CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Result of Study
1. The Implementation of Draw The Bank Robber Game

This research was conducted with the classroom action research, it consisted of two cycles. Before during the first cycle, the researcher did pre-cycle to know the ability of students writing descriptive text before they were given treatment, it was conducted on 9th October 2015. The cycle was conduction on one two meeting. The first meeting of cycle 1 was held on 16th October 2015, and then on 17rd October 2015 was hold of second meeting of cycle 2. In two chapter above, the teacher not only gave treatment and games but also hold evaluation test to measure the degrees of ability students in writing descriptive text.

Before conducting the study, the researcher pre-observed the situation of the classroom and shared with Mr. Moch. Yulih Fairdiyan as the English teacher of eighth grade students of MTs Al Khoiriyyah Semarang. He said that the students of eighth grade still poor on ability in writing especially in writing descriptive text, because the motivation of students to learn English was poor.

After observing the class situation, the researcher prepared the instrument that would be used in teaching

learning process. The researcher prepared the material and arranged the lesson plan. The material was taken from "Let's Talk" book published by Pakar Raya. Besides that the researcher also prepared the game, checklist for observed the students' activity, group of students.

B. Description and Analysis

1. The Effectiveness of Using Draw The Bank Robber Game

In connection with the data analysis, the researcher applied the preliminary research and cycle 1, 2 to make the results of the students' achievement interpretable and readable.

a. Preliminary Research

Preliminary research was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing descriptive text before they were given treatment through by draw the bank robber game. Pre-test conducted on 8th October 2015.

In this activity, the researcher was doing teaching practice as usual. The teacher explained about descriptive text including; the definition, generic structure, and lexicogrammatical features, then he gave the examples of descriptive text. In the pre-test, the students were asked to write a descriptive text according to their imagination. In this case, the teacher asked students to imagine someone in their memory. They answered their family such as mother,

father, brother, etc. the purpose of this activity was to measure the students' ability in writing descriptive text.

After that, the students were given a test by asking them to write a descriptive text based on the theme. Based on the result of writing test, most of students had difficulties in organizing the words grammatically and several students cheated other student's work. Besides, they often asked about vocabularies to the teacher and consumed much time only to think the words that would be written. The test was followed by 29 students as the participants of the study. The purpose of test was to measure the students' descriptive text writing skill.

After finishing the writing, the teacher asked them to collect their writing result. Most of them said that writing is very difficult, because they had to imagine the thing that would be written. Besides that, they got difficulties in translating the Indonesia words to English. To diagnose the preliminary research activity, the researcher used observation's checklist to identify the students and teacher's condition during the teaching-learning process. The analyses of the observations were as follow:

Table 4.1

Students' participation in the preliminary research

No.	Indicators	Check list					Total score
		1	2	3	4	5	
1.	Students attendance					V	5
2.	The students are enthusiast in listening to teacher explanation of descriptive text		V				2
3.	The students show seriously by asking the question		V				2
4.	The students are enthusiastic in responding teacher question		V				2
5.	The students are active in the group		V				2
6.	The students are enthusiastic in the game			V			3
7.	The students pay attention to English game			V			3
	Total score		8	6		5	19

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

In the observation of preliminary research, the researcher used formula based on the Sujana stated in his book *Penelitian Tindakan Kelas* which was taken by Rosma through her book *Model Penelitian Tindakan Kelas*, the formula was as follow:

$$P = \frac{X}{X_i} \times 100\%$$

P = Percentage of the score.

X = Total score

Xi = Score maximum.[1]

The observation's score of preliminary research about the students' participation in teaching and learning process can be explained clearly as below:

$$Score = \frac{TotalScore}{MaximalScore} \times 100\%$$

$$Score = \frac{19}{35} \times 100\%$$

$$= 54\%$$

[1] Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94.

Based on the result of observation, the preliminary research had percentage 54%. it can be concluded that in preliminary research only half of the students were active to ask the teacher and enthusiastic in joining the class, a half students were passive during the lesson and they needed more attention from the teacher in the teaching-learning process. Not all of the students pay attention to the teacher explanation. The teacher only gave explanation about material of descriptive text and how to write it unclearly. The teacher also asked some vocabularies to the students related to example of descriptive text, but in this activity showed passive and less. The condition could be seen during the teaching-learning process taken place.

