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THE EFFECTIVENESS OF “DESCRIBING FROM MEMORY” GAME TOWARD TEACHING WRITING DESCRIPTIVE TEXT

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Abstract

The study discuss about the effectiveness of “describing from memory” game toward teaching writing descriptive text. This game helps students more easily to express their ideas. Objective of the study is to know whether the students who are taught writing by using “describing from memory” game get better achievement than the students who are taught writing by using group work. The research methodology was an experimental research design. The population of the research was the seventh grade students, which was conducted in two groups, the experimental group (VII C) and control group (VII D) as the sample. VII C was taught by using “describing from memory” game, while VII D was taught by using group work. The researcher gave writing test to gather the data. The technique in analyzing the data was ANCOVA formula. The significance value was 0,00. It was lower than 0,05. ($0,00 < 0,05$). It means that H₀ (Null Hypothesis) was rejected and H_A (Alternative Hypothesis) was accepted. It can be called that the students who are taught writing descriptive text by using “describing from memory” game get better achievement than the students who are taught writing descriptive text by using group work. Teaching writing descriptive text in experimental class by using “describing from memory” game can encourage the students to be more active and interest.

Keyword : Game, Writing, Descriptive text.

Abstrak

Penelitian ini menjelaskan tentang keefektifan game “mendeskripsikan dari ingatan” terhadap pengajaran menulis teks deskriptif. Permainan ini membantu siswa lebih mudah untuk mengekspresikan ide-ide mereka. Tujuan penelitian ini adalah untuk mengetahui apakah siswa yang diajar menulis dengan menggunakan permainan mendapatkan prestasi yang lebih baik daripada siswa yang diajar menulis dengan menggunakan kerja kelompok. Metodologi penelitian adalah desain penelitian eksperimental. Populasi penelitian adalah siswa kelas tujuh, yang dilakukan dalam dua kelas, eksperimen (VII C) dan kelas kontrol (VII D) sebagai sampel. The VII C diajar dengan menggunakan game “mendeskripsikan dari ingatan”, sedangkan kelas VII D diajar dengan menggunakan kerja kelompok. Peneliti memberikan tes tulis untuk mengumpulkan data. Teknik yang digunakan dalam menganalisis data adalah ANCOVA. Nilai signifikansi adalah 0,00. Itu lebih rendah dari 0,05. ($0,00 < 0,05$). Hal ini berarti H₀ (Hipotesis Alternatif) diterima. Dapat dikatakan bahwa siswa yang diajar menulis teks deskriptif dengan menggunakan game “mendeskripsikan dari ingatan” mendapatkan prestasi yang lebih baik daripada siswa yang diajari menulis teks deskriptif dengan menggunakan kerja kelompok. Pengajaran menulis teks deskriptif di kelas eksperimen dengan menggunakan game “mendeskripsikan dari ingatan” dapat mendorong siswa untuk lebih aktif dan tertarik.

Kata kunci : Game, Menulis, Teks Deskripsi.

Introduction

English is taught in schools to make students comprehend English. According to Broughton (2003: 6) said that English as foreign language is taught in schools, that has major areas of the school curriculum. English as foreign language is used in Indonesia. English is taught in Indonesia and becomes one of subjects that are taught in schools.

In teaching English, there are four skills such as reading, listening, speaking, and writing. In this research, the researcher focuses in teaching writing skill. Through writing, people can write their ideas, experiences, and imagination into a paragraph. According to Leo (2007:1) said that, writing as a process of expressing ideas or thought in words should be done at our leisure, that can be very enjoyable as long as we have the ideas and the means to achieve it. There are problems in teaching writing. Harmer (2003:256) said that there are some problems of writing such as spelling and punctuation. Broughton (2003: 116) also claim that there are some problems in writing, such as English grammar, problem in paragraphing, problem in expressing, and punctuation. From these problems, they make students feel difficult to write.

There is a strategy in teaching writing English. Game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright et al, 2006). Games have educational value. It contains of entertaining, engaging, challenging, and activity in which can be used in the classroom to make learners use the language in meaningful way. There are some games in teaching learning process. According to Wright, et al (2006:62) “describe from memory” game is appropriate to teach descriptive writing. Through the game students can easier understand about what descriptive text is and how to write it.

