

AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' WRITING PERFORMANCE
THROUGH DOT TO DOT GAME
AT THE ELEVENTH GRADERS OF SMKN 1 PEKALONGAN
EAST LAMPUNG



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This research proposal entitled “Improving the Students’ Writing Performance Through Dot to Dot Game for the Eleventh Graders of SMKN 1 Pekalongan East Lampung”.

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The writer does apologizes for all mistake. All comments and criticizes are really welcome to lighten up the quality of this proposal research. Hopefully, this research proposal can be a meaningful benefit for the writer especially, for our campus and readers generally in improving language learning.

Metro, June 22th, 2016
The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages in the world. Nowadays English has become an International language that is used by all countries as the first, the second, or the foreign language. Indonesia is one of the countries that determines English as a foreign language. It has also been a compulsory subject to Indonesian learners from Elementary school up to university.

As a foreign language, learning this language is not as easy as learning Indonesian language because it has different structure, pronunciation, and others. Moreover, the primary aim of learning and teaching English is the students can communicate each others either in spoken or written language. Evelyn Rientje states that teaching English need to be given by would more facility to master and understands English language.¹

In teaching a foreign language, language skills and components are the deal. The four language skills are listening, speaking, reading and writing while the components of language or subjects matters of language are a stock

¹ Evelyn Reintje Elsjelyn, *English Made Easily*, Jakarta, Icesaint Blanc, 2008, p. 41

of words and expressions and the rules that govern the syntax of its patterns, that is vocabulary and grammar.

English as communication language has a great role in human activities. English student must be able to master English in order to face the development of science and technology. Learning language is hoped to be able to help the students recognize them selves, their culture and other culture. On the other hand, learning language is hoped to help the students to express their ideas and feeling, participation in society and imagination in their selves, in learning of English.

Learning writing is very hard for many people. According to David Nunan, learning to write is the most difficult macro skill for all languages, it is regardless the language as the second foreign language.² Writing is more complicated than the other skills. A good writing should require good grammar, organization, vocabulary, and good sentences. Writing should consider the technical matter such as the using of phrase and sentences to connecting the idea. Writing also takes time to brainstorm the ideas, time to draft writing, and changing the focus when the teacher check it.

In teaching English, it has been known that many models of writing activities worked out to enable the learners to the mastery of writing skill. The teacher needs an innovation to teach English. One of the ways to improve teaching of writing skill is using media. The teacher must use an interesting

² David Nunan, *Discourse Analysis*, (England: Clays Ltd, 1993), p. 35

media. There are media that can be used in teaching English, such as movie, picture, cards, games, song and so on. Media act as the solution and can improve the students' interest in learning English. The researcher using games as interesting media to make the students can feel enjoyment and interested with the lesson. According to John C Beck & Mitchell Wade, Game is the attention that has been proven. The game is a good training environment for the real world in organizations that require collaborative problem solving.³ Teaching and learning process be successful are technique and media of teaching that are relevant with the lesson.

The importance of mastery the writing skill makes the writing activity to be introduced in vocational school. In vocational school, they are stay in elementary level. And then, in the elementary level the writing activity is arranging the words into sentences, arranging sentences, and writing sentences. The ability of each student in writing is different. It is happened in the eleventh grade students of SMKN 1 Pekalongan. The students' ability in writing is less than other language skill. The student sometimes ignores what the teacher said. They do other activities which has no relationship with the lesson activity.

In this case, the writer tries to research and about how is the level of the students' performance in the SMKN 1 Pekalongan. The writer conducted a pre survey on August 27, 2015 in the SMKN 1 Pekalongan asking the English

³ Harsono, Ma'ruf, *Pengaruh Permainan Game Terhadap Remaja*, (Surya University:2014),p.3

teacher about the process teaching and learning and also about the students' performance in writing. Besides that, the writer asked some of the students to give statement related to their writing performance.

The table below is the result of the pre survey :

Table 1.
The Data of Students' Scores Related to Writing Performance

Please, describe your favorite fruit? And present it in front of the class!		
No	Students' Name	Score
1	Agnes Nova Liana	75
2	Andres Afani	75
3	Anggun Tri Prastiawati	70
4	Bunga Jatra Tri S	73
5	Deka Kurnia Fitriani	70
6	Diantoro Yuliasih	75
7	Dinar Bias Langen Sari	85
8	Edi Kriswara	65
9	Enis Novita Sari	73
10	Eva Oktiana	68
11	Evi Sulistya Wati	68
12	Fika Ramadani	70
13	Gilang Ramadhan	65
14	Inka Mutiara	73
15	M Yudi Prasetyo	78
16	Mailinda Andayani	75
17	Maya Afriyanti	80
18	Mesrani Anggellina	83
19	Mila Septiawati	70
20	Nia Tiaz Kurniawati	85
21	Ninda Oktavia	75
22	Nur Imani	68
23	Pijar Pratama	78
24	Reza Rizka Arinda	75

25	Rizka Aprilia	68
26	Sheren Putri P U	70
27	Sherena Gerinada	70
28	Siska Sari	70
29	Sigit Andika	65
30	Susan Adi Setiawan	80

Table 2.
The Result of Pre- Survey Data and Percentage.

No	Grade	Explanation	Mount	Percentage
1	< 75	Fail	17 Students	56,67 %
2	> 75	Pass	13 Students	43,33 %
Total			30 Students	100 %

The table above represents the students' scores related to writing performance. In this school, they have 75 for the KKM. After the researcher has pre survey, from the data above many students that have low score. Dealing with this case, I would like to improve students' performance in writing at the eleventh graders of the SMKN 1 Pekalongan in the academic year of 2015/2016. some problems can be formulated based on the background above, they are (1) the students who have difficulties to express their ideas in writing performance, (2) the students are lack interest in writing performance.

In this research, the researcher uses Dot to Dot game to implement in the classroom. An observation had conducted on SMK N 1 Pekalongan. In

fact, most of the students have low result especially in writing. They unable to describe something well and have difficulty to express their ideas. After doing pre-survey at the eleventh graders of SMK N 1 Pekalongan in academic year 2015/2016, the researcher got the result such as the students have difficult to describe because they are lazy and think writing is very bored.

The students also have difficulties to write because the students lack vocabulary to describe something. So, they have difficulty to choose words that they will use in their writing.

From the result above it can be concluded that the student's English writing result is low.

In line with the problem above, the researcher tries to overcome the problem by use Dot to Dot game to improve the students' writing performance at eleventh graders of SMK N 1 Pekalongan in academic year 2015/2016.

B. Problem Identification

Regarding to the background of study, the researcher identifies the problem as follows:

1. The students have difficulties to express their ideas in writing.
2. The students have low vocabulary.
3. The students have difficulties in starting the writing.

C. Problem Limitation

Based on the background of study above, the researcher focuses on the use of Dot to Dot game on descriptive text to improve the students' writing performance at eleventh graders of SMK N 1 Pekalongan.

D. Problem Formulation

Based on the background of study and problem identification above, the researcher formulates the problem is "Can use Dot to Dot game improve the students' writing performance at the eleventh graders of SMK N 1 Pekalongan?"

E. Objective of the Study.

Referring to the problem formulation above, the objective of this research to know whether the use Dot to Dot game can improve students' writing performance at the eleventh graders of SMK N 1 Pekalongan in academic year 2015/2016.

F. Benefits of the Study**a. For the Students.**

By using Dot to Dot game in writing performance, it is hoped the students will be more interested and motivated in learning writing. It is also expected able to improve the students' writing performance.

b. For the Teacher.

By this classroom action research, the researcher as a teacher will improve the ability in teaching learning process. By knowing these advantages the teacher is expected using dot to dot game to help their teaching writing activity.

c. For the Researcher.

1. To apply the knowledge that researcher got in her study.
2. To give information for further research.
3. To add experience and to develop knowledge in English study.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Writing Performance

a. Definition of Writing

According to Sanggam, the writer productive language skill is called writing. It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language s/he is writing to transfer the information s/he has in her or his mind readers effectively.¹

It means that writing is ability of the writer to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

Sanggam Siahaan explain that writing is a psychological activity of the language user to put information in the written text.²

Writing is commonly about a certain topic in which the writer at first collect data, then elaborate the topic based on a certain idea in order to answer a question, or prove statement, or describe an object, or expose a new truth of certain fact of an object, or convince the readers to believe or disbelieve a statement, and

¹ Sanggam Siahaan, *The English Paragraph*, (Pematang Siantar:Graha Ilmu,2007),p. 2

² Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta:Graha Ilmu, 2008), p.215

persuade those readers to take a certain course of action related to the believe or disbelieve.³

Furthermore Thomas explains that writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure).⁴ Meanwhile, Sutanto Leo stated that writing as a process of expressing ideas or thoughts in words should be done at our leisure.⁵ So, writing is piece of a written text about a topic in a writer in a context. According to Sutanto Leo there are three basic principles which need to be considered in a piece of academic writing as follows :

a) Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

b) Register

Register refers to the style of language and choice of vocabulary used in particular piece of writing, this could be formal and informal. Academic writing differs from non-

³ *Ibid*,p.215

⁴Thomas S Kane, *Essential Guide to Writing*.(New York:Oxford University Press,2000), p.17

⁵Sutanto Leo, *English for Academic Purpose Essay Writing*,(Yogyakarta: C.V Andi Offset, 2007), P. 1

academic writing in terms of being formal, to the point, and concise.

c) Offerences

A piece of academic writing should be free from offerences, especially plagiarism and sensitive issues. Plagiarism can be in the form of direct quotations, paraphrase, and specific ideas. On the other hand, sensitive issues are concerred with race, religion and different social groups.⁶

In conclusion, writing is one of the ways for sending message or information from the writer to the readers.

b. Process of Writing

In the writing there are process to write written text. This process needed in order to to be a good witten text. Jeremy Harmer stated that there are four process of writing as follow :

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers they may involve making detiled notes. For other a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in

⁶ *Ibid*,p.1

their heads. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language-whether, for example, it is formal and informal in tone. Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. The first 'go' to the text is often done on the assumption that it will be amended later.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions.