From the condition, it meant that most of students didn't understand enough the material of descriptive text, because the students still felt difficult to answer and respond the teacher questions and explanation. The students were not brave enough to ask question if they hadn't understood yet, precisely the students asked and talked to other friend. So, the class looked crowded and noisy. The students did not gave the maximum response, especially students who sat in the backside of the class. Then, when they were asked to do the task (in this case is to write a descriptive text) they were confused and didn't understand the teacher's instruction.

Table 4.2

Observation of the teacher's performance in the preliminary research

No	Indicators	Score
1	Explaining the objectives and motivation:	
	• Introducing and explaining the material.	3
	• Motivating and stimulating students to have an interest in writing.	2
2	Capable in managing and organizing the class.	4
3	Helping the students in doing task: Guiding the students in process of making descriptive writing.	3
4	Giving instruction to the students clearly.	4
5	Giving an understanding and stimulus:	
	• Giving students chance to ask and answer a question.	3
	• Giving students chance to express their idea and opinion about descriptive text.	3
6	Guiding students in making a conclusion of descriptive text.	3
7	Giving conclusion of descriptive text material.	3
8	Doing evaluation of the material.	3
	Total	31
	Percentage	62%
	Category	Enough

Note:

1 = Very low

   The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

   The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The formula of teacher performance's observation was the same as students' activeness' observation. The formula was as follow:

$$P = \frac{X}{X_i} \times 100\%$$

P = Percentage of the score.

X = Total score

Xi = Score maximum.[2]

The computation of the observation's score could be explained based on the result below:

$$Score = \frac{TotalScore}{MaximalScore} \times 100\%$$

$$Score = \frac{31}{50} \times 100\%$$

$$= 62\%$$

[2] Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94.

From the observation of preliminary research, it showed that the percentage of teacher's performance in teaching-learning process was 62%. It meant that teacher needed more technique or method creatively in teaching-learning process, in order to make the students interested with his teaching. In the preliminary research activity, the teacher was directly explained the material without motivated and gave stimulation related to the material to the students.

The students seen bored and didn't pay attention enough to the teacher's explanation, even they talked with other friend. It because the teacher only explained the material by using speech method. So, the class became looked very noisy in teaching-learning process and made the teacher was a little bit difficulties to manage the class. The condition made the students confused and didn't understand enough the material. It can be seen when they couldn't answer the teacher's question. So, the teaching-learning process was not communicative between the teacher and students.

The researcher had seen the problems faced in the activity during teaching-learning process. So, the researcher intended to use draw the bank robber game as one of method in order to help the teacher in teaching the material effectively through next activity.

After finishing the writing, the teacher asked them to collect their writing result. Most of them said that writing is

very difficult, because they had to imagine thing that would be written beside that they got difficulties in translating the Indonesia words to English. After implementing test, the researcher examined the answer sheet and finds the result. The result of test can be seen in the following table:

Table 4.3
The result students 'score's in preliminary research

No	Students' code	Score
1	S-1	65
2	S-2	70
3	S-3	65
4	S-4	60
5	S-5	70
6	S-6	50
7	S-7	50
8	S-8	60
9	S-9	70
10	S-10	50
11	S-11	60
12	S-12	60
13	S-13	60
14	S-14	50
15	S-15	65
16	S-16	65
17	S-17	65
18	S-18	55
19	S-19	55
20	S-20	55
21	S-21	65
22	S-22	60
Total		**1330**
Mean		**63**

After the data had been analyzed, the researcher calculated the mean to know the students' score and the achievement of study. The researcher, then used the formula was as follow:

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

Note:

M = The mean of students' score.

$\sum$x = Total score.

N = The number of students.[3]

From the explanation of formula in looking for the mean of students' score, it can be counted is as follow:

$$Mean\ of\ students'score = \frac{TotalScore}{Numberofstudents}$$

$$Meano\ f\ students'score = \frac{1310}{21}$$

$$= \ 63$$

The calculation result showed that the average of students' score of preliminary research was 63. From the result of students' score showed that students' mastery of descriptive text writing was bad. It meant that the activity of preliminary research was not satisfactory, because the students who got good mark (reached the KKM) only 3 students from 22 student.

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[3] Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2010), p. 81

Most of students' score were still far from the minimum of standard score (KKM) , it was 70.

After the activity and the preliminary research conducted, the researcher was aware that most of students in VIII B class still had difficulties to write a descriptive text. The problems of descriptive text writing in this meeting were the aspect of content like developing the topic, language use and the mechanic. Then, the most of students in eighth class were also still had difficulties to mention what suitable vocabularies to be written based on the theme and makes it into good sentences. Some of the students also sometimes cheated other students' work.

