

Magic Puzzle Game through Think-Pair-Share: Its Effect on Pre-writing Activity for Learning Past Tense in Recount Text

Imroatul Mufadila, Wahyu Taufiq*, Fika Megawati

English Education, Universitas Muhammadiyah Sidoarjo, Indonesia

*) Correspondence: wahyutaufig1@umsida.ac.id

ABSTRACT

Considering the importance of media and strategy performed by EFL teachers, this study aims to investigate the effect of Magic Puzzle Game through Think-Pair-Share (TPS) to learn past tense materials in pre-writing activity, particularly in the topic of recount text. This study used a quasi-experimental type of research and was conducted at one of the Indonesian junior high schools. This research involved 36 students in 8th grade who were divided into two classes, Experimental Class and Controlled Class, each of which contained 18 students. For the data collection, pre-test and post-test were conducted. For data analysis, this study used a t-test. The result of the study reveals that there was an improvement that occurred after using the Magic Puzzle game treatment through TPS Strategy in the experimental class. This shows that Magic Puzzle Game makes lessons more effective and can be used in the learning process on recount text. It is recommended that EFL teachers should be creative and innovative to support learners during classroom activities with games and appropriate interesting strategies.

Keywords: *magic puzzle game; recount text; writing; TPS strategy*

INTRODUCTION

Learning is one of the most difficult processes to master in any setting. Learning is an important aspect of education, and formal activity is divided into two categories: student and Teacher (Sehic 2020). The aim of learning is reached when they get to achieve a goal in the learning activity. It can occur when the main actor in earning such as students and teachers carry out the learning actively. The teacher must be able to enjoyably impart their knowledge to the students. While it is important for students to be good receivers and responders in learning activities, it is also necessary for students to be active in responding to the teacher in class.

There are numerous issues that arise in the learning process, such as how the teacher implements learning, and how they utilize strategy in the learning activity. It occurs when a student does not understand the information and does not learn to practice. They found the difficulties in the learning, and lack of interaction between each student became the main reason the difficulties of learning activity.

Writing ability has finally been recognized as a vital talent for language learning (Smith 2008). It is one of the most important language skills for kids learning English. It is critical because the teacher can learn all of the student's English skills, including speaking, reading, and listening, by writing. Recount text is a type of genre that kids learn in junior high school and is one of the numerous types of writing. As a result, this research elucidates the usage of the puzzle game in writing recount.

There are various methods to aid students in the writing process, such as the pre-writing strategy. The pre-writing phase of the writing process is the first. In order to start the writing process, pre-writing is important. The purpose of English classes is for students to improve their listening, speaking, reading, and writing skills. Writing is frequently beneficial as a means of preparing for something else activities (Abas and Abd Aziz 2018). Writing in its broadest definition, as opposed to just writing, thinking about it, acting on it, repeating the process and again, and again, till time runs out are the three parts to putting thoughts on paper. Allowed for it, and patience will be rewarded. "Thinking" is the first step entails picking a topic, thinking about how to develop it, and writing about it.

The researchers believe that writing skills is the most difficult skill in the English study (Widyawati and Trisanti 2017). Writing is a form of communication that has grown in importance. Writing allows students to express their thoughts and feelings (Indrilla and Ciptaningrum 2018). It means that writing is one of process that build the ability of student and makes students always to become a critical thinking to share their ideas to communicate.

Based on pre-observation in the junior high school in Indonesia, the researchers found the usual problem in the writing skill in their students. The students of SMPI MH AL-MUBAROK have difficult to understanding and writing recount text, students have difficulty to put the structure of the recount text into practice, lack of vocabulary and less in the learning become one of problem in the learning activity. Students are baffled as to how to design or compose text appropriately. Certain phrases, such as orientation, events, and reorientation, are also still used interchangeably.