4. Final Version

Once writers edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things changed in the editing process. It might be decided to represent these stages in the following way :

planning \Rightarrow drafting \Rightarrow editing \Rightarrow final version.⁷

From explanation above, it can be concluded that the purpose of writing is to give information from writer to reader and convey information accurately, effectively and correctly.

c. Definition of Writing Performance

Writing is one of the ways for sending message or information from the writer to the readers. According to Encarta performance are:

- 1) The way in which somebody does a job, judged by its effectiveness.
- 2) The manner in which something or somebody functions.⁸

⁷Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2004), p.4

⁸ (Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved)

Meanwhile, Brown stated that performance is the overtly observable and concrete manifestation or realization of competence.⁹ It is the actual doing of something such as : walking, singing, dancing and speaking. In technological societies we have used the competence performance distinction in all walks of life.

Based on quotation above, , it can be inferred that performance is concrete realization of competence which can be overtly observable by test.

In conclusion, writing performance is ability to arrange the sentences of certain language being used in writing communication to sending message or information from the writing to the readers.

d. Measurement of Writing

In a writing there are measurement of writing. It is can called assesment of writing. According to Brown assessment and teaching are partners in learning process, test as a subset of all assessment process become indispensable component of curriculum.¹⁰

In addition, Brown states that in measurement of English writing performance included five core components, such as

⁹ H.Douglas Brown, *Principles of Language Learning And Teaching Fifth Edition*, (San Fransisco State University,2007),p.35

¹⁰ H. Douglas Brown,*Teaching by Principles An Interactive Approach to Language Pedagogy(second edition)*, (San Francisco : Longman, 2000), P.420

content, organization, vocabulary, grammar, and mechanical considerations.¹¹ Here is the table concept of measurement of English writing performance which has been adapted from Jacob (et.al) with analytical scoring.¹² They are as the table below:

Table 3.
The Standardization Measurement of English Writing Performance

Competences	Scores	Levels	Standardization
Content	30-27	Excellent	a. Essay addresses the certain topic; the ideas are concrete and thoroughly developed; no irrelevant material; essay reflect thoughts.
	26-22	Good	b. Essay addresses the issues but misses some points; ideas could be more fully developed; some irrelevant materials are present.
	21-17	Fair	c. Development of ideas not complete or ideas is somewhat
	16-13	Poor	

¹¹ *Ibid*,p.357

¹² H. D. Brown, *Language Assessment: Principles and classroom practice*. (San Francisco: Longman.2001) P. 244-246

			<p>off the topic; paragraphs are not divided exactly right.</p> <p>d. Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; less enough effort in area of content.</p>
Organization (introduction, body, conclusion)	20-18	Excellent	a. Appropriate title, effective introductory, topic is stated, leads to body; transitional expression used; supporting evidence is existed; conclusion logical and complete.
	17-14	Good	b. Enough title; introduction, body and conclusion is acceptable; but lack of evidence and the idea not developed well; sequence is logical but transitional expression is missed.
	13-10	Fair	c. Less of introduction and conclusion; problems with the ideas of the body; not
	9-7	Poor	

			supported evidence. d.Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
Vocabulary	20-18	Excellent	a.Appropriate vocabulary usage
	17-14	Good	use of parallel structures; brief.
	13-10	Fair	b.Good vocabulary and not wordy.
	9-7	Poor	c.Some of vocabulary misused and too wordy. d. Problems in vocabulary and lack of variety structure.
Grammar	25-22	Excellent	a.Fluency grammar; correct of clauses, preposition, articles, verb forms, modals, tense sequencing.
	21-18	Good	
	17-11	Fair	b.Advanced in grammar although the reader aware of them.
	10-5	Poor	c.The readers get the ideas but the grammars are in the problem.

			d.Much problems of grammar appears so as to make the reader difficult to read.
Mechanical consideration (punctuation and spelling)	5	Excellent	a.No errors of spelling and correct punctuation usage.
	4	Good	b.Some problems of punctuation and error spelling.
	3	Fair	c.Spelling problems disturb the reader and punctuation errors disturb the ideas.
	2	Poor	d.Serious problems of punctuation in sentence and spelling.

2. The Concept of Game.

a. Definition of Game.

According to John C Beck & Mitchell Wade, Game is the attention that has been proven. The game is a good training environment for the real world in organizations that require collaborative problem solving.¹³

¹³ Harsono, Ma'ruf, *Pengaruh Permainan Game Terhadap Remaja*, (Surya University:2014),p.3

Based on Wijaya Ariyana & Deni Arifianto Game is one requirement that is becoming a big problem for computer users, because in order to play the game comfortably, all the components of the computer should have a good quality, especially its VGA card.¹⁴

Game is identical with children. It is useful for making children fun and happy. It is believed that game is one of alternative that can be used to teach and teaching learning process will be more interesting. Language learning is not be the key to motivate to children because the children like playing a game very much to absorb the materials. In language learning, game can be involved to motivate the students in acquiring the language activities or tools. Based on Hornby, game is form of play, especially with rules.¹⁵ It is play, but we can use it as a learning tool to make the materials easy to reach by the students by applying some rules on it. By using game, the student will not feel bored during teaching learning process.

Based on the purpose of use of the game for users, classification is divided according to the purpose of wikipedia.com.

Classification of games based on their intended use:

1. Game as Game

The game in question is the game for pleasure or fun.

¹⁴ *Ibid*,p.3

¹⁵ Hornby, *The Effect of Games on EFL Learners' Vocabulary Learning Strategies vol.01*, (Iran: Insan Akademika Publications,2012),p.253.

2. Games as Media

The main goal of the game as the media is to convey the message particular, to convey the message of the game makers. Common examples of game as the media are a game that is included in the serious games.

3. Game Beyond Game

Could also call Gamification. Gamification is the application of the concept or way of thinking game design into the realm of non-game. Forms of gamification themselves are usually not in the form of games, such as the reward system of the points collected by shopping, or other.

At this final project research objectives are implemented is the use of game, games as media. Researchers are trying to convey the message of the purpose of the game. The objective form of knowledge of the location of the pipeline clean water and dirty water on a building.

Basic Elements Game According to Teresa Dillon basic elements of a game is:

1. Game Rule.

Game rules are the rules of order, how to run, function objects and characters in the game world game. World Game World can

be an island, the imaginary, and elsewhere similar used as a setting in games.

2. Plot.

Plots usually contain information about things to be done by a player in game and in detail, the order of things to be accomplished in the game.

3. Theme.

Inside there is usually a moral message that will be delivered Character or Cast as the main character and another character that has the characteristics and certain properties.

4. Object.

Is an important and typically used for players solve problems, sometimes a player must have the skills and knowledge to be players.

5. Text, graphics and sound.

Game is usually a combination of media text, graphics and sound, although not necessarily all in games.

6. User Interface

Are features which the user communicates with the game.

In this case, the researcher choose plot as a basic. Because in this game the researcher makes students know about detail and order something.

b. The Types of Game that will be applied.

According to the book Learning Online with Games, Simulations and Virtual Worlds "Clark Aldrich's work. There are several types of games that can be used in education, namely:

- a. Educational Simulations: game aimed at teaching.
- b. Serious Games: Serious game is a game concept with the objective of training interest, advertising, simulation, education. Or in other words to interests that are non-entertainment. Implementation, this game serious can be applied to various ages and with a variety of genres and gaming technology.
- c. Frame Games.
- d. Class Games.
- e. Virtual World.

Distinction of any kind and then divided into four (4) aspects by:

- Learning objectives can be achieved;
- The success criteria;
- The need for technology to be implemented;
- Example of the type of game Educational games are digital games designed for enrichment education (support teaching and learning), using technology multimedia.

In conclusion, the game is one of media that can make the students' or other people more enjoyment and can help the teacher to show materials easily.

3. The Concept of Dot to Dot Game

Dots and Boxes, or Dots, is a game played as follows: You connect adjacent dots with lines, and when you make a box, you put your name in it, and move again. The person with the most boxes at the end wins.¹⁶ Dots and boxes need not be played on a rectangular grid. It can be played on a triangular grid or a hexagonal grid. There is also a variant in Bolivia when it is played in a Chakana or Inca Cross grid, which adds more complications to the game.

Dots-and-boxes has a dual form called "strings-and-coins". This game is played on a network of coins (vertices) joined by strings (edges). Players take turns to cut a string. When a cut leaves a coin with no strings, the player pockets the coin and takes another turn. The winner is the player who pockets the most coins. Strings-and-coins can be played on an arbitrary graph. A variant played in Poland allows a player to claim a region of several squares as soon as its boundary is completed.¹⁷

Though a traditional children's game, mathematicians recognized the true potential of this game and developed interesting mathematical results governing its strategy. These results can be divided into two

¹⁶ Elwyn Berlekamp, *The Dots-and-Boxes Game*(Sophisticated Child's Play:July 2000).p.1

¹⁷ *Ibid*,p.2

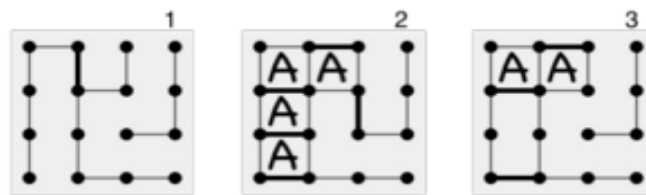
separate parts: The first is the chain rule, which dictates the general strategy, and the second is combinatorial game theory which can be used to evaluate complicated Dots and Boxes endgames systematically using the Nimstring Method.

The attraction of Dots to non-mathematicians is that it is a board game which presents an intellectual challenge similar to games like Chess and Go, but unlike these games, Dots does not require tremendous study and effort to acquire an appreciation for the game and to achieve a good level of expertise. In fact, Dots is an excellent preparation for the game of Go with which it shares some similarities.

