XY |
|----|------|------|------|------|------|------|
| 1 | AVNT | 70 | 100 | 4900 | 10000 | 7000 |
| 2 | AC | 65 | 85 | 4225 | 7225 | 5525 |
| 3 | CP | 62 | 80 | 3844 | 6400 | 4960 |
| 4 | DAH | 60 | 80 | 3600 | 6400 | 4800 |
| 5 | DH | 70 | 90 | 4900 | 8100 | 6300 |
| 6 | DP | 67 | 88 | 4489 | 7744 | 5896 |
| 7 | DS | 60 | 72 | 3600 | 5184 | 4320 |
| 8 | FSM | 61 | 72 | 3721 | 5184 | 4392 |
| 9 | IK | 60 | 90 | 3600 | 8100 | 5400 |
| 10 | IN | 67 | 85 | 4489 | 7225 | 5695 |
| 11 | JK | 63 | 85 | 3969 | 7225 | 5355 |
| 12 | KUS | 65 | 85 | 4225 | 7225 | 5525 |
| 13 | MLB | 70 | 85 | 4900 | 7225 | 5950 |
| 14 | MGM | 60 | 72 | 3600 | 5184 | 4320 |
| 15 | MAS | 62 | 72 | 3844 | 5184 | 4464 |
| 16 | NA | 70 | 95 | 4900 | 9025 | 6650 |

| 17 | NS | 65 | 85 | 4225 | 7225 | 5525 |
|---|---|---|---|---|---|---|
| 18 | NAZ | 60 | 72 | 3600 | 5184 | 4320 |
| 19 | NH | 61 | 82 | 3721 | 6724 | 5002 |
| 20 | NZN | 62 | 80 | 3844 | 6400 | 4960 |
| 21 | RBL | 62 | 75 | 3844 | 5625 | 4650 |
| 22 | SI | 61 | 80 | 3721 | 6400 | 4880 |
| 23 | SP | 60 | 80 | 3600 | 6400 | 4800 |
| 24 | SAM | 65 | 80 | 4225 | 6400 | 5200 |
| 25 | SMS | 60 | 95 | 3600 | 9025 | 5700 |
| 26 | WC | 62 | 75 | 3844 | 5625 | 4650 |
| 27 | ZM | 61 | 80 | 3721 | 6400 | 4880 |
| 28 | RNM | 62 | 85 | 3844 | 7225 | 5270 |
| 29 | RAN | 62 | 80 | 3844 | 6400 | 4960 |
| 30 | RPN | 75 | 85 | 5625 | 7225 | 6375 |
| Total | | $\sum X = 1910$ | $\sum Y = 2470$ | $\sum X^2 = 122064$ | $\sum Y^2 = 204888$ | $\sum XY = 157724$ |

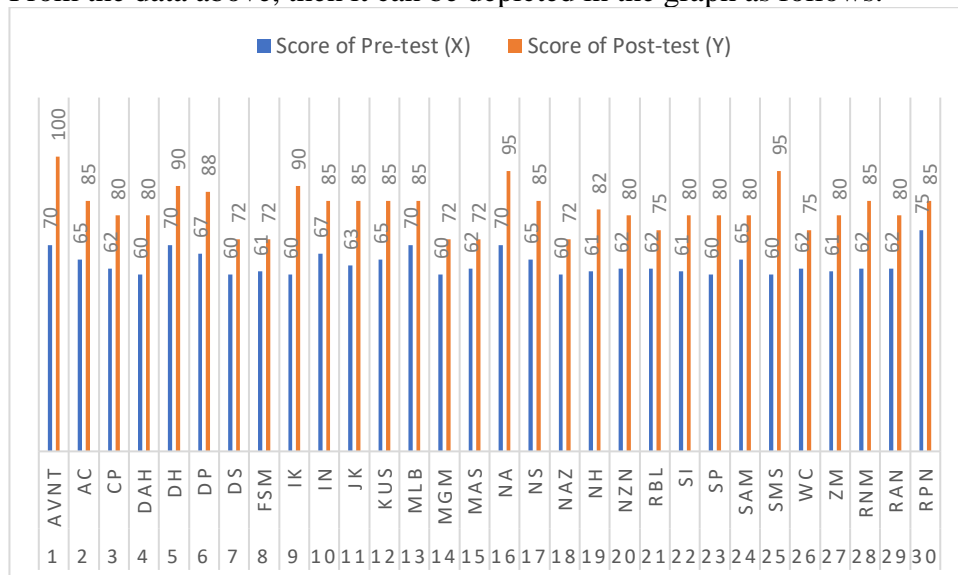From the data above, then it can be depicted in the graph as follows:



Figure 4.1 Graph of the Result of Pre-Test and Post-Test in Experimental Group

Based on the table above, it showed that:

Mean of pre-test :

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1901}{33}$$

$$Mx = 57{,}60$$

Mean of post-test :

$$My = \frac{\sum y}{N}$$
$$My = \frac{2470}{33}$$
$$My = 74,84$$

From the data above, it showed that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 57,60. After giving treatment of using Game Based Learning Strategy. It was increased 14,01% and the score mean was being 71,51.

**Table 4.1.2  The Result of Pre-Test and Post-Test in Control Group**

| No | Students Initial | Score of Pre-Test (X) | Score of Post-Test (Y) | $X^2$ | $Y^2$ | XY |
|----|------------------|-----------------------|------------------------|-------|-------|-----|
| 1 | AF | 55 | 72 | 3025 | 5184 | 3960 |
| 2 | AHA | 55 | 72 | 3025 | 5184 | 3960 |
| 3 | ANN | 56 | 72 | 3136 | 5184 | 4032 |
| 4 | APPN | 56 | 77 | 3136 | 5929 | 4312 |
| 5 | AF | 57 | 72 | 3249 | 5184 | 4104 |
| 6 | AS | 56 | 80 | 3136 | 6400 | 4480 |
| 7 | CA | 55 | 72 | 3025 | 5184 | 3960 |
| 8 | DP | 60 | 72 | 3600 | 5184 | 4320 |
| 9 | DPS | 56 | 82 | 3136 | 6724 | 4592 |
| 10 | DS | 57 | 68 | 3249 | 4624 | 3876 |
| 11 | DF | 60 | 62 | 3600 | 3844 | 3720 |
| 12 | ES | 61 | 68 | 3721 | 4624 | 4148 |
| 13 | FS | 60 | 72 | 3600 | 5184 | 4320 |
| 14 | FA | 60 | 75 | 3600 | 5625 | 4500 |
| 15 | HDN | 65 | 75 | 4225 | 5625 | 4875 |
| 16 | IR | 61 | 72 | 3721 | 5184 | 4392 |
| 17 | KIP | 56 | 66 | 3136 | 4356 | 3696 |
| 18 | MP | 57 | 68 | 3249 | 4624 | 3876 |
| 19 | MRAH | 60 | 72 | 3600 | 5184 | 4320 |
| 20 | MZ | 62 | 75 | 3844 | 5625 | 4650 |
| 21 | MI | 61 | 75 | 3721 | 5625 | 4575 |
| 22 | NM | 55 | 80 | 3025 | 6400 | 4400 |
| 23 | NN | 56 | 72 | 3136 | 5184 | 4032 |
| 24 | NL | 58 | 72 | 3364 | 5184 | 4176 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 25 | NAS | 63 | 72 | 3969 | 5184 | 4536 |
| 26 | PABB | 62 | 82 | 3844 | 6724 | 5084 |
| 27 | PNR | 55 | 77 | 3025 | 5929 | 4235 |
| 28 | RN | 57 | 72 | 3249 | 5184 | 4104 |
| 29 | RF | 61 | 79 | 3721 | 6241 | 4819 |
| 30 | STM | 56 | 72 | 3136 | 5184 | 4032 |
| Total | | $\sum X=1749$ | $\sum Y= 2197$ | $\sum X^2 =102203$ | $\sum Y^2 = 161495$ | $\sum XY= 128086$ |

