CHAPTER IV
RESEARCH FINDINGS

This chapter explains the result of this research. This is a classroom action research of using Bits and Pieces game to improve students' writing skill on descriptive texts. It was conducted through a classroom action research which consisted of several activities, which includes preliminary research, first cycle, second cycle and third cycle. The researcher arranges data started from a preliminary research up to third cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic.

Before the researcher was going to apply Bits and Pieces game in teaching writing descriptive texts, there is a preliminary research.

The first process of this research was preliminary research. The observation of this cycle was conducted on Wednesday, January 26th, 2011. There were 26 students as participant. It was done by Mr. Ismail Marzuki as English teacher. The researcher just observed the classroom activity during the English lesson before students being taught writing using Bits and Pieces game.

First, teacher asked some students randomly to describe about their favorite thing. From the student's answer, teacher explained about descriptive texts, all at one he distinguished between the function, the generic structure and the language features of descriptive texts. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher explained the material still use conventional method, the teacher only use ''English in Focus for Grade VII Junior High School book'' without using media during learning process, but the teacher explained the material systematically and communicatively. For students, writing is difficult skill. The students did not master many vocabularies and cannot choice the appropriate vocabularies or idiom in their writing. So they looked bored, most of them did not pay attention for the teacher explanation and could not respond

the teacher question. They did not being active in asking the teacher related to the material given. After words, the teacher gave test to know the students' ability in writing descriptive text before giving treatments. This test was an essay writing test. It was followed by 21 students and the teacher provided 25 minutes for them to do the test. The result of pre-cycle test can be seen in the table below:

Table 1. 1

Students' Score of Pre Cycle

No	Students' Code	Item Analysis					Σ
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	N-01	13	10	11	10	2	45
2	N-02	18	13	13	13	3	60
3	N-03	16	8	7	7	3	41
4	N-04	13	8	9	7	3	40
5	N-05	8	14	9	8	2	41
6	N-06	14	8	9	8	2	41
7	N-07	16	12	17	12	2	59
8	N-08	Absent	Absent	Absent	Absent	Absent	Absent
9	N-09	Absent	Absent	Absent	Absent	Absent	Absent
10	N-10	13	11	10	9	2	45
11	N-11	Out	Out	Out	Out	Out	Out
12	N-12	17	13	11	13	4	58
13	N-13	14	11	10	9	2	46
14	N-14	Sick	Sick	Sick	Sick	Sick	Sick
15	N-15	13	10	10	9	2	46
16	N-16	10	14	11	9	3	47
17	N-17	13	9	10	10	2	44
18	N-18	17	14	11	11	3	56
19	N-19	Sick	Sick	Sick	Sick	Sick	Sick
20	N-20	13	9	10	9	2	43
21	N-21	13	10	9	9	2	43
22	N-22	14	8	8	6	2	38
23	N-23	13	7	7	6	2	35
24	N-24	15	17	13	17	4	66
25	N-25	13	9	6	6	2	36
26	N-26	17	11	9	11	3	51
Total Score		981					
Mean		46,71					

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result: $\dfrac{\text{The total of students score}}{\text{The Number of students}} X100\%$

Table 1.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 - 80	1	4,76%	Good
3	41 - 60	16	76,19 %	Fair
4	21 - 40	4	19,04 %	Less
5	0 - 20	-	-	Poor
		21	100%	

From the data above there was 1 or 4.76 % of 21 students got good grade. There were 16 or 76.19% of 21 students got fair grade, 4 or 19.04 % of 21 students got less grade. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \dfrac{\sum X}{N}$$

Explanation:

M   = The average of students' score

$\sum X$ = Total students' score was 981.

N　　= Total of students was 21.

The computation of the average score was follow:

$$\frac{981}{21}$$

$$= 46.71$$

The calculation result shows that the average of students' test result of preliminary cycle was 46.71. The highest score was 66 and the lowest score was 35.

From the result above, the mean of students in writing descriptive text was low. The result of the average score was 46.71. This score was still low from the minimum standard score (KKM), it was 6. After giving the test, the researcher intended to use Bits and Pieces game to the next activity to make students interest and enjoy the learning process.

From the description above, it can be concluded that the students' attention, participation, activity were low during the English lesson. Then the researcher hopes that the use of Bits and Pieces game to the next can make the students become concentrating and paid attention to teacher's explanation. The researcher implemented Bits and Pieces Game to improve students' writing skill on descriptive texts.

A. The Implementation and the Result of Teaching Writing Descriptive Text Using Bits and Pieces Game

Data in this research got from the several texts, started from first cycle up to third cycle. The results as details can be showed as follows:

1. First Cycle

The second process of this research was first cycle. The observation of this cycle was conducted on Wednesday, February 2nd, 2011. Based on the result of preliminary test that is not satisfied. The researcher and English teacher decided to use Bits and Pieces game. The

treatment was focused on the improvement of students' writing skill on descriptive texts. Before applying Bits and Pieces game researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, stripping pictures, bits and pieces paper and students' test. This cycle explained how the teaching learning activity took place and then it would be continued with the next cycles according to the situation.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, teacher greeted his students then she checked students' attendance. Then the teacher asked some students about their favorite thing. In fact, from the students' answer they could not describe their favorite thing systematically without using true language features that used in descriptive text. Such as from student's answer "I have pen color black''. Then the teacher corrects it and explained about descriptive text and all related to it. Teacher explained about the social function of descriptive text, its generic structure and its language features also the example of it. The generic structure consists of identification and description, and also noun, adjective, simple present, noun phrase and verb are involved in its language features. Thus, automatically the students know what descriptive text is. When teacher explained in front of class about descriptive text and gave examples of descriptive text, most of students gave attention to her. Teacher gave chance for all students to describe their pets. Then teacher walked around class and asked one students in the backside about her pet. The student could make correct word order of their sentence. She described about her cat, like ''my cat color black''. Then teacher asked other students to correct the friend's sentence to be correct word '' my cat is black color''. In this case, student could change that sentence well, although he was doubt to answer it. Then teacher let the students to ask question related to the material. There is one

student gave question for teacher. She asked about the function of descriptive text.

After words, the teacher told to the students that in this learning the teacher would apply Bits and Pieces game to teach descriptive text. The students seemed curiosity about it. Then the teacher divided students into five groups which consist of five students and distributed Bits and Pieces paper and stripping pictures to each group and explained the procedure of playing Bits and Pieces game. First there were some students did not understand about the procedure, and then they asked the teacher related to the procedure. After teacher explained more, the students understood and they were ready to play that game. Then teacher divide the blackboard into five space, and then write ''Apple'' in the first space, ''Banana'' in the second space, ''Grape'' in the third space, ''Orange'' in the fourth space, and ''Strawberry'' in the fifth space. To start this game the teacher asked students to arrange the stripping pictures to be whole picture, which group could fast and true in arranging the stripping pictures is the winner of this game and the winner of this game was strawberry group. From the result of observation in cycle I, almost of students were to be active than before.

After playing Bits and pieces game, the teacher asked students to write descriptive text based on its picture. The duration of this test is for about 30 minutes. In this test, students were also full of permitted to open dictionary. Students doing the test, they are looked confused. But on the other hand, they were still enthusiasm to do the test. Their faces were looked seriously. And sometimes, teacher turned around to check students' answer one by one. Finally they collected the student's worksheet to teacher.

Then the researcher analyzed student's worksheet and calculated it. In researcher's analysis of student's work of first cycle, she found that many students still made some mistake in their writing of descriptive text especially in language features. They also still had difficulties in composed generic structure accurately, although they have got explanation

from the teacher before doing the test. Thus are the tests results of the first cycle can be seen in the table below:

Table 2. 1

Students' Score of First Cycle

No	Students' Code	Item Analysis					Σ
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	N-01	13	12	10	9	2	46
2	N-02	13	10	10	10	2	45
3	N-03	15	11	9	12	3	50
4	N-04	13	11	10	10	2	50
5	N-05	13	10	11	10	2	46
6	N-06	21	13	14	10	3	61
7	N-07	16	10	10	10	3	49
8	N-08	21	9	13	11	2	56
9	N-09	17	8	8	7	2	42
10	N-10	14	10	10	5	3	42
11	N-11	Out	Out	Out	Out	Out	Out
12	N-12	15	11	13	10	2	51
13	N-13	22	14	13	15	3	67
14	N-14	16	13	13	13	3	58
15	N-15	21	13	13	10	4	61
16	N-16	13	13	16	11	3	56
17	N-17	Absent	Absent	Absent	Absent	Absent	Absent
18	N-18	16	13	10	10	2	51
19	N-19	17	13	9	10	3	52
20	N-20	13	12	10	9	2	46
21	N-21	13	9	9	9	2	42
22	N-22	17	13	13	14	3	60
23	N-23	13	10	9	9	2	43
24	N-24	13	9	9	10	3	44
25	N-25	13	10	10	10	2	41
26	N-26	26	15	14	15	3	73
Total Score		1234					
Mean		51, 41					

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result: $\dfrac{\text{The total of students score}}{\text{The Number of students}} X 100\%$

Table 2. 2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 - 80	4	16, 66%	Good
3	41 - 60	20	83, 33%	Fair
4	21 - 40	-	-	Less
5	0 - 20	-	-	Poor
		24	100%	

From the data above there was 4 or 16.66 % of 24 students got good grade. There were 20 or 83.33 % of 24 students got fair grade. To know the mean score of result of tests researcher calculated the mean of test as follow:

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

Explanation:

M   = The average of students' score

$\sum X$ = Total students' score was 1234.

N = Total of students was 24.

The computation of the average score was follow:

$$\frac{1234}{24}$$

$$= 51.41$$

The calculation result shows that the average of students' test result of first cycle was 51.41. The highest score was 79 and the lowest score was 43. It was from 46.71 to be 51.41. Researcher concluded that students' writing skill on descriptive text improved however it still under the minimum standard (KKM), it was 6. But it was unsatisfied yet, because there were many students still got under the minimum standard (KKM). The problems were faced by the researcher and the teacher in this cycle were some of the students made noise when the researcher was explaining the material and they were also confuse about the game so they still difficult to express their ideas and words in written text. The researcher found students had limited questions when they played Bits and Pieces game. The result of their writing was also still poor on the language use, vocabulary and organization items. So the researcher had to continue to the next cycle. In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist. After words, the researcher and the teacher discussed teaching learning process that would be done in the next cycle to fix the problems. They decided to use Bits and Pieces game again to the next activity to make students more interest and enjoy the learning process.

