ANALYSIS OF THE USE "WHO AM I GAME" IN LEARNING DESCRIPTIVE TEXT TO INCREASE STUDENTS WRITING SKILLS OF JUNIOR HIGH SCHOOL 30 PALEMBANG

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ABSTRACT

The objective of this study was to investigate the impact that playing the game "Who am I" has on the students' capacity to comprehend descriptive literature at Junior High School 30 Palembang. It was evaluated using the game "Who am I" whether or not students were successful in their enthusiasm in learning English. In order to be successful in teaching English in Indonesia, students need to be able to communicate with native speakers of the language and be aware that English is used as a second language in a number of nations. There are certain areas of the country, such as commerce and education, that serve as a conduit to other languages. The research method that was utilized in this approach was qualitative, and it utilized procedures for data gathering such as observation, interviews, and direct documentation at Junior High School 30 Palembang. The approach of playing the "Who am I" game was utilized as a result of this research. Would be able to.

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Keywords: Increase Writing Skills, Descriptive Text, Who am I Game.

1. INTRODUCTION

There is a need for people to speak English because it is a worldwide language that is very significant. It has been stated by Rao (2019), Merris & Sari (2019). Trade and commerce, education, technology, science, business, engineering, tourism, and culture are all areas that make substantial use of the English language of English. Due to the fact that English is utilized in virtually every industry in the modern, globalized world, it is imperative that we devote a significant amount of time to comprehensively studying the language. Ratmaningsih (2019), states that objectives of English instruction in Indonesia are as follows: language learners should be able to converse with native speakers of the language and understand that English is spoken as a second language in some sectors of the nation where it serves as a bridge to other languages, such as trade and education.

Abilities that are necessary to present ideas in a manner that is understandable through a range of textual formats are referred to as writing skills. Writing abilities are defined as the capacity to articulate one's thoughts in a comprehensible manner through the medium of writing in a number of formats. According to Pincas cited by Asrifan (2015), writing is an indispensable instrument for communication, and it is inextricably linked to the very survival of humans. According to the argument made by Brown (2007), Zulkifli et al. (2022), writing is seen as an intrinsic skill that cannot be trained to its full perfection. To be able to write in a way that is both clear and succinct, you need to have writing abilities. A professional writer is one who is able to present their point to the reader in a way that is unambiguous and easy to comprehend, without resorting to an excessive amount of filler to accomplish this.

An other explanation of writing abilities is provided by Sakkir (2018), who states that writing is the production or reproduction of spoken words into written language. This definition is offered as an additional definition of writing skills. The process involves organizing, building, and polishing ideas on paper in order to facilitate comprehension of the writer's point of view on the situation. In addition, the ability to write requires a high level of precision and accuracy in terms of both terminology and punctuation, capitalization, grammar, and spelling. Students are able to compose well-written ideas that are supported by relevant supporting sentences. They are proficient in this area. Students that are able to demonstrate this competence are able to enhance their grammar by using proper noun phrases, articles, adjectives, and tenses. As was briefly summarized in the definition that was presented earlier, writing competency is described as the ability to apply information to writing when writing. These qualities are put to excellent use in the writing process.

