INCREASING STUDENTS' WRITING ABILITY AT DESCRIPTIVE TEXT BY USING BITS AND PIECES GAME AT EIGHT GRADE OF MTS PAB 1 HELVETIA MEDAN

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

By:

JULIANA

NIM. 34.16.3.11

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

2020

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

2020

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Lamp : 6 Sks   Kepada Yth;

Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah UINSU

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Tempat

Assalamu'alikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi

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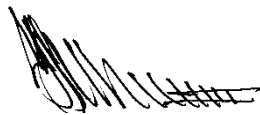
Judul   : Increasing Students; Writing Ability at Descriptive Text by Using Bits and Pieces Game at MTs PAB 1 Helvetia Medan

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosahkan dalam siding munaqosah skripsi Fakultas Tarbiyah UIN-SU Medan

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi saya yang saya serahkan ini benar-benar merupakan karya sendiri, kecuali kutipan kutipan dan ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar izajah yang diberikan universitas batal saya terima

Medan 20 Oktober 2020

Yang Membuat Pernyataan

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ABSTRACT

Juliana. 34.16.3.211. Increasing Students' Writing Ability at Descriptive text by using Bits and Pieces at Eight Grade of MTS PAB 1 Helvetia 2020/2021 Academic Year. Thesis 2020. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera. Advisor I: Dr. Muhammad Dalimunte, S.Ag, SS, M.Hum. Advisor II: Ernita Daulay, S.Pd. M.Hum.

This research aims to increase students' writing ability at descriptive text by using bits and pieces game at MTs PAB 1 Helvetia Medan. This study used class room action research as a methodology. The subjects of this study were 30 students at the eight grade of MTs Helvetia in the academic year 2020/2021. This research used two type data namely quantitative and qualitative. The data quantitative taken by test. On the other hand, to complete the data qualitative were taken by interview, observation sheets, diary notes and documentation. The result of this research showed that there was increasing of students' writing ability at descriptive text. The mean of the pre test was 59.5 or only 13.33% who success did the test. The mean of first cycle was 70.87 or 36.67% who did the test. And the mean of second cycle was 79.03 or 86.67%. It showed that the mean of second cycle was better than pre-test and first cycle. It can be conclude that bits and pieces game can increase students' writing ability at descriptive text at eight grade of MTs PAB Helvetia Medan.

Key word: *Descriptive text, Bits and Pieces Game, and Writing.*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah the merciful. Praise and gratitude be to Allah for giving the strength and guidance to the writer, so that this thesis can be finished. Peace and blessing be upon the prophet Muhammad Shallallahu'alaihiwa salam, his relatives his family, and all his followers.

This thesis is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera as a partial fulfillment of the requirements for the degree of S.Pd.

The researcher is well conscious that this thesis can not be completed without the help of others. Therefore, at this opportunity, I'd also like to express my sincere appreciation to the following people:

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7. My beloved parents, for my mother (Afnah) and my father (Ilyas) who always pray, support, love me. So, I have dedicated this thesis to you. My beloved family, my brother Ramadhan, Mansyur, Farhan and my sister Aisyah, who faithfully helped me with spiritual and financial help, so that I could finish my thesis

8. All my friends in the English Educational Department, especially PBI-3 2016. I'd also like to thank all of my close friends (Ummi Damay, Umi K, Zafira, Devi, Wandi and Berkah), and my roommates so much that I can't mention one by one. Thank you for always supporting and loving each other.

The writer realizes that this thesis is far from perfections. Therefore, suggestion and critique from the advisors and the readers is also required to develop this thesis. The writer hopes that this thesis will beneficial for writer, readers and the development of educational in the future.

Medan,   July 2020

Juliana

NIM: 0304163211

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CHAPTER 1

INTRODUCTION

A. The Background of the study

Language is an instrument for conveying information, used to express ideas, feelings or goal emotions. English Language includes four basic skills namely: listening, speaking, reading and writing, and the most important skills develop by students is the ability to communicate. People communicate through the spoken word and through the written word.[1] Writing is an activity that aims to provide information to other people

Writing is a process of communication in which the writer needs to have both knowledge of language and knowledge of formulating ideas. Writing is an expression in the form of the use of written language, other than in the form of spoken language (oral). As far language is concerned, writing skills are still considered to be the most difficult skill between reading and speaking by most students.[2]

Writing is actually a crucial skill that students need to learn. Learning to write requires the ability to communicate and express ideas in a meaningful

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[1] Sandra L. Scott, (2008), *Writing Skill Revisited,* New York: Strategic Book Publishing. p. 7

[2] Pardiyono, (2006), *Writing Clues for Better Writing Competence*, Yogyakarta: ANDI.

1

way.[3] Students use it to connect with each other as a medium of thought and feelings creatively, they communicate on paper in their own ways and purpose.

Based on the observation in the Medan school, that is MTS PAB 1 Helvetia Medan, not all of the students like writing especially descriptive text because some of them have problems in writing. They can not express their idea, lack of vocabulary and find it difficult to compile paragraphs to make writing. The difficulty lies not only in creation and organization of ideas, but also in the translation of ideas to readable texts.

Descriptive text is one genre in writing. Descriptive text is a text that describes a person, place, things, or something in detail so that readers can understand what is meant by a writer. To teach descriptive text so many ways, the one alternative to teach descriptive text is by games because games make students interested to learn.

Learn with games method can increase learning motivation because students feel fun and easily understand the learning material delivered by the teacher.[4] Games support and inspire a lot of students to maintain their interest and work. Games also help the teacher to establish a context in which the

[3] Judie Haynes and Debbie Zacarian, (2010), *Teaching English Language Learners: Across the Content Areas*, Alexandria, Virginia: ASCD. P.91
[4] Aji Jatmiko, (2019), *Joyful English Games*: Ahsyara Media Indonesia, P. 1

language is useful and meaningful. Games offer a way to help learners understand the language rather than simply learn it.[5]

Many kinds of games are used to teach students writing descriptive text. One of the games is bits and pieces game. Bits and pieces game is a kind of game used with picture strip story and describing by looking the picture through writing, using bits and pieces game that can express their idea in descriptive text.

On the basis of the explanation, the researcher wants to perform research to see how the bits and pieces games can increase the students' writing on descriptive text that's why the conduct this study entitle "**Increasing Students' Writing Ability at Descriptive Text by Using Bits and Pieces Game at MTs PAB 1 Helvetia Medan**"

B. The identification of the study

Based on the background of study above, the problem can be identified as follows:

1. The students' still found difficulties to expend their ideas in writing descriptive text

2. The students writing ability still low in using English language

3. The students have less interest in writing particularly descriptive text

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[5] Andrew wright , et. al, (2006),*Games for Language Learning*, (3rd ed) Cambriedge: cambeidge university press, p. 2

C. limitation of the problem

Based on the identification above, the researcher limited and focused this study on increasing students' ability to write descriptive text by using bits and pieces games

D. Formulation of the problem

Based on the background, identification and limitation of the problems above, the research problems can be formulated as follows:

1. How is the implementation of bits and pieces game increase students' writing ability at descriptive text?

2. How is the students' writing ability at descriptive text before and after they were taught by using bits and pieces game?

E. Objective of the study

The objective of the study that are:

1. To know the implementation of bits and pieces game increase students' writing ability at descriptive text

2. To know the students' writing ability at descriptive text before and after they were taught by using bits and pieces game

F. Significances of the study

1. For students, they can increase their writing ability by using bit and pieces game

2. For English teachers, it is one alternative that teachers may use to teach writing descriptive text by using bits and pieces games

3. For readers, they get inside about writing and the way how to teach writing.

4. For research, this research can become the basis for the next researchers

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Theoretical Review**

1. **Writing**

Writing is one of the expressions of language in the form of letters, symbols, or words.[6] Writing is a type of written communication through the process of preferring language symbols containing ideas, speech, and vehicles so that they have meaning to achieve certain goals. Writing is a communication because writing means delivering a message to the readers. [7]

In addition, writing has a specific purpose. The purpose of writing depends on the desire of the writer. For example, writing because you want to inform something, writing because you want to tell a story of a past experience, or writing because you just want to entertain the reader.

Writing is an activity in which a suitable kind of language communicates one's experience in the medium of written expression.[8] It means to express ideas into written form and can convey messages to readers. Writing is a communication practice in the form of sending message (information) to other parties in writing using a written language as a tool or

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[6] Derliana Marbun, Utami Dewi, Ahmad Hajiji, (2018), The Corelation Between Mastering Simple Present Tense and the Students' Ability to Build Up Advertment text at MAS Nurul Hakim, *Journal of Language, Litrature & Education*, vol. 14, no 14.

[7] Burnawi and M. arifin, (2016), *Teknik Penulisan Karya Ilmiah*, Jogjakata, Ar-ruzz Media, p. 17

[8] Anggraini Thesia Saragih and Amrin Saragih, (2014), *Course Book Writing*, Medan: Unimed Press

as a media. Writing activities involve several elements, namely: the writer as delivery of channel or media message, the contents of the message and the readers. [9]

On the basis explanation above writing is communication in the form writing, using writing language, expressing ideas or writing experience that can convey massage to the readers

Allah says in the al-qur'an surah Al qalam verse 1 that writing is also regarded as one of the important skills in Islam.