Dots has recently achieved a new level of popularity since it can now be played on the Internet on the Yahoo Games website. This has allowed many players from all over the world to play the game, introducing it to areas where it was completely unknown. Moreover, Yahoo rating system has finally given an objective standard by which Dots players can compare their ability.

In this content, dots to dots game have some strategy to play it. There are ways to know how to apply this game in the classroom.

Figure 1. There is the strategy of dot to dot game, such as:



The double-cross strategy. Faced with position 1, a novice player would create position 2 and lose. An experienced player would create position 3 and win.

For most novice players, the game begins with a phase of more-or-less random connecting of dots, where the only strategy is to avoid adding the third side to any box. This continues until all the remaining (potential) boxes are joined together into *chains* – groups of one or more adjacent boxes in which any move gives all the boxes in the chain to the opponent. At this point, players typically take all available boxes, then open the smallest available chain to their opponent. For example, a novice player faced with a situation like position 1 in the diagram on the right, in which some boxes can be captured, may take all the boxes in the chain, resulting in position 2. But with their last move, they have to open the next (and larger) chain, and the novice loses the game.¹⁸

A more experienced player faced with position 1 will instead play the *double-cross strategy*, taking all but 2 of the boxes in the chain and leaving position 3. The opponent will take these last two boxes, but will then be forced to open the next chain. By moving to position 3, player A wins. The same double-cross strategy applies however many long chains

¹⁸ West, Julian, "Championship-Level Play of Dots-and-Boxes", (Nowakowski, MSRI Publications: 1996), p. 79–84.

there are: a player using this strategy will take all but two of the boxes in each chain, and take all the boxes in the last chain. If the chains are long enough then this player will certainly win.

The next level of strategic complexity, between experts who would both use the double-cross strategy if they were allowed to do so, is a battle for *control*: An expert player tries to force their opponent to be the one to open the first long chain, because the player who first opens a long chain usually loses. Against a player who doesn't understand the concept of a sacrifice, the expert simply has to make the correct number of sacrifices to encourage the opponent to hand him the first chain long enough to ensure a win. If the other player also knows to offer sacrifices, the expert also has to manipulate the number of available sacrifices through earlier play.

In combinatorial game theory dots and boxes is an impartial game, and many positions can be analyzed using Sprague–Grundy theory. However, dots and boxes lacks the normal play convention of most impartial games where the last player to move wins, which complicates the analysis considerably.

Based on explanation above, dot to dot game especially is the simple game but if we know about all of strategy to play it. Dot to dot game also can make students more interest to write something.

4. Teaching Writing Performance through Dot to Dot game

And here are the steps of teaching writing through a Dot to Dot game:

- a. The teacher makes a clearly definition and writes the topic for the session at the whiteboard or blackboard.
- b. The teacher begins with information that students are familiar with. For instance, cats.
- c. The teacher give explanation about the game itself.
- d. The teacher gives example about the game.
- e. The students prepare for the number and choose the origami paper from the teacher.
- f. One of the students play the game and if they already they must write or describe the thing in whiteboard.
- g. After the students write their idea on the whiteboard, then the teacher asks students what something as basic.
- h. The teacher orders the students to read and review the word which has written, for instance, choose something as basic such as cats and birds
- i. Also, the teacher writes it on the whiteboard.
- j. So, the students place ideas in like categories. For examples, place the cats in one circle while birds go in other. And the teacher writes down it on whiteboard or blackboard.
- k. Finally, the label each category circles by writing it on the students' books, also on the whiteboard. Then the teacher asks to

the students composes the diagram at list by describes the circle of diagram on the whiteboard.¹⁹

B. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the action hypothesis “ The use of Dot to Dot game can improve the students’ writing performance at the tenth graders of SMK N 1 Pekalongan in the Academic year of 2015/2016.”

¹⁹ Emily F. Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Virginia USA:Library of Congress Cataloging,1999), p. 22

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definition of Variable

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable are result of the synthesis theory which is used on the theoretical review.

The object in this research include 2 variables, they are independent variable and dependent variable.

1. Independent Variable.

Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is through dot to dot game which can be defined as the technique that can make students' easier to study writing in the class. Dot to dot itself is one of the games that can make the students' enjoy studying English. Moreover, indicator of this variable is the students can make their lesson like game with their friends but keep getting the point.

2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is writing performance especially descriptive text that defined as activities or experiences in the past event, which purposes to entertain the reader. The object of

classroom action research was conducted at the Eleventh Grader of SMKN 1 Pekalongan.

B. Setting of the Research

SMKN 1 Pekalongan was established in 2012, located in Pekalongan, East Lampung. It consists of 11 classes, a computer laboratory, IPA laboratory, an office, a machine shop, a cooperative and a library. It has 29 teachers, and 352 students. The total of the students in the SMKN 1 Pekalongan in Academic Year 2015/2016 are:

1. The Tenth Graders	= 152 students
2. The Eleventh Graders	= 110 students
3. The Twelve Graders	= 90 students
Total	= 352 students

C. Subject of The Research

The subject of this research is XI Accountancy students of SMKN 1 Pekalongan East Lampung. Actually in the Eleventh graders of SMKN 1 Pekalongan there are three classes, those are XI Accountancy, XI ATR, and XI TKR. But, the researcher had chosen XI Accountancy class, because the students had lower average score and had difficult to express their idea than the other class. That is based on pre survey and interview with the English Teacher of XI grader at SMKN 1 Pekalongan.

Table 4
The Objective of The Reseach

No	Grade	Sex		Total
		Male	Female	
1	XI accountancy	7	23	30

D. Research Procedure.

This research is classroom action research. Suhardjono stated that, ” Action research is a dynamic process in which these four aspects are to be understood or not as static steps, complete in them, but rather as moments in the action research spiral of planning acting, observing the activity and reflecting”.¹ Action reasearch involves learning in and through action and reflection, and it is conducted in variety of contexts, including the social and caring sciences, education, organisation, and administration studies, and management. Because action reasearch is always to do with learning, and learning is to do with education and growth.²

It means that, Classroom action research consist four activities that are done in repeated cycle, it can be described as follow:³

¹Robin Mc Taggart. *Action Research A Short Modern History*. Australia: Deakin University. 1991, p.31.

²McNiff, Jean and Jack Whitehead, *Action Reasearch: Principles and Practice (Second Edition)*, London and New York:RoutledgeFalmer. 2002, p. 16.

³ Ibid, p. 41

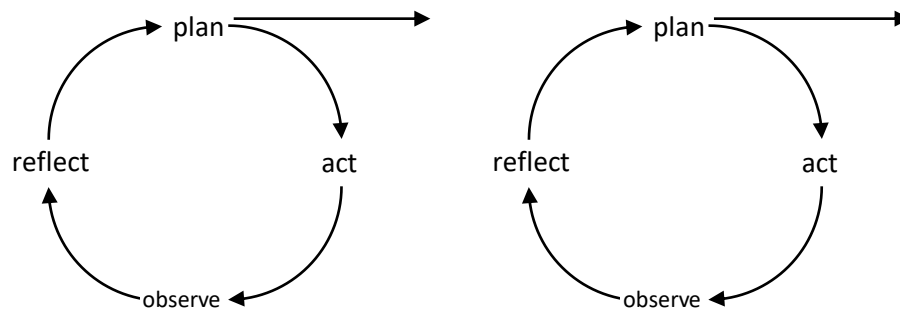


Figure 2. The cycle of the classroom action research by Jean Mc Kniff
with Jack Whitehead

From the explanation above, it can be inferred that Classroom Action Research (CAR) is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

1. The Step of Research

The research will be conducted based on the pre-test and post test. The researcher take one class on the eleventh grade where the students are given the pre-test before they are given the material; furthermore, they are also given post test after they are given the treatment.

In this classroom action research, the research will hold the research in two cycles. There is a relationship between one to the other.

If the first cycle fail, and the cycle must be hold again in the second cycle and so on. That can be illustrated as follows:

a) Cycle 1

1) Planning

Planning is the first step of this classroom action research that will prepare before I do the action. In this step, the researcher will prepares the material that related to the teaching and learning process. Here were the steps that the writer will make in planning:

- a. The researcher will prepare the lesson plan in the teaching learning process.
- b. The researcher will prepare the material of the subject.
- c. The researcher will make observation sheets and list of students' name.
- d. The researcher will make test to know students' writing performance.

2) Acting

After finishing the planning, the learning process conducted in the XI accountancy SMKN 1 Pekalongan, the researcher will act as follow:

a) Pre Teaching Activities

1. Pray and greet the students.
2. The researcher will check the attendant list.
3. The researcher will ask the students condition.
4. The researcher will inform about the material.

b) While Teaching Activities

1. The reseacher give instruction to the students before pre-test conducted.
2. The reseacher give little example about descriptive text.
3. The reseacher ask to the students to describe about their school as a pre-test.
4. The reseacher check students' exercise and give explanation order to the students' understand clearly.

c) Post Teaching Activities

1. The students ask and discuss about difficulties of the lesson.
2. Make conclusion about the lesson together.
3. Give homework in order to the students understand more.
4. The researcher will close the meeting.
5. The researcher will greet to the students.

3) Observing

In this step, the collaborator will observe the process of teaching learning was done. The collaborator observes it by using observation sheet. From observation sheet the researcher knows about some indications, not only good

indication but the bad one also is written. Such as: students' good participants, students' error and the students' ability to answer the question. The important things in teaching learning process is noted by researcher.

4) Reflecting

Reflection is the last step in this process. The researcher will analyses and discusses the observation result during teaching process, like the weakness and strength from the action in this step; the researcher will use the data from evaluation to make improvement for the second cycle. The researcher will decide that the next cycle focus on the weakness in preview cycle.

b) Cycle 2

1) Planning

- a. The researcher will make lesson plan.
- b. The researcher will prepare the material and the teaching media that need in teaching learning process, such us text book, laptop, etc.
- c. The researcher will prepare format to observe.
- d. The researcher will prepare format to evaluate the students' activity after teaching learning process.

- e. The researcher will guide the student to learn English based on the lesson plan.