2. Second Cycle

The third process of this research was second cycle. The observation of this cycle was conducted on Wednesday, 9th 2011.This activity was done just like the previous one that was teaching and learning process of descriptive text writing using Bits and Pieces game. The teacher done this cycle based on the reflection of first cycle with the English teacher.

On previous cycle, students still made some mistake in their descriptive text writing composition. So that in this activity the teaching learning process was focused to overcome the students' difficulties or errors that were found in previous cycle. Teacher gave input to students about how to write a good descriptive text.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, the teacher greeted students. They also greeted her. Then, teacher began the lesson by discussed the last activity with students. Then, he started the lesson by asking some students about the language features of descriptive text, especially noun phrase. Some of them still confuse how to arrange a good sentence. For example: when the teacher asked them to translate some word, such as ''saya punya kamus tebal berwarna hijau'' some of them were translated by ''I have dictionary thin the color green''. Based on the fact, the teacher explained how to make good sentence especially in arranging some words. Then the teacher explained how to arrange and compose descriptive text appropriately, effectively, and accurately. Students were expected to be active in the lesson by asking and discussing about their latest test that they have done. By doing this strategy, students were expected to be more understood and confidence which; the social function, generic structure and language features of descriptive text. By this way, she found that most of students understood enough with the material; even some of them got unsatisfied score on the previous cycle. Teacher was also motivating them to be more confident in writing English text, especially descriptive text

When it was finished, the teacher told to the students that we would play Bits and Pieces game again. Suddenly some of students became noise. Teacher asked them to work in group to arrange the stripping pictures. At the time teacher became confuse because each group was noise, so he tried to manage the class well. Then the teacher divided class to be 5 groups before playing Bits and Pieces game. Then she

distributed stripping pictures and Bits and Pieces paper for every group. Then the teacher explained the role of playing Bits and Pieces game from the second cycle. After finished, she checked these groups one by one. They have finished practicing for about 10 minutes. After 10 minutes left, actually each group has finished the game. Then teacher got the winner of this game. The winner was ''grape group'', directly she gave instruction to students, to describe the picture in writing for about 25 minutes. And they looked very enthusiasm to do the assignment together with their own group. And the last, every student has to collect their work to teacher. There was significant improvement in this cycle; it could be seen from the result of the test below:

Table 3. 1

Students' Score of Second Cycle

No	Students' Code	Item Analysis					Σ
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	N-01	17	12	10	11	2	52
2	N-02	19	13	12	13	3	60
3	N-03	21	13	13	10	3	60
4	N-04	19	13	13	12	3	60
5	N-05	19	13	13	12	3	60
6	N-06	26	15	17	12	4	74
7	N-07	17	13	13	14	3	60
8	N-08	19	13	13	12	3	60
9	N-09	20	13	13	11	2	60
10	N-10	21	16	12	10	3	62
11	N-11	Out	Out	Out	Out	Out	Out
12	N-12	17	14	14	17	3	65
13	N-13	21	13	13	10	3	60
14	N-14	13	9	9	10	3	44
15	N-15	18	12	10	10	2	52
16	N-16	17	10	11	10	2	50
17	N-17	18	9	9	10	2	48
18	N-18	20	13	13	12	3	61
19	N-19	22	14	14	17	4	71
20	N-20	19	13	13	12	2	60

21	N-21	16	13	12	17	3	61
22	N-22	21	13	13	10	3	60
23	N-23	23	13	10	13	2	61
24	N-24	26	17	17	19	4	83
25	N-25	20	13	10	17	3	63
26	N-26	21	13	12	13	3	62
Total Score		1532					
Mean		63,83					

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result: $\dfrac{\text{The total of students score}}{\text{The Number of students}} X 100\%$

Table 3. 2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	1	4%	Excellent
2	61 - 80	9	36%	Good
3	41 - 60	15	60 %	Fair
4	21 - 40	-	-	Less
5	0 - 20	-	-	Poor
		25	100%	

From the data above there was 1 or 4 % of 25 students got excellent grade. There were 9 or 36 % of 25 students got good grade, and 15 or 60% of 25 students got fair grade. To know the mean score of result of tests researcher calculated the mean of test as follow:

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

Explanation:

M = The average of students' score

$\sum X$ = Total students' score was 1532.

N = Total of students was 25.

The computation of the average score was follow:

$$\frac{1532}{25}$$

$$= 63.83$$

The result of students' average result was better than before. Although, there were some students got score close to standard of minimum score. It means that were improvements for the students' ability in writing descriptive text. Almost all of students' score could achieve the standard score. But there were 5 students had not achieved it. So the researcher decided to continue the research to the next cycle. In this cycle the problems were faced by the researcher and the teacher were some of the students' made noise and some students were still confused to arrange word order. So in the next cycle the researcher had to give more explanation clearly and asked students to more pay attention.

3. Third Cycle

The last process of this research was third cycle. The observation of this cycle was conducted on Wednesday, 16th 2011. This activity was done based on the reflection of the second cycle and was done just like the previous one that was teaching and learning process of descriptive text writing using Bits and Pieces game.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, as usually the teacher greeted students as sign that the lesson will be began. Students were enthusiasm to respond teacher's greeting.