نٓ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ۝
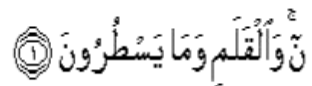
Nun. By the pen and what the (angels) write (in the records of men)

(Al- Qalam: 1)[10]

In Al-Qalam verse 1 that means the strength of the writing and the words are outstanding. (By the pen) the apparent meaning is that this refers to the actual pen that is used to write. The pen is the symbol of the permanent record, the written decree and perfect order n government of the Word. And by that token, the mean of god comes with a plan and guidance that must win against all destruction.[11]

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[9] Dalman, (2014), *Keterampilan Menulis*, Jakarta: Rajawali pers, p. 3
[10] Muhammad Taqi-ud-Din Al-Hilali, (2000), The Noble Qur'an in the English Langauge, Delhi: Maktaba Darul Qur'an Chitli Qabar, p. 887
[11] Zainal Arifin Zakaria, (2013). *Tafsir Inspirasi*, Medan: Duta Azhar, P. 709

The other verses that state the existence of writing that be stated in the holy Qur'an verse Al- Alaq verse 4-5.

$$\text{ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝}$$

Meaning:

Who teaches (human) with delivery of kalam. He thought humans what he did not know. [12]

Writing is one of the skills that need to be learned, because knowledge will spread through writing. Writing is a communication process that uses a graphic symbol to express ideas, feelings or thoughts.

Prophet sallalahu alaihi wa sallam said,

$$\text{قيدوا الم بلكتاب}$$

"Tie the science by writing" [Hadist shahih by Al-Albaaniy in Silsilah Ash-Shahiihah no. 2026[13]

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[12] Abdullah Yusuf Ali. 2008. *The Holy Qur'an: The Original Arabic Text with English Translation and Selected Commentaries*. Malaysia: Saba Islamic Media

[13] Jauzaa, Abdul. 2011. *Salaf antara Mencatat dan tak Mencatat*. Accessed on January19th2019. http://abul-jauzaa.blogpot.co.idat/2011/10salaf-antara-mencatat-dan-tak mencatat.html

Hurairah. (HR. Al-Bukhari: 113).

حَدَّثَنَا عَلِيُّ بْنُ عَبْدِ اللهِ، قَالَ حَدَّثَنَا سُفْيَانُ، قَالَ حَدَّثَنَا عَمْرٌو، قَالَ أَخْبَرَنِي وَهْبُ بْنُ مُنَبِّهٍ، عَنْ أَخِيهِ، قَالَ سَمِعْتُ أَبَا هُرَيْرَةَ، يَقُولُ مَا مِنْ أَصْحَابِ النَّبِيِّ صلى الله عليه وسلم أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلاَّ مَا كَانَ مِنْ عَبْدِ اللهِ بْنِ عَمْرٍو فَإِنَّهُ كَانَ يَكْتُبُ وَلاَ أَكْتُبُ. تَابَعَهُ مَعْمَرٌ عَنْ هَمَّامٍ عَنْ ابِي هُرَيْرَةَ.

He told us 'Ali bin' Abdullah said that he had narrated to us Sufyan said, had told us' Amru said, had told me Wahhab bin Munabbih from his brother said, I heard Abu Hurairah said, There is none among the companions of the Prophet who has narrated more Hadiths than I except 'Abdallah bin Amr (bin Al-'As) who used to write them and I never did the same, Ma'mar also narrated from Hammam from Abu Hurairah. (HR. Al-Bukhari: 113).[14]

Shaykh Muhammad bin Salih Al 'Uthaymeen rahimahullah The student of science should be aware of memorizing what has been learned, whether by memorizing in your heart or by writing it. In reality, humanity is the place of forget, because if it was not willing to repeat and re-examine the lessons learned, the knowledge that has been gained might be lost in vain or he forgotten."

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[14]M. Mukhsin Khan, 2009, *The Translation of the Meanings of Sahih Al Bukhari Arabic-English* Vol. 1 Book 3, Darussalam, Riyadh, Saudi Arabia. P. 121

2. **Process of writing**

   The process of writing occurs in several stages:

   a. Pre-writing

      Students prepare to write by generating ideas and collecting information notes on the planning page. This phase of the process help the students organize their thinking and prepare to write

   b. Drafting

      Referring to their pre-written notes, students turn pieces of ideas into complete thoughts and start making work.

   c. Revising:

      Students review their first draft of writing, and make improvement in the style and content of their writing

   d. Editing

      Students correct their work, pay attention to mechanics, sentence structure, paragraphs, and grammar.

   e. Publishing

      Each writer makes an official and final copy of their work[15]

3. **Definition of descriptive text**

   Descriptive based on the etymology comes from the word describe. Describing means drawing, illustrating, or describing the thing, the people, the

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[15] Heather Clayton, (2005*), Great Genre Writing Lessons*, USA: Scholasti Inc, p. 6

place and act. However, the descriptive genres can also explain the concepts or points of view of the visual appearance. To put it another way, it is said that the descriptive text genre is a way of visually representing or explaining an object, person or concept through his or her eyes. Then, in other words, it can be said that descriptive writing brings abstract items to be tangible or descriptive writing is a form of written text that has the basic purpose of clearly explaining the object (human and non-human or idea), clearly so that the reader can visualize the object described. [16]

Descriptive text is an essay description that describes or draw a particular object or events with word that are clear and detailed so that the reader seems to share or experience directly what the writer has described. [17] The social function of the descriptive is mainly to describe a place, person, or object such a way that the images are created in mind of the reader.

Descriptive text is a description of something that is based on the observation of the writer. Serving by describing or draw something, whether a place, person or object that the reader seems to be able to feel, imagine or witness.[18] The description made by the writer is based on the things that can be witnessed or observed. In describing something, the writer can include evidence such as pictures, graphics, map etc. the inclusion given is a way that

[16] I Wy Dirgreyasa, (2014),*Collage Academic Writing a Genre Based Perspective*, Medan: Unimed Press, 2014, p. 3

[17]Dalman, *Op.Cit*, p. 94

[18] Suharli, Kusuma, (2014), *Kreativitas Mennulis*, Yogyakarta: Ombak, p. 83-84

is done so that the reader can feel and believe the events described by the writer.

Based of the explanation above, it could be assumed that descriptive text is text that describes an event in the form of a place, person, object, thing, that can make the reader feel or can imagine the text description

4. Types of description

According to Akhadiah in Dalman's book type of description include two types, namely place description and description of people

a. Place description

Place description is important role of every event. There are no events that are independent of the environment and place. Events will be more interesting if they are related to the place where the event happened.

b. description of people

There are several ways to describe a person, namely:

1) Physical depiction, which aims to give a clear picture of the state of character's body. The description is mostly objective.

2) Description of the actions of the character. In this case the writer follows carefully all the actions, movements of the character from place to place and from time to time.

3) Description of circumstances surrounding the character, for example, depiction of vehicle, clothing and etc.

4) The depiction of character's feelings and thoughts. This indeed can't be absorbed by the human senses. However, between feelings and physical elements have a very close relationship, out look, facial radiance, lip movements, gestures are clues about the state of one feeling at that time.

5) Depiction of person's character. This aspect of disposition is the most difficult to describe. The writer must be able to interpret the physical human. The writer is able to identify the elements and personality of a character. Then, display clearly the elements that can show one's character.[19]

5. Generic structures and textual elements

In fact, each genre has it own characteristics in terms of rhetorical structure or general structure and textual elements. Genre-based descriptive writing also does have its own textual rhetorical structure or general structure and textual elements. Each element has its own objective and feature. The general structures and textual elements of descriptive text are provided here

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[19]Dalman, *Op.Cit,* P. 98

2.1 The generic structure and textual elements

Textual Elements	Functions
Identifications	• It is a statement that describes and illustrates the subject/theme to be described • The argument must be interesting and able to attract and inspire the reader so that the reader is interested in reading the full description • Adjectives usage and degree of comparison are suggested
Description	• The topic/theme suggested in the identification text is a complete description It is a full description of the topic/theme proposed in the identification text • The description is to identify the theme/topic as detailed in the identification description[20]

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[20] I Wy. Dirgeyasa, *Op.Cit,* p.6

Example of Descriptive Text

Topic: Cat (Gregory)

Identification	Gregory is my beautiful gray Persian cat
Description	He walks with pride and grace, performing a dance of disdain as he slowly lifts and lovers each with the delicacy of ballet dancer. His pride, however, doesn't apply to his appearance, for he spends most o his time indoors watching TV and growing fat. He enjoys TV commercials, particularly those for Meow Mix and 9 Rivers. His experience with cat food in favor of the most expensive brands. Gregory is a as finicky with the guests as he is about what he eats, extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercial, especially those for Meow Mix and 9 rives. His familiarity with cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending

	some and repelling others. He may snuggle up against your ankle, begging to be petted, or mimic a skink and stain your favorite pants. Gregory does not do this to set up his turf, as many cat experts believe, but no humiliate me because he is jealous of my mates. After my guests have left, I look at the old fleabag snooze and smile to himself in front of the television set, , and I have to forgive him for his obnoxious, but endearing, habits.

6. **Language Features of Descriptive Text**

   a. The Relevant of Grammatical patterns

   Ascertain genre writing grammatical patterns appear to have distinct or specific features.

