



**FINAL PROJECT**

**THE EFFECTIVENESS OF NOUGHTS AND CROSSES GAME  
IN IMPROVING STUDENT'S SKILL IN WRITING  
DESCRIPTIVE TEXT**

An Experimental Research of the Eighth-Grade Students of SMP Negeri 1 Mungkid  
Magelang

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by  
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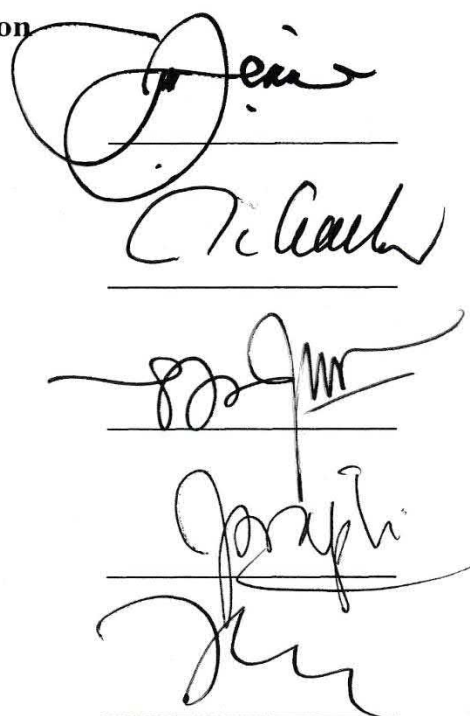
**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG  
2019**

## APPROVAL


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## DECLARATION OF ORIGINALITY

I, Agung Setyawan, hereby declare that this final project entitled *The Effectiveness of Noughts and Crosses Game in Improving Students' Skill in Writing Descriptive* is my own work and has not been submitted in any forms for another degree or diploma at any universities or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the texts and a list of references is given in the bibliography.

Semarang, 8 March 2019

A handwritten signature in black ink, featuring a large, stylized 'A' followed by a series of vertical strokes and a horizontal line at the end.

Agung Setyawan

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## MOTTO

*“Things work out best for those who make the best of how things work”*

John Wooden

*“I think goals should never be easy, they should force you to work, even if they  
uncomfortable at the time”*

Michael Phepls

*“You don’t have to be great to start, you have to start to be great”*

Zig Ziglar

*To*

*My beloved parents (Mr. Lukman Syarif H and Mrs. Umi Zakiyah),*

*My lovely brother and sister (Ilham Maliki and Laili Hidayati)*

*My Department (English Department) and*

*All of my friends*

## Acknowledgement

Firstly, I would like to thanks to Allah SWT because of His mercy, blessings, encouragement and strength for completion of this final project. I would like to express my sincere gratitude to Prof. Dr. Abdurrachman Faridi, M.Pd. as my first advisor, for the guidance, patience, and advice until this final project complete. I would like to express my sincere Dra. Sri Suprapti, M.Pd. as my second advisor, for the guidance, patience, and advice until this final project complete. My sincerest gratitude is also expressed to Head of English Department and all of lecturers of English Department for sharing lots of experience and knowledge. I would like to express my gratitude to Principle, teachers and students of SMP Negeri 1 Mungkid Magelang for their help during the research. I would like to express my sincerest thanks to my beloved family, my father (Lukman Syarif. H), my mother (Umi Zakiyah), my little brother (Ilham Maliki), my little sister (Laili Hidayati) for their endless love, pray and support in finishing my study. My special thanks are expressed to my best friends Eka Yuli Hardiyanto, Ilham Agung Prasetyo and Muhammad Naufal Izzuda for their help and support during my study until finishing this final project. I realize that many shortcomings may be found in this final project. Therefore, suggestions and criticism are always needed for improvement. I hope this final project will be useful for all readers.

Semarang, 8 March 2019



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## ABSTRACT

**Setyawan, Agung.** 2018. *The Effectiveness of Noughts and Crosses Game in Improving Students' Skill in Writing Descriptive Text (An Experimental Study of the Eighth-Grade Students of SMP Negeri 1 Mungkid, Magelang in the Academic Year of 2017/2018)*. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. First Advisor: Prof. Dr. Abdurrachman Faridi, M.Pd. Second Advisor: Dra. Sri Suprapti, M.Pd.