In this cycle, the teacher reviewed all of material which has been taught from the first cycle up to the latest or second cycle. This was because the students' understanding is crucial before they did a last test.

After that, teacher divided class to five groups, every group consist of five students. Then the teacher distributed stripping pictures and Bits and Pieces paper to them. And he divided five space on the blackboard; first space named by Apple, then Banana in the second space, Grape, Orange and Strawberry in other space. Then teacher explained about the rule of Bits and Pieces for the third meting. This rule is similar with previous. When they play the game, the researcher and English teacher went around to observe their act and to check their answer.

After finished, students back to their seat, because teacher asked students do their written individually. The procedure of doing the test was the same as previous one. The time allocation given for doing the test was 25 minutes. The test ran smoothly, while students were doing the test; they were looked serious.

Then, after it was finished, the researcher analyzed students' worksheet. In the researcher analysis of students worksheet in this cycle, he found that were improvements on their ability in writing descriptive text. Some mistake at previous cycle, now become solved and almost of them were disappear in this cycle. It showed from their writing scores that can be seen in the table below:

Table 4. 1

Students' Score of Third Cycle

No	Students' Code	Item Analysis					Σ
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	N-01	19	13	14	15	3	64
2	N-02	25	16	17	11	4	73
3	N-03	22	13	12	18	4	69
4	N-04	22	11	14	17	3	67
5	N-05	17	10	17	21	2	67
6	N-06	26	15	17	21	4	83
7	N-07	26	19	17	19	3	84
8	N-08	20	13	13	13	3	62
9	N-09	21	13	13	12	2	61
10	N-10	24	17	14	15	4	74
11	N-11	Out	Out	Out	Out	Out	Out
12	N-12	19	12	13	12	4	60
13	N-13	24	16	15	18	3	76
14	N-14	23	13	11	10	3	60
15	N-15	18	13	14	12	3	60
16	N-16	15	11	10	12	3	51
17	N-17	16	9	9	10	2	37
18	N-18	20	13	14	11	3	61
19	N-19	20	13	12	12	3	60
20	N-20	22	13	12	14	3	64
21	N-21	19	13	13	11	4	60
22	N-22	21	13	12	13	3	61
23	N-23	26	15	13	10	3	67
24	N-24	23	13	17	21	4	78
25	N-25	18	14	13	12	3	60
26	N-26	26	16	14	18	4	78
Total Score		1637					
Mean		65,48					

Then from the result above, researcher classified the score by using formula same previous research. The purpose was to know how many students reached the result of study. The result was below:

Table. 4.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	2	8%	Excellent
2	61 - 80	15	60%	Good
3	41 - 60	7	28%	Fair
4	21 - 40	1	4%	Less
5	0 - 20	-	-	Poor
		25	100%	

From the table above, the result of student score increased significantly. There were 2 or 8% of 25 students got excellent grade, 15 or 60% of 25 students got good grade, 7 or 28% of 25 students got fair and 1 or 4 % of 25 students got fair grade. Then researcher calculate the average (mean) of the score as below:

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

Explanation:

M = Mean

$\sum$ X = Total students' score was 1637

N = total of students was 25

The computation of the average score was follow:

$$\frac{1637}{25}$$

$$= 65.48$$

From the researcher's analysis, it shows that the average of students' test result of third cycle was 65.48. It means that the students score in this cycle could be categorized increased. In this cycle, the students' improvement of writing descriptive text was improved in language use and content. The teacher and the researcher concluded that students' ability in writing descriptive text were improve after being given treatment using Bits and Pieces game. They were also being enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some of students who asked questions and responded questions were increased, they were serious in making effort to write. The teacher and researcher decided to stop this cycle, because they concluded that students' ability in writing descriptive text was improved cycle by cycle from the first cycle to the third cycle.

B. The Students' Activeness During Teaching and Learning Writing Descriptive Text

The teacher and the researcher observed students' activity from beginning until the ending of teaching and learning writing descriptive text. They decided to use observation checklist to observe students' activity. The results of students' activeness from pre cycle to third cycle can be seen in the table below:

1. Students' Activeness of Pre Cycle

        The students' activeness of this cycle was not followed by using Bits and Pieces game. The teacher only explained the material without using any media when teaching and learning process. The result of students' activeness can be seen in the appendix 8.