   Generally, the typical grammatical patterns of descriptive text included:

   1) Uses the present tense

   2) The condition of theme/topic identified is described and illustrated with an adjective

   3) Uses passive sentences

4) Use the attribute and process to identify

It seems to be requirement to use the current tense for writing descriptive text genres and it has become a kind 'trade mark' for writing descriptive genres. As it usually recognized, what is explained is a factual matter, generally-accepted facts or reality

b. The related vocabulary usages

Generally, the related vocabulary uses of the descriptive text are common

1) The verb tends to be used as look, sounds, looks, like, and etc

2) The nominal category uses epithets and classifier

3) It tends to focus on a particular participant

7. **Bits and pieces Game**

a. **Definition of bits and pieces game**

Game is an activity that entertains and attracts attention, often challenging, with students playing and usually interacting with others. [21] Game makes students feel fun so they attract their interest not like ordinary lessons. Students can learn the language and the same time have fun in class with the help of games and games also encourage the teacher to establish a context where the language is effective and helpful.

Game provides many advantages for promoting target language learning. One of the games-related benefits is that when the game is used the

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[21] Andrew Wright, et. al, *Op. Cit*, p. 1

anxiety of students about language learning is reduced when the game is used. The game appears on the stage to reduce anxiety, increase positive feelings and increase self confidence.

Bits and pieces game is a kind of game with picture –strip story. It is appropriate for narrating events and describing place, person or something, principally in the present tense.[22] Bits and pieces game is appropriate to speaking, listening and writing skills. All students are allowed to play this game. To play this game we're going to spend 15-40 minutes, the materials we need are picture-strip stories, or texts.

Bits and pieces game is one of the efficient games that can be used in learning foreign language, especially writing skills. This method can be fun for students because in addition to learning they can also play. To be creative and innovative is essential for teachers.

b. Procedure of bits and pieces game

The researcher makes this game in a group. Each group consists of five students. In playing this game, there are several aspects that have to be taken into consideration, such as guidance for students and the winner's identify. In teaching descriptive text using bits and pieces game, these are procedures.

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[22] Ramanda Riski, (2018), Improving Students' Writing Skill in Descriptive Text Through Bits and Pieces Game at the Grade VII 6 of SMPN 1 Tambusai, *English Language Teaching and Research*, vol. 2, no 1, p. 213

1) Teacher divided students in 5 group

2) The teacher distributes to each group, one stripping picture and papers to stick to the picture and write the picture

3) Arrange the picture to be good in 10 minutes

4) After the striping picture have been arranged, for every group describes the picture and writes it on pieces of paper.

5) After that teacher asked each group to stick arrange the picture on the white board and the writing under it.

6) Then teacher checked what they have done, and tell them the winners of this game based arrange picture and detail of their writing

c. **Advantages and Disadvantages of Bits and Pieces Game**

1) Advantages

a) There are some useful skills in bit and pieces game, including writing and speaking.

b) Games provide students with stimulation and fun, allowing them to learn and remember new words and ideas more quickly.

c) Creatively and imaginative exercise

d) Bits and pieces game appeals to all levels

e) Students can share their idea of improving their writing skills in their group

      f)   Another advantage of using the bits and pieces game in the classroom is that the teacher can apply this game in some variation.

   2) Disadvantages of bits and pieces game

     a) If the teacher can't offer a simple instruction, this game is actually heard

     b) Sometimes using bits and pieces game to be noisy class

     c) The teacher's feel that they're losing control

     d) Not all students like it, because they would prefer to be the object of the teacher's attention rather than intracting with their peers.

     e) Some students are passive, while others might be dominant

B. Related Study

Masrifah (2018) conducted a research about "Improving the Students' Achievement in Writing Descriptive text by Applying Whisper and Write Grade of MAS Teladan Ujung Kubu Batu Bara" the research is using Classroom Action Research. Teaching to write descriptive text using whisper and write game could increase students' achievement by writing descriptive text. The student achievement in writing the descriptive text was low before whisper and write game. 2 students passed and 26 students failed a test. Students' higher score after use whisper and write game that is 86.

Siti Nafsah(2016) "The Effectiveness of Using Bits and Pieces Game in Teaching Writing Descriptive text at the Seventh Grade of SMP N 40

Purworejo in the Academic Year of 2015/2016. The use bits and pieces game improving students' achievement in writing descriptive text. In analyzing the data, the score in pretest 61,06 and the mean post test score was 79.84 for the experimental class and in control class, and the mean pre test score was 60.31 for the control class and the post test score was 69.09.

Muhammad Iqbal (2016) "The Effectiveness of Using Picture Guessing Games to Improve Students' Descriptive Text Writing: an Experimental Study at Junior High School of 2 Cileng karang Bandung for Second Grade in the Academic Year of 2015/2016". The research use quantitative data, the result of the research that by use of picture guessing game can increase students' writing on descriptive text. The mean of post-test in the experimental class (66.85) was higher than the control class (55.21)

C.   Conceptual Framework

Writing is one of the languages that can communicate ideas into written form and can send messages to readers. One of the strategies to increase writing for students is to use bits and pieces game. Bits and pieces game is one of the games in teaching English writing can help student easier to describe thing according to picture completely.

In this method the teacher asked students to arrange picture stripping to be a good picture in a group. Then, each group describes it and writes it on pieces of paper. After that teacher asked each group to stick arrange the picture on the board and the writing under it. Then teacher checked what they

have done, and tell them the winners of this game based arrange picture and detail of their writing.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research related classroom action research or called by (CAR). Action research is the development of applied research. In this case, the researcher can act as an active actor in the principle activities, change agents, and the subject or object under study benefits from the planned action taken by the researcher.[23] CAR is research carried out by teachers in class where they teach with a focus on improving learning processes and practices. The purpose of CAR is to improve the quality of learning practices.[24]

Procedure of classroom action research used in this study, based on Kammis and McTaggert. The four components of every cycle they were planning, action, observation and reflection. After a cycle is completed implemented and reflected, then followed by re-planning carried out in the form of a separate cycle, but in general, researchers start from the initial reflection phase to conduct a preliminary study as a basis for formulating research problem.[25]

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[23]H.M. Sukardi, (2015), *Metode Penelitian Tindakan Kelas Implementasi dan Pengembanganya*, Yogyakarta : PT Bumi Aksara, p. 3

[24] Taufiqur Rahman, (2018), *Aplikasi Model-Model Pembelajaran,* Semarang: Cv. Pilar Nusantara, p. 4

[25] Fitrianti, (2016), *Sukses Profesi Guru dengan Penelitian Tindakan Kelas*, Yogyakarta: Deublish, p. 22

B. The Subject of the Study

The subject of this study was eight grade students of MTs PAB 1 Helvetia which consisting of 30 students. The reason for choosing the school was that MTs PAB 1 Helvetia was a place that did PPL III done by the writer. And the researcher found that most of students still have trouble in writing.

C. The location of the Research

This research was carried out at MTs PAB 1 Helvetia in academic year 2020/2021. It is located at Veteran Street, Pasar 4 Helvetia Medan, Kec. Labuhan Deli. Kab. Deli Serdang

D. Research Procedure

Two cycles consisted of this research procedure. Before going to the cycle, researchers conduct pre-test first to students. After the first cycle was finished, a new problem was found. So, it is best continue the second cycle, in accordance with the same concept of the first cycle.

Using the spiral action research model proposed by Kemmis and Mctaggart, this action research will be carried out and the research designed can be illustrated as follows:
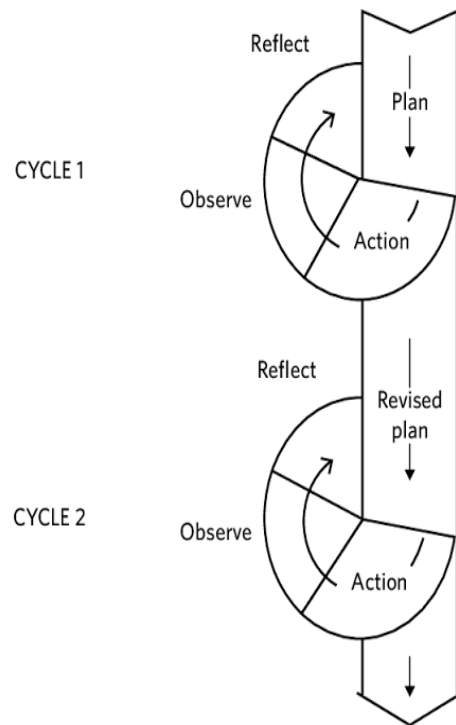
Figure 1. Classroom Action Research Based on Kemmis and McTaggart

1. Cycle I

a) Planning is the initial design of study to carried out activities after confirming about the research problem. Researcher prepares several plans used in the research process, such as the preparation lesson plans, media, and the preparation instrument for collecting data: interview, observation and test.

b) Action is an effort of repair. In order to execute the intended strategy, action is the second step after the planning stage. This means that action is the implementation step of the plan that has been prepared. At this point, researcher has mastered the learning scenario before starting implementation in classroom. Learning in writing descriptive text through

bits and pieces game that is designed and implemented in the teaching and learning process in the classroom. After that, the researcher asked the students to make their writing on a piece of paper.

c). Observation an activity in class to gather information about descriptive text in learning process based on the treatment given. Through observations, researcher got information and to find out the problem that occurred.

d) Reflection is a process of feedback on the actions taken. This means that this reflection is the process of analyzing the data to asses the extent to which the data have showed the effectiveness of the problem solving strategy. Analysis the situation and conclude what need to be done in the next step. In this scenario, the writer explained everything that has been done before. The method of reflection is based on the process of reflection. The second cycle carried out by means of revision from first cycle

2. Cycle II

In this cycle was carried out in order to produce a successful outcome for students. The first cycle has failed. So, the researcher continued to the second cycle. There are four stages in cycle II that are the same as the first cycle. The phase of cycle II consists of planning, action, observation and reflection.

a) Planning at this cycle, researcher re-planed again after doing it cycle I. Researcher prepared some material again, make new lesson plan, choose themes, and media needed for learning process.

b) Action is implemented the learning process scenario by using bits and pieces game. At this point, researcher is applying writing descriptive text through bits and pieces game designed and applied in the teaching and learning phase in the class. After that the researcher asked the students to write on a piece of paper. It is hoped that the problem will be resolved at this point.

c) Observations in the classroom during the teaching and learning process would use the observation sheet. Observation were made classify treatment and to gather information on problems during in the learning process.

d) Reflection is the process of analyzing data in order to determine the extents to which the data have shown the success on the problem-solving strategy and most of students were not confused anymore. The purpose of this stage is to identify the alternative steps that might be taken to achieve the final research goals.