2) Acting

The researcher will apply the action plan II, doing the treatment and giving the post-test 2.

3) Observing

In this step, researcher will observe the process of teaching learning by using observation and field notes to collect the data action plan II.

4) Reflecting

In this step, the observer will compare the score of pre-test and post-test. The researcher will reviews and reflect on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

The research method is the way which is used by researching in collecting data in research. ⁴ The researcher uses the method collecting data such as:

1. Test

Test is a set of question or exercise which used for knowing the creativity, knowledge, ability or talent that belongs to the individual or

⁴*Ibid*, p. 160.

group.⁵ In this research the researcher will use test method to get information about the student score before and after treatment.

a. Pre-test

The researcher will use pre-test method to know students' writing performance before using dot to dot game to improve that. The test in this research is students' writing performance using dot to dot game.

b. Post-test

The researcher will use post-test to know the students' writing performance after answering some questions. The test in this research is writing performance test to answer some questions base on the text.

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.⁶ Observation also refers to the process of making careful and accurate measurement, which is distinguish feature of well-conducted scientific investigation. This method is hoped that to get information about the learning process, behavior and activities of individual at the research site. In this case the writer directly organized observation in the field research, the writer will take the data of the student's writing performance test result in SMKN 1 Pekalongan. In this research the researcher guide the

⁵*Ibid*, p.150.

⁶John Wiley & Sons Inc, *Essential of Research Design and Methodology*, (Hoboken: New Jersey,2005) p. 6

collaborator to observe the eleventh graders of SMKN 1 Pekalongan in academic year 2015/2016.

3. Documentation

When the process of creating the research is conducted, the researcher may collect documents. This data source is relatively scientific data and easy to gain.

The writer will use the documentation method to get detail information about the using of paper question in writing performance, condition of the teacher, employers, and organization structure, the facilities of the school and the other from SMKN 1 Pekalongan in academic years 2015/2016.

F. Instrument of the Research

Gery Anderson defines “an instrument includes test and questionnaire, observations schedules and any other tool used to collect data.”⁷ Furthermore, the research instrument involves:

1. Instrument Blueprint

The test is written test. The writer uses the same type pretest and posttest instruments in this research. The pretest instrument is different with the posttest instrument, but has the same difficulty level. The pretest and posttest is making a recount paragraph which the topic was

⁷Gary Anderson , *Fundamentals of.*, p. 94.

prepared by the writer. In this research the writer uses writing essay test. This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument. It would be measure certain writing abilities more be effective than the objective test. Moreover the students write in their own idea and creativity, it can motivate the students to improve their writing ability.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher.

From this quotation above, it can be inferred that the instrument calibration is the scale of measurement which will be used to decide the action in this research made by the researcher.

In addition, the writer will collect the data is by using the test. There is one in this test consist of making a recount paragraph essay. The test is consisting only one question about making the recount paragraph.

In order the data trusted, the instrument which will be tested should have good quality. Therefore, the writer uses content validity. Content validity refers to the relevance of the instrument or measurement

strategy to the construct being measured.⁸ In other words, the instrument would be relevant to the focus of the research. Therefore, the writer uses content validity based on the syllabus and materials at the eleventh grade students of SMKN 1 Pekalongan in the Academic Year of 2015/2016.

G. Data Analysis Technique

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.⁹ A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of students' score and percentage of students' score then, the result is matched by the minimum standard. Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only.¹⁰

Data analysis will be conducted by quantitative data and qualitative data. The quantitative data will be conducted by step by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Qualitative data

⁸ Geoffrey Marczyk et.al., *Essential of Research Design and Methodology*, (New Jersey, John Willey and Sons Inc., 2005), p. 107.

⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), p. 212

¹⁰. Ibid. P.224

will be conduct by observation. To get the average score of pre-test and post test the formula is:

$$\bar{x} = \frac{\sum x}{N}$$

Note: \bar{x} = Average score

$\sum x$ = The total number of student's score

N = Total of Students¹¹

H. Indicator of the Successes

From the result of the research, it can be stated successful in learning process if the result of the cycle 2 more successful than cycle 1. Aspects that are inspected of the research are the students' activity and the students' ability of learning activity in the class.

The parameters are:

1. The students can response the teacher's questions.
2. The students can answer the question (oral, written)
3. The students can give attention.
4. The students make note from the material.
5. The students do the assignment.

¹¹Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta, Gajah Mada University Press, 2004), p.64

This research will take success indicator to know improving the students' writing performance using dot to dot game in English learning. The indicator of success of this study will be pressured on the writing performance and the result. The students are called success if 75% students get referring to MCM (Minimum Criteria Mastery) is 75. Indicators of students' reading that will be observe if students success in getting the point.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMKN 1 Pekalongan

SMKN 1 Pekalongan is located in Jl. Bengkok No.29, Sidodadi Pekalongan, East Lampung. It was established 2013. SMK Negeri 1 Pekalongan and had been lead by the following principals:

1. 2013- 2015 had been lead by Mr. Muhammad Khotib, S.Pd
2. 2015 till now had been lead by Mr. Martin, S.T

SMKN 1 Pekalongan established on area \pm 2 Ha with school statistic number 40 1 12 08 10. Now, SMKN 1 Pekalongan has three levels of class. Those are the Tenth, Eleventh, Twelfth with three kinds of classes, those are Animal Husbandry, automotive, and accountancy class. SMKN 1 Pekalongan has 33 teachers and 4 official employees.

b. The Condition of Teacher and Official Employees at SMKN 1 Pekalongan

The numbers of teacher and official employers in SMKN 1 Pekalongan in academic year 2016/2017 are 33 teachers and 4 official employees that can be identified as follows:

c. The Condition of Teacher and Official Employees at SMKN 1 Pekalongan

The numbers of teacher and official employers in SMKN 1 Pekalongan in academic year 2016/2017 are 33 teachers and 4 official employees that can be identified as follows:

Table 5

The Condition of Teachers and Official Employers in SMKN 1 Pekalongan in the Academic Year 2016/2017

NO	NAME	Educational Background		
		SMA/MA	S1	S2
1	Martin Indra, S.T		√	
2	Bani Iswanto, S.PdI		√	
3	Adi Ratna, S.Pd		√	
4	Suginem S.Pd		√	
5	Suyatmi, S.Pd		√	
6	Franky Ian Asmiri, S.Kom		√	
7	Arifah, S.Pd		√	
8	Yani Arini, S.Pd		√	

9	Drs. Marsim		√	
10	Mira Rahma Dewi, S.Pd		√	
11	Sugiyanto, S.Pd		√	
12	Akhol Khasani, S.Ag		√	
13	Eniwati, S.Pd		√	
14	Supriyanto, S.Pd		√	
15	Siti Muslikah, S.Pd		√	
16	Endang Suprihatin, S.Pd		√	
17	Syaifudin, S.Pd.I		√	
18	Imam Maskuri, S.Pd		√	
19	Masrina, S.Ag		√	
20	Suharno, S.Pd		√	
21	Airul Sidik, S.Pd		√	
22	Hanik, S.Pd		√	
23	Oki Presilia, S.Pd		√	
24	Tri Widiawati, S.Pd		√	
25	Isrifah, S.Pd		√	
26	Ahmad Fauzi, S.Pd		√	
27	Totok Desta, S.Pd		√	
28	Kumila, S.Pd		√	
29	Kirotun, S.Pd		√	
30	Sulaiman, S.Ag		√	

31	Eki Widiyanto, S.Pd		√	
32	Natalia Yessica, S.Pd		√	
33	Rahmad Abidin, S.Pd		√	
34	Ari Kurniawan	√		
35	Yudi Setiawan	√		
36	Nova Liani, S.Pd		√	
37	Suyanto	√		

d. Students Quantity of SMKN 1 Pekalongan

The student's quantity of SMKN 1 Pekalongan in the academic year 2016/2017 can be identified as follows:

Table 6
The Students Quantity of SMKN 1 Pekalongan
in the Academic Year 2016/2017

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class X	68	100	168
2.	Class XI	52	112	164
3.	Class XII	40	107	147
TOTAL		160	319	479

2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Mira Rahma Dewi, S.Pd as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it is mentioned before, each cycle consist of planning, acting, observing, and reflecting.

1. Cycle 1

Cycle 1 consists of planning, acting, observing and reflecting. The reearcher conducted the test to know about the writing performance before giving treatment and it used as the comparison score with the test after treatment. The students' were given task to make descriptive paragraph. There are three meetings in this cycle as follow:

a. The first meeting

The first meeting was done on Saturday, November 5th2016 at 07.15 – 08.45 a.m. In this meeting the teacher introduce the material about descriptive text with dot to dot game. Here were steps in the first meeting:

1) Planning

Planning was the first step that had done in each cycle. In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

Acting is the second step in this research. The first meeting was done on Saturday, November 5th 2016. At the beginning of teaching learning process was started by praying and greeting, checking the attendance list. Then the teacher asking the students condition. Before giving the material, the teacher gave some question, "What do you know about descriptive text?". No one students can answer it. It could happen because they are not familiar with the material. Therefore, the teacher introduced the material about descriptive text, it is

about what is descriptive text, generic structure, and language feature of descriptive text.

After 2 x 45 minutes the bell rang and the teacher closed the lesson and reminded the students that it would be discussed in the next meeting.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as a observer and the English teacher (Mrs. Mira Rahma Dewi, S.Pd) as a collaborator. Observations was made during the process of teaching learning. Observation not only aimed at the students activities but also teacher activities. There are the result that observed as follow:

a) The result of students' activities

Students' activities at the first meeting was observed used observation sheet has been prepared.