Among the many writing tasks that are frequently completed, one of the most common ones is creating descriptive text. There is never a time when descriptive writing is not utilized in actual life. A descriptive text, on the other hand, is a writing that has a social aim to describe an object or thing separately based on its physical characteristics, as stated by Mahsun, as taken by Agustina (2023), Veto Mortini et al. (2023). As an illustration, when describing a place, a person, an object, and so on to someone who is not familiar with them, as well as other similar things. It should come as no surprise that the ability to write a description of anything is a skill that every learner should acquire. There is a significant number of children who are unable to describe. As a consequence of this, the people get perplexed and uninterested concerning writing. The representation of a thought through the medium of a word, clause, sentence, or even a text is what we mean when we talk about writing. The usage of capitalizations, punctuation, and points are some of the norms that are adhered to, and it is essential that everyone understands these standards. 2010 Hafidz Research Expression of ideas, thoughts, or information through the use of written language is what we mean when we talk about writing. It is necessary to arrange words, sentences, and paragraphs in a sequential fashion in order to convey a specific message or idea to the reader when engaging in writing activities. According to Olson (2024), writing is a theory that is based on the fact that spoken language has multiple levels of structure. These levels include sentences, words, syllables, and phonemes, which are the smallest units of speech that are used to differentiate one word or morpheme from another. Any one of these phonemes can be "mapped onto" or represented by a writing system. Furthermore, spoken language does not really convey mind in a direct manner. Writing is one of the four requirements for pupils to demonstrate that they are proficient in the English language. In order to get the desired outcome, it focuses on a select few components. The act of writing is comprised of a number of components, such as vocabulary, grammatical function, and content, as well as the rules for formatting, spelling, and punctuation (Mortini, 2017; Sreeletha, 2022; Batubara, 2017).

In general, the name "Who am I Game" refers to a game in which players attempt to guess or guess the identity of someone or something by using clues or yes/no questions. The game is played in a group setting. Despite the fact that this phrase is more frequently mentioned in connection with casual guessing games. The idea behind these games, on the other hand, is that they are activities that foster social connection, increase analytical skills, and frequently incorporate aspects of surprise and fun (Muzaky, 2018; Jaya et al., 2019; Sujiati et al., 2023).

Students organize themselves into smaller groups in order to compete in a challenge using the Who am I method. One of the fascinating challenges that may be implemented in the classroom is to predict the object that is being described by the team that is competing against you. This can serve as a clue to determining what the thing actually is. Using the "Who am I Game," which focuses entirely on describing an intriguing person or thing, such as an actor, animal, or other item that can interest the students, the author presented a straightforward and entertaining technique of generating a descriptive prose. Additionally, the writer supplied a strategy that was simple and enjoyable. This demonstrates that the children have a firm grip on the ideas and are able to explain them in a manner that is descriptive as a result of playing this game. Furthermore, students were able to build, practise,

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and learn how to produce a descriptive text with the help of this opportunity.

2.   LITERATURE REVIEW

Concept of Analysis

Defines analysis as the process of thinking through the dismantling of a whole component in order to identify its constituent parts, their interdependence, and each one's role within an integrated whole, Komaruddin taken by Septiani (2020) Depending on the viewpoint as a result, analysis is the process of grouping, interpreting, and differentiating items for classification based on specific standards in order to link the components into a cohesive whole, or to put it another way, analysis is the process or gathering. When the writer taught at the school, the writer realized that the students had difficulty in writing, whereas when the students were resting and playing, they were very active, therefore the writer saw an opportunity to increase students' writing skills by playing games. Based on social phenomena what happened at the research location were the following problems:

a. Repeat the spelling of words, for example "klok", which should be written as "clock", "de" which should be "the".
b. Having difficulty understanding sentences.

Based on the previous explanation, the writer decided to conduct research entitled *"Analysis of the Use "Who am I Game" in Learning Descriptive Text to Increase Students Writing Skills of Junior High School 30 Palembang"* with the aim to find out and help various problems faced by students when writing in English. information in order to draw a conclusion that was help you or others understand the data you have collected. Suryana (2015), on the other hand, defined analysis as the process of concentrating, abstracting, and rationally arranging evidence to produce substantive solutions to issues. That has significance. Flexibility, elaboration, differentiation, connection, organisation, and integration of materials, concepts, or issues into smaller portions that can yield a comprehensive and comprehensible conclusion are all processes involved in doing analysis. Thus, undertakings analysing was provide a clear, thorough, and easy solution to an issue. Additionally, it is not possible to analyse actions. Although this is a

simple task, it does require analytical skills, as the outcomes was yielding a trustworthy conclusion. Might be utilised by oneself as well as by others. As Nasution noted, doing analysis is a challenging profession that calls for a lot of work. Analysis calls for strong mental faculties and inventiveness. Based on the explanation above, the writer could conclude that it is the process of solving or dividing a problem or situation into smaller parts to understand it better and made the right decisions based on that understanding.