E. Instrument for Data Collection

1. Test

There were two tests in this research, the pre-test and post-test. Pre test is the first test before doing the bits and pieces game and post-test is the second test after the researcher applies bits and pieces game. Test is to find out how far the difference in students writing on descriptive text after doing bits and pieces game. The tests are carried out to measure students writing skill.

2. Observation Sheet

       Observation is to find information relating to the research in the teaching and learning process. The researcher has observed the English teacher during the teaching and learning process and also observed the students during the learning process.

3. Interview

       Interview was conducted before and after giving treatment. Before receiving treatment, the researcher asked the English teacher and students some questions about the ability of students and the difficulty of writing descriptive text. Then, after applying bits and pieces game, the interview would be conducted to find out the teacher and students response to the bits and pieces game.

4. Diary notes

     For this research, researcher used the field notes to indicate how students' activities during the learning process

5. Documentation

     For data collection, documentation is one of sources for researcher to take time during the learning process that is considered to be important.

F. **Technique for Data Collection**

       The researcher uses qualitative and quantitative data in gathering the data. Quantitative data usually consists of offering students a test. The

researcher applies Jocabs' writing valuation techniques in scoring the data of writing descriptive text. Five measures for writing descriptive text are implemented by this approach, the material, vocabulary, structure, use o language and mechanics.

Table 3.1 Scoring System of Test

Score	Level	Criteria
Content	30-27	Excellent to Very good: Knowledgeable • Substantive • Through development of topic sentence • Relevant to assigned topic.
	26-22	Good to average: some knowledge of subject • adequate range • limited development of topic sentences • mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject • little substance

		• inadequate development of topic
	16-13	Very poor: does not show knowledge of subject • non substantive • not pertinent • or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression • ideas clearly stated/supported • succinct • well structured, coherent • logical sequencing and • cohesive
	17-14	Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing.
	13-10	Fair to poor: non fluent • ideas confused or disconnected

		• lacks logical sequencing and development
	9-7	Very poor: does not communicate • no organization • or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good: sophisticated range • efficient word/idiom choice and usage • word from mastery • appropriate register
	17-14	Good to Average: edequate • occasional word/idiom form, usage but meaning not obscured
	13-10	Fair to Poor: Limited range • frequent error of word/idiom forms, choice, usage • meaning confused or obscured
	9-7	Very Poor: essential translation • little knowledge of English vocabulary, idioms, word form

		• or not enough to evaluate
Language Use	25-22	Excellent to Very Good: Effective complex construction • few errors of agreement, tense, number, word order/function, articles, pronoun, preposition
	21-18	Good to Average: effective but complex constructions • minor problems in simple constructions • several errors of agreement, tense, number, word order/function, article, pronouns, proposition but meaning seldom obscured
	10-5	Very Poor: practically no mastery of sentence construction rules, dominated by mistakes • does not interact • or not enough to evaluate
Mechanism	5	Excellent to Very Good: Demonstrate mastery of conventions • few errors of spelling,

		punctuation capitalization, paragraphing
	4	Good to Average: Occasional errors of spelling, punctuation, paragraphing but meaning not obscured
	3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	Very Poor: No mastery of conventions • dominated by errors of spelling, punctuation capitalization, paragraphing • handwriting illegible • or not enough to evaluate[26]

[26] Sara Chusing Weigle, (2002), *Assessing Writing*, Edinburgh: Cambridge University Press, p. 116

Then, the qualitative data consist of observation sheet, interview, diary notes and documentation.

G. Technique for Data Analysis

The data analysis technique used in this study was qualitative and quantitative data. Quantitative data analyzed by means of a test of the students' scores achieve from the writing test. The researcher gave the test for students before and after implanting the bits and pieces games to get the data. The mean of the test may be determined using the formula as follows:

In which

$$\bar{X}= \frac{\Sigma x}{N} \text{ x } 100\%$$

Where:

$\bar{x}$ = the mean of student' score

Σx = the total score

N = the total number of students

Next, the writer uses the following formula to identify the students who get up to 75

$$P = \frac{R}{T} x100\%$$

P = percentage of students who get 75

R = number of students who get the score above 75

T = the total number of students

The researcher carried out some steps by miles and huberman to analyze the qualitative data consists of 3 steps: data reduction, data display and concussion drawing and verification.[27]

1. Data Reduction

   Data reduction was the process for focusing, selecting, simplifying, abstracting, and transforming data that appears in written field nota or transcript.

2. Data Display

   Data display is the second significant flow of analysis activity. It is defined as an organized data collection that allows for conclusion-drawing and action. By displaying data, research will make it easier to understand, and analyze what observations, interview, and diary note will be used to display the data.

3. Conclusion drawing and verification

   Conclusion and verification were the last phase of analysis. From the start of the data collection, the qualitative data analysis begins to evaluate what does not mean by regulations, patterns, explanations, possible configuration, casual flow and preposition.. .

   Researcher uses qualitative data that is used during the teaching process to characterize the learning situation.

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   [27] Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspective on Subsidiary and Their Implications*, Wiesbaden: Gabler,p.138

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

Qualitative and quantitative data were used for this data. Qualitative data were collected from interview, observation sheets, diary notes and documentation. Quantitative data were taken from the students score at the time of the test. This study was performed in a class of 30 students. This study was performed in two cycles. Ever cycle consisted of four stages of action research (planning, action, observation, and reflection). The first cycles including pre-test conducted three meetings. The second cycle was conducted in two meeting. At the last meeting of each cycle, the students took the test as a post test II.

1. The Quantitative Data

Quantitative data were collected from the test during the research conducted at the fifth meeting. The pre-test was performed by the researcher at the first meeting. Then the post-test I was then given at the third meeting and the post test II was given at the fifth meeting.

a. Before do the treatment (pre-test)

The researcher gave the pre-test to all students to know their ability in writing descriptive text. In the pre-test, the total of the student score was 1785

an, so the mean of the students score was 59.5. Here is the score of the pre test

students as follow:

Table 4.1

The Students' Score before Treatment (pre-test)

Num	INITIAL OF NAME	SCORE	
		Pre-tes t	Criteria of Success ≥ 75
1	AM	60	Failed
2	AFR	52	Failed
3	AFR	63	Failed
4	AZ	65	Failed
5	ADR	65	Failed
6	AWD	60	Failed
7	DPP	55	Failed
8	DP	77	Success
9	FF	75	Success
10	FA	62	Failed
11	FZ	55	Failed
12	HTS	55	Failed
13	IR	50	Failed
14	JAZ	75	Success
15	LR	58	Failed

16	MAL	50	Failed
17	MI	55	Failed
18	MZR	59	Failed
19	NB	55	Failed
20	NA	76	Success
21	NR	55	Failed
22	PA	56	Failed
23	RA	55	Failed
24	RD	60	Failed
25	SP	65	Failed
26	SN	57	Failed
27	STF	55	Failed
28	SAFF	50	Failed
29	WY	60	Failed
30	YH	50	Failed
	TOTAL	$\Sigma x = 1785$ $\bar{X} = 59.5$	

From the table above, the students were not success was 26 and the students that got point up was 4. So, the total students score was 1785 and the students mean was:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{1785}{30}$$

$$\bar{X} = 59.5$$

Based on the result, the ability of students to provide descriptive text was poor. The mean of the students was 59.5. The percentage of students who have succeeded in writing descriptive text as the formula bellow:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{4}{30} \times 100\%$$

$$= 13.33\%$$

$$P2 = \frac{R}{T} \times 100\%$$

$$P2 = \frac{26}{30} \times 100\%$$

$$= 86.67\%$$

Table 4.2

The Percentage of Students' score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	4	13.33%
P2	Failed	26	86.67%
	Total	30	100%

From the data analysis, the ability of students to write descriptive text was poor. It could be seen from the percentage of the students' score that was 13.33% Students got successful score and the mean score of the students was 86.67%.