**Key words:** *Noughts and Crosses Game*, Descriptive text, experimental study, writing.

This research focused on investigating the effectiveness of *Noughts and Crosses Game* as medium to teach descriptive text for eighth-grade students of SMP Negeri 1 Mungkid, Magelang in the Academic Year of 2017/2018. The aim of this research are (1) to find out students' responses towards *Noughts and Crosses Game* in writing descriptive text, (2) to find out whether or not there is a significant difference in the achievement between the students who were taught using *Noughts and Crosses Game* and those who were taught conventionally.

To achieve the objectives, I conducted true experimental design. The population of the research was the students of SMP Negeri 1 Mungkid, Magelang in the Academic Year of 2017/2018. The sample of this research was taken using purposive sampling technique that are VIII F as experimental group and VIII G as control group. VIII F was taught by using *Noughts and Crosses Game*, while VIII G was taught by using conventional method. The formula used to analyze the data was *t*-test. It was used to determine whether or not there is a significant difference between students' score in experimental group and students' score in control group.

The result of the calculation using the *t*-test showed that  $t(24)$  was 10.556 and sig. (2-tailed) was 0.000 for  $\alpha = 5\%$ . Because  $0.000 < 0.05$ , it proved that there is a significant difference in the achievement between the students who are taught by using *Noughts and Crosses Game* and those who are taught using conventional method. The students' responses toward *Noughts and Crosses Game* in writing descriptive text is shown from the questionnaire given to the students in the experimental group after post-test. It was found that 95.3% students answered "yes" (agree about the positive of *Noughts and Crosses Game* in writing descriptive text).

It can be concluded that most of the students agree that *Noughts and Crosses Game* can help students improve their skill in writing descriptive text.

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses the introduction which is divided into seven parts: background of the study, reasons for choosing the topic, research problems, purpose of research, significance of research, limitations of research and outline of report.

#### **1.1 Background of the Study**

English is one of the main subjects taught in schools because of its importance as an international language. Based on Depdikbud (1995:1), English as an international language needs to be taught for the development of science and technology, culture age, and also the relationship between countries in the world. Therefore, in Indonesia's curriculum, English becomes one of subjects which is taught in elementary school, high schools and university.

Learning English as language requires four language skills: listening, speaking, reading, and writing. However, writing is the most difficult skill to be mastered because of its complexity. Paul in Hapsari (2011:2) says that writing is generally as the most difficult of the four skills. The difficulty is seen in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling word choice, punctuation, and so on. Moreover, English teaching and learning in schools is taught through text. Genre of text then becomes the pilot in all parts of English teaching and learning, including teaching and learning writing which has to consider with the aspects of all genres. They are grammar, generic structure, and lexicogrammatical order.

Considering the existence of English in junior high school, my observation shows that most of students I taught while I did my teaching practice in SMP Negeri 1 Mungkid Magelang had difficulties in writing. They did mistakes in grammar, spelling and punctuation. For example a student produced *she is like watch television* instead of *she likes watching television*. Another student produced *my house is clean, and tidy* instead of *my house is clean and tidy* and many others. They also felt difficult to express their idea while writing. As a result, the average of them didn't reach the criteria of standard score or KKM. This fact indicates that writing is difficult to be mastered for junior high school students.

Regarding the explanation above, according to Meyers (2005:2), writing itself is an action, a process of discovering and organizing your ideas, put them on paper and reshaping and revising them. In English language education, writing is often related to composing a paragraph or a text. In fact, most of students need to be guided to compose a good text. It means that in composing a text students have to compose a text which is based on its genre and pay attention to the aspects of writing.

Descriptive text as one of text types that should be mastered by the students of junior high school becomes a big problem. The descriptive text needs students' imagination and skill of writing. Writing descriptive text needs specification. When students are writing descriptive text, they should have imagination to gain idea, a skill of writing, and a lot of vocabularies. In writing descriptive text, they also need to understand the sensory detail of the object that they describe. They need something which can motivate them in writing descriptive.