Table. 5. 1

Students' Activeness of Pre Cycle

No	Name	%	Category
1	Aisy Rezki Adibti	25%	Little
2	Arum Tyas Pakarting I	54%	Good
3	Dewi Nopiawati	29%	Enough
4	Dini Cahya Charunnisa	33%	Enough
5	Eka Hariyanti Putri	25%	Little
6	Evita Maharani Dewi	33%	Enough
7	Febrian Restu Setiani	38%	Enough
8	Fifi Royan Kamelia		Absent
9	Ghina Al-Hani		Absent
10	Haliza Ummu Najibah	42%	Enough
11	Herdianti Anggoro Kasih		Out
12	Indana Zulfa	50%	Enough
13	Intan Nahdiyyah A S	46%	Enough
14	Intan Putri Perdani		Sick
15	Kiki Nur Fadillah	38%	Enough
16	Lia Wulandari	42%	Enough
17	Leli Asmaul Husna	42%	Enough
18	Mahda Ayu Nur Fitria	54%	Good
19	Nabella Bahitta		Sick
20	Nida Ash 'ary	29%	Enough

21	Nor Kaidah Fitriyani	33%	Enough
22	Nur Azizah	29%	Enough
23	Nurul Istikhoroh	38%	Enough
24	Putri Amanah Nur Sofa	63%	Good
25	Rina Aulia	38%	Enough
26	Titin Lely Setyawati	54%	Good
	Total Score	835%	
	Mean	39,76%	Little

Then from the result above, researcher categorized the score. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:
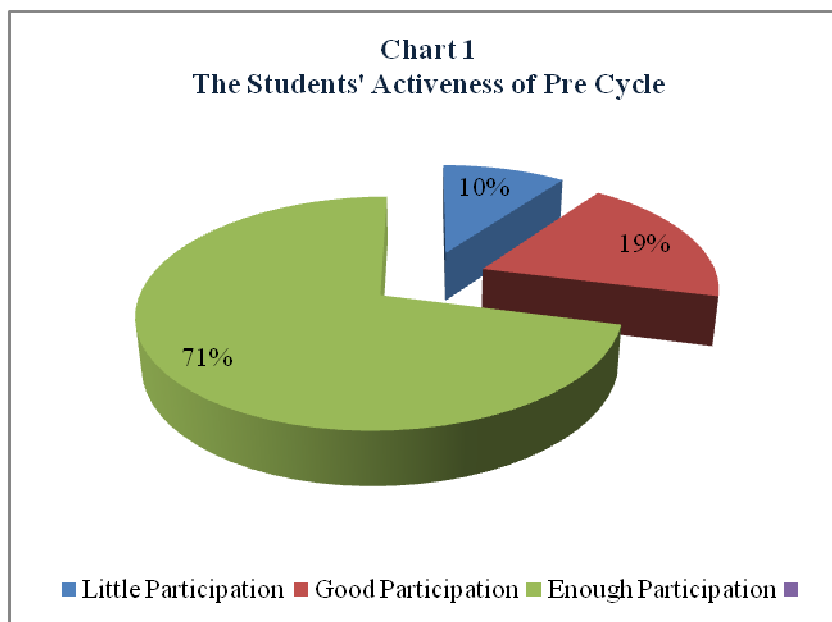
From the chart above can be concluded that during conducting pre cycle there were 10% students got little participation, 19% students got good participation and 71% students got enough participation.

Then from the result above the researcher calculated the mean of students' activeness used this formula:

$$\text{The average of the student participation}: \frac{\text{total of the Percentage}}{\text{number of students}} \text{x 100\%}$$

$$: \frac{835\%}{21} \text{ x 100\%}$$

$$: 39.76\%$$

The mean of students' activity during pre cycle was 39.76%. It means that students' participation was little. So the researcher implemented Bits and Pieces Game to improve students' activities and enthusiasm during the teaching learning process.

2. Students' Activeness of First Cycle

The students' activeness of the first till the third cycle was followed by using Bits and Pieces game. The teacher applied Bits and Pieces game in teaching and learning of writing descriptive text. The students' activeness result of this cycle can be seen in the appendix 9.

Table. 5. 2

Students' Activeness of First Cycle

No	Name	%	Category
1	Aisy Rezki Adibti	63%	Good
2	Arum Tyas P	88%	Excellent
3	Dewi Nopiawati	79%	Excellent
4	Dini Cahya C	67%	Good
5	Eka Hariyanti P	75%	Good
6	Evita Maharani D	54%	Good
7	Febrian Restu S	63%	Good
8	Fifi Royan K	83%	Excellent

9	Ghina Al-Hani	71%	Good
10	Haliza Ummu N	83%	Excellent
11	Herdianti Anggoro K		Out
12	Indana Zulfa	71%	Good
13	Intan Nahdiyyah	75%	Good
14	Intan Putri Perdani	67%	Good
15	Kiki Nur Fadillah	58%	Good
16	Lia Wulandari	54%	Good
17	Leli Asmaul H		Absent
18	Mahda Ayu Nur F	92%	Excellent
19	Nabella Bahitta	92%	Excellent
20	Nida Ash ary	54%	Good
21	Nor Kaidah F	63%	Good
22	Nur Azizah	79%	Excellent
23	Nurul Istikhoroh	58%	Good
24	Putri Amanah N S	92%	Excellent
25	Rina Aulia	67%	Good
26	Titin Lely S	92%	Excellent
	Total Score	1740	
	Mean	72,5%	Enough

Then from the result above, researcher categorized. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:

Chart 2
The Students' Activeness of First Cycle

38%

62%

■ Good Participation
■ Excellent
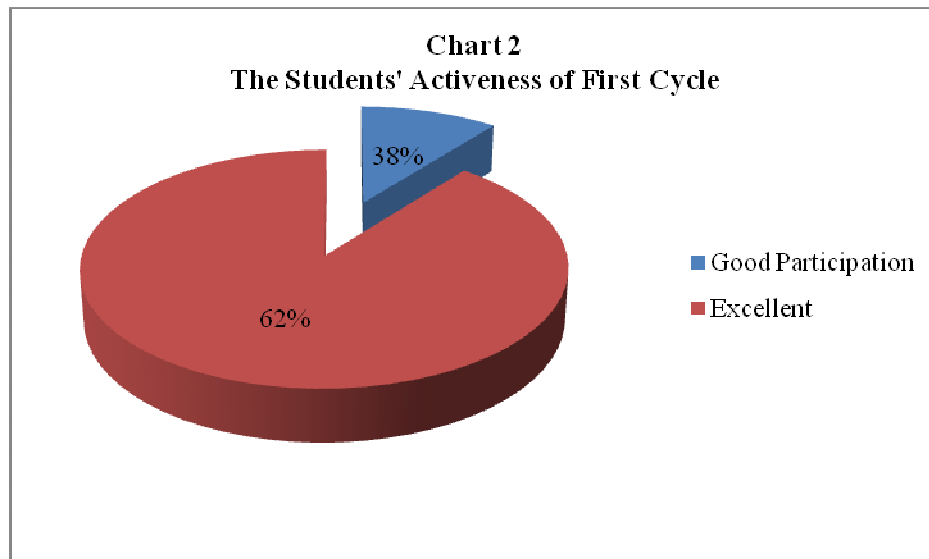
From the chart above can be concluded that during conducting first cycle there were 38% students got good participation and 62% students got enough participation.

Then from the result above the researcher calculated the mean of students' activeness used this formula:

$$\text{The average of the student participation} : \frac{\text{total of the Percentage}}{\text{number of students}} \text{ x } 100\%$$

$$: \frac{1740}{24} \text{ x } 100\%$$

$$: 72.5\%$$

The mean of students' activity during pre cycle was 72.5%. It means that students' participation was enough.

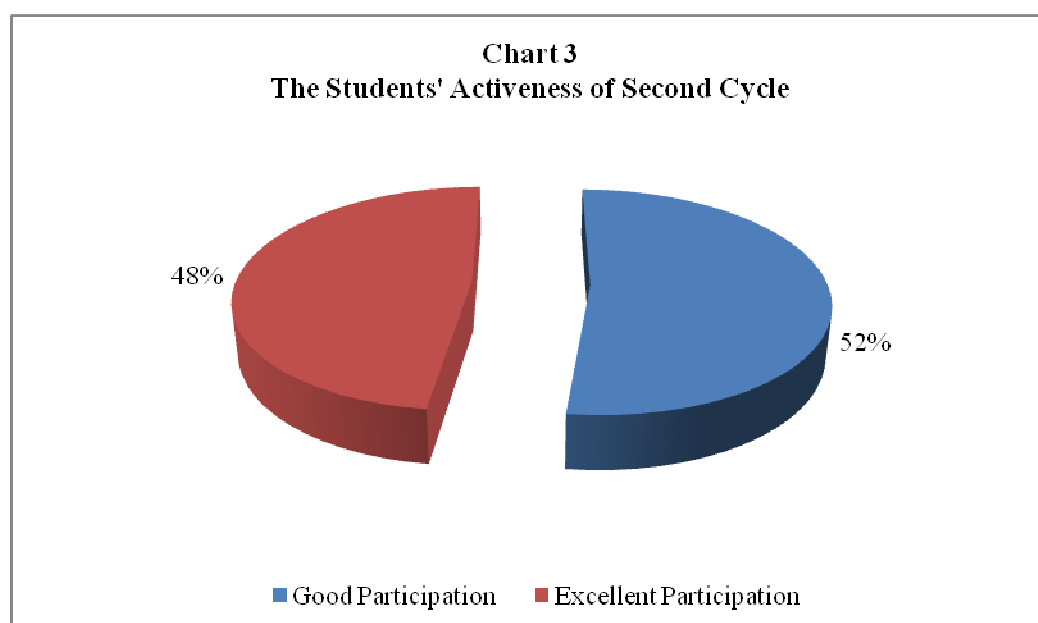3. Students' Activeness of Second Cycle

The students' activeness result of this cycle can be seen in the appendix 10.

Table. 5. 3

Students' Activeness of Second Cycle

No	Name	%	Category
1	Aisy Rezki Adibti	75%	Good
2	Arum Tyas P	92%	Excellent
3	Dewi Nopiawati	92%	Excellent
4	Dini Cahya C	83%	Excellent
5	Eka Hariyanti Putri	75%	Good
6	Evita Maharani D	79%	Excellent
7	Febrian Restu S	71%	Good
8	Fifi Royan Kamelia	75%	Good
9	Ghina Al-Hani	83%	Excellent
10	Haliza Ummu N	75%	Good
11	Herdianti A K		Out
12	Indana Zulfa	92%	Excellent
13	Intan Nahdiyyah A	83%	Excellent
14	Intan Putri Perdani	75%	Good
15	Kiki Nur Fadillah	83%	Excellent
16	Lia Wulandari	75%	Good
17	Leli Asmaul Husna	58%	Good
18	Mahda Ayu Nur F	92%	Excellent
19	Nabella Bahitta	92%	Excellent
20	Nida Ash ary	75%	Good

21	Nor Kaidah F	75%	Good
22	Nur Azizah	75%	Good
23	Nurul Istikhoroh	75%	Good
24	Putri Amanah Nur S	96%	Excellent
25	Rina Aulia	92%	Excellent
26	Titin Lely S	75%	Good
	Total Score	2013	
	Mean	80%	Excellent

Then from the result above, researcher categorized. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:

Chart 3
The Students' Activeness of Second Cycle

From the chart above can be concluded that during conducting pre cycle there were 52% students got good participation and 48% students got excellent participation.