It could be conclude that students' pre-test writing skill were poor. So in cycle I, the researcher would do a post test.

b. The Treatment done in Cycle 1

The researcher gave the test to all students in post test I, the test was done after thought by using bits and pieces game. Here is the students' score of post test I

The Students' Score in Post Test 1

Table 4.3

Num	INITIAL OF NAME	SCORE	
		Post-test 1	Criteria of Success ≥ 75
1	AM	75	**Success**
2	AA	68	Failed
3	AFR	75	**Success**
4	AZ	80	**Success**
5	ADR	72	Failed
6	AWD	68	Failed
7	DPP	65	Failed
8	DP	80	**Success**
9	FF	70	Failed
10	FA	68	Failed
11	FZ	80	**Success**
12	HTS	72	Failed
13	IR	55	Failed
14	JAZ	75	**Success**
15	LR	70	Failed
16	MAL	70	Failed
17	MI	60	Failed

18	MZR	65	Failed
19	NB	72	Failed
20	NA	80	**Success**
21	NR	76	**Success**
22	PA	77	**Success**
23	RA	65	Failed
24	RD	75	**Success**
25	SP	70	Failed
26	SN	70	Failed
27	STF	76	**Success**
28	SAFF	60	Failed
29	WY	72	Failed
30	YH	65	Failed
TOTAL		Σx= 2126 $\bar{X}$=70.87	

From the post-test I, the student who complicated the test was 30 students and the overall students score was 2126. The average of the students used the formula in this test

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2126}{30}$$

$$\bar{X} = 70.87$$

Where:

$\bar{X}$: The mean of the students

Σx : The total score

N   : The number of students

From the data analysis, the ability of students to write has increased. The mean of the students was 70.87. The percentage of students who got point up 75 in the writing descriptive text has been determined by applying appropriate formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{11}{30} \times 100\%$$

$$= 36.67\%$$

$$P2 = \frac{19}{30} \times 100\%$$

$$= 63.33\%$$

Table 4.4

Percentage of students' Score in Post Test 1

	Criteria	Total Students	Percentage
P1	Success	11	36.67%
P2	Failed	19	63.33%
Total	30	100%	

From the table above in the post test I, the ability of students to write has increased. The mean of the students was 70.87 The score who got 75 up were 11 students or it was 36.67%, and 19 students got failed scores or it was 63.33%. It can be conclude that students' ability to post test descriptive text has increased. But, the students' achievement in cycle I was categorized Failed. So, the researcher is going to continue in the second cycle.

b. The Treatment in cycle II

The researcher proceeded in cycle II. The aim was to increase the students' score by writing descriptive text after the cycle I test. Here the students' score of second cycle in post test II.

Table 4.5

The Students' Score in Post Test II

Num	INITIAL OF NAME	SCORE	
		Post-test 2	Criteria of Success ≥ 75
1	AM	80	**Success**
2	AL	78	**Success**
3	AFR	80	**Success**
4	AZ	90	**Success**
5	ADR	80	**Success**
6	AWD	78	**Success**
7	DPP	78	**Success**
8	DP	90	**Success**
9	FF	85	**Success**
10	FA	80	**Success**
11	FZ	75	**Success**
12	HTS	80	**Success**
13	IR	70	Failed
14	JAZ	82	**Success**
15	LR	76	**Success**
16	MAL	70	Failed
17	MI	77	**Success**
18	MZR	80	**Success**
19	NB	76	**Success**
20	NA	90	**Success**
21	NR	78	**Success**
22	PA	80	**Success**
23	RA	72	Failed

24	RD	78	**Success**
25	SP	80	**Success**
26	SN	82	**Success**
27	STF	80	**Success**
28	SAFF	70	Failed
29	WY	80	**Success**
30	YH	72	**Success**
TOTAL		$\Sigma x = 2371$ $\bar{X}=79.03$	

From the table above, the number of students who completed the test was 30, and the total student score was 2371. The mean of the students in the test was used by the researcher as follows:

$$\bar{X} = \frac{\Sigma x}{N}$$

$$\bar{X} = \frac{2371}{30}$$

$$= 79.03$$

The percentage of students who got point up 75 in the writing descriptive text was determined using the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{26}{30} \times 100\%$$

$$= 86.67\%$$

$$P2 = \frac{14}{30} \times 100\%$$

$$= 13.33\%$$

Table 4.6

Percentage of students' Score in Post Test 1

	Criteria	Total Students	Percentage
P1	Success	26	86.67%
P2	Failed	4	13.33%
Total	30	100%	

2. Qualitative Data

Qualitative data were collected from the observation sheet, interview, diary notes and documentation. This has been conducted in two cycles. There have been 5 meetings. The researcher was performed in two stages, and there were two meetings in each cycle.

a. Interview sheet

The interview was conducted before and after using bits and pieces game. The interview of students and teacher showed that students still have problem writing in English. But, the students really liked and were involved in the class during the learning process by using bits and pieces game. The students said that they felt better and fun when learned writing descriptive text by game.

b. Observation sheet

The researcher observed the behaviors of students in the learning process. Two kinds of observation sheets were available. The first observation sheet was used in cycle I and cycle II to observe the researcher as an English teacher. This point was made by an English teacher. The result showed that all of the things in the observation sheet were completed by the researcher and could manage situation in the class.

The second observation sheet was used in cycle I and II to observe students activity during the learning process. This observation was made by a researcher. From the observation sheet, the students were enthusiastically and actively in learning writing descriptive text by using bits and pieces game.

c.   Field Note

The researcher wrote a field note at every meeting in the class. It was found that some of students were not interested and lazy to study about descriptive text. But, after implemented by bits and pieces game, it was

noticed that the students were involved and enthusiastic during the learning process. Thus in this study, students have shown good progress and improvement in the writing of descriptive text.

d.   Documentation

Photography is a means of documentation for researcher to take moments during the process of learning that is perceived to be significant. The photography was taken in the classroom while the researcher taught the students. It was taken when the students took the test, and during the learning process.

1) The First Cycle

The researcher has done some step in first cycle. The steps of this action research were: planning, action, observing, and reflection. For every step, the activities were performed here:

a) Planning

The plan was designed before the study was done. The researcher has prepared such as made lesson plan, observation sheet, descriptive text material, and exercise as an instrument for collecting the writing skills of the data.

b) Action

There were some activities in this step that the researcher had done.

1) Researcher provided the pre test to the students. Observed the class condition

2) The researcher explained about descriptive text, function and generic structure.

3) The researcher gave the students example of descriptive text by using bits and pieces game to improve their writing in descriptive text.

4) The researcher gave the test to all students of post test 1

c) Observation

Observations were recorded to observe the activities of students in the learning process. It was intended to provide information on all operations during the process of action. In this stage, it was found that students had difficulty writing descriptive texts, particularly in grammar and vocabulary. Some students are inactive in the classroom. The observation sheet was prepared for the researcher as an English teacher and for students.

d) Reflection

At the end of the first cycle, the researcher evaluated the teaching learning process. The researcher asked the students about their problem and difficulties in learning the material and asked them how they felt as they learned to write using bits and pieces game. Evaluation becomes a reflection

on the cycle II of the researcher. From the data in the cycle I, the researcher chose to proceed in the second cycle in order to achieve a better outcome.

2) Cycle 2

The second cycle was carried out by the researcher in order to increase the students result. The researcher carried out the second cycle with the same steps as follow

1) Planning

In this phase, the researcher re-arranged the plan by preparing the lesson plan, new material and preparing the post test of cycle II.

2) Action

In this phase, some activities have been carried out by the researcher. Researcher explained more deeply about descriptive text and gave example to make it more understood. After that, the researcher used bits and pieces game.

3) Observation

The observation was carried out for cycle II, from the result it shows that students have been able to compose descriptive text using bits and pieces. Most of the students got score up 75

4) Reflection

After checking the students' written descriptive text test. It was found that the students score was increased. Based on the observation and outcome of the test, the researcher concluded that students could increase their ability to write by using bits and pieces game. The students score for cycle II was higher than that for cycle

The ability of students to write descriptive text has been enhanced. It can be seen that the average students score was 71.03, thus, it can be concluded that the ability of students to write in post test II in the second cycle has been classified as increased and good. This means that the researcher has finished the analysis in this cycle.

B. Research Findings

The result showed that there was an increase in the ability of students to write descriptive text by using bits and pieces game. The mean data for first cycle was 70.87, which was still poor because students still have difficulty writing in English. The mean for the second cycle was 79.03, from the result, it can be seen that the students and score in cycle II were better than cycle1. There were 4 out of 30 students (13.33%) in the pre-test percentage of students who got up to 75. In the post test of cycle I, students who got up 75 there were 11 out of 30 students (36.67%). In post test II, there were 26 out of

30 students (86.67%) who got up 75. As a result, the ability of students to write descriptive text has become better at every meeting.

The researcher also analyzed qualitative data besides the quantitative data to support the research finding. The qualitative data were taken from interview, observation, diary note and documentation. All these data have shown that students have a positive attitude and a good response during the learning process. It showed that the students have good attitude and good response during teaching learning process. Based on the result, it was showed that applying bits and pieces game was increasing.

C. Discussion

This research was conducted to find out the increasing of the students ability to write descriptive text using bits and pieces game. Bits and pieces game is one of the games that could help the students to solve their problem in writing descriptive text.

Bits and pieces game is an effective method of learning English, particularly in learning of descriptive text. The result showed that the ability of students to write descriptive text that can be seen from quantitative and qualitative results was increased by using bits and pieces game

There was an increase in the students' ability to write descriptive text in the quantitative data. It was increased in every meeting. The average was 70.87 for cycle I and 79.03 for cycle II. Showing that cycle II score was

higher than cycle I. Increasing, because the bits and pieces game helped students understand writing easily.