According to this problem, motivating and giving the students media to learn can help them more. The students need something to explore their mind and motivate them to continue their writing. Then, by practicing, the students writing skill will be improved. There are also some techniques that can help the teachers use a strategy for teaching, such as a lecture, discussion, demonstration, role-play, retelling story and audiovisual media. In the classroom, teachers have to choose which technique and strategy will be most effective and efficient. They also have to help students solve their problems in writing because as an educator teacher is responsible for selecting educational materials and activities at the right level and of the right type to achieve the goals of teaching and learning process. However, many factors affect the success or failure in achieving the goals of teaching and learning, to say the least, the teacher and students. In addition, there are other factors, which affect the result of teaching such as time allotment, the use of visual aids, methods, teaching materials, and other facilities. Hence, to support the teaching process we need to use some aids to help both students and teacher. These aids are called media.

According to Celce-Murcia (2001:461), “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.” Media is important in teaching and learning English. They help both the teacher and the students. On one hand, the media help the teacher deliver the material being taught easier and more expressive. On the other hand, the students can understand the material easily. Moreover, media is a good way to engage the students in learning English. Pictures, photo, games, songs, and films are the most

popular visual aids being used since those media are easy to be found. The learning process in the class will be more fun and the students will not be bored. The more students enjoy learning, the more they get from the lesson. Because the most important thing in a teaching-learning process for the students are their attention and their appreciation while study. When they are not interested in learning, they will not get anything in the class. They will talk to each other with their friends or doing anything else than paying attention to their teacher. On the contrary, when they are interested in your teaching, they will directly pay attention to you without you ask them to do it. Then the possibility they get the material is bigger than when they are not interested.

In this case, I will use *Noughts and Crosses Game* as a medium in teaching writing. Wright, *et. al.* (1984) said that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaning. Most people like games, because games are able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time. However, it depends on the appropriateness of the game and the role of the player. Here, the game is used to deliver the materials in order to be more fun for students in the process of teaching-learning, so they will be enthusiastic in joining the activity. It is important to use game as an alternative way in teaching writing. As I explained before above that the more students interested, the more the material they get. Everyone loves games. Everyone loves to compete and be a winner. The use of games in learning is not a rare thing we found in our life. There are many kinds of game we can use for teaching English. This *Noughts and Crosses Game* is one of them.



Dealing with the whole explanation above, a study entitled *The Effectiveness of Noughts and Crosses Game in Improving Students' Skill in Writing Descriptive Text* was conducted at SMP Negeri 1 Mungkid. It would focus on writing descriptive text as the skill to be mastered. The reason is that most of the eighth-grade students in this school have difficulty in writing descriptive text. Whereas, it has been given at the lower educational level. Furthermore, in this study, *Noughts and Crosses Game* was to teach writing descriptive text, and then the students' improvement was investigated.

## **1.2 Reason for Choosing Topic**

The researcher chose this topic because of some considerations:

The first is teaching writing for junior high school students is not easy. According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best methods are flexibility and support. In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students' need. That's why, we as the teacher need to find good strategies in teaching writing.

The second is I tried to use game as a medium in teaching writing descriptive text. This medium can be used to help students getting more ideas to describe someone or something. This also can motivate students to write because the writing process will be started with an interesting activity. According to Aydan (2000), "games are highly motivating because they are amusing and interesting". By *Noughts and Crosses Game* as the medium, the learning process will not be boring anymore and hopefully, students' writing skill will be better than before.

### 1.3 Research Problem

Based on the background of the study and the reasons for choosing the topic, the aim of this research is to answer the following questions:

- (1) What are the students' responses towards *Noughts and Crosses Game* in writing descriptive text?
- (2) Is there any significant difference in the achievement between the students who were taught using *Noughts and Crosses Game* and those who were taught conventionally?

### 1.4 Purpose of Research

Based on the statements of the problems above, the purposes of the study are:

- a. To find out the students' responses toward *Noughts and Crosses Game* in writing descriptive text.
- b. To find out whether or not there is significant difference in the achievement between the students who were taught using *Noughts and Crosses Game* and those who were taught conventionally.