Then from the result above the researcher calculated the mean of students' activeness used this formula:

$$\text{The average of the student participation}: \frac{\text{total of the Percentage}}{\text{number of students}} \times 100\%$$

$$: \frac{2013}{25} \times 100\%$$

$$: 80\%$$

The mean of students' activity during pre cycle was 80%. It means that students' participation was excellent.

4. Students' Activeness of Third Cycle

The students' activeness result of this cycle can be seen in the appendix 11.

Table. 5. 4

Students' Activeness of Third Cycle

No	Name	%	Category
1	Aisy Rezki Adibti	75%	Good
2	Arum Tyas P I	100%	Excellent
3	Dewi Nopiawati	79%	Excellent
4	Dini Cahya C	79%	Excellent
5	Eka Hariyanti Putri	83%	Excellent
6	Evita Maharani D	96%	Excellent
7	Febrian Restu S	96%	Excellent
8	Fifi Royan Kamelia	75%	Good

9	Ghina Al-Hani	83%	Excellent
10	Haliza Ummu N	71%	Good
11	Herdianti Anggoro		Out
12	Indana Zulfa	92%	Excellent
13	Intan Nahdiyyah A	79%	Excellent
14	Intan Putri Perdani	71%	Good
15	Kiki Nur Fadillah	63%	Good
16	Lia Wulandari	83%	Excellent
17	Leli Asmaul Husna	75%	Good
18	Mahda Ayu Nur F	92%	Excellent
19	Nabella Bahitta	96%	Excellent
20	Nida Ash ary	71%	Good
21	Nor Kaidah F	75%	Good
22	Nur Azizah	71%	Good
23	Nurul Istikhoroh	79%	Excellent
24	Putri Amanah Nur S	100%	Excellent
25	Rina Aulia	92%	Excellent
26	Titin Lely S	100%	Excellent
	Total Score	2076	
	Mean	83,04%	

Then from the result above, researcher categorized. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:

Chart 4
The Students' Activeness of Third Cycle
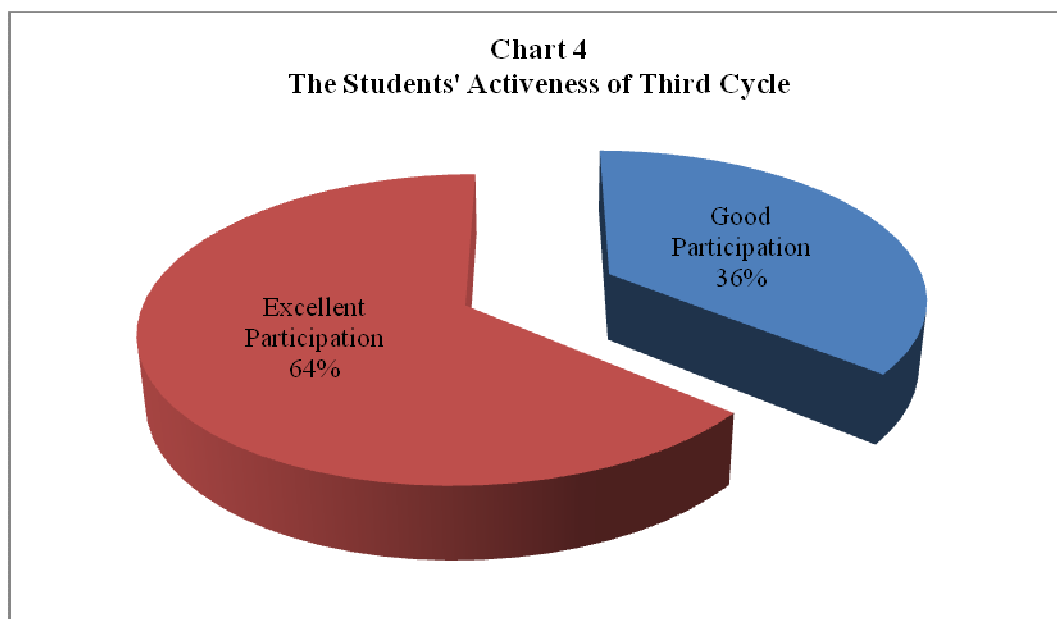
From the chart above can be concluded that during conducting pre cycle there were 36% students got good participation and 64% students got excellent participation.

Then from the result above the researcher calculated the mean of students' activeness used this formula:

$$\text{The average of the student participation}: \frac{\text{total of the Percentage}}{\text{number of students}} \times 100\%$$

$$: \frac{2076}{25} \times 100\%$$

$$: 83.04\%$$

The mean of students' activity during pre cycle was 80%. It means that students' participation was excellent.