There are some previous study related to the use of “describe from memory” game. The first previous study was conducted by Setiawan (2016). The title is The Use of “Draw The Bank Robbers” Game To Improve Students’ Writing Skills in Descriptive Text (A Classroom Action Research at the Eight Graders Students of MTs Al-Khoiriyyah Semarang in Academic Years 2014/2015). The research design was classroom action research. It consists of preliminary research and two cycles. The result of the study showed that there was improvement of students’ ability in writing descriptive text after being taught using draw the bank robber game. The second previous study was conducted by Aini (2016) entitled The Use Of “Draw The Bank Robbers” game in Teaching Writing Descriptive Text in Junior High School. This game can motivate the students in learning writing. In addition, it is fun and easy for the students to convey their ideas in writing descriptive text. The third previous study by Kurniawati (2017) conducted a research entitled The use of Draw the Bank Robbers game to Improve Students Writing Skill in DescriptiveText (A Classroom Action Research of First Grade Students of SMP Negeri 2 Salatiga in Academic Year 2016/2017). The implementation of teaching writing descriptive text through Draw the Bank Robbers Game at the first grade students of SMP Negeri 2 Salatiga was successfully reached. The mean score of post-test was higher than pre-test. Based on the previous study, the researcher found the research gap, which has not been done from previous studies. First, the previous study conducted research to improve students' writing skill but had not conducted research the effectiveness of the game. Second, the previous study had not presented the language feature in teaching descriptive text in detail. Third, the previous study conducted research the game, but it haven't used the picture. So, the researcher want to use the variation of draw the bank robbers game, that is describe from memory game. This game is a variation of “draw the bank robbers” game. . In application of “describe from memory” game, before students write descriptive text, they memorize the picture that will be described. Wright, at all (2006:62) said that ‘describe from memory” game is game in teaching writing descriptive text, because before students write descriptive text, they memorize the picture. Therefore the game uses picture. The picture has many advantages. Picture can help the students to write descriptive text. This media is an important role in a teaching and learning process. Harmer (2003: 134-136) said that picture is teaching aid, that taken from drawn, books, newspaper, magazines, or photograph to facilitate learning. Teachers can use pictures in

teaching writing descriptive text. So, the researcher would like to conduct “describing from memory” game, because game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (wright, 2006: 1). Describe from memory game is appropriate to teach writing descriptive writing. So, the researcher is interested in investigating the effectiveness of “describe from memory” game toward teaching writing descriptive text. Based on the background, it is formulated in answer the following question:

Do the students who are taught writing by using “describe from memory” game have better achievement than the students who are taught writing by using group work?

After that, the researcher formulated objective of the study. Objective of the study is to know whether the students who are taught writing by using “describe from memory” game have better achievement than the students who are taught writing by using group work.

Theoretical Background

Definition of Writing

Writing is the process of expressing ideas, thinking, or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, express them well and organize them in appropriate writing. According to Leo (2007:1) Writing as a process of expressing ideas or thought in words should be done at our leisure. Nunan (2003: 88) in Hotimah (2005: 8) stated that writing is the mental work of inventing ideas, thinking how about to express them and organizing them into statements and paragraph that will be clear to a reader. Harmer (2004:31) stated that writing has always formed part of the syllabus in the teaching English. Based on the definition of writing above, therefore writing is one of the language skills that is process of expressing ideas or thought.

Teaching Writing

Teaching writing is not only oriented on the product, but also on the process. In teaching of writing, the researcher focuss on the product of that writing or on the writing process itself (Harmer, 2001:257).

a. Planning

Before writing, the students decide and try what they are going to write in their thinking. In planning, the writers have to think three main issues. In the first is the purpose of their writing, not only the type of producing text, but also the language used, and the information that they have choose. Secondly, thinks about the audience that they are writing for. Thirdly, the writers consider the content, ideas, or argument. Therefore, they think what they are going to write.

b. Drafting

The students start going the text. They try to write. They are going to write related topic. The teacher explained picture about cultural with game to students. The teacher divides students into several heterogeneous groups (applying the principle of not distinguishing the level of thinking ability, gender, religion, ethnicity, etc.). The teacher attaches several pictures on the board. The teacher gives the worksheet to each group. Students are asked to choose one the picture and memorize it for about 15 seconds and close it. Students from other groups may not know the picture they chose. The teacher asks students to make a description text (identification and description) according to the picture they choose. Next, the teacher asked students in other groups to read their description text and try to identify which picture has been described.

c. Editing

After drafting, editing is done. In this editing, the students correct each other's work. The teacher helps students, who comments and suggests them. In this research, after the students do the worksheet (drafting). The teacher asks students in other groups to read their description text and match whether their description match the picture. Then the students correct each other's work. The teacher revises the work of students, helps students. The teacher comments and suggests them. In order that, the students can write properly.

d. Final draft (publishing)

The writers have edited their draft, making the changes that needed, they produce their final writing. This may look considerably different from both the original plan and the first draft, because the things have changed in the editing process or revision. The teacher checks and revises it. Finally the writer can collect and share their writing.