Therefore as a result of these challenges, teachers should design techniques to increase students' writing talents and comprehension of recount texts. It would necessitate an innovative approach to getting students more involved in the learning process. To overcome the problems, the teacher should apply the appropriate approaches to the topic as well as actively involving students in learning, both mentally, physically, and socially, to make the learning process interesting and enjoyable. Competence in mastering the material that needs to be optimized is required. It means that the teacher must educate the student to write the recount by using the approach. One of the strategies can use in the teaching is Think-Pair-Share.

Think-Pair-Share is one of the cooperative learning strategies that allows students to develop interaction in the classroom. This strategy encourages students to participate in in-class activities such as discussions and allows them to express their thoughts with others (Apriyanti and Ayu 2020). When students participate in Think-Pair-Share activities, they spend more time doing their work and listening to each other, and more students raise their hands to answer after practicing with their partner. Teachers may also have more time to think when they using Think-Pair-Share.

Teacher use the Think-Pair-share strategy to help the students to build their own knowledge. As a result, students' comprehension of the topics is improved. Students can also converse and discuss their ideas with their peers (Argawati and Suryani 2017). As a result, students can assist one another and share ideas. This strategy can assist students in comprehending the topic being taught. As a facilitator, the teacher must be able to select a learning approach to use in the classroom.

There are three-step cooperative structure is used in the Think-Pair-Share strategy. Individuals think silently about a question presented by the instructor during the first phase. During the second step, people form pairs and share their opinions. Share the responses with other pairs, teams, or the whole group in the third phase. Using think-Pair-Share strategy create Students to more engage when the process is followed in order (barnadeta, 2018). With this strategy teacher must find the appropriate media to break the form of class and make student interest for writing recount text.

In addition Magic Puzzle Game is one kind of the visual media which form of game to teach writing. Students learn most effectively through the sense of sight, then through the sense of hearing, and finally through the senses of smell, touch, and taste. Magic Puzzle Game is considered to be the most effective way of learning even though students learn most efficaciously through the sense of sight, then through the sense of hearing, and finally through the sense of smell, touch, and taste (chee, 2003). Visual resources, such as pictures, are extremely beneficial for teaching writing. The use of photographs as Magic Puzzle Game in the teaching learning process is meant to increase students' writing skills by making teaching learning more effective and sufficient.

The use of games as a teaching approach to involve students in the learning process is one of them. Puzzle is a game that encourages children to learn and practice a variety of abilities, including visual perception and analysis, fine motor control, project completion, and patience. Using a Magic Puzzle Game to teach writing recount text presents a challenge for students, encouraging students to try to complete the task. Based on the problem that find in above the researchers decided to use the experimental teaching in this study by using magic puzzle game in teaching trough TPS strategy on eighth grade student's pre-writing skill in past tense of recount text at SMPI MH AL-MUBAROK to knows the effect of magic puzzle game with TPS strategy is successful and appropriate when it as a media in teaching at the school.

Past-tense is the structure of grammatically that show the situation and condition in the past (Lubis 2014). The grammatically structure use past-simple verb or verb 2. The verb used in simple past tense that happens in the past event. Seldom has the action, the adverb and phrase of the simple past happened in the past. From the many definition of the past-tense, the researchers conclude that the simple past tense is the action or verb that express and occurred in past with form.

The main Objective of the research how to know the effect of Magic Puzzle game as a media to teach past tense in pre-writing of recount text in the eighth-grade student in SMPI MH-AL-MUBAROK Jabon. It means the objective of the research is exemine the extent of effectiveness Magic Puzzle game with TPS strategy as a media in the teaching pre-writing of recount text. The objective of the research will proofeared with the differences of the scoore experimantal class between the scoore of control class. The data collection from the experimental and control class became a statistical data that will be analyse for the result of the research.

METHOD

This research used quasi-experimental research designs evaluate whether independent and dependent variables have a causal relationship (Wibowo 2013). Simply put, the independent variable is the influencing variable, whereas the dependent variable is the variable that is influenced. A genuine control group is not required in quasi-experimental investigations, although a comparison group may be included. A comparison group is a control group that receives a different experimental treatment than the main group (Rogers and Revesz 2018).