The researcher got the result of the students' learning activities from the collaborator as follows:

Table 7**The Result Of Students' Activities In First Meeting**

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	9	36%
2.	Giving interaction between teacher and the students	6	24%
3.	Enthusiastics in participating the game	6	24%
4.	Active in group work	10	40%
5.	Doing the task	25	100%
Total of Students		25	

From the observation result table, it could be seen that in first meeting there were 9 students who gave attention to the teacher's explanation, 6 students

were giving interaction between teacher and students, 6 students who enthusiastic in participating the game, 10 students active in group work and all of students in the class did the task from the teacher.

b) The result of Teacher Activities

From teaching learning process, the teacher's activities observed by researcher. The result of observations on teachers' activities can be seen at table below:

Table 8

The Result Of Teachers' Activity at First Meeting

SMK NEGERI 1 Pekalongan In Academic Year Of 2016/2017

NO	ASPECT	SCORE
1	Opening	25
2	The Teacher Mastery for Lesson Material	17
3	Method/Technique/Strategy Mastery	15
4	Scientific Approach	24
5	Explaining Material Mastery	16
6	Class Mastery	11
7	Teaching Media	21
8	Communication	12
9	Reinforcement	16

10	Evaluation	16
11	Closing	22
12	Time Allocation	8
TOTAL SCORE		204
SCORE		81,14

From the table above, we can see that the total score was 204 and the average score was 81,14.

c) The result of the students' activities

The observation of the students was taken to know the students activities in the class. It was such as the students' enthusiastic, interaction with their friends and teacher, association, exploration, and communication in the class during the teaching and learning process.

In class XI Accountancy, the purpose of administering the test was to know the students' ability in descriptive writing text. The test was taken before giving the treatments. Here was the result of the students' test I in the first meeting in class XI Accountancy:

Table 9
The Result of test I in the first meeting
at the Class XI Accountancy in the Academic Year of 2016/2017

No	Name	Test I
1	ANL	53
2	AA	56
3	ATP	58
4	BJTS	57
5	DYP	62
6	DKF	56
7	DW	58
8	DY	63
9	DBLS	68
10	EK	63
11	ENS	56
12	EO	60
13	ESW	64
14	FR	56
15	IM	60
16	MYP	59
17	MA	62
18	MA	61

19	MA	60
20	NTK	56
21	NO	55
22	SPPU	60
23	SG	57
24	SS	60
25	SAS	62
Total ($\sum X$)		1484
Average (\bar{x})		59,36
Max. Score		68
Min. Score		55

Source: The Result of the test (Class XI Accountancy) on November, 5th 2016.

The researcher found that in class XI Accountancy the highest score was 68 and the lowest score was 55 with the average score was 59,36 where the MMC (Mastery Minimum Criteria) was 75. So it could be seen that all of the students didn't reach the MMC yet.

b. The second meeting

The second meeting was done on Saturday, November 5th 2016 at 1 p.m – 2.30 p.m for 2x45 minutes. In this meeting the teacher gave the treatment for the students.

There are steps that were conducted at the second meeting:

1) Planning

Planning was the first step that had to be done in each cycle. In this step, the researcher prepared the lesson plan, material and media that would be used in the teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of a list of students' names and a list of the students' activities that will be observed during the teaching learning process.

2) Acting

The second meeting was done on Saturday, November 5th 2016 for 2x45 minutes. This meeting was started by prayer and greeting, checked the attendance list, and asked the students' condition. The activity continued by giving explanation more about descriptive text. The first, the teacher was given material about descriptive text how to describe something. The researcher took the material from the English book of the students with the title English Book "Get Along for Vocational School Grade XI. The teacher explained more about descriptive text and

than the teacher asks to students “*Do you can describe your lovely pets?*”. After that the teacher showed the example about dot to dot game in the white board and the teacher gave example orally to the students how to describe the animal especially pets. After that the teacher ask to the students “*Can you describe the dog, cat, or others?*” Only one student can describe orally in front of the class and another students pay attention.

Furthermore, the teacher showed another example on the white board about the cow, after that the teacher asks to students “*What is color of the cow?*” Some of students can answer correctly. The condition was very noisy. The teacher asks to students to write in the book how to describe something and show that in front of the class. Because time was over the teacher gave exercise and close the class.

3) Observing

In this steep, observation was conducted by researcher. Here, the researcher was as a observer and the English teacher (Mrs. Mira Rahma Dewi, S.Pd) as a collaborator. Observations was made during the process of teaching learning. Observation not only aimed at the students activities but also teacher activities. There are the result that observed as follow:

a) The result of students’ activities

Students' activities at the second meeting was observed used observation sheet has been prepared. The researcher got the result of the students' learning activities from the collaborator as follows:

Table 10

The Result of Students' Activities in Second Meeting

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	11	44%
2.	Giving respond to the teacher's explanation	8	32%
3.	Enthusiastic in participating the media	9	36%
4.	Active in group work	11	44%
5.	Doing the task	25	100%
Total of Students		25	

From the observation result table, it could be seen that in second meeting there were 11 students who gave attention to the teacher's explanation, 8 students were giving respond to the teacher's explanation, 9 students who enthusiasitics in

participating the game, 11 students active in group work and all of students in the class did the task from the teacher.

b) The result of Teacher Activities

From teaching learning process, the teacher's activities observed by researcher. The result of observations on teachers' activities can be seen at table bellow:

Table 11
The Result Of Teachers' Activity at Second Meeting
SMK NEGERI 1 Pekalongan In Academic Year Of 2016/2017

NO	ASPECT	SCORE
1	Opening	25
2	The Teacher Mastery for Lesson Material	17
3	Method/Technique/Strategy Mastery	18
4	Scientific Approach	24
5	Explaining Material Mastery	16
6	Class Mastery	11
7	Teaching Media	21
8	Communication	12
9	Reinforcement	13
10	Evaluation	17
11	Closing	25

12	Time Allocation	8
TOTAL SCORE		207
SCORE		82,8

From the table above, we can see that the total score was 207 and the average score was 82,8.

d) The result of the students` activities

The observation of the students was taken to know the students activities in the class. It was such as the students' enthusiastic, interaction with their friends and teacher, association, exploration, and communication in the class during the teaching and learning process.

In class XI Accountancy, the purpose of administering the test was to know the students' ability in descriptive writing text. The test was taken with the treatments. Here was the result of the students' test II with feed back in the second meeting in class XI Accountancy:

Table 12
The Result of test II in the second meeting at the
Class XI Accountancy in the Academic Year of 2016/2017

No	Name	Test II
1	ANL	57
2	AA	59
3	ATP	59
4	BJTS	58
5	DYP	51
6	DKF	55

7	DW	65
8	DY	56
9	DBLS	57
10	EK	60
11	ENS	58
12	EO	65
13	ESW	62
14	FR	60
15	IM	62
16	MYP	61
17	MA	62
18	MA	63
19	MA	58
20	NTK	60
21	NO	60
22	SPPU	59
23	SG	65
24	SS	60
25	SAS	58
Total ($\sum X$)		1490
Average (\bar{x})		59,6
Max. Score		65
Min. Score		51

Source: The Result of the test (Class XI Accountancy) on November, 5th 2016.

The researcher found that in class XI Accountancy the highest score was 65 and the lowest score was 51 with the average score was 59,6 where the MMC (Mastery Minimum Criteria) was 75. So it could be seen that all of the students didn't reach the MMC yet.

c. The Third meeting

The third meeting was conducted on Saturday, November 12th 2016, for 2x45 minutes. In this meeting the teacher use dot to dot game as a media to improve students' writing performance in teaching descriptive text.

There are three steeps in third meeting:

1) Planning

Planning was the first steep that had to be done in each cycle. In this steep, the teacher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The thrid meeting was conducted on Saturday, November 12th 2016, this meeting used to post test 1, for 2x45 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. The activity continued by giving some explanation more about descriptive text. Then, at the end of this

meeting the teacher gave pos-test cycle 1. The students had to create a descriptive text based on dot to dot game before. Then, the teacher gave post-test to the students. Kind of the test is written test. In the post test 1 only 11 students who got good score.

3) Observing

In this steep, observation was conducted by researcher. Here, the researcher was as a observer and the English teacher (Mrs. Mira Rahma Dewi, S.Pd) as a collaborator. Observations was made during the process of teaching learning. Observation not only aimed at the students activities but also teacher activities. There are the result that observed as follow:

a) The result of students' activities

Students' activities at the third meeting was observed used observation sheet has been prepared. The researcher got the result of the students' learning activities from the collaborator as follows:

Table 13

The Result Of Students' Activities In Third Meeting

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	13	52%

2.	Giving respond to the teacher's explanation	9	36%
3.	Enthusiastic in participating the media	10	40%
4.	Active in group work	13	52%
5.	Doing the task	25	100%
Total of Students		25	

From the observation result table, it could be seen that in third meeting there were 13 students who gave attention to the teacher's explanation, 9 students were giving respond to the teacher's explanation, 10 students who enthusiaistics in participating the game, 13 students active in group work and all of students in the class did the task from the teacher. To know the comparison students' activity can be seen at table below:

Table 14

Comparison Students' Activities At Cycle 1

No	Students' Activities	Cycle 1		
		Meeting 1	Meeting 2	Meeting 3
1.	Giving attention to the teacher's explanation	36%	44%	52%

2.	Giving respond to the teacher's explanation	24%	32%	36%
3.	Enthusiastic in participating the game	24%	36%	40%
4.	Active in group work	40%	44%	52%
5.	Doing the task	100%	100%	100%
	Total of students	25	25	25

Based on the table above, the students' activities at the Cycle 1 has improve from first meeting until third meeting.

b) The result of Teacher Activities

From teaching learning process, the teacher's activities observed by researcher. The result of observations on teachers' activities can be seen at table bellow:

Table 15
The Result Of Teachers' Activity at Third Meeting
SMK NEGERI 1 Pekalongan In Academic Year Of 2016/2017

NO	ASPECT	SCORE
1	Opening	25
2	The Teacher Mastery for Lesson Material	17
3	Method/Technique/Strategy Mastery	17

4	Scientific Approach	23
5	Explaining Material Mastery	16
6	Class Mastery	12
7	Teaching Media	22
8	Communication	10
9	Reinforcement	15
10	Evaluation	16
11	Closing	24
12	Time Allocation	8
TOTAL SCORE		214
SCORE		85,6

From the table above, we can see that the total score was 214 and the average score was 85,6.

c) The result of the students` activities

The observation of the students was taken to know the students activities in the class. It was such as the students' enthusiastic, interaction with their friends and teacher, association, exploration, and communication in the class during the teaching and learning process.