Next, according to Nurgiantoro (2001: 306-308) in Hotimah (2015: 12-13) there are some components of writing:

a. Content

Content is refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the details idea to describe the main topic.

b. Organization

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

c. Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

d. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful.

e. Mechanic

Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

Descriptive Text

Descriptive text is the text, which describes particular person, place or thing (Anderson, 2003:26). In this text, people can describe a specific subject. Descriptive text has purpose to tell about the subject by describing its features without including personal opinion.

a. Grammatical feature of descriptive text (Anderson, 2003:26):

1. Verb in present tense.
2. Adjective to describe the feature of the subject.
3. Topic sentence to begin paragraph and organise the various aspects of the description.

b. The generic structures of descriptive text are identification and description:

1. Identification is the section of the text which is identifies phenomenon to be described.
2. Description is the section of the text which is describes parts, qualities, and characteristics.
3. Aconcluding of paragraph(optional).

It is the concluding paragraph signals the end of the text, but it is optional.

The researcher focuses on the description of particular person. The topic is about cultural bound, such as traditional dancers and traditional drama players in East Java. In writing descriptive text, the writer need to consider its generic structure and grammatic feature.

The process of teaching and learning is very important to make the students understand well. The goal is to improve the ability of the students. Some teachers have an interactive learning in the class by various ideas that occur from their brain.

Game

Teaching writing by using games is one of interactive and interesting learning. According to Wright, et al (2006:1) "Game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. States by Hadfield (1990:8) in Kurniawati" Game is an activity with rules, a goal and an element of fun." Therefore, based on the definition above, it can be concluded that game is an fun activity can be played which is engaging, entertaining, and challenging, that has rules to instruct the students activities, in order that the students can interact with others and has the goal to make students to be spirit, interested, and enjoy in the class.

“Describing From Memory” Game

The game in this study is “describing from memory” game. This game is a variation of ‘draw the bank robbers’ game. This variation gives another way in the implementation. In ‘draw the bank robbers’ game, before describing something, the player draw in the paper. It usually uses fictional bank robbers or other. But, in ‘describe from memory’ game, before students write descriptive text, they memorize the picture that will be described in groups. Wright, at all (2006:62) said that describe from memory game is appropriate in teaching writing descriptive text, because before students write descriptive text, they memorize the picture, that will be described. Procedure ‘describe from memory’ game

1. Teacher divides into several groups.
2. Teacher shows the several pictures, for example four pictures all at once to the whole class.
3. Teacher tells the students to decide which picture they want to describe, and not to let anyone else know their choice
4. Teacher gives them a short period of time, e.g. 10 seconds, to look closely at it.
5. Then students write a description of it.
6. Encourage the learners to mill around, asking other students, in turn, to read their description. They should then try to identify which picture has been described

Picture

Harmer (2003: 134) said that picture is teaching aid, that taken from drawn, books, newspaper, magazines, or photograph to facilitate learning. Minor in Chairena 2007:11 also stated that picture is simple in that it can be drawn, printed, or photographically processed and it can be mounted for preservation for the use in the future.

The pictures in teaching writing actually help students to catch and express their ideas easily. Harmer (2003: 136) said that teacher sometimes use pictures to write a description.

Method

This research is an experimental research design. According to Ary, et al (2010:2006) experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. Ary, et al said that an experimental design may also be classified according to how well they provide control of the threats to internal validity: pre-experimental, true experimental, and quasi experimental designs (2010:302). The nonrandomized control group, pretest–posttest design is one of the most widely used quasi-experimental designs in educational research. (Ary, et al, 2010:316). Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups (Ary, et al, 2010: 316). This research will use quasi experimental design because the researcher could not do random sampling and based on English teacher’s suggestion and also based on the similar ability of students from daily tests.

In this design, there were two groups namely experimental group and control group. Experimental group would be given treatment by using “describing from memory” Game in writing descriptive text. Meanwhile, control group would be given treatment by using group work.

Population and Sample

Population

According to Ary, et al (2010:148) said that population is defined as all members of any well-defined class of people, events, or objects. The population in this research is all students at the seventh grade of M Ts Al-Ihsan Kalikejambon in academic year 2018/2019 that consist of four classes: VII A, VII B, VII C, VII D.