C. Discussion

After the researcher implemented the use of Bits and Pieces game in teaching writing descriptive text, she got the data from each cycle. It was

analyzed in each cycle, and then the researcher got the result of the classroom action research. The result of research shows that there was significant improvement of students' ability in writing descriptive text after taught using Bits and Pieces game. It can be seen from the result of the test from the first cycle up to third cycle.
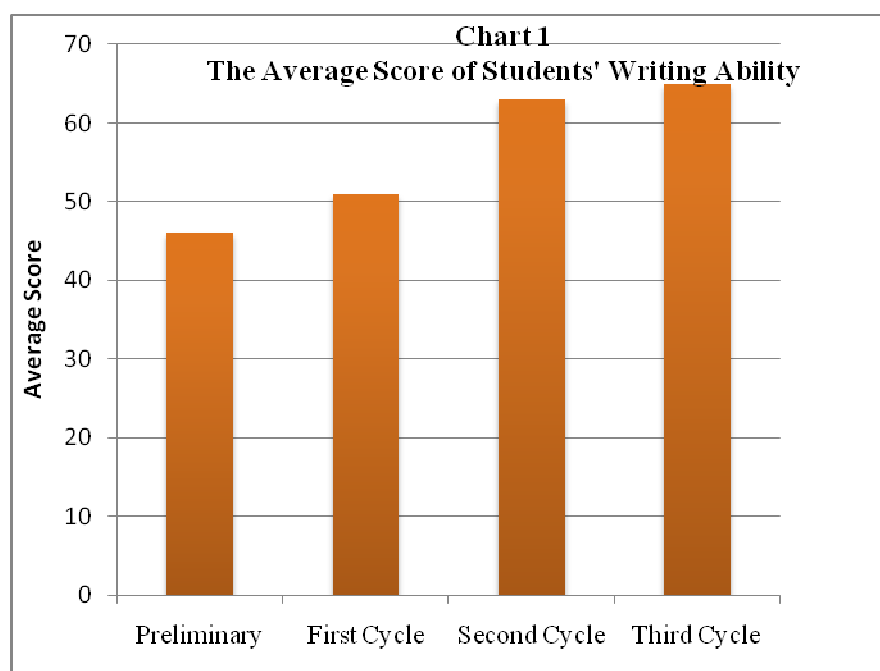
Thus, from the chart above we can see that there is improvement of students' ability in writing descriptive text cycle by cycle.

There were also improvements in students' activities after following by using Bits and Pieces game. It can be seen in the chart below:

Chart 2
The Students' Activeness
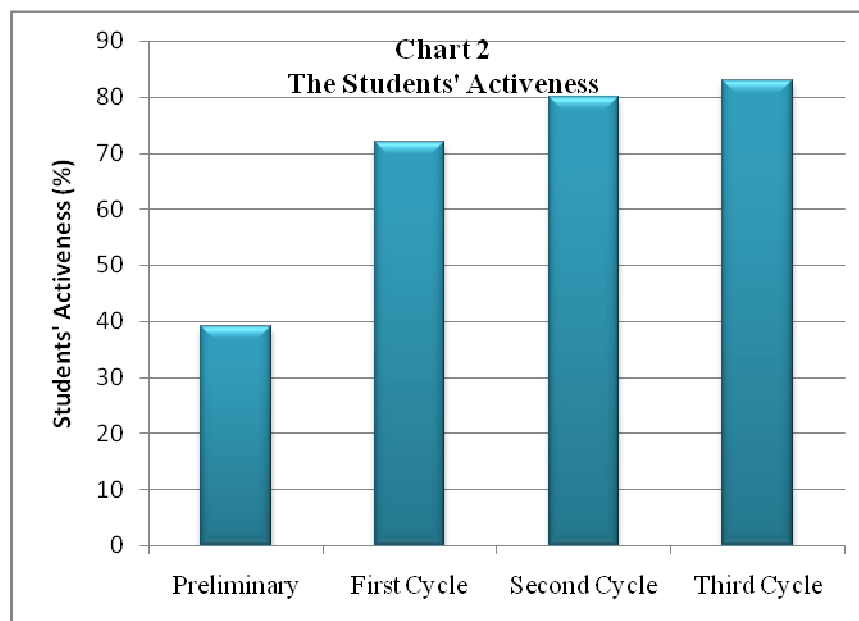
There were many factors that influenced the result of study. One of the factors was teaching aid or media used in teaching. If a teacher employs an appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. Based on the test result that had been done, it can be described that using Bits and Pieces game as a teaching aid in the process of learning English at VIIC students' of MTs Darul Mujahadah Prupuk-Margasari-Tegal could improve students' ability in writing descriptive text. Actually, learning with the use of Bits and Pieces game is only limited by students' imagination. It is possible to use Bits and Pieces game in teaching writing descriptive text and moreover almost any skill such as listening and speaking. Bits and Pieces game stimulates students' mind and is one way of encouraging creativity by involving the sense.

The use of appropriate teaching aid made students easy to understand procedure text material that is delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of descriptive text such as special place or special person or something that would be describe, using Bits and Pieces game which is provided by the

teacher from surrounding environment. Students can understand the process or steps in writing descriptive text clearly and systematically.

Thus, in fact Bits and Pieces game is an effective aid to improve students' writing skill on descriptive text.