### 1.5 Significance of Research

Dealing with the purposes which would like to be achieved, this study is expected to give some benefits to English teaching-learning development. These benefits can be categorized as the followings:

Theoretically, this study is expected to be able to strengthen some typically previous researches and give contribution to educational research development in Indonesia.

Practically, in the context of teaching and learning process, this study is expected to provide an effective interesting way to facilitate English teachers in teaching writing to students, especially writing descriptive text.

Pedagogically, the result will give us fundamental knowledge that can be implemented in the classroom for the benefit of the students' development in writing learning process.

### **1.6 Limitation of Research**

In this research, I limit the scope of the study on:

- (1) The subject of the research is the eighth-grade students of SMP Negeri 1 Mungkid.
- (2) The application of Nought and Crosses Game in teaching writing of descriptive text.
- (3) The students' achievement in writing descriptive text.
- (4) The study conducts experimental research. There is no randomization in sampling, therefore the research design used is experimental design. Purposive sampling is used to determine the sample, two classes are chosen as the experimental group and the control group.

## 1.7 Outline of Report

This study is divided into five chapters. Chapter I is the introduction. This chapter discusses background of the study, reasons for choosing the topic, research problems, purposes of research, significance of research, limitation of the research, and outline of the report.

Chapter II is the review of related literature. This chapter describes review of previous studies, review of theoretical background, and theoretical framework. First, this chapter will describe the review of previous studies which is related with my topic and many references to help me write this final project. Second, this chapter will describe the review of theoretical background, some theories which support the implementation of research such as the definition of writing, teaching writing at junior high school, descriptive text, media, general concept of game, and “*Nought and Crosses Game*”, teaching by using Noughts and Crosses Game towards Students’ Skill in Writing Descriptive, and the last is about framework.

Chapter III is the method of investigations. This chapter explains the methods of research which include research design (the research method used), population (subject of research), sample (small proportion from population selected for observation) and sampling technique (the method writer used to take sample), research variables (independent and dependent variable of research) and hypotheses (the tentative statement about the outcome ), instrument for collecting the data (test, questionnaire and documentation), procedures of collecting the data, and procedures of analyzing the data (validity, reliability, normality, homogeneity and t-test analysis).

Chapter IV is the findings and discussion. This chapter concerns with the result of the research based on data analysis and discussion of research findings such as the analysis of Try Out Test, validity, reliability, normality test of pre-test, homogeneity of pre-test, descriptive statistics of both group, mean score differences between both group, paired sample t-test of experimental group result, paired sample t-test of control group result and questionnaire analysis

Chapter V is conclusions and suggestions. This chapter describes the conclusions and suggestions. It gives conclusions of the research and suggestions for English teacher, further researcher and students.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature. It consists of three subchapters. They are the review of the previous studies, review of the theoretical background, and theoretical framework.

#### **2.1 Review of the Previous Studies**

To support the conducting of this research, providing the previous related studies is important. Some researchers had conducted some studies of the use of media to enhance students' ability in writing.

Nawawi (2011) conducted a study about teaching descriptive text using Guided Questions in eighth grade class of PGRI 1 Ciputat-Kota Tangerang Selatan. The aim is to find out whether guided questions is effective to improve students' writing descriptive skill descriptive. The writer used guided questions to help the students generate ideas and details by asking questions about a subject they will describe. Such questions include "what, when, where, who, how". This medium really makes easier the students in exploring the topic they will write about. Based on the results, the application of learning writing skill (descriptive text) by using guided questions has improved. It really helped the students in learning descriptive text. There were many students understand the material and they became more creative in writing descriptive text. They also thought that guided questions made them easy to generate their ideas when they wrote a descriptive text. In addition, students' responses to guided questions were generally positive.