After analyzing the condition of students and the result of preliminary research, hence the researcher intended to use task-based learning through discussion method in the next activity to make students interest and enjoy to learn descriptive text writing toward cycle 1.

b. **The First Cycle**

The activity of cycle 1 was conducted on January 20th, 2014. This classroom action research in conducting the treatment never apart from four steps they are planning, action, observation, and reflection. So, after the researcher did the planning, action, and observation. The researcher with collaborator or English teacher did a reflection to do next actions by using draw the bank robber game to improve

students' descriptive text writing. The activities of the first cycle consist of some steps as below:

1) Planning

In planning step, the teacher prepared the teaching learning design, such as, arranging plan based on the teaching material. Then he prepared the teaching learning process resources, such as, the materials, the game (key word), the observation sheets and test evaluation. The last stage, the teacher prepared present list in order to know students' activeness in joining teaching learning process by using draw the bank robber game.

2) Action

In this step, teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, teacher explained about descriptive text, after that the teacher asked three students to come forward and write the key words on the white board. The key words were dictated by teacher and discussed its meaning in the class together. After three students had finished writing the key word, teacher pronounced those words and discussed the meaning, then asked students (in pair) to arrange those words in paragraph, in this section each pair finished doing the work, the teacher asked students to collect their work and evaluated than informed the best pair. Finally, the teacher did evaluation for first cycle individually.

3) Observation

        The researcher observed the activity of students' descriptive text writing by using observation checklist, evaluated the results, collected the data and monitored the teaching learning process. It used to find out how the extension of the action result in reaching the objective had been established. The step were as follow:

a) The researcher observed the students' participation and teacher's performance in teaching learning process in order to know the improvement of students descriptive text writing by using draw the bank robber game.

b) The researcher observed the students achievement in descriptive text writing through test to know the influence of using draw the bank robber game.

        Based on the observation in cycle 1, it could be seen that most of the students were brave enough than previous meeting in asking questions to the teacher when they didn't know. Nevertheless, it made the class a little bit crowded because one by one of students spontaneously asked to the teacher.

        In group discussion, not all of the students gave opinion and contributed their idea in writing descriptive text. Even, there was a group that still joked and chatted in doing the discussion. In addition, there were several of the students still confused the teacher's instructions when

doing discussion. Even tough, there were many improvements in every side of the activity such as the increase of students score in writing test, students' participation, and the teacher performance.The analyses of the observations were as follow:

Table 4.4
Students' participation in the cycle 1

No	Indicators	Score
1	The students concern toward teacher's explanation of descriptive text.	4
2	The students are enthusiastic in responding teacher's question.	3
3	The students ask question to the teacher to clarify understanding.	3
4	The students work together in a group to make a descriptive writing.	3
5	The students concentrate in doing their group work	3
6	The students discuss and share in process of making the descriptive writing in their group.	2
7	The students actively express their ideas in discussion.	3
8	Every student gives contribution to express opinion in the group work.	2
	Total	23
	Percentage	57%
	Category	Enough

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The score on the table above was calculated based on the formula as follow:

$$Score = \frac{TotalScore}{MaximalScore} \times 100\%$$

$$Score = \frac{23}{40} \times 100\%$$

$$= 57\%$$

Table 4.5

Observation of the teacher's performance in the cycle 1

No	Indicators	Score
1	Explaining the objectives and motivation: a. Introducing and explaining the material of descriptive text	3
	b. Motivating and stimulating students to have an interest in writing.	3

2	Capable in managing and organizing the class into group of discussion.	3
3	Helping the groups in doing task: Guiding the process of discussion in solving the problems of making descriptive writing in group.	3
4	Giving instruction the procedures of using draw the bank robber game.	3
5	Giving an understanding and stimulus: a. Giving students chance to ask and answer a question. b. Giving students chance to express their idea and opinion about descriptive text.	3 4
6	Guiding students in making a conclusion of their group work.	3
7	Giving conclusion of descriptive text material.	3
8	Group and individual evaluation: a. Doing group evaluation b. Doing individual evaluation	4 4
	Total	39
	Percentage	70%
	Category	Good

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The researcher used the same formula as the previous observation, the formula was as below:

$$Score = \frac{TotalScore}{MaximalScore} \times 100\%$$

$$Score = \frac{39}{55} \times 100\%$$

$$= 70\%$$

The result of teachers 'performance in teaching descriptive text writing was 70%. It could be concluded that by draw the bank robber game as a method in teaching descriptive text writing, teacher could manage the class well and explain the material more interesting than before. He could give the materials communicatively with the students, and teacher was seen well confident in teaching descriptive text writing using this method. Based on the result, it could be

said that the use of draw the bank robber game, teacher showed good performance in the teaching.