In class XI Accountancy, the purpose of administering the test was to know the students' ability in descriptive writing text. The test was taken after giving the treatments.

Here was the result of the students' test in the third meeting in class XI Accountancy:

Table 16

**The Result of test in the third meeting at the Class XI
Accountancy in the Academic Year of 2016/2017**

No	Name	Test I
1	ANL	75
2	AA	76
3	ATP	73
4	BJTS	72
5	DYP	70
6	DKF	72
7	DW	78
8	DY	76
9	DBLS	74
10	EK	78
11	ENS	78
12	EO	78
13	ESW	77
14	FR	77
15	IM	76

16	MYP	76
17	MA	74
18	MA	75
19	MA	77
20	NTK	73
21	NO	73
22	SPPU	73
23	SG	74
24	SS	70
25	SAS	72
Total ($\sum X$)		1867
Average (\bar{x})		74,68
Max. Score		78
Min. Score		70

Source:

The Result of the post test (Class XI Accountancy) on November, 12th 2016.

The researcher found that in class XI Accountancy the highest score was 78 and the lowest score was 70 with the average score was 74,68 where the MMC (Mastery Minimum Criteria) was 75. So it could be seen that all of the students didn't reach the MMC yet.

d. Reflecting

At the end of cycle 1, there was improvement from the students' writing score at first meeting, second meeting and third meeting. The comparison of students' writing performance score was as follows:

Table 17

The Comparison of Students' Writing Performance Score

No	Name	Test I	Test II	Test III	Explanation
1	ANL	53	57	75	Increased
2	AA	56	59	76	Increased
3	ATP	58	59	73	Increased
4	BJTS	57	58	72	Increased
5	DYP	62	51	70	Increased
6	DKF	56	55	72	Increased
7	DW	58	65	78	Increased
8	DY	63	56	76	Increased
9	DBLS	68	57	74	Increased
10	EK	63	60	78	Increased
11	ENS	56	58	78	Increased
12	EO	60	65	78	Increased

13	ESW	64	62	77	Increased
14	FR	56	60	77	Increased
15	IM	60	62	76	Increased
16	MYP	59	61	76	Increased
17	MA	62	62	74	Increased
18	MA	61	63	75	Increased
19	MA	60	58	77	Increased
20	NTK	56	60	73	Increased
21	NO	55	60	73	Increased
22	SPPU	60	59	73	Increased
23	SG	57	65	74	Increased
24	SS	60	60	70	Increased
25	SAS	62	58	72	Increased
Total ($\sum X$)		1484	1490	1867	Increased
Average (\bar{x})		59,36	59,60	74,68	Increased

From the data above, it showed that most of students have increased at test in cycle 1. Most of students said that it was not easy to make a text or describe something because the students lack of vocabularies and not know about the specific of that something. Finally, it can be inferred that cycle 1 did not reach the indicator of the success. The target of this research was the students got score at least 75 so that this research had to continued in cycle 2.

2. Cycle 2

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

a. The first meeting

The first meeting was done on Saturday, November 19th 2016 at 07.15 – 08.45 a.m. In this meeting the teacher introduce the material about descriptive text with dot to dot game. Here were steps in the first meeting:

1) Planning

Based on observation and reflection in cycle 1, it show that cycle 1 is not successfully yet. Therefore, the researcher and collaborator try to revise the several problem that appeared in cycle 1 and arrange the planning for continuing in cycle 2. In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

Acting is the second step in this research. The first meeting was done on Saturday, November 19th 2016. At the beginning of teaching learning process was started by praying and greeting, checking the attendance list. Then the teacher asking the students condition. Before giving the material, the teacher gave some question, “are you remember about descriptive text before?”. Some students can answer it but not clearly. It could happen because they are not familiar with the material. Therefore, the teacher introduced the material about descriptive text, it is about what is descriptive text, generic structure, and language feature of descriptive text.

After 2 x 45 minutes the bell rang and the teacher closed the lesson and reminded the students that it would be discussed in the next meeting.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as a observer and the English teacher (Mrs. Mira Rahma Dewi, S.Pd) as a collaborator. Observations was made during the process of teaching learning. Observation not only aimed at the students

activities but also teacher activities. There are the result that observed as follow:

a) The result of students' activities

Students' activities at the first meeting was observed used observation sheet has been prepared. The researcher got the result of the students' learning activities from the collaborator as follows:

Table 18

The Result Of Students' Activities In First Meeting

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	16	64%
2.	Giving interaction between teacher and the students	14	56%
3.	Enthusiastics in participating the game	13	52%
4.	Active in group work	15	60%
5.	Doing the task	25	100%
Total of Students		25	

From the observation result table, it could be seen that in first meeting there were 16 students who gave attention to the

teacher's explanation, 14 students were giving interaction between teacher and students, 13 students who enthusiastic in participating the game, 15 students active in group work and all of students in the class did the task from the teacher.

b) The result of Teacher Activities

From teaching learning process, the teacher's activities observed by researcher. The result of observations on teachers' activities can be seen at table below:

Table 19

**The Result Of Teachers' Activity at First Meeting
SMK NEGERI 1 Pekalongan In Academic Year Of 2016/2017**

NO	ASPECT	SCORE
1	Opening	23
2	The Teacher Mastery for Lesson Material	17
3	Method/Technique/Strategy Mastery	16
4	Scientific Approach	24
5	Explaining Material Mastery	17
6	Class Mastery	12
7	Teaching Media	21
8	Communication	11
9	Reinforcement	17

10	Evaluation	16
11	Closing	24
12	Time Allocation	8
TOTAL SCORE		210
SCORE		84

From the table above, we can see that the total score was 210 and the average score was 84.

c) The result of the students' activities

The observation of the students was taken to know the students activities in the class. It was such as the students' enthusiastic, interaction with their friends and teacher, association, exploration, and communication in the class during the teaching and learning process.

In class XI Accountancy, the purpose of administering the test was to know the students' ability in descriptive writing text. The test was taken before giving the treatments. Here was the result of the students' test IV in the first meeting in class XI Accountancy:

Table 20**The Result of test IV in the first meeting at the Class XI****Accountancy in the Academic Year of 2016/2017**

No	Name	Test IV
1	ANL	72
2	AA	75
3	ATP	82
4	BJTS	75
5	DYP	82
6	DKF	86
7	DW	82
8	DY	86
9	DBLS	86
10	EK	72
11	ENS	82
12	EO	85
13	ESW	80
14	FR	80
15	IM	83
16	MYP	81
17	MA	82
18	MA	82

19	MA	82
20	NTK	86
21	NO	81
22	SPPU	86
23	SG	80
24	SS	81
25	SAS	83
Total ($\sum X$)		2012
Average (\bar{x})		80,48
Max. Score		86
Min. Score		71

Source:

The Result of the test (Class XI Accountancy) on November, 19th 2016.

The researcher found that in class XI Accountancy the highest score was 86 and the lowest score was 71 with the average score was 80,48 where the MMC (Mastery Minimum Criteria) was 75. So it could be seen that all of the students didn't reach the MMC yet.

b. The second meeting

The second meeting was done on Saturday, November 19th 2016 at 1 p.m – 2.30 p.m for 2x45 minutes. In this meeting the teacher gave the treatment for the students.

There are steps was conducted at second meeting:

1) Planning

Planning was the first step that had to be done in each cycle. In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The second meeting was done on Saturday, November 19th 2016 for 2x45 minutes. This meeting was started by prayed and greeted, checked the attendance list, and asked the students condition. The activity continued by giving explanation more about descriptive text. The first, teacher was given material about descriptive text how to describe

something. The researcher takes the material from English book of the students with the title English Book “Get Along for Vocational School Grade XI. The teacher explain more about descriptive text and than the teacher asks to students “*Do you can describe your lovely people?*”. After that the teacher showed the example about dot to dot game in the white board and the teacher gave example orally to the students how to describe the animal expecially pets. After that the teacher ask to the students” *Can you describe your parents, friends, or others?* Only one student can describe orally in front of the class and another students pay attention.

Furthermore, the teacher showed another example on the white board about “Peter”, after that the teacher asks to students “*What is Peter’s hobby?* Some of students can answer correctly. The condition was very noisy. The teacher asks to students to write in the book how to describe something and show that in front of the class. Because time was over the teacher gave exercise and close the class.

3) Observing

In this step, observation was conducted by researcher. Here, the researcher was as a observer and the English teacher (Mrs. Mira Rahma Dewi, S.Pd) as a collaborator. Observations was

made during the process of teaching learning. Observation not only aimed at the students activities but also teacher activities.

There are the result that observed as follow:

c) The result of students' activities

Students' activities at the second meeting was observed used observation sheet has been prepared. The researcher got the result of the students' learning activities from the collaborator as follows:

Table 22

The Result of Students' Activities in Second Meeting

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	18	72%
2.	Giving respond to the teacher's explanation	16	64%
3.	Enthusiastic in participating the media	19	76%
4.	Active in group work	17	68%
5.	Doing the task	25	100%
Total of Students		25	

From the observation result table, it could be seen that in second meeting there were 18 students who gave attention to the teacher's explanation, 16 students were giving respond to the teacher's explanation, 19 students who enthusiasitics in participating the game, 17 students active in group work and all of students in the class did the task from the teacher.

d) The result of Teacher Activities

From teaching learning process, the teacher's activities observed by researcher. The result of observations on teachers' activities can be seen at table bellow:

Table 23

**The Result Of Teachers' Activity at Second Meeting
SMK NEGERI 1 Pekalongan In Academic Year Of 2016/2017**

NO	ASPECT	SCORE
1	Opening	24
2	The Teacher Mastery for Lesson Material	17
3	Method/Technique/Strategy Mastery	17
4	Scientific Approach	22
5	Explaining Material Mastery	16
6	Class Mastery	11
7	Teaching Media	21
8	Communication	13

9	Reinforcement	15
10	Evaluation	16
11	Closing	24
12	Time Allocation	10
TOTAL SCORE		209
SCORE		83,6

From the table above, we can see that the total score was 209 and the average score was 83,6.

d) The result of the students' activities

The observation of the students was taken to know the students activities in the class. It was such as the students' enthusiastic, interaction with their friends and teacher, association, exploration, and communication in the class during the teaching and learning process.