Yoga (2013) conducted a study about improving the eighth-grade students' writing skills through Picture-Cued at SMP N 1 Wonosari in the academic year of 2012/2013 which aimed at improving the students' writing skills of the eighth grade at SMP N 1 Wonosari through picture-cued activities. This study consisted of two cycles. Each cycle had two meetings. The subjects of the research were the students of VIII C class, the English teacher, and the researcher. The data collection techniques were observation, interview, and tests. The data were in the forms of field notes, interview transcripts and scores of the pre-test and the post-test. The results showed that the use of picture-cued activities was able to improve students' writing skills. Based on the qualitative data, the students could develop their ideas to produce a descriptive text with the appropriate use of vocabulary, sentence structure, punctuation, spelling, and capitalization. They also enthusiastically joined the teaching and learning activities. Based on the quantitative data, the students' mean score for the writing skill improved. In the pre-test, the students' mean score was 48.61. Then, after Cycle 1 (post-test 1), the students' mean score was 60.60. At last, after Cycle 2 (posttest 2), the students' mean score was 76.22.

Rahmah (2016) also conducted a study about using Affinity Mapping to improve students' writing skill in writing descriptive text. The aims are (1) to find out whether or not there is a significant difference in the achievement between the students who were taught by using affinity mapping and those who were taught without affinity mapping, (2) to find out the students' responses toward affinity mapping in writing descriptive text. The result of the calculation using the *t*-test showed that  $t(58)$  was 6.063 and sig. (2-tailed) was 0.000 for  $\alpha = 5\%$ . Because  $0.000 < 0.05$ , it proved that there was a significant difference in the achievement between

the students who were taught by using affinity mapping and those who were taught without affinity mapping of the eighth-grade students of SMPN 1 Ambarawa in the academic year of 2015/2016. The students' responses toward affinity mapping in writing descriptive text was shown from the questionnaire given to the students in the experimental group after post-test. It was found that 98.7% of students answered “yes” (agree about the positive side of affinity mapping in writing descriptive text).

An action research was conducted by Khasanah (2013) dealing with teaching descriptive text using Picture-Guessing Game at SMA Negeri 1 Subah for Grade X in the academic year of 2012/2013. The objectives of the study are to describe the use of the picture-guessing game in implementing a team-pair-solo technique to teach writing descriptive text and to investigate how it improves the students' ability to write descriptive text. The writer tried to mix picture guessing game with team pair solo technique. The students will compete in pairs in the identification of something indicated obscurely. By mixing those two media, the students could enjoy the teaching-learning and understand the material given. From the result of pre-observation and pre-assessment, the students were not able to write descriptive text well. It was seen from the aspects of good writing such as content, organization, grammar, word choice, and mechanics. After doing two cycles, the results of observation checklist, questionnaire, and interview showed that the students gave positive reactions and responses during the action. Through a questionnaire, it was also found that the students were motivated to join the lesson. The result of tests showed that after doing the action of cycle one, the students' ability was improved.



Nurkhayatun (2011) conducted a study about using Bits and Pieces Game to improve students' writing skill on the descriptive text at the seventh grade of MTs Darul Mujahadah Prupuk-Margasari-Tegal in the academic year of 2010/2011. The objective of the study is to describe the implementation of Bits and Pieces game to improve students' writing skill on descriptive texts. In this case, the writer used bits and pieces game as a medium to improve students' writing skill on descriptive text. The result of the study showed that by using Bits and Pieces game can improve students' writing skill on descriptive texts at the seventh grades of MTs Darul Mujahadah in the academic year of 2010-2011. The criteria of writing assessment involve; content, organization, vocabulary, language use, and mechanics. This success can be seen from the result of students' average score and good responses from students. The result after getting all of the treatment using Bits and Pieces game, the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre-cycle was 46.71, the first cycle was 51.41, the second cycle was 63.83, and the third cycle was 65.48. Finally, the result of this study showed that students' writing on descriptive texts improved in each cycle after they were taught by using Bits and Pieces game. It was signed by their improvements of each test result.