After doing the writing test, the researcher examined the work sheet and found the result.

Table 4.6
The students' score in the cycle 1

No	Students' code	Score
1	S-1	82
2	S-2	76
3	S-3	88
4	S-4	73
5	S-5	82
6	S-6	76
7	S-7	88
8	S-8	73
9	S-9	82
10	S-10	76
11	S-11	88
12	S-12	88
13	S-13	76
14	S-14	82
15	S-15	73
16	S-16	72
17	S-17	73
18	S-18	73
19	S-19	72
20	S-20	72
21	S-21	72
22	S-22	72
Total		**1709**
Mean		**77**

From the result above, the researcher calculated the percentage of students' mastery of descriptive text writing in the cycle 1, it meant that many students still need more practice. So, the researcher and collaborator needed to do next action.

After the percentage of students' mastery on descriptive text writing calculated, then the researcher calculated the average of students' score in writing test by using the same formula as the previous research.

$$Mean = \frac{Total Score}{Number of students}$$

$$Mean = \frac{1709}{22}$$

$$= 77$$

The researcher's analysis showed that the average of students' score of the first cycle was 77. The highest score was 88 and the lowest score was 72.

From the analysis, the average of the students' score was 72. There not so bad reason in this cycle. The researcher decided to conduct the next cycle and the teacher intended to give better explanation, good technique and new theme to them. The problems faced in this cycle were in language used again. There were several students were still wrong in grammar, the use of articles and preposition. Some of the students also still hadn't understood yet the tense used in descriptive text.

The analysis above showed that the result of the first cycle was better than previous one. There was more improvement in this cycle although it was step by step.

4) Reflecting

Based on the observation above, teacher and researcher needed to do some improvements such as follows:

a) Teacher should explained the material and instructions clearly and louder so that, the students could understand the material and instructions without asking anymore.

b) Managing the class in teaching learning process by an appropriate way.

c) Managing the time so that the teacher could review the material and students were also had more time to do writing descriptive text.

d) Giving guidance to the group discussion in order to know their problems faced and they could cooperate well.

e) Guiding the students in process of making descriptive writing individually.

f) Analyzing the data to repair the next cycle.

g) Making a temporarily conclusion for classroom action research in cycle 1.

c. The Second Cycle

The second cycle was done based on the result of reflection from the first cycle. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality.

Cycle II was done on Sunday, October 17th2015. The steps that ware done by the researcher in the cycle II were:

1) Planning
   a) Arranging the lesson plan based on the teaching material
   b) Improving the teaching strategy.
   c) Preparing the teaching aid (instrument of draw the bank robber game).
   d) Preparing the sheets of observation.

2) Acting

In this step, what had been planned in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planned by the teacher.

The scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II was done improvements that had not complete in the cycle I. the activities in teaching learning process are:

a) Teacher explains about material, although it had been explained on the day before.

b) The teacher asked the students about their problems on the previous lesson.

c) The teacher explained the problem.

d) The teacher asked three students to come forward.

e) The teacher dictated the key word

f) The teacher makes a picture related to the key word.

g) The teacher asked the students to write a descriptive text according to the key words.

h) The teacher guided the students in writing.

i) After the students finishing their writing, the teacher valuated their work.

j) The teacher informed the best pair.

k) The teacher did evaluation test for second cycle individually.

3) Observation

The researcher observed the activity by using observation checklist that had been prepared in order to evaluate the result, collect the data and monitored the teaching learning process. The observation was conducted together with the action by using draw the bank robber game. The steps were as follows:

a) The researcher observed the teaching learning process in order to know what the implementation of using task-based

learning method could improve students' descriptive text writing.

b) The researcher observed the groups' activity in discussing to write a descriptive text.

c) The researcher observed the achievement of students' score in reaching the minimum of standard score (KKM).

d) The researcher observed the improvement of students' descriptive text writing through the result of writing test.