Concept of Writing

One kind of written communication is known as writing, and it is characterized by the expression of thoughts, facts, or feelings through the utilization of letters and words. This process, which attempts to produce language that is effective, cohesive, and clear, includes planning, writing, and editing as all of its components. The use of writing is applicable in a wide range of contexts, including those that are academic, professional, and creative in nature. Various forms, such as narrative and description, argument and exposition, are all examples of its manifestation. One of the most important skills that provides individuals with the capacity to successfully communicate their thoughts and influence audiences is the ability to write well. Writing, as defined by Wijaya (2023), is an interactive activity that involves the collection, documentation, and articulation of ideas with the purpose of achieving specific goals and making them visible to readers.

As a result of the relevance of writing abilities, an individual's thinking has become more intelligent. This is because writing abilities are utilized to analyze information, opinions, thoughts, or conclusions, similar to the composing process. According to Indrawati (2021), writing is defined as the practice of employing written language as a tool or medium for the purpose of communicating ideas between individuals. It is without a doubt a challenging endeavor to instruct students in the art of writing. According to Pratiwi (2015), one of the linguistic skills that one needs to cultivate is the ability to weave. Putting thoughts and ideas down on paper is a way of learning. It presents a unique opportunity to increase one's knowledge and to contemplate various ideas. Writing is one of the four abilities in the English language that

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individuals who are not native speakers are required to master. Because writing is a process that takes substantial thought in order to produce a sequence of phrases that are arranged in a precise order and connected in specific ways, the writer arrives at the conclusion that writing is a process. The conclusions that have been reached are founded on the viewpoints of specialists that were considered earlier. It offers the reader something that their reading experience will be entertaining and interesting. When someone is going to write, they can think that the primary objective is to complete the assignment or to ensure that they receive a satisfactory mark.

The writer could draw the conclusion that writing is a versatile and necessary form of communication that transcends both time and culture based on the explanation for the concept of writing that was presented earlier. Individuals are able to express their views, communicate information, and capture the diversity of human experiences through the use of this medium at their disposal. Individuals not only engage in the process of communicating with other people through the act of writing, but they also engage in the process of discovering themselves and exploring their intellectual potential. The potential of writing to bridge gaps, develop understanding, and leave a lasting influence on both the writer and the reader is what gives it its power. As a result, writing is an essential component of human expression and connection..

Descriptive Text

Descriptive is a kind of writing that aims to give a thorough explanation of a thing, place, person, or activity. A descriptive text primary goal is to give readers a precise and in-depth representation so they can visualise or fully comprehend the information being presented. Descriptive texts provide the reader with descriptions of either live or non-living objects, according to Pardiyano taken by Colle (2023). According to Febriani taken by Rahayu (2020) the purpose of the descriptive text is to convey pleasure and knowledge in the reader by drawing them into the story. Descriptive text is typically used to describe certain things, people, places, animals, or plants.

According to Nazir (2012), study that emphasises on issues as they develop during the research process. To create detailed and vivid pictures, descriptive text frequently employ language that is common in adjective, adverb, and descriptive terms. Descriptive text is typically organised in a logical or relative sequence that aids readers in following the authors flow or thought. According to Mulyono (2017) a descriptive text is intended to explain or describe a certain object or objects (people, animals, places). Based on the explanation above, the writer could concluded about the descriptive text is potent form of expression, using vivid details and expressive language to bring subjects to life. This concise style of writing immerses readers in sensory experiences, creating a more profound and memorable connection between the audience and the depicted scenarios.

