

**THE EFFECTIVENESS OF MYSTERY GAME FOR
TEACHING WRITING OF DESCRIPTIVE TEXT
(An Experimental Research at the First Grade Students of
SMK N 3 Purwokerto, Academic Year 2014/2015)**



A THESIS

Submitted to the English Department as a Partial Fulfilment of the Requirement
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WRITING OF DESCRIPTIVE TEXT**

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STATEMENT OF AUTHORSHIP

Hereby, I state that the thesis entitled *The Effectiveness of Mystery Game for Teaching Writing of Descriptive Text as a partial fulfilment of the requirements to get S. Pd. degree* is my own original research result. If the originality of this thesis, either partially or wholly, is later on consequences in plagiarism, I would be prepared to receive any consequences in the form of any snction such as loosing my related academic degree gained from the institution as well as other rules prevailing in Indonesia.

Purwokerto, August 2015



Ramadhani Putri Prihatin



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Purwokerto, August 2015

The writer



DEDICATION

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MOFIQ

1. *Our life should be begun with honesty.*
2. *A good teacher is like a candle, it consumes itself to light the way for others.*
3. *Life is like a camera: focusing only on what is important, capturing the good times, developed from the negatives, and if things do not work out, just take another shot.*
4. *Be careful with your dream because it may come true. Therefore, you should have a big dream in order not to be sorry.*
5. *Dream is an effort which doesn't sleep.*
6. *A miracle is another name of effort.*
7. *Be happy because of your own decision.*

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ABSTRACT

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Abstract

The aim of this research is to find out the effectiveness of mystery game for teaching writing. This research was conducted at SMK N 3 Purwokerto in academic year 2014/2015.

This research used quasi experimental. The subjects of this research were class X Hotel Accommodation 1 as the control group and X Hotel Accommodation 2 as the experimental group. Mystery game was implemented to the experimental class while the control class was taught by classical method of teaching. Test was used to collect the data. The tests used were pre-test and post-test which were in the form of essay test. T-test formula and interrater reliability were used to analyze the data.

The result showed that students' ability of the experimental class was higher than the control class. It could be seen on the t-test result computation , where the t-test result was 3.93 and t-test table was 1.68 in degree of freedom 50 at the significant level 0.05. The result was higher than t-table ($3.93 > 1.68$). It means that the hypothesis stated that mystery game is effective for teaching writing was true proved.