Table 4.7
The students' participation in cycle II

No	Indicators	Score
1	The students concern toward teacher's explanation of descriptive text.	5
2	The students are enthusiastic in responding teacher's question.	4
3	The students ask question to the teacher to clarify understanding	4
4	The students work together in a group to make a descriptive writing.	4
5	The students concentrate in doing their group work.	4
6	The students discuss and share in process of making the descriptive writing in their group.	4
7	The students actively express their ideas in discussion.	4
8	Every student gives contribution to express opinion in the group work.	4
	Total	33
	Percentage	82.5%
	Category	Good

Note:

1 = Very low

65

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The researcher used the same formula as first cycle to count the score of observation, the formula was as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100\%$$

$$score = \frac{33}{40} \times 100\%$$

$$= 82.5\%$$

The result of the observation showed the rise of. It could be concluded that the majority of the students joined the class enthusiastically. Most of students actively answered the teacher's questions with very confident, especially when teacher asking the meaning of some vocabularies. All activities in the

second cycle could run well. When the teacher was presenting the material, majority of the students were paying attention to the teacher and no students were noisy, it also happen when they did writing test. The students tried to write descriptive text seriously and enthusiastically, although one of them asked some questions to clarify their understanding on descriptive text writing.

Table 4.8

Observation of the teacher's performance in cycle II

No	Indicators	Score
1	Explaining the objectives and motivation: a. Introducing and explaining the material of descriptive text b. Motivating and stimulating students to have an interest in writing.	4 4
2	Capable in managing and organizing the class into group of discussion.	4
3	Helping the groups in doing task: Guiding the process of discussion in solving the problems of making descriptive writing in group.	4
4	Giving instruction the procedure of using draw the bank robber game clearly.	5

5	Giving an understanding and stimulus:
	   a. Giving students chance to ask and answer a question.
	   b. Giving students chance to express their idea and opinion about descriptive text.
	   c. Giving students chance to identify descriptive text
		4
		
		4
		
		4

6	Guiding students in making a conclusion of their group work.	4

67

7	Giving conclusion of descriptive text material.	5
8	Group and individual evaluation: a. Doing group evaluation b. Doing individual evaluation	5 5
	Total	52
	Percentage	86%
	Category	Very good

Note:

1 = Very low

The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low

The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough

The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good

The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good

The aspect of activity that was observed above reached out for about 85%-100%.

The researcher calculated the observation result by using the same formula as previous way, which will be explained as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100\%$$

$$Score = \frac{52}{60} \times 100\%$$

$$=86\%$$

It could be seen that the result of teacher's performance in teaching descriptive text writing was 86% increased from cycle 1. It could be concluded that by using draw the bank robber game as a method in teaching descriptive text writing, teacher could manage the class well. Besides, the teacher's explanation and stimulation to the students were more interesting. So, the students were more enthusiastic and active in the teaching-learning process. The teacher also would give a reward for the student who got the best score in the test, it made the students more spirit and seriously doing the test of descriptive text writing.

After doing the writing test, the researcher could found the students score as follow:

Table 4.9

The students' score in the second cycle

No	Students' code	Score
1	S-1	80
2	S-2	78
3	S-3	81
4	S-4	89
5	S-5	81
6	S-6	78

7	S-7	87
8	S-8	85
9	S-9	76
10	S-10	73
11	S-11	78
12	S-12	85
13	S-13	86
14	S-14	84
15	S-15	76
16	S-16	89
17	S-17	76
18	S-18	74
19	S-19	85
20	S-20	78
21	S-21	79
22	S-22	76
Total		**1774**
Mean		**80**

From the table, the researcher classified the percentage of students' comprehending on descriptive text writing by using the same way with the previous research. The purpose was to know how much the improvement of students' after doing the treatment in the study.

The result of students' score increased significantly. All of students of eight grade in class B had reached the minimum of standard score (KKM), it meant that all of them had understood about descriptive text writing. It could be seen from the result of students' percentage. The students' mastery on descriptive text writing was 100%, it increased up to 50% from previous percentage. The researcher concludes that the use of

task-based method is appropriate for students in learning descriptive text writing.

After knowing the percentage of students' comprehending on descriptive text writing, the researcher counted the average of students' score was as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} X\ 100\%$$

$$Score = \frac{1774}{22}$$

$$= 80$$

There was improvement in this cycle. The condition of the class was getting better. Because they were interesting to study descriptive text writing with using draw the bank robber game that the teacher never use it as a method in teaching-learning process before. The researcher also gave reward to the students who got the highest score in the study, it made students felt more appreciated, motivated, spirit, and became more interesting to learn descriptive text.

The researcher concluded that the problems had been solved by using draw the bank robber game for teaching English writing in descriptive text. It also concluded that the use of draw the bank robber game was effective to improve students' descriptive text writing.