This research is action research use pre-test and pots-test, which is in keeping with the purpose of the study, which is to improve students' writing skills through TPS strategy in pre-writing of recount text. This study used the quantitative research which quasi-experimental design and the data collected by using nonrandomly system. The researchers adopted a quasi-experimental research it takes two classes of the student eight grade at SMPI MH AL-MUBAROK Jabon. The two classes divide to experimental group is VIII-B and the control group is VIII-A. The experimental group will take the learning process use magic puzzle game with TPS Strategy as a media of the learning and the control group will take learning as usual method as like the main teacher giving in the class every English class.

For the data collection the researchers will give pre-test and post-test to each class. The formula of quasi-experimental design will be shown by the table :

Table 1. The Formulas for Quasi-Experimental Design

Group	Classes	Pre-test	Treatment	Post-test
Experimental	VIII A	O ₁	X	O ₂
Control	VIII B	O ₁		O ₂

Note :

O₁ = Pre-test

O₂ = Post-test

X = treatment

Moretherefor, a variable is a component that has several values. It's also a sensible arrangement of features (Gould 2013). Aspects or features that describe an object are referred to as attributes. In quasi-experimental, the explanation for how the two types of variables related to one another was a cause-effect link. The two types of variables are independent variables and dependent variables. Independent variable is a strong variable to investigate its impact on another variable. In this study, using magic puzzle game with TPS strategy is the independent variable. The dependent variable is the one whose value is influenced by the independent variable. Past tense in Pre-writing skill of recount text is the dependent variable in study.

Data Collection

This research is action research use pre-test and pots-test, which is in keeping with the purpose of the study, which is to improve students' writing skills through TPS strategy in pre-writing of recount text. This study used the quantitative research which quasi-experimental design and the data collected by using nonrandomly system. The researchers adopted a quasi-experimental Group control group it takes two classes of the student eight grade at SMPI MH AL-MUBAROK Jabon. The two classes divide to experimental group is VIII-B and the control group is VIII-A. The experimental group will take the learning process use magic puzzle game with TPS Strategy as a media of the learning and the control group will take learning as usual method as like the main teacher giving in the class every English class. For the data collection the researchers will give pre-test and post-test to each class. For the implementation of the experimental and control class will be follows:

Implementation of Experimental Class

Puzzle magic game as a media to help the researchers gave treatment in the experimental class in learning write recount text. The step of Magic Puzzle game in teaching recount text were:

- **Before Used Magic Puzzle Game**
 1. The teacher gave the tutorial to use the magic puzzle game.
 2. Teacher gave opportunity to student who wanted to ask about Magic Puzzle game.
- **After Used Magic Puzzle Game**
 1. Teacher ask to student to make group contain of 4-6 student per group (pair in a group).
 2. The student must seat at each other throats.
 3. Teacher gave student Magic Puzzle Game with unscramble picture.
 4. The teacher gives the clue to help the student fill the blank text.
 5. In group, students identified and explored the recount text of the paragraph to get the generic structure of the text.

6. Students wrote the relevant facts from the text in their own terms.
7. Each group arrange the unscramble picture to be good picture and relevant each other.
8. The verb 1 vocabulary was turned into a verb 2 vocabulary.
9. The students write the right words to fill the blank of the recount text paragraph.
10. The activities continuous till the end.
11. The teacher and student discussed the content. Teacher share their notes on the text. While checking the answer, the teacher' maintained control and supplied the correct answer.
12. Teacher evaluated the learning process.

Implementation of Control Class

The control of the class gets treatment as usual teacher teach is the learning process was carried out in the traditional manner. The lesson plans for the control class were:

1. Teacher explained the lesson in front of the class using conventional media.
2. Teacher give recount text to student.
3. Teacher ask student to identify about the features of recount text.
4. Student collect the work.

Pre-Test

After receiving two classes, they were divided into two groups: the experimental group was taught composing recount text using magic puzzle game media, while the control group was taught usual learning. The researchers then administered a pre-test to both the experimental and control groups. The goal of the pre-test was to see how well students could write recall text. The difference in student writing skill in recount text before treatment was determined by comparing the results of this test between the experimental and control groups.to assess students' abilities to write in a variety of situations. Pre-test of the collected data will take individual to student. The teacher give the blank paragraph and the student will complete the blank paragraph with the correct vocabulary of past-tense.