Concept of Game

A Game is a term in English that refers to a game or competition, or it can also refer to structured activities that are typically performed for amusement. According to Anggra taken by Fatima (2019), a game is something that can be played with a certain set of rules, so there was always be winners and losers usually in a context that isn't serious enough to have a meaningful goal. Based on the explanation above, the writer could concluded about the concept of game is an activities carried out with certain rules and objectives, usually for entertainment, learning, or competition, which involves interaction between one or more participants.

Who am I Game

In the game "Who am I" players attempt to determine the identity of a certain person or character by using hints provided by other players. Each player was placing a label or card with a name or character on their back or forehead that the other players must guess on their forehead. Until someone correctly guesses the character's identity, hints are typically given in the form of yes/no questions or brief character descriptions. The game "Who am I" is a type of guessing game that uses pictures of people as media, (B, 2013).

Based on the experiences above the writer asked one of the students, and the student was answer by saying yes or no. If a student cannot answer, another student was mention it again in detail, and when the game is finished, the writer

was sharing description text exercises about adjectives. Procedure for Writing Descriptive Text Using the Game "Who am I" According to Lovecha (2014) the teacher was praying first before introducing the material that was be given to students. After finishing praying, the teacher was introducing the material, for example writing material and also descriptive text material and also descriptive text material, as well as how to apply it.

After, the writer introduced the material, the teacher was immediately introducing the game material "Who am I", then the teacher asks students to do and describe something. The teacher was giving five minutes for students to guess who they are, by asking the friend. The teacher was put a sheet of paper on his body again explaining who he is, then the writer asks the other students to give the question and the other students answer using yes or no. Then the teacher was asking one of the students to practice it again, the teacher was put the sheet of paper on his back.

Then, the teacher was asking students to write descriptive text based on the description that has been exemplified. After that, the teacher was asking students to name several adjectives to explain something. Based on the experiences above the writer asked one of the students, and the student was answer by saying yes or no. If a student cannot answer, another student was mention it again in detail, and when the game is finished, the writer was sharing description text exercises about adjectives

3.   METHODS

The purpose of this study was to evaluate the impact that playing the "Who Am I" game had on the students' ability to improve their writing skills in descriptive texts at Junior High School 30 Palembang. The research conducted utilized a qualitative methodology (Fraenkel et al., 2014). They were students in their second year, and they were chosen on purpose to be representative of the population that was being targeted. Observation, interviews, and document analysis were the three approaches that were utilized in the data collection process. The researcher was able to observe the level of involvement and passion displayed by the students when they were playing the "Who Am I" game in the classroom sessions. In order to have

a better understanding of the students' experiences and perspectives regarding the influence that the game has had on their writing abilities, interviews were held with both the students and the English teacher. In addition, the written work of the students, particularly descriptive writings, was evaluated both before and after the game was implemented in order to evaluate the extent to which their writing skills had improved under the game. In the "Who Am I" game, students were asked to determine the identity of a person, animal, or object based on descriptive clues. After that, they were required to write a description of the person, animal, or item. This game pushed students to be creative and to use language that was descriptive. The data that was obtained was subjected to thematic analysis, which allowed for the identification of important patterns that were associated with the growth of writing and student engagement. Taking into mind ethical considerations, informed consent was sought from each and every participant in order to guarantee the participants' confidentiality and ensure that their participation was voluntary.

4.   RESULTS AND DISCUSSION

The Results of Observations

The investigation was carried out at one of the educational institutions in Palembang, namely at Junior High School 30 Palembang, which can be found at Jaya VI Street, 16 Ulu, South Sumatra, 30111. At the school, the author attended and made observations. The author was accompanied by an English instructor to the school prior to beginning the real research that was to be conducted. Following the completion of the writer's observations at the school, the writer discovered a number of issues, each of which had both positive and negative aspects, as well as a number of sources that might be utilized as data to ultimately complete the writer's research. One of the first things that the author did was monitor teachers who teach in the classroom, specifically teachers who teach in the classroom utilizing learning material that is typically used for teaching, specifically games.