In class XI Accountancy, the purpose of administering the test was to know the students' ability in descriptive writing text. The test was taken with the treatments. Here was the result of the students' test V with feed back in the second meeting in class XI Accountancy:

Table 24
The Result of test V in the second meeting at the Class XI
Accountancy in the Academic Year of 2016/2017

No	Name	Test V
1	ANL	84
2	AA	82
3	ATP	84
4	BJTS	73
5	DYP	75
6	DKF	72
7	DW	84
8	DY	87
9	DBLS	84
10	EK	74
11	ENS	74
12	EO	85
13	ESW	82
14	FR	74
15	IM	75
16	MYP	84
17	MA	85
18	MA	82
19	MA	84

20	NTK	87
21	NO	84
22	SPPU	80
23	SG	83
24	SS	74
25	SAS	84
Total ($\sum X$)		2016
Average (\bar{x})		80,64
Max. Score		87
Min. Score		72

Source:

The Result of the test (Class XI Accountancy) on November, 19th 2016.

The researcher found that in class XI Accountancy the highest score was 87 and the lowest score was 72 with the average score was 80,64 where the MMC (Mastery Minimum Criteria) was 75. So it could be seen that all of the students didn't reach the MMC yet.

c. The third meeting

The third meeting was conducted on Saturday, November 26th 2016, for 2x45 minutes. In this meeting the teacher use dot to dot game as a media to improve students' writing performance in teaching descriptive text. There are three steeps in third meeting:

1) Planning

Planning was the first step that had to be done in each cycle. In this step, the teacher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The third meeting was conducted on Saturday, November 26th 2016, this meeting used to post test 2, for 2x45 minutes after the students given the action. This

meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. The activity continued by giving some explanation more about descriptive text. Then, at the end of this meeting the teacher gave post-test cycle 2. The students had to create a descriptive text based on dot to dot game before. Then, the teacher gave post-test to the students.

3) Observing

In this steep, observation was conducted by researcher. Here, the researcher was as a observer and the English teacher (Mrs. Mira Rahma Dewi, S.Pd) as a collaborator. Observations was made during the process of teaching learning. Observation not only aimed at the students activities but also teacher activities. There are the result that observed as follow:

a) The result of students' activities

Students' activities at the third meeting was observed used observation sheet has been prepared. The researcher got the result of the students' learning activities from the collaborator as follows:

Table 25
The Result Of Students' Activities In Third Meeting

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	23	92%
2.	Giving respond to the teacher's explanation	21	84%
3.	Enthusiastic in participating the media	21	84%
4.	Active in group work	20	80%
5.	Doing the task	25	100%
Total of Students		25	

From the observation result table, it could be seen that in third meeting there were 23 students who gave attention to the teacher's explanation, 21 students were giving respond to the teacher's explanation, 21 students who enthusiasitics in participating the game, 20 students active in group work and all of students in the class did the task from the teacher. To know the comparison students' activity can be seen at table below:

Table 26
Comparison Students' Activities At Cycle 1

No	Students' Activities	Cycle 1I		
		Meeting 1	Meeting 2	Meeting 3
1.	Giving attention to the teacher's explanation	64,10%	72%	92%
2.	Giving respond to the teacher's explanation	41,02%	64%	84%
3.	Enthusiastic in participating the game	48,71%	76%	84%
4.	Active in group work	46,15%	68%	80%
5.	Doing the task	100%	100%	100%
	Total of students	25	25	25

To know the comparison students' activity in the end cycle 1 and cycle 2 can be seen at table bellow:

Table 27
Comparison Between Students' Activity At Cycle 1 And 2

No	Students' activities	Cycle 1			Cycle 2		
		Meeting 1	Meeting 2	Meeting 3	Meeting 1	Meeting 2	Meeting 3
1.	Giving attention to the teacher's explanation	36%	44%	52%	64%	72%	92%
2.	Giving respond to the teacher's explanation	24%	32%	36%	56%	64%	84%
3.	Enthusiastic in participating the picture	24%	36%	40%	52%	76%	84%
4.	Active in group work	40%	44%	52%	60%	68%	80%
5.	Doing the task	100%	100%	100%	100%	100%	100%

Based on the table above, the researcher know that the students' activities in Cycle 1 and Cycle 2 has improve from the first meeting until the last meeting.

b) The result of Teacher Activities

From teaching learning process, the teacher's activities observed by researcher. The result of observations on teachers' activities can be seen at table bellow:

Table 28

The Result Of Teachers' Activity at Third Meeting
SMK NEGERI 1 Pekalongan In Academic Year Of 2016/2017

NO	ASPECT	SCORE
1	Opening	24
2	The Teacher Mastery for Lesson Material	16
3	Method/Technique/Strategy Mastery	17
4	Scientific Approach	21
5	Explaining Material Mastery	18
6	Class Mastery	12
7	Teaching Media	20
8	Communication	12
9	Reinforcement	16
10	Evaluation	16

11	Closing	24
12	Time Allocation	8
TOTAL SCORE		214
SCORE		85,6

From the table above, we can see that the total score was 214 and the average score was 85,6.

c) The result of the students` activities

The observation of the students was taken to know the students activities in the class. It was such as the students' enthusiastic, interaction with their friends and teacher, association, exploration, and communication in the class during the teaching and learning process.

In class XI Accountancy, the purpose of administering the test was to know the students' ability in descriptive writing text. The test was taken after giving the treatments. Here was the result of the students' test in the third meeting in class XI Accountancy:

Table 29**The Result of test in the third meeting at the Class XI****Accountancy in the Academic Year of 2016/2017**

No	Name	Test I
1	ANL	85
2	AA	82
3	ATP	82
4	BJTS	84
5	DYP	80
6	DKF	85
7	DW	85
8	DY	87
9	DBLS	87
10	EK	82
11	ENS	84
12	EO	83
13	ESW	82
14	FR	84
15	IM	85
16	MYP	83
17	MA	84
18	MA	83

19	MA	85
20	NTK	87
21	NO	84
22	SPPU	87
23	SG	85
24	SS	84
25	SAS	87
Total ($\sum X$)		2106
Average (\bar{x})		84,24
Max. Score		87
Min. Score		80

Source:

The Result of the post test (Class XI Accountancy) on November, 12th 2016.

The researcher found that in class XI Accountancy the highest score was 87 and the lowest score was 80 with the average score was 84,24 where the MMC (Mastery Minimum Criteria) was 75. So it could be seen that all of the students did reach the MMC yet.

4) Reflecting

At the end of cycle 2, there was improvement from the students' writing score at first meeting, second meeting and third meeting. The comparison of students' writing performance score was as follows:

Table 30

The Comparison of Students' Writing Performance Score

No	Name	Test IV	Test V	Test VI	Explanation
1	ANL	72	84	85	Increased
2	AA	75	82	82	Increased
3	ATP	82	84	82	Increased
4	BJTS	75	73	84	Increased
5	DYP	82	75	80	Increased
6	DKF	86	72	85	Increased
7	DW	82	84	85	Increased
8	DY	86	87	87	Increased
9	DBLS	86	84	87	Increased
10	EK	72	74	82	Increased
11	ENS	82	74	84	Increased
12	EO	85	85	83	Increased
13	ESW	80	82	82	Increased

14	FR	80	74	84	Increased
15	IM	83	75	85	Increased
16	MYP	81	84	83	Increased
17	MA	82	85	84	Increased
18	MA	82	82	83	Increased
19	MA	82	84	85	Increased
20	NTK	86	87	87	Increased
21	NO	81	84	84	Increased
22	SPPU	86	80	87	Increased
23	SG	80	83	85	Increased
24	SS	81	74	84	Increased
25	SAS	83	84	87	Increased
Total ($\sum X$)		2012	2016	2106	Increased
Average (\bar{x})		80,48	80,64	84,24	Increased

From the data above, it showed that all of students have increased at test in cycle 2. So, the reseacher finish this research in cycle 2.

B. DISCUSSION

1. Cycle 1

In this research, a researcher gave the students test before treatment individually for the purpose to know the students writing descriptive performance before giving a treatment. In the test I, there were only 2

students (8%) who reached the test and 23 students (92%) who failed the test. Furthermore, in the test, the lowest score was 55 and the highest score was 68.

After did the test before treatment, the researcher gave the treatment to the students in cycle I. the treatment was conducted by teaching writing descriptive to the students use dot to dot game. Furthermore, the researcher gave the post-test in the next meeting and the post test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 11 students (44%) students reached the post-test I, the lowest score was 70 the highest score was 78, and the average score was 74,68.

From the result of students' score in test before treatment and post-test I, there was an improving from the students' result score. It could be seen from the average in test before treatment 59,36 and post-test I 74,68. Although there was improving the students' achievement, cycle I was not successfully yet because only 11 students (44%) who reached in post-test I. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 11 students reached score ≥ 75 .

In the next cycle, the researcher gave the treatment twice then post-tst II. Furthermore, the researcher analyzed the result post-test II and concluded that there were 23 students (92%) reached the test because they got score ≥ 75 . In this post-test, the lowest score was 72, the highest score was 87, and the average score was 80,64.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on average score. The average score in the post-test I and post-test II were 74,68 and 80,64, then the increasing score 5,96. In the test before treatment, post-test I and post-test II the total students score who got score ≥ 75 were 2, 11, and 23 students. Because the achievement of students had increased enough and the indicator of success was reached, the researcher was successful and could be stopped in cycle II.