Post-Test

Following the treatments, the researchers administered a post-test to both the experimental and control groups. The goal of this test was to determine how well the students in both classes performed after receiving treatment. After receiving the pre-test and post-test results from both classes, the researchers conducted a data analysis to determine if students' recount text writing ability had improved or not. The form of post-test will be include with how they complete the paragraph that available by the researcher. The intruction will guade the students to complete the blank sentence with the vocabulary of past-tense with the duration that the teacher given.

Scoring Rubrics of pre-writing

Scripts are graded on multiple parts of pre-writing or criteria rather of being given a single score based on the aim of the evaluation in an analytic scoring (Wolf 2018). Analytic rubrics give more information about a student's abilities. Because teachers employ different components of writing, such grammar, vocabulary, tense and lexicall while using analytic scoring, they can provide more information about students' writing skills (Sofian, 2017). The writing assessment rubric is shown below:

Table 2: Criteria for scoring in pre-writing skill.

Score	Aspects
2	Grammatically and Lexically correct
1	Either grammar or vocabulary is incorrect both.
0	Both grammar and vocabulary are incorrect.

RESULT & DISCUSSION

Result

Based on the test, the result of pre-test in control and experimental class. The pre-test results were compared and explained in statistic descriptive between the Experimental Class and the Control Class by the researcher. The table of pre-test in experimental class and control class will be shown in the follow:

Table 3. Descriptive of Experimental class and Control Class.

Statistic Descriptive							
Score	Mean	N	Std. Deviation	Minimum	Sum	Maximum	Median
Class							
Experimental Class	16.1111	18	9.16	0.00	290.00	30.00	20.00
Control Class	16.1111	18	9.16	0.00	290.00	30.00	20.00
Total	16.1111	36	9.03	0.00	580.00	30.00	20.00

The data collected gathered and analyze the researchers had the descriptive analysis of pre-test in experimental class and control class show that the score that collected is same (n=18, Sum=290.00, Mean = 16.11, sd= 9.16, Min=0.00, Max=30.00, Median=20.00). Because the mean is same, it means that there is no differences between the pre-test in control class and experimental class. After analyse the data collection with statistics descriptive the researchers also conducted analysis using t-test to clarify and strengthen the findings. The table of t-test will be present follow:

Table 4. Table t-test of pre-test in Experimental Class between Control Class

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Score	Equal variances assumed	0.00	1.00	0.00	34	1.00	0.00	3.05	-6.21 6.21
	Equal variances not assumed			0.00	34.00	1.00	0.00	3.05	-6.21 6.21

The analysis of the data collection used t-test show that the rate of the sig. = 1.00, df= 34.00, Mean differences = 0.00. From the rate of the data analysis by t-test the researchers believe that there is no significant differences between the result of pre-test in Experimental Class and Control Class. After comparing the result pre-test of Experimental Class and Control Class. The researchers compare the result of post-test between Experimental Class and Control Class and describe the analysis of the

data in the statistic descriptive. The statistic descriptive of post-test in Experimental Class and Control Class will be shown in the table below:

Table 5. Statistic Descriptive of Poste-test Experimental class and Control class

Statistic Descriptive							
Score							
Class	Mean	N	Std. Deviation	Sum	Minimum	Maximum	Median
Experimental Class	62.22	18	9.43	1120.00	50.00	80.00	60.00
Control Class	47.22	18	14.48	850.00	10.00	70.00	50.00
Total	54.72	36	14.24	1970.00	10.00	80.00	55.00