Based on the data analysis, the increase of the students score was seen to be higher. In addition, the teaching and learning process in cycle II is more interesting and fun. Based on the explanation, it showed that increased the students' writing ability by using bits and pieces game.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

From the result and discussion about the use of bits and pieces game to increase students' writing ability at descriptive text can be concluded that:

1. The implementation of using bits and pieces game in writing descriptive text can increase students' writing ability at descriptive text. By implementing bits and pieces game, the teaching and learning process has become more efficient and successful. It was successful because through group learning, the students considered that learning by using bits and pieces game was enjoyable. They could grab the material more quickly and more interestingly. The situation had change to a positive progression. Based on observation and interview, students have a positive response in the learning process. After the implementation of bits and pieces game they can increase their writing ability at descriptive text. It can be seen in every cycle from their test scores.

2. The students' writing ability at descriptive text before thought by using bits and pieces game was low. It can be seen in a free test score. The mean pre-test score was 59.5 or only 13.33% who success did the test. And after thought by using bits and pieces game the students' writing ability was increased. It could be seen from the first and second cycles. It was showed from the mean of students in post test I was 70.87 and in post test II was 79.03. And score improvement that scored up to 75 in post –test 1 was 11

out of 30 students (36,67%). Post test II in the second cycle was 26 out of 30 students (86,67%). There was improvement in every cycle. So, bits and pieces game could increase the students' ability to write descriptive text.

B. Suggestion

1. For the English teachers:

   Bits and pieces game is one alternative that can be used to learn English, not for writing skills, but also for speaking. Teacher should apply this game to teaching learning to make students interesting, enjoyable and to overcome students' boredom in the classroom. The game of bits and pieces is recommended for English teachers to attract students' interest.

2. For the students:

   Never give up to learning English, particularly writing, because writing is important and therefore can communicate with others. Students should never be afraid to choose and organize a sentence or a term. Students have to respond well to questions from teachers or friend and ask them if you're having problems with English content in the classroom.

3. For the other researcher

   It is necessary for the researchers to know the required technique for teaching. And this research can become the basis for the next researchers.

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AFFENDIX I

LESSON PLAN

(CYCLE I)

Subject   **: English**

Class   **: VIII**

Material   **: Descriptive Text**

Time allocation   **: 2x45 minutes (2 meetings)**

A. Core Competency

CC1	Appreciate and live the teachings of the religion they hold
CC2	Appreciate and behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of relationships and their existence
CC3	Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, art technology, culture related to phenomena and events seen in the eye.
CC4	Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other sources in the same perspective / theory.

B. Basic Competence and Indicators of Achievement

Basic Competencies	Indicators of Competence Achievement
1.1 Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning	1.1.1 Show gratitude to God during learning
2.3 Demonstrate responsibility, care, cooperation and peace-loving behavior in carrying out functional communication	2.3.1 Demonstrate caring behavior in learning
3.10 Applying text structure and linguistic elements to carry out the social function of descriptive text by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use	3.10.1 Give the name of the object 3.10.2 Identifying the nature of objects 3.10.3 Describe objects 3.10.4 Mention the social function of descriptive texts
4.11 Capture meaning in descriptive oral and written texts, shorts and simple	4.11.1 Find detailed information from simple text 4.11.2 Find certain information from a simple text 4.11.3 Find detailed information from simple texts
4.12 Compile descriptive text oral and written, short and simple, about people, animals, and objects, taking into account social	4.12.1 Complete simple descriptive text about objects 4.12.2 Compose simple descriptive text

functions, text structures, and linguistic elements that are correct and contextual	

C. Learning Objectives

1. Students are able to identify the generic structure of descriptive text

2. Students are able to identify language feature of descriptive text

3. Students are able to produce a descriptive text well

D. Learning material

Descriptive text is to describe something based on the writer's observation. Serving by describing or draw something, whether a place, person or object that the reader seems to be able to feel, imagine or witness.

Generic structure:

Identification : Identifies phenomenon that will be described

Description   : Describe about something or someone in detail

My Lovely Cat

I have a stray cat as my pet. He is really playful, He loved to play with me and the new this he found. He has orange and white fur, his fur is so soft and I like to rubs it from him. He has a long tail. He likes to play with it. He also always tries to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep

E. Learning methods

Approach　　　: scientific writing

F. Media, tool and learning resources

1. Media: Bits and Pieces Game

2. Tool: Board marker

3. Resources: English Book, dictionary and internet

G. Steps of Learning Activities

Activity	Description
Introduction	1. Say hello and pray and do an opening to start learning 2. Check the presence of students. 3. Prepare students physically and psychologically in initiating learning activities
Core activities	1. Teacher divided students in 6 group 2. The teacher distributes to each group, one stripping picture and papers to stick to the picture and write the picture 3. Arrange the picture to be good in 10 minutes 4. After the striping picture have been arranged, for every group describes the picture and writes it on pieces of paper. 5. After that teacher asked each group to stick arrange the picture on the board and the

	writing under it. 6. Then teacher checked what they have done, and tell them the winners of this game based arrange picture and detail of their writing
Closing	1. Students with the teacher make conclusions from the results of learning in learning activities that have just been carried out. 2. The teacher explains the plan of learning activities that have been learned 3. The class closes by Saying Alhamdulillah and reciting prayers.

H. Scoring

No	Elements of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
	Total of score	100%

Medan, July 2020

Known by:

The principle of MTs PAB 1 Helvetia   **The   Teacher**

Subject

Satria Wiraprana, S.Pd   **Irma   Mahita,**

S.Pd

Researcher

<u>**Juliana**</u>

34.16.3.11

LESSON PLAN

(CYCLE II)

Subject   : English

Class   : VIII

Material   : Descriptive Text

Time allocation : 2x45 minutes (2 meetings)

F. Core Competency

CC1	Appreciate and live the teachings of the religion they hold
CC2	Appreciate and behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of relationships and their existence
CC3	Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, art technology, culture related to phenomena and events seen in the eye.
CC4	Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other sources in the same perspective / theory.

G. Basic Competence and Indicators of Achievement

Basic Competencies	Indicators of Competence Achievement

1.1 Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning	1.1.1 Show gratitude to God during learning
2.3 Demonstrate responsibility, care, cooperation and peace-loving behavior in carrying out functional communication	2.3.1 Demonstrate caring behavior in learning
3.10 Applying text structure and linguistic elements to carry out the social function of descriptive text by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use	3.10.1 Give the name of the object 3.10.2 Identifying the nature of objects 3.10.3 Describe objects 3.10.4 Mention the social function of descriptive texts
4.11 Capture meaning in descriptive oral and written texts, shorts and simple	4.11.1 Find detailed information from simple text 4.11.2 Find certain information from a simple text 4.11.3 Find detailed information from simple texts
4.12 Compile descriptive text oral and written, short and simple, about people, animals, and objects, taking into account social functions, text structures, and	4.12.1 Complete simple descriptive text about objects 4.12.2 Compose simple descriptive text

linguistic elements that are correct and contextual	

H. Learning Objectives

4. Students are able to identify the generic structure of descriptive text

5. Students are able to identify language feature of descriptive text

6. Students are able to produce a descriptive text well

I. Learning material

Descriptive text is to describe something based on the writer's observation. Serving by describing or draw something, whether a place, person or object that the reader seems to be able to feel, imagine or witness.

Generic structure:

Identification : Identifies phenomenon that will be described

Description : Describe about something or someone in detail

My Friend

Her name is Khalisah, Khalisah is my roommate, she has tall body, she is 165 cm, she has straight black hair, she has oval face, she has small ayes, she has sharp nose, she dark brown skin, she has thin body, she is smart, she is kind, she is helpful, she is beautiful, and she is diligent.

J. Learning methods

Approach   : scientific writing

F. Media, tool and learning resources

1. Media: Bits and Pieces Game

2. Tool: Board marker

3. Resources: English Book, dictionary and internet

I. Steps of Learning Activities

Activity	Description
Introduction	4. Say hello and pray and do an opening to start learning 5. Check the presence of students. 6. Prepare students physically and psychologically in initiating learning activities

Core activities	7. Teacher divided students in 6 group
	8. The teacher distributes to each group, one stripping picture and papers to stick to the picture and write the picture
	9. Arrange the picture to be good in 10 minutes
	10. After the striping picture have been arranged, for every group describes the picture and writes it on pieces of paper.
	11. After that teacher asked each group to stick arrange the picture on the board and the writing under it.
	12. Then teacher checked what they have done, and tell them the winners of this game based arrange picture and detail of their writing

Closing	4. Students with the teacher make conclusions from the results of learning in learning activities that have just been carried out.
	5. The teacher explains the plan of learning activities that have been learned
	6. The class closes by Saying Alhamdulillah and reciting prayers.

J. Scoring

No	Elements of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
	Total of score	100%

Medan, July 2020

Known by:

The principle of MTs PAB 1 Helvetia   **The   Teacher**

Subject

Satria Wiraprana, S.Pd   **Irma   Mahita,**

S.Pd

Researcher

<u>Juliana</u>

34.16.32.11

APPENDIX II

<div align="center">PRE TEST</div>

Name:

Class:

Write a descriptive text about Butterfly!

APPENDIX III

POST TEST I

Name:

Class:

Write a descriptive text about Butterfly!

APPENDIX IV

POST TEST II

Name:

Class:

Write a descriptive text about Sunflower!

Key Answer of Pre-test

Butterfly

Butterflies are beautiful, flying insects with large scaly wings. Like all insects, they have six legs, three body parts, a pair of antennae, and compound ayes. The three body parts are the head, thorax (the chest) and abdomen (the tail end). The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs, of large wing covered with colorful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax. Butterfly can only fly if their body temperature is above 27 degrees centigrade. Butterflies sun themselves to wram up in cool weather. As butterflies get older, the color of the wings fades and the wings become ragged.