Khomariyah (2013) studied about using communication game to improve students writing skill in descriptive text at the eighth-grade Students of SMP Negeri 1 Babadan Ponorogo in The Academic Year of 2012/2013. The purpose of this study is to know how the improvement of students' writing skill in description text by using communication games of the second year students of SMP N1 Babadan Ponorogo in the academic year of 2012/2013. It found out that the

implementation of communication game is effective to make the students active in teaching and learning process. The result of the first test in cycle 1 got an average score of 66. The score did not reach the average score yet. But after the researcher made improvements in cycle 2, the score was increased became 72.5. The data of questionnaire showed that the students interested in writing descriptive text using communication game through rank order strategy. The researcher gives a suggestion that English teacher could use rank order an alternative strategy in teaching writing. The next researcher could develop this strategy and make it better.

To improve students' writing skill, many approaches or strategies are applied. Hossein Hashemnezhad and Sanaz Khalili Zangalani (2010) conducted study about the effects of processing instruction and traditional instruction on Iranian EFL Learners' Writing Ability. The aim was to investigate the effects of processing instruction and traditional instruction on Iranian EFL learners' writing ability. Thirty participants who were non-randomly selected out of 63 Intermediate EFL learners, taking English courses in a language institute in Khoy-Iran, participated in this quasi-experimental study. All the participants were female in the age range of 18-24. The participants were randomly assigned into two experimental groups of processing instruction and traditional instruction. Two different instructional packages were used as treatment and two free writing tasks were employed as pre-test and post-test in this study. The results revealed that although both instructions had positive effects on Iranian EFL learners' writing ability, processing instruction group performed significantly better than traditional

instruction. Some pedagogical implications of the findings were presented. The results might be helpful in syllabus design and teaching methodology.

Andrzejczak et al. (2005) conducted a research about the use of images in writing process. This study looks at the benefits of integrating visual art creation and the writing process. In this article, the qualitative data use the student, parent, and teacher interviews coupled with field observation and artifact analysis. Students used more time for thought elaboration, generated strong descriptions, and developed concrete vocabulary. The advantages of using the production of art and artwork in the pre-writing process provided a motivational entry point, a way to develop their idea in writing. This study shows that the benefits of a rich visual art experience can enhance thought and write in response to the finished artwork. As a result, the students' motivation and skill is increasing. They who were the first time hated to read or write became interested in picture-writing and it has built their confidence in writing.

Another study was written by Carter (1998). The study is about improving students' writing ability through Wordless Picture Books as the medium. The research design of the study was action research. The targeted population consisted of second through fifth-grade students in two districts in growing middle to upper-class communities, located in suburbs southwest of Chicago. The writer used Wordless books to encourage the development of students' writing skills. Intervention lessons using Wordless Picture Books focused upon the writing skills of sequencing, dialogue, describing words, elaboration, and vocabulary development. There was a marked improvement in the overall writing skills of the targeted population using Wordless Picture Books. The students improved their

sequencing skills by retelling the story in chronological order with details and consistent use of time-order words. The use of elaboration was also improved as students developed events, characters, and settings using feelings, emotions, and attitudes. The improvement was seen in the skill of dialogue as students conveyed feelings, emotions, and attitudes imaginatively and consistently. Students increased their vocabulary usage by utilizing words that explained and evaluated the pictures. It indicates that using wordless picture books is effective to improve students' writing ability.

Al-Jarf (2011) conducted a study on writing using the mind-mapping software. A mind map is defined as organizing graphics. It can be considered as a visual tool that can stimulate students to generate ideas, develop concepts, organize thinking, and take notes. In the study, mind mapping led them to be better in organizing, prioritizing and integrating teaching material that is presented in a course. They also considered mind mapping (MM) as an interesting and enjoyable approach. The teacher was really enjoying using MM in the teaching process. The teacher stated that MM fostered the students' motivation in learning. Most of them explained that MM could stimulate them to think creatively.

Those are the results of the previous studies that have been done by some researchers both in Indonesia and International, which applied some strategies to develop students' writing skill by using many kinds of media, but the researches they have not written about "Using *Noughts and Crosses Game* for Teaching Descriptive Text". This research is different from the previous studies because I try to improve students' writing skill in a descriptive text by using *Noughts and Crosses*

*Game*. I also modified this games so that I can use it as the medium in teaching writing in descriptive text.