3. Students' Score in The Test Before Treatment, Post-test Cycle I, and Post-Test Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than test before treatment. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II:

Table 31**Comparison Of Students' Score At Test Cycle 1 And Test Cycle 2**

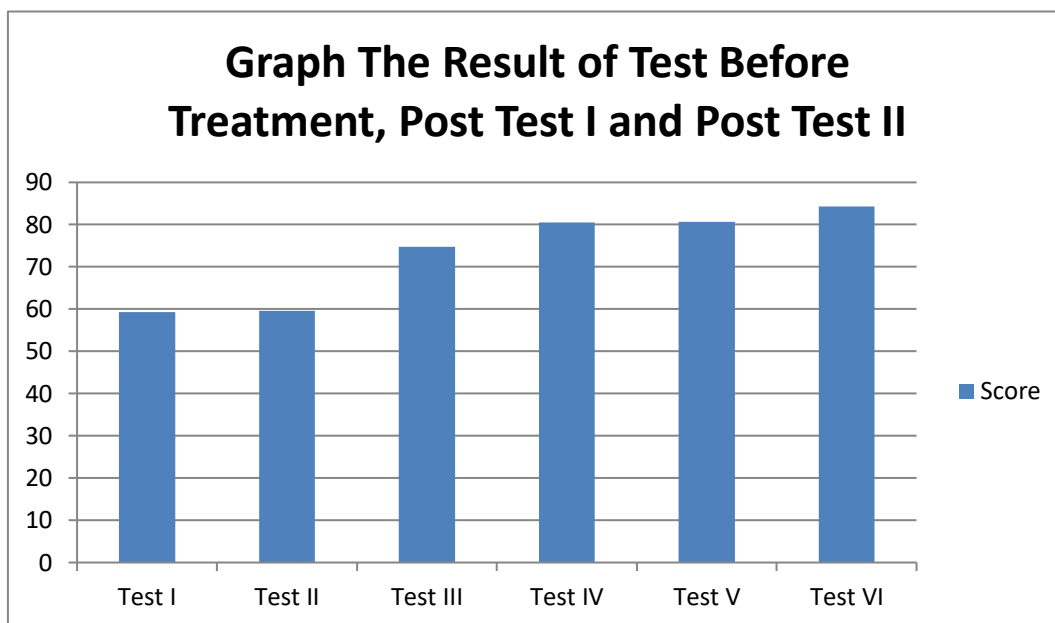
No	NAME	Cycle 1			Cycle 2			Explanation
		Test 1	Test 2	Test 3	Test 1	Test 2	Test 3	
1.	ANL	53	57	75	72	84	85	Increased
2.	AA	56	59	76	75	82	82	Increased
3.	ATP	58	59	73	82	84	82	Increased
4.	BJTS	57	58	72	75	73	84	Increased
5.	DYP	62	51	70	82	75	80	Increased
6.	DKF	56	55	72	86	72	85	Increased
7.	DW	58	65	78	82	84	85	Increased
8.	DY	63	56	76	86	87	87	Increased
9.	DBLS	68	57	74	86	84	87	Increased
10.	EK	63	60	78	72	74	82	Increased
11.	ENS	56	58	78	82	74	84	Increased
12.	EO	60	65	78	85	85	83	Increased
13.	ESW	64	62	77	80	82	82	Increased
14.	FR	56	60	77	80	74	84	Increased
15.	IM	60	62	76	83	75	85	Increased
16.	MYP	59	61	76	81	84	83	Increased
17.	MA	62	62	74	82	85	84	Increased
18.	MA	61	63	75	82	82	83	Increased
19.	MA	60	58	77	82	84	85	Increased

20.	NTK	56	60	73	86	87	87	Increased
21.	NO	55	60	73	81	84	84	Increased
22.	SPPU	60	59	73	86	80	87	Increased
23.	SG	57	65	74	80	83	85	Increased
24.	SS	60	60	70	81	74	84	Increased
25.	SAS	62	58	72	83	84	87	Increased
Total score		1484	1490	1867	2012	2016	2106	Increased
Average		59,36	59,60	74,68	80,48	80,64	84,24	Increased

Based on the table above, test before treatment, post-test I, and post-test II it was known there was positive significant improving of the students' score, it could be seen from the average 59,36 , 74,68 , and 84,24.

Therefore the researcher concluded that the research was successful because indicator of success in this research had been achieved.

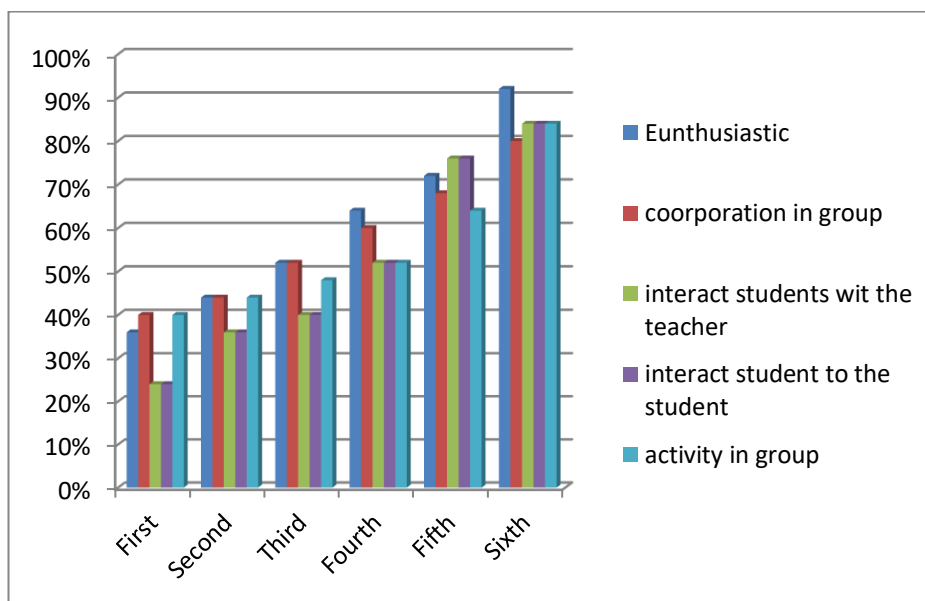
The researcher show the result graph of test before treatment, post test I and post test II, as follow:



Based on the graph above, it can be inferred that dot to dot game could improve the students' writing descriptive text. It is supported by improving score of the student from test before treatment, post test I, and post test II.

4. The Result of The Students' Learning Activities In Cycle I And Cycle II.

Based on table 27, the researcher showed the graph of the result of the students' learning activities, as follow:



Based on the data had gotten, it can be explained as follows:

a. Enthusiastic

The students' attention to the teacher explanation from the first meeting to next meeting was improved, from the first meeting is 36%, 44%, 52%, 64%, 72%, and the last meeting is 92%.

b. Interact student to the teacher

The students interact to the teacher was improved from the first meeting to next meeting, it showed when the teacher gave the material to the students, they were brave to interact to the teacher. In this activity was improved from the first meeting is 24%, 36%, 40%, 52%, 76%, and the last meeting is 84%.

c. Interact student to the student

The students interact to the student was improved from the first meeting to next meeting. It showed when the teacher gave the material to the students, they were brave interact to the student. In this activity was improved from the first meeting is 24%, 36%, 40%, 52%, 76%, and the last meeting is 84%.

d. Cooperation in Group

In this research, the researcher asks the student can cooperation in group. It could be seen on first meeting 40%, 44%, 52%, 60%, 68%, and the last meeting is 80 %.

e. Activity in Group

The students who had done the task were improved it could be seen on the first meeting is 40%, 44%, 48%, 52%, 64%, and the last meeting is 84%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when dot to dot game was applied in learning process from cycle I up to cycle II.

5. The Comparison of Test before Treatment and Post Test

Based on the explanation of cycle I and cycle II, it could be inferred that the use dot to dot game could improve the students' writing descriptive text. There was progress average score from 59,36, 74,68, and 84,24.

From the graph 2, we would be seen that there was an increasing on the average score and total of the students who reached the test from test before treatment, post-test I to post-test II. In the graphs above, the average score in the test before treatment was 59,36 and only 2 students (8%) reached the test.

Moreover, in the post test I and post test II there was 11 students (44%) reached the test with the average 74,68 and 23 students or 92% who reached the test with average 84,24. From the explanation, the researcher concluded that the researcher was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score ≥ 75) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the use of Dot to Dot Game in writing Descriptive text, the researcher draws the conclusion as follows:

1. The Dot to Dot Game can be effective technique and it can be used as an alternative way in teaching writing. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could improve the students writing Descriptive text.
2. There was improvement of the students' average score from test before treatment 59,36 to test before treatment I 74,68 became 82,24. In test after treatment II. In cycle 1, there were 11 students passed the test. Moreover, in cycle II there were 23 students who passed the test.
3. The result of cycle II already reached the indicator of success that was 82% students fulfill the standard criteria with the score minimum was 75. Therefore, the research could be stopped in cycle II.

B. SUGGESTION

After conducting the research at the eleventh grader of SMK Negeri 1 Pekalongan, the researcher would like to give some suggestions as follows:

The students were suggested to improve their performance in mastering writing in order to cusses in learning English. And also this technique can make the students be more active in learning English process. This technique also could motivate and improve their performance in studying English especially in writing performance.

Then, the english teacher was suggested to use the dot to dot game in teaching descriptive writing because it could improve the students writing performance. The teacher could give motivation to the students to be active in every English teaching learning process and select the material especially descriptive writing and teach it trough the mind mapping technique based on the curriculum for Vocational School and also it is suggested to the English teacher to be more creative in applying the dot to dot game by choosing interesting paragraph or text, for example: descriptive, etc.

Next, the headmaster was suggested to give more understanding and training for the teachers, so they could implement dot to dot game in teaching descriptive writing well, besides the headmaster also could

add the English facility in the class room so it can support and improve the teaching and learning English process.

Then, the other researcher was suggested to be able in developing this research with the new innovations and hopefully the results of this research could be a reference for other researchers.

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