The speed varies among butterfly species (the poisonous varieties are slower that noun-poisonous varieties), that fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph

Key answer of Post test

Sunflower

Sunflower is a flower that famous with yellow colors and beautiful flower. Sunflower called "sun" because the flower is remain people about sun that always bloom and giving a joyful to people in the world. Sunflower is one season plant. Sunflowers have a large flower head, usually with a large, almost black central part which is made up of thousands of tiny florets that later become seeds set in a spiral pattern. The petals are typically bright yellow. Its stem is rough ad hairy while the leaves large and rough with course jagged edges. Sunflowers typically grow to between on one and half metres with some giant variants reaching up to eight metres Sunflowers are generally hardy plants and can withstand short dry or wet spells.

Observation Sheet of the Students' Activity in Cycle I and Cycle II

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	The students come on time				✓				✓
2	The students' pay attention to the teacher explanation			✓					✓
3	The students active in joining the teaching process		✓						✓
4	The students ask question to the teacher		✓						✓
5	The students' can answer the question from the teacher			✓					✓
6	The students can describe the picture		✓						✓
7	Students' enthusiast in teaching process			✓					✓
8	The students collect their papers on time			✓					✓

Notes

1 = bad   2 = enough   3 = good   4 = very good

Observation Sheet of the Teacher Activity in cycle I and cycle II

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	The teacher come on time				✓				✓
2	The teacher open the material by greeting			✓					✓
3	The teacher attract students' attention			✓					✓
4	The teacher explains the topic material that will be learn			✓					✓
5	The teacher explains the aims of the learning			✓					✓
7	The teacher explains about writing descriptive text			✓					✓
8	The teacher uses the method to teach writing descriptive text			✓					✓

Notes

1 = bad   2 = enough   3 = good   4 = very good

INTERVIEW SHEET

Interview with the teacher before treatment

The researcher   : Hello miss, apa kabar ?

The teacher   : Hi Juliana, Alhamdulillah baik. Juliana apa kabar?

The researcher   :Alahmdulillah baik miss, Sebelumnya terimakasih saya ucapkan kepada miss karena telah memberikan saya kesempatan untuk melakukan penelitian di kelas ini miss.

The teacher   : Iya, sama-sama

The researcher   : Apa pendapat miss, mengenai sikap siswa dikelas dalam mengikuti pembelajaran bahasa Inggris ?

The teacher   : Mereka tampak memperhatikan materi yang saya ajarkan, namun sebagian dari mereka tidak tertarik dengan pelajaran bahasa inggris, tetapi mereka tetap aktif mengerjakan tugas yang saya berikan.

The researcher   : Menurut miss bagaimana kemampuan siswa dalam menulis ?

The teacher   : kemampuan siswa dalam menulis masih terbilang rendah, karena sebagian dari mereka masih memiliki banyak

kekurangan dalam vocabulary, dan masih sulit menuangkan

ide dalam bentuk tulisan

The researcher   :Metode apa yang miss gunakan dalam mengajar ?

The teacher   : Biasanya saya mengunakan metode ceramah dan diskusi

The researcher   : Apakah ibu tahu metode Bits and pieces game ? dan apakah

ibu pernah menggunakan Metode itu ?

The teacher   : saya belum tahu, dan belum pernah menggunakna metode

tersebut

Interview with the Teacher after Treatment

The Researcher   : Hi miss?

The teacher   : Hello Juliana

The researcher   : Bagaimana menurut miss terkait sikap siswa di dalam

pembelajaran yang saya lakukan di kelas miss?

The teacher   : Menurut saya mereka suka mengikuti pembelajran yang

Juliana berikan, mereka terlihat semangat dan enjoy mungkin

dikarenakan game yang Juliana bawakan.

The researcher   : Bagaimana menurut miss terkait metode pembelaran bits and

pieces game dalam pembelajran descriptive text yang telah

saya terapkan?

The teacher : kalau menurut miss, metode yang Juliana berikan dapat membantu siswa terutama dalam menuangkan ide ke dalam bentuk tulisan descriptive text, karena meraka dengan mudah mendeskripsikan sesuatu dengan gambar yang telah mereka lihat dan dengan metode tersebut mereka juga terlihat lebih enjoy dan active dalam belajar.

APPENDIX VIII

Interview with the students before Treatment

The researcher   : Hello semua ?

Students   : Hi miss

The researcher   : Miss boleh interview sebentar?

Students   : Boleh miss

The researcher   :Apakah kamu suka pelajaran B. inggris?

Student 1   : Saya sangat suka miss

Student 2   : Suka miss

Student 3   : Tidak terlalu suka miss

The researcher   : Apakah menurut kamu, menulis bahasa Inggris itu sulit ?

Student 1   : Iya miss saya merasa sulit, karena vocabulary saya yang
                        kurang miss jadinya saya enggak tahu mau nulis apa miss

Student 2   : kalau saya, sedikit sulit miss, karena sebenarnya saya suka
                        nulis miss, tapi susah dalam menyusun kalimatnya miss.

Student 3   : gampang gampang sulit miss, tapi kalau banyak vocabulary
                        mudah sih miss, apalagi ada google translate jadi mudah miss,

tapi kesulitan yang saya alami miss, susah menyusun kalimatnya miss, padahal tinggal menuangkan idennya miss.

The researcher : Apakah kamu tahu apa itu Descriptive text

Student 1 : Saya tidak tahu miss

Student 2 : Tahu miss, kalau tidak salah,descriptive text itu kayak mendeskripsikan sesuatu kan miss

Student 3 : iya miss tahu, descriptive text itu mendeskripikan sesuatu baik berupa hewan tumbuhan dan manusia miss

Interview with Students after Treatment

Researcher : Hello semua?

Students : Hi miss

Researcher : Miss mau tanya-tanya sebentar, bolehkan ?

Students : Boleh miss

Researcher : Ok, apakah kamu tertarik menulis teks deskriptif dengan menggunakan metode bits and pieces game?

Student 1 : Iya miss, saya sangat tertarik miss

Student 2 : Saya tertarik miss

Student 3   : Tertarik miss,

Researcher   : Bagaimana menurut kamu belajar menulis deskriptif teks

dengan menggunakan metode bits and pieces game?

Student 1   : Menurut saya miss, metedo tersebut dapat mebantu saya miss,

jadi saya paham mengenai deskriptif texs dan generic

structurenya miss, pembelajaranya juga menyenangkan miss

karna ada unsur gamenya miss, jadi saya serasa bermain sambil

belajar miss

Student 2   : Alhamdulillah dengan metode tersebut miss, saya jadi lebih

paham mengenai descriptive text miss, dan saya suka

belajarnya miss karena gamenya simple gitu miss

Students 3   : saya jadi lebih mengerti miss dalam menuangkan idenya

miss, karena langsung melihat gambar, jadi lebih mudah

mendeskripsikan miss, tapi agak susah menyusun kalimatnya

miss terus bolak balik buka kamus miss.

APPENDIX VIII

Diary Notes

First meeting (22 July 2020)

At the first meeting, the researcher introduced herself and told to the students her intent. Then, the researcher gave all the students a pre test on descriptive text to know the basic knowledge of the students. The students had trouble writing, because they did not have preparation. They look confused and bored to write.

Second meeting (29 July 2020)

The researcher opened the classroom at this meeting by greeting and checking the attendance list. And then, the researcher explained the descriptive text, the general structure and the tense used in the descriptive text. There were students understand that researcher explained but some students still confused. The researcher then gave provided an example of descriptive text by using bits and pieces game.

Third Meeting (5 august 2020)

At the third meeting, the researcher used bits and pieces game. The researcher divided the students into five groups, each consisting of 5 students. Then researcher distributed stripping pictures in each groups and bits and pieces paper. Then ask the students to arrange the picture to good picture, and stick the picture on bits and pieces paper and then stick it on white board. The students looked seriously and active to arranged the picture. They work together in a group. The group who the fast and true in the arranging the picture is the winner of this game. After the stripping picture have been stuck on white board, then the researcher ask the students to describe the picture in writing.

Fourth Meeting (12 August 2020)

The second cycle was in this meeting. The researcher asked the students about their difficulties and their problem in writing descriptive text. Then, the researcher explained more about descriptive text. The students had a positive response and enthusiastic to follow the material explained by the researcher. that researcher explained. The students were paying attention and seriously.