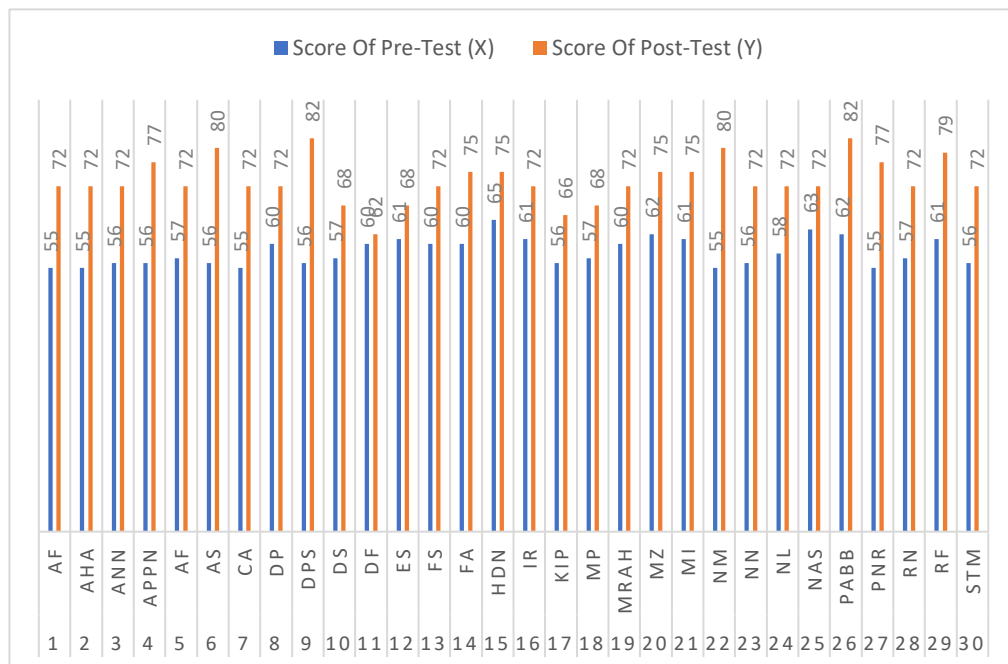From the data above, then it can be depicted in the graph as follows:



**Figure 4.2 Graph of the Result of Pre-Test and Post-Test in Control Group**

Based on the table above, it showed that :

Mean of pre-test:

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{1749}{33}$$

$$Mx = 53$$

Mean of post-test:

$$My = \frac{\Sigma y}{N}$$

$$My = \frac{2197}{33}$$

My = 66,57

From the data above, it showed that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 53. After giving treatment of using coventional way, it was increased 13,97% and the score mean was being 66,57 in post-test. The minimum learning mastery standard value in the SMA Negeri 1 Air Joman was 72.
Before calculated the data using t-test formula has to find mean and standard deviation of each group.

**Mean and Standart Deviation of Experimental Group**
To get the mean and standard deviation, this research using the formula below:

$$M = \frac{\sum y}{N}$$

$$M = \frac{2470}{33}$$

M = 74,84

$$SDx = \sqrt{\frac{\Sigma y^2}{N}}$$

$$SDx = \sqrt{\frac{204888}{33}}$$

$$SDx = \sqrt{6208,72}$$

SDx = 78,79

So, the standard deviation of experimental group is 78,79

**Mean and Standart Deviation of Control Group**
To get the mean and standard deviation, this research using the formula below:

$$M = \frac{\Sigma y}{N}$$

$$M = \frac{2197}{33}$$

M = 66,57

$$SDx = \sqrt{\frac{\Sigma y^2}{N}}$$

$$SDx = \sqrt{\frac{161495}{33}}$$

$$SDx = \sqrt{4893,78}$$

SDx = 69,95

So, the standard deviation of control group is 69,95

After getting the mean and standard deviation of each group the data of analyzed by using t-test formula. Finally the significant of the sum, the t-test and t-table would be compared with degree of freedom (df) of the test, the t-test as follows.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\epsilon x^2 + \epsilon y^2}{N_X + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{74,84-66,57}{\sqrt{\left(\frac{78,79+69,95}{33+33-2}\right)+\left(\frac{1}{33}+\frac{1}{33}\right)}}$$

$$t = \frac{8,27}{\sqrt{\left(\frac{148,74}{64}\right)+\left(\frac{2}{66}\right)}}$$

$$t = \frac{8,27}{\sqrt{2,324\times0,030}}$$

$$t = \frac{8,27}{\sqrt{2,324+0,030}}$$

$$t = \frac{8,27}{\sqrt{2,354}}$$

$$t = \frac{8,27}{1,53}$$

$$t = 5,40$$

So, t-test = 5,40
To know degree of freedom (df) is used the formula:
df = N1 + N2 – 2
df = 33 + 33 – 2
    = 64

   So, the critical score of t-table with the significant 5% was 2,005, and  the critical score of t-table with the significant 1% was 2,65.

**Hypothesis Test**

Hypothesis test is the basic criteria for drawing the mathematical predictions about the situation. It is basically concentrates on concluding particular result about a particular situation.

To determine the hypothesis, the formula of t-test and the distribution of ttest are applied the result show that t-score must be higher than t-table, and on the basis of these tests this research concluded about accepting or rejecting the formulated hypothesis. Df or db = (N1 + $N_2$-2) = 33 + 33-2 = 64 (See Table of Values ―t‖). It turns out that in the table there is no df of 64; therefore the closest df is used, namely df. 60. With a df of 60, the table is obtained as follows:
   At the 5% significance level: $t_1$ = 2.00
   At the 1% significance level: $t_1$ = 2.65

Since the "t" we obtained in the calculation (i.e. t = 5,40) is greater than $t_1$ (both at the 5% significance level and at the 1% significance level), the alternative hypothesis (ha) is accepted. This means that there is significant the effect of game based learning strategy on writing ability recount text.

This research was conducted using an experimental design. The sample of this study was taken using random sampling technique from class X SMA Negeri 1 Air Joman Academic Year 2023/2024. The total number of samples was 66 students.

The application of the model in the experimental group and control group helps teachers in designing teaching materials. Since the model was applied to the experimental group, the achievement was different. This can be proven from the scores obtained by students where the experimental group has a higher score than the control group.

The t-test proves that the experimental group has a higher value than the control group, so it can be concluded that there is a significant effect of using the Game Based Learning Strategy in learning writing ability recount text is effective because learning writing ability recount text using the Game Based Learning strategy gets higher scores than using conventional way.

## CONCLUSION

The results of students' tasks in writing ability recount text using the Game based learning strategy are higher than using conventional way at Xth class student of SMA Negeri 1 Air Joman. The analysis show that the t-score is higher than the t-table (2,00 (5%) < 5,40 > 2,65 (1%)) both at the 5% and 1% significance levels with a degre e of freedom of 60 (a number close to df = 64). It shows that Ha is accepted and Ho is rejected. There is a significant influence of using the game-based learning Strategy on students' writing ability in recount text.

After analyzing the data, it can be concluded:

1. Using the game-based learning strategy makes it easier for students to understand recount text.

2. Students become capable in writing ability of recount text and can easily creating idea for writing to the text

3. By using game-based learning strategy, students are more active in improving their writing ability

## THANK-YOU NOTE

This section may be used, may also be omitted (optional). Acknowledgments are only addressed to those who directly assist the research being carried out, for example: funders or experts are involved. Acknowledgments are not addressed to structural officials, for example Heads of Departments, Deans, or Chancellors.

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