4) Reflection

Generally, based on the activity during cycle 2 as the last cycle of the classroom action research, the result was significant

enough. This involved teaching learning process, students' participation, teacher's performance and students' score achievement in descriptive text writing. The reflection were as follow:

a) Students more concentrated and paid attention to the teacher's explanation.

b) The students were seen more active in writing class.

c) Class was more conducive, since students were focus and serious write descriptive text in group discussion.

d) The students' score in descriptive text writing had reached the minimum standard score (KKM), namely 70. The students' score showed that the lowest score was 70, it meant that the score had reached the target of action.

e) When teacher showed a picture to stimulate the students and gave the example of descriptive text, most of students were enjoying to get engaged in the activity.

f) The teacher explained the material clearer than previous explanation, because he always clarified the students' understanding after explaining the material

g) The teacher provided more time to the students in practicing their descriptive text writing. So, the students did not feel in hurry and they had more time to develop their idea in doing writing test.

h) The teacher could manage the class well during the lesson.

C. Discussion of Research

After implementing the draw the bank robber game in teaching descriptive text writing, the researcher got the data from every cycle. So, the researcher then got the result of the classroom action research. The result of research showed that there was a significance improvement in students' descriptive text writing. It could be seen from the students' writing score and from the teacher's performance or students' participation during teaching-learning process.

There was a significance difference from the preliminary research up to last cycle, especially in the result of writing test. The result of writing test from preliminary research up to cycle II, could be seen briefly as follow:

Table 4.10
The result of students score in every cycle

No	Preliminary	Cycle 1	Cycle 2
Total	1330	1709	1774
Mean	63	77	80

From the table, the use of draw the bank robber game can improve students' descriptive text writing. So, this classroom action research of the implementation by using draw the bank robber game is successful. It can be seen from the result in each cycle.

The improvement of students' achievement in writing descriptive text can be seen through diagram is as follow:

Table 4.11

The improvement of students' descriptive text writing
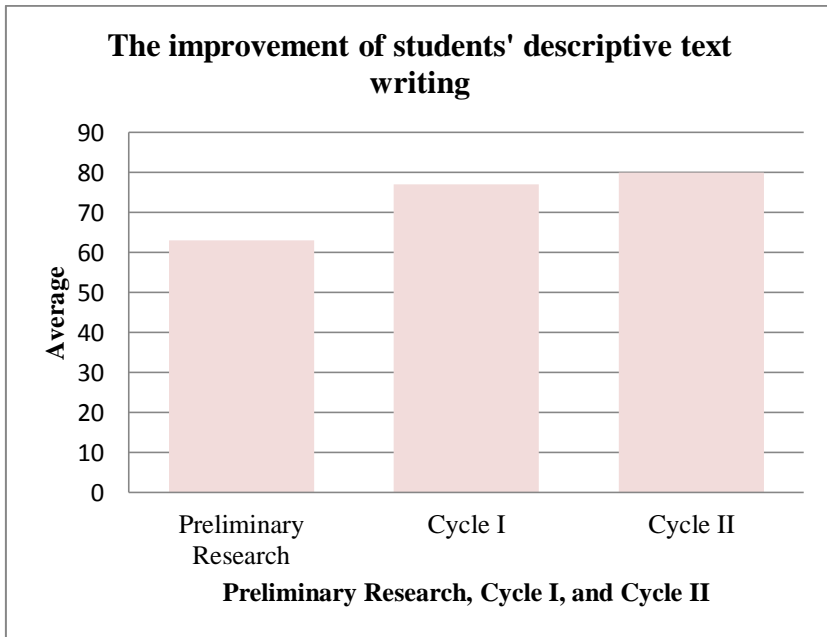
From the diagram above, the research concludes that there is an improvement of students' understanding on descriptive text writing by using draw the bank robber game. In Pre-cycle shows that average of students' score is 63, while the percentage of students who master descriptive text writing only 6 students. It means that students' comprehending on descriptive text writing is low because the minimum of standard score (KKM) was 70.

In cycle I show that there is an improvement up to and its percentage increases. Then, in the cycle II the average of students' score increased becomes 80 with percentage reaches

100%. It increases up to 50% from 50%. From the result, the researcher concludes that by using draw the bank robber game as a method is effective in improving students' understanding on descriptive text writing.

Thus, the researcher thinks that the implementation of using draw the bank robber game to improve students' descriptive text writing is successful and effective. The students could get many ideas, opinion and could increase their vocabulary. They could also make good writing in descriptive text well by using correct grammatical. It can be seen in their result of descriptive text writing such as in the content, organization, vocabulary, language use and mechanic. So, by using the method is helpful in the process of teaching-learning descriptive text writing.