Next, the writer presented a text and questions derived from the text that was provided to the writer. Aside from that, the writer identifies areas in which they might improve their writing talents. During the month of April 2024,

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the writer continued his assignment, which consisted of performing research at Junior High School 30 Palembang. This was done after the writer had performed observations at the school. The author selects thirty students from class VII, class VII.7, with ten male students and twenty female students as the participants in the study. After making these observations, the author came up with a solution that could perhaps be able to alleviate the problems that the students in class VII.7 are now facing. The writer suggested that the students play the game "Who am I," and then they should write down the features of the keywords that they encountered while playing the game.

What We Learned from the Interviews The Challenges Facing Students Based on the information that was gathered from interviews, the author had discovered some information from students regarding the challenges that students in class VII.7 at Junior High School 30 Palembang have when it comes to selecting topics for their writing. This is evident from the viewpoints expressed by the kids. In the first place, she stated, "Yes, I find it difficult because, in my opinion, in order to write a good descriptive text essay, we need to be able to master various adjectives. However, I frequently have difficulty determining adjectives that I do not know or that I have never heard before" (Zahira, personal interview). When it comes to writing descriptive text, the third student was of the opinion that "yes, in writing descriptive text I always have difficulty in creating adjectives" (Meisya, personal interview). This can be seen from the opinion of the second student, who stated, "yes, I experienced some difficulties, especially determining adjectives that I had never heard before" (Hafiz, personal interview). According to the judgment of the last student, "yes, I have difficulty in determining adjectives" (Daffa, personal interview: personal interview).

In the process of creating descriptive text in English, there were four pieces of evidence that demonstrated that they have difficulties selecting adjectives to use. They found it challenging because they do not have a strong command of a variety of adjectives, and there are a great number of words that they have never encountered before. Additionally, there were a number of words that students are not yet familiar with, and students rarely write descriptive essays because they still have a limited number of adjectives, which makes it challenging for students to compose descriptive text. Due to the fact that pupils still do not possess enough adjectives, it can be argued that they continue to struggle with the task of composing sentences that contain adjectives to a significant degree.

Students Increase

Based on the interviews that the writer had performed, the writer discovered that these students had experienced an increase. To begin, Daffa students had experienced an increase in writing descriptive text, including writing verbs and descriptive text structures with greater frequency. After that, students at Nabilla saw an increase in their ability to write identification verbs in descriptive text as well as an increase in their ability to write descriptive text structure. During the third interview with Meisya students, there was also an increase in the amount of writing identification that participants had in descriptive text. During the fourth interview with Zahira students, there was also an increase in the skills of writing description text verbs, writing description text identification, and writing description text structure. When it comes to writing description text identification, writing description text structure, and writing description text identification, Hafiz pupils have shown a rise in their ability to do so. Sixth, students in Shaqila saw a number of improvements in their ability to write descriptive text verbs, as well as in their ability to identify descriptive text sentences and to write descriptive text structures. As a seventh point, the use of grammar by Aflah pupils is improved and could be utilized in the learning process. By the eighth grade, Ibra, this student was already able to employ adjectives in a text, and he believed that the game may assist him in correcting faults, which would allow him to use adjectives more effectively. Students in the ninth grade at Nia are enthusiastic about the idea of learning English through the "Who am I" game method. Afifah pupils have the ability to implement it in their day-to-day lives, which is the final one. The author also discovered a number of increases in the number of pupils, including kids who participated in the "Who am I" game with a great deal of enthusiasm.

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5. CONCLUSION

Based on the findings of the research and the responses to this research, it is possible to draw the conclusion that the application of the "Who am I" game approach can have a substantial positive impact on the acquisition of the English language, particularly with regard to the development of English writing abilities. The students develop their writing skills. Students were in agreement that utilizing the "Who am I" game approach improved their writing skills, regarding descriptive text, of the observation and interview processed the results of their writing practice through the "Who am I" game. This was based on the findings of the research.

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