Sample

According to Ary, et al (2010: 148) sample is a portion of a population. Sugiyono said that, the sample is part of the numbers and characteristics possessed by the population (2007: 62). In this research, the sample is two classes. The sample is students in the class VII C as experimental group,

that consists of 26 students and the students in the class VII D as control group, that consists of 25 students.

Procedure of Collecting the Data

There are procedure of collecting the data as follows:

1. Giving pre-test for experimental group and control group to know the background knowledge of students.

The researcher gave pre-test for both experimental group and control group before the treatment to know the background knowledge of students on 22 October 2018. The students in experimental group was 26 students and the students in control group was 25 students. The time to give pretest was 60 minutes.

2. Giving post-test for experimental group and control group to recognize students' ability after following writing class.

Next the researcher gave the treatment by using describe from memory game for experimental group, while the control group was given by using group work. The treatment was 3 times (3 meetings). The last, the researcher gave posttest for experimental group on 31 October 2018. The time to give posttest for experimental group was 60 minutes. The researcher gave posttest for control group on 1 November 2018. The students in experimental group was 26 students and the students in control group was 25 students. The time to give posttest for control group was 60 minutes.

Instrumentation

The researcher used a test as instrument. Test used to know the student's writing achievement before students get treatment and after students get treatment.

- a. Try out

Before giving pre-test and post-test, the researcher gave the students try out test to know the validity and reliability of the test. The researcher gave try out in class VII A. Before students get pre-test and post-test, the researcher gave try out to measure the validity and reliability of the test. The test could be used in pre-test and post-test if the test valid and reliable. The instrument of pretest was valid and reliable. The instrument of posttest was valid and reliable.

- b. Pre-Test

Pre-test is test that given before the researcher gives the treatment to the students (experimental group and control group). In this research, the students make a descriptive text to identifying and measuring the student's writing achievement.

- c. Post- Test

Pos-test is test that given after the researcher gives the treatment to the students (experimental group and control group). In this research, the students make a descriptive text to the student's writing achievement to know wether the independent variable was applied the student's writing achievement (experimental group and control group) or not

Data Analysis

This research used ANCOVA. Before analyzing the data by using ANCOVA, the researcher calculated test assumed, that was normality and homogeneity from the data posttest score of experimental group and control group. The criteria of normality and homogeneity based on the significance values. If the value of significance $>$ alpha 0,05, the distribution is normal and the test result is homogeneous. After the researcher found that the data were homogeneous and normal. The researcher used ANCOVA. This research will use ANCOVA because the researcher doesn't know the effect of independent variable on dependent variable. According Ary, et al (2010: 287), analysis of covariance (ANCOVA) is a statistical technique used to control for the effect of an extraneous variable known to be correlated with the dependent variable.

Result

The researcher analyzed the normality. Based on the output test of normality, the researcher got the value of significance (2-tailed). From the One-Sample Kolmogorov-Smirnov Test above, the significance of experimental group was 0,640. Then, the significance of control group was 0,779. The significance experimental group and control group were higher than 0,05. It means that the

distribution both were normal. Based on the output test of homogeneity, the researcher got the value of significance was 0,934. It means that the value of significance is higher than alpha 0,05. Therefore, it can be concluded that the homogeneity of group experimental and control group were homogeneous.

The researcher analyzed data in pre-test and post-test by using ANCOVA for analysis to answer the research problem. The result of ANCOVA was:

Table 1.1 Descriptive Statistics

Dependent Variable: Posttest

Strategy	Mean	Std. Deviation	N
Describe From Memory Game	72.50	9.192	26
Group Work	64.80	9.626	25
Total	68.73	10.092	51

Based on the table above, the mean score of experimental group by using picture about culture bound with game was 72,50 and control group was 64.80. it means that the mean score of experimental group was higher than control group after treatment. Next, to know the significance or not significance of HA (Hypothesis Alternative), the researcher used the table of ANCOVA below.