Fifth Meeting (19 August 2020)

At the fifth meeting, the students learned descriptive text by using bits and pieces game that was played. The researcher re-explains the sections that the students did not understood. The students paid attention to the material. At the end of the teaching learning process in the classroom the researcher will evaluate students' ability to write descriptive text by giving them test as post test II in cycle II. And said thanks with their attention

APPENDIX IX

THE STUDENTS' SCORE IN PRE TEST

Num	INITIAL OF NAME	SCORE	
		Pre-test	Criteria of Success ≥ 75
1	AM	60	Failed
2	AFR	52	Failed
3	AFR	63	Failed
4	AZ	65	Failed
5	ADR	65	Failed
6	AWD	60	Failed
7	DPP	55	Failed
8	DP	77	Success
9	FF	75	Success
10	FA	62	Failed
11	FZ	55	Failed
12	HTS	55	Failed
13	IR	50	Failed
14	JAZ	75	Success
15	LR	58	Failed
16	MAL	50	Failed
17	MI	55	Failed
18	MZR	59	Failed

19	NR	55	Failed
20	NA	76	Success
21	NR	55	Failed
22	PA	56	Failed
23	RA	55	Failed
24	RD	60	Failed
25	SP	65	Failed
26	SN	57	Failed
27	STF	55	Failed
28	SAFF	50	Failed
29	WY	60	Failed
30	YH	50	Failed

APPENDIX X

The Students' Score in Post Test I

Num	INITIAL OF NAME	SCORE	
		Post-test 1	Criteria of Success ≥ 75
1	AM	75	**Success**
2	AA	68	Failed
3	AFR	75	**Success**
4	AZ	80	**Success**
5	ADR	72	Failed
6	AWD	68	Failed
7	DPP	65	Failed
8	DP	80	**Success**
9	FF	70	Failed
10	FA	68	Failed
11	FZ	80	**Success**
12	HTS	72	Failed
13	IR	55	Failed
14	JAZ	75	**Success**
15	LR	70	Failed
16	MAL	70	Failed
17	MI	60	Failed
18	MZR	65	Failed

19	NB	72	Failed
20	NA	80	**Success**
21	NR	76	**Success**
22	PA	77	**Success**
23	RA	65	Failed
24	RD	75	**Success**
25	SP	70	Failed
26	SN	70	Failed
27	STF	76	**Success**
28	SAFF	60	Failed
29	WY	72	Failed
30	YH	65	Failed

APPENDIX XI

The Students' Score in Post Test II

Num	INITIAL OF NAME	SCORE	
		Post-test 2	Criteria of Success ≥ 75
1	AM	80	**Success**
2	AL	78	**Success**
3	AFR	80	**Success**
4	AZ	90	**Success**
5	ADR	80	**Success**
6	AWD	78	**Success**
7	DPP	78	**Success**
8	DP	90	**Success**
9	FF	85	**Success**
10	FA	80	**Success**
11	FZ	75	**Success**
12	HTS	80	**Success**
13	IR	70	Failed
14	JAZ	82	**Success**
15	LR	76	**Success**
16	MAL	70	Failed
17	MI	77	**Success**
18	MZR	80	**Success**
19	NB	76	**Success**
20	NA	90	**Success**
21	NR	78	**Success**
22	PA	80	**Success**
23	RA	72	Failed
24	RD	78	**Success**

25	SP	80	**Success**
26	SN	82	**Success**
27	STF	80	**Success**
28	SAFF	70	Failed
29	WY	80	**Success**
30	YH	72	**Success**

Students Work

NAME : Yuski Hanza
CLASS : VIII.C

butterly is beautiful blue colour is so beautiful. and butterfly have six legs, three body parts are the head, thorax and abdomen. the eyes only can see yellow, red and green colours, and most butterflies eat from nectar plants

Name : Muhammad Iqbal
class : VIII - c

butterfly is beautiful and butterfly have beautiful color, butterfly eat nector plants, butterfly can fly from of one place to another. the beauty of the butterfly wings is very popular, the butterfly stars from an egg, then catarpillar then, becomes a cocoon and then becomes little butterfly and adult butterfly.

Name: Muhammad Abdul latif

Class : VIII - C

Butterfly is animal, butterfly have many colos, butterfly beautiful, Butterfly eat flower, butterfly can fly, because have wing, butterfly from can fly agg, next catarpilar becomes cocoand and the next become little butterfly and abiadult butterfly.

Post Test I

Name : Abe Maulana
class : VIII - C

Butterfly are beautiful, flying insect with large scaly wing.
Like all insects they have six legs, three body parts, a pair
of antenna, campound eyes, the tree body parts are the head
thorax and abdomen. butterfly are very good fliers, they have
to pairs of large wring covered with colourful scales. as
butterflier get older the colour of the wring fades. and
most adult butterflier drink or eat nector from flowers
through their tongue, and the process of metamarphosis
Comes from the egg, caterpillar, chryseus adult emarges and
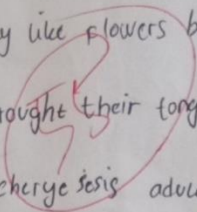adult butterfly

Name : Fadly Firmansyah

class : VIII-C

Butterfly is a animal Butterfly are beautiful with their colours
Butterfly have two pairs of wings on their thorax. Butterflies
wings are colorful for many reasons, the colour help them
attract a mating abroab/boat and the color also help them
send in aming the flower what they are feeling. As in all
inselut the body is divided into tree sections and metamor-
phose of butterfly they will breed by laying eggs and
Butterfly eat from nectar flowers.

Name : Irfan
Class : VIII-C

Butterfly is insect, Butterfly is beautiful and butterfly have beautiful colour.

Butterfly live in most the world butterfly have two pair or wins, they have six legs and three body part. and butterfly like flowers because butterflys eat from nektor Flowers. frogh thorought their tongue, and the process of metamarphosis from the egg, cater pillar, cheryesesis adult emarges and adudt butterfly

POST TEST II

Name : Ahmad Fatur Rohim

Class : VIII - C

Sunflower is a flower that famous with yellow colours and beautiful fiber. Sunflower typically grow to between one and a half and three and a half metres with some giant variant reacing up to three metres. In line with its original habitat. It requires hot and dry conditions to thrive. Sunflower seeds shong be solain in fertile. They need full sun to grow properly and develop best in summer. Its seed can be made as food. Sunflower has a characteristic that is very different from other types of flowers. Sun flower grows towards the sunlight. Sunflower leaves are single, wide, img. stemmed

Name = zadid ahmad zidane

Class = YIII-c

Sunflower are beatiful flower and famous with
yellow colours, sunflowers have large flower head.
almost black lenteral part which is made up of
thourshand of tiny florests that later become seeds.
the petals are typically bright yellow its stem is
rough and hairy while the leaves, sun flower are
generally hardly plants and can withstand short
dry or wet speels.

Sun flower is one reason plant, famous plants
from astercegea gunut family. as a beatiful plant
that making sunflower oil reads. sunflower
chararteristic is a has a big size. has right
yellow colours. with big head of flower

Name : Uma Pratwi

Class : VIII-C

Sunflower

Sunflower is a beautiful flower. the reason why sunflower is called "sun" not just it looks like sun, but this flower also gives everything who sees it enjoy and happiness about how wonderful this world and make us realize that god make such a wonderful world that we living now. sunflower have a large flower head, back central part which is made up of thousands of tiny florets that later become seeds set in spiral pattern. The petals are typically bright yellow. its stem is rough and hairy

Its stem is rough and hairy while the leaves large and rough with coarse jagged edges. sunflowers typically grows between 3 and 5 metres sunflowers originated in Americas. when native American grew for years it as source of food. sunflowers originated in Americas, is one season plant. sunflower it blooms only in summer and it must take care with good. sunflower seeds should be sown in fertile, moist, well drained soil that contains heavy mulch. they need full sun to grow properly

APPENDIX XIII

DOCUMENTATIONS

PERKUMPULAN AMAL BAKTI
MADRASAH TSANAWIYAH SWASTA PAB.1 HELVETIA
MTs PAB - 1 HELVETIA

NPSN : 10264210 NOMOR : 5362/BAP-SM/PROVSU/LL/XII/2013
N.S.M : 121212070032 TGL. : 28 DESEMBER 2013
STATUS : AKREDITASI A

Alamat : Jl. Veteran Pasar IV Helvetia Kec. Labuhan Deli Kab. Deli Serdang - 20373 Telp. 061-42084457

SURAT KETERANGAN
Nomor : Ts-1/B. 189 4 /PAB/IX/2020

Saya yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah PAB – 1 Helvetia

Kecamatan Labuhan Deli Kabupaten Deli Serdang dengan ini menerangkan bahwa :

a.	Nama	:	**Juliana**
b.	NIM	:	**0304163211**
c.	Tempat/Tanggal Lahir	:	**Tanah Bara Aceh Singkil, 07 Februari 1996**
d.	Semester	:	**VIII (delapan)**
e.	Prog. Studi	:	**Pendidikan Bahasa Inggris**
f.	Alamat	:	**Simpang Amal Rimo Aceh Singkil Kel. Tanah Bara Kecamatan Gunung Meriah**

Adalah benar nama tersebut telah melakukan penelitian di Madrasah Tsanawiyah PAB – 1

Helvetia guna mendapatkan data-data yang berhubungan dengan skripsi berjudul :

"Increasing Students' Writing Ability at Desciptive Text by Using bits and Pieces Game at MTs PAB 1 Helvetia".

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan dengan seperlunya.

Helvetia, 1 September 2020
Kepala

Satria Wiraprana, S.Pd

cc. arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

21 Juli 2020

Nomor : B-8430/ITK/ITK.V.3/PP.00.9/07/2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala MTs PAB 1 Helvetia Jl. Veteran ps. IV Helvetia

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	**Juliana**
NIM	:	**0304163211**
Tempat/Tanggal Lahir	:	**Tanah Bara Aceh Singkil, 07 Februari 1996**
Program Studi	:	**Pendidikan Bahasa Inggris**
Semester	:	**VIII (Delapan)**
Alamat	:	**SIMPANG AMAL RIMO ACEH SINGKIL Kelurahan Tanah Bara Kecamatan Gunung meriah**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs PAB 1 Helvetia Jl. Veteran ps. IV Helvetia, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Increasing Students' Writing Ability at Descriptive Text by Using bits and Pieces Game at MTs PAB 1 Helvetia Medan

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 21 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan
Kelembagaan

Digitally Signed
Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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