After analysis the pre-test the researchers conduct and compere the score of post-test in the statistic descriptive. The table show that the data collection between Experimental Class and Control Class have different result each other. For the experimental class' Mean=62.22, sd=9.43, Sum=1120.00, Minimum score= 50.00, Maximum Score=80 and the Median=60. For the result of control class Mean=47.22 sd=14.48, Sum=850.00, Minimum=10.00, Maximum=70.00, Median=50.00. Summarize the resutl of statistic descriptive show that there are differences between the result of Experimental class and Control Class. The researchers used a t-test to further clarify and strengthen the conclusions after analyzing the data collection with descriptive statistics. The following table shows the results of the t-test:

Tabel 6. Table t-test of Post-test in Experimental Class and Control Class

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference
Score	Equal variances assumed	1.38	0.25	3.68	34	0.001	15.00	4.07	6.73 23.27
	Equal variances not assumed			3.68	29.23	0.001	15.00	4.07	6.63 23.32

The data was collect from the result of the t-test of the score post-test in experimental class and control class. For the sig.=0.25, df=34.00, sig.(2-tailed)=0.001, andthe Mean defferences=4.07. it means that there are differences between the result of the experimental class and control class. The outcome of Sig. The outcome of the T-test is 0,001, which indicates that hypothesis Ha is accepted and hypothesis H₀ is rejected. Thus, employing the Magic Puzzle game to teach recount texts at SMKI MH Al-Mubarak has had a considerable impact.

DISCUSSION

After implementing the Magic Puzzle Game through Think Pair Share Strategy in teaching past tense for pre-writing of recount Text in relation theory. Applied game that aids teachers in learning is called Puzzle Game. activities for teaching and learning are made more exciting by this game. because the utilize reasoning to fill in the blanks, students will be more attentive, wich will inspire them to practicepate in teaching and learning activitie(Nurteteng 2019).

After implementing the research, the researchers can conclude that Magic Puzzle Game Combined with TPS Strategy is Effective to apply in the recount text material. Magic Puzzle game can improved and develop their learning activities in the class and can reach the objective of learning. It proofread from the students' score of the psot-test in the experimental Class. Magic Puzzle game can develop students' understanding of the material. Student in junior high school can learn more about the vocabulary and improve their words using in the Puzzle technique(Anwar and Efransyah 2018).

Furthermore, the researchers modified the researche from previous research by Dian Ayu (2015) The Effectiveness of Guided Writing for Teaching Writing Recount Text. The previous research to describe the impact of puzzle games on vocabulary in junior high school is Linda Sari Lubis "The Effect of Word Search Puzzle Game to Vocabulary Mastery at The VIII Grade Students os SMPN 5 Padang Sidimpuan". While the reseacher last Modified research from Yusril Using Picture Series to Improve Student' Writing Recount Text Skill at SMPN 18 Malang. Similiar to earlier research, this research focused on how to help junior high school students write more effectively by using picture series.

According to the research found that Puzzle Game can increse the learning activities about teacher and student, they become have more interaction in the class. Additionally, this media change the classroom's desugn and modified the learning activities to appropriate and suitable used in the topic.

English teachers constantly strive to use the most effective instructional strategies and media(apria 2018). Magic Puzzle game will become one of media to reach the goal of student then they will modivied and major the media with the appropriate method as TPS strategy. The TPS Method is a teaching method that encourages students to think independently before debating in pairs and discussing in front of the entire class. The Think Pair Share technique has been the subject of other studies, some of which have been critically reviewed in this one(Nasir 2018). It means the TPS Strategy is appropriate to apply with this media Magic Puzzle Game in writing Recount text.

A game has a favorable effect on educational activities and can atract student' attention (Ananda 2020). A game activity you do because of amusement (Mariyah 2020). It indicates that the game is enjoyable and contains a number of rules and goals. The rules of the game must be taken into consideration by the students when they play it in class. Game are inspirational because they are fun it introduces a beneficial competitive.

However in this research not to explain about how the students enjoy and pleasure in learning with the Magic Puzzle Game with TPS Strategy. But the researchers found that in the research while the the researchers did the research. A variety of amusement game research studies have looked at game mechanics and the drivers of motivation, interest, and enjoyment (Alserri, Zin, and Wook 2018). Using game in learning activities can engagement the learning activities and make students easy to receive the material of learning.

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