Table 1.2 Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3520.137 ^a	2	1760.068	53.742	.000	.691
Intercept	954.509	1	954.509	29.145	.000	.378
Background Knowledge	2764.480	1	2764.480	84.411	.000	.637
Strategy	621.013	1	621.013	18.962	.000	.283
Error	1572.020	48	32.750			
Total	245975.000	51				
Corrected Total	5092.157	50				

a. R Squared = ,691 (Adjusted R Squared = ,678)

Based on the table above, the significant value of background knowledge was 0,00. It means that 0,00 lower than 0,05 (alpha 0,05). So, the extraneous variable (background knowledge) had significant effect to dependent variable (posttest). Then, the significant value of strategy was 0,00. It was lower than 0,05 (alpha 0,05). Therefore, H0 (Null Hypothesis) was rejected and HA (Alternative Hypothesis) was accepted. It means that the students who are taught writing descriptive text by using describe from memory game get better achievement than the students who are taught writing descriptive text by using group work. The effect of background knowledge was 63,7%. Then, the effect of the strategy was 28,3%. It means that the background knowledge of students gave more influence than the strategy (63,7% > 28,3%).

Discussion

Based on the finding, the research problem could be answered. The mean score of post-test was 64,80 for control group and 72,50 for experimental group. From the mean score, The experimental

group was higher mean score than control group after treatment. Teaching writing descriptive text in experimental class by “describing from memory” game can encourage the students to be more active and interest. They were also easy to understand the material when teaching and learning process conducted by using “describing from memory” game. It can be seen on the result of average score of experimental class which better than control class.

Furthermore, the significant value of strategy was 0,00. It was lower than 0,05. Therefore, H₀ (Null Hypothesis) was rejected and H_A (alternative hypothesis) was accepted. It means the students who are taught writing descriptive text by using “describing from memory” game get better achievement than the students who are taught writing descriptive text by using group work. The researcher was supported theory from Wright, at all (2006: 1), said that game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Furthermore, Wright, at all (2006:62) said that ‘describing from memory’ game is game in teaching writing descriptive text, before students write descriptive text, they memorize the picture, that will be described. The game uses picture. So, the picture supported this game. The picture has many advantages. Picture can help the students to write descriptive text. The use of media facilitates the teacher and students to reach the goals of the study. Harmer (2003: 134-136) said that picture is teaching aid, that taken from drawn, books, newspaper, magazines, or photograph to facilitate learning. Teachers can use pictures in teaching writing descriptive text.

Then the significant value of background knowledge was 0,00. It means that 0,00 lower than 0,05 (alpha 0,05). So, the extraneous variable (background knowledge) had significant effect to dependent variable (posttest). The percentage of effect of background knowledge was 63,7%. The effect of the strategy was 28,3%. It means that background knowledge of students gave more influence than effect of strategy (63,7% > 28,3%). The effect of background knowledge was higher than the effect of strategy.

Conclusion

Based on the data analyses, there was a difference achievement in score of writing test descriptive text between students who were taught by using “describing from memory” game and students who were taught by using group work at seventh grade of M Ts Al-Ihsan Kalikejambon. The test of hypothesis using ANCOVA Test formula showed the value of the number of significance is $0,00 < 0,05$. It means that 0,00 is below than 0,05. Therefore, null hypothesis (H₀) was rejected and alternative hypothesis (H_A) was accepted, therefore the students who are taught writing descriptive text by using “describing from memory” game get better achievement than the students who are taught writing descriptive text by using group work. The researcher could conclude that there was a difference achievement in score of writing test descriptive text between students who were taught by using describe from memory game and students who were taught by using group work at seventh grade of M Ts Al-Ihsan Kalikejambon.

It could be concluded, there was a significant difference in the students’ achievement on writing descriptive text at the seventh grade students between students who have been taught by using “describe from memory” game and who those have been taught by using group work. Therefore, null hypothesis (H₀) was rejected and alternative hypothesis (H_A) was accepted, it means that the students who are taught writing descriptive text by using “describe from memory” game get better achievement than the students who are taught writing descriptive text by using group work. The researcher could conclude that there was a difference achievement in score of writing test descriptive text between students who were taught by using describe from memory game and students who were taught by using group work at seventh grade of M Ts Al-Ihsan Kalikejambon.

This game was suitable to be applied and made students more active. The future researcher can conduct the research “describe from memory” game in teaching writing descriptive text. In this research, researcher found out the limitation in teaching, such as the background knowledge of students. The precentage of effect background knowledge was 63,7% and the effect of the strategy was 28,3%. The effect of background knowledge was higher than the effect of strategy (63,7% >

28,3%). The strategy should give higher effect. Second, time was not enough. Furthermore, not all students had more attention in understanding this game. The researcher would like to propose some suggestions for the future researcher, the next researcher should control background knowledge of students, the next researcher should be creative to modify the picture with game with more media or combine with any method, the describe from memory game should have the good preparation and enough time to gain the accurate and good findings, the future researcher can apply this game for the other material and another skill.

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