## **2.2 Review of Theoretical Background**

As the basis of doing this research, some theories which are closely related to the topic of the study are presented in this session. The theories will support the implementation of the study that is the use of *Noughts and Crosses Game* to improve students' skill in writing descriptive text. The followings are some of the theories.

### **2.2.1 Writing**

Writing is communication through the written word. We can say that all the things that are written to communicate with others. In order to communicate, the use of English at school will always be involved in the use of written language. This research includes the explanation of the definition of writing, the writing process, and teaching writing at Junior High School.

#### **2.2.1.1 Definition of Writing**

There are a lot of definitions about writing which are presented by experts. Meyers (2005) says that "writing is partly a talent, but it's mostly a skill, and it is improved with practice". As one of four language skills, it is considered as a difficult skill because writers have to make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balanced way. This is the basic students' problems in writing. It also needs attention because it needs its own principles and method. It requires mastery not only of grammatical and rhetorical devices but also of the conceptual and judgment. Because of that, it needs the practice to improve that skill.

Students write papers and answer questions on tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesman write messages from the field to the office, and we write notes and letters to keep in touch with relatives friends.

From the statement above, I assume that writing needs practice. Students' practice with their papers and answer question on tests, teachers with their students' evaluations, the salesman with messages from the field to the official letter, etc.

According to Harmer (2004), Writing can express thought, feeling, ideas, or experiences to convey a specific purpose. For example, we can write a letter to our friends who are far away from us. Although they don't see your face and don't know what kind of expression you show, they can see it through your writing. Everything we want to tell or express is reflected within it. Even, maybe they can imagine that they are talking to us. Like the teenagers who are crushing on someone and send a message to each other through their smartphones. They can feel the emotions and reactions just from what is written. Happiness, anger, jealousy, fear, anxiety, or another feeling can be shown.

Harmer adds that we need to practice or express what idea in our mind in the form of lists, letters, essays, reports, or novels. Based on all statements above I can conclude that writing is an activity of developing ideas, thoughts, and memories into written form, either in sentences or paragraph form.

To make good writing, the students have to pass the following stages of the writing process. First, is prewriting sometimes called "rehearsal". This is a time when the students get information try with some ideas and making plot a course.

The second stage is drafting. In this stage, all thoughts and ideas of students mind are translated into sentences and paragraphs. Next stage is sharing. This is the opportunity for students to achieve their mental distance from a piece of writing by reading aloud some pieces of their writing then the listeners give a response with questions and comments. Next stage is revising, during this process, the students expand their ideas, then clarifies its meanings, and reorganizes the information. The later stage is editing, in this process, the students focus on conventions of language, such as spelling, punctuation, syntax, and structure are analyzed and corrected. The last stage is publishing, this time to publish students' writing. It can be variety forms: individual books, class books, newsletters, literary magazines, bulletin boards displays.

Based on those definitions, writing is one of four language skills which is considered to be a difficult skill for students or learners because it requires efforts in the process of thinking to produce a good text. Writing skill must be practiced and learned through experience. There will be trial and error in the process of writing.

#### 2.2.1.2 Teaching Writing at Junior High School

As one of the four language skills, writing like the other skills, is taught in junior schools and is considered as the most difficult skill to be mastered in learning English. In the realization, teaching writing is not as easy as just asking students to write something. To result in a good product of writing, teaching writing needs to be oriented not only to the product but also to the process of writing. Harmer (2004:5-6) explains that writing is a recursive process. It means that in the process of planning, drafting, revising and editing, we will often re-plan, re-draft and re-

edit before we get the product of writing. It deals with Meyer's opinion (2005:2-3) that:

Any good paragraph or essay goes through many stages before it is finished. First, you may simply explore ideas as you put them into word. At this point, you should not worry about grammar and exact word choice. Afterward, you can write the first draft. Then you can examine your ideas, rearrange them, add to them, and probably rewrite the draft. Perhaps, you will revise your ideas and wording in several drafts until you are confident that your audience will understand and care about you have to say.

Teaching writing is easy, but teaching writing well is not that easy. There are several steps to teach English writing well. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

The very first step, in this case, is demonstrating. In this stage, the teachers give the students examples of a text type that is going to be learned. The details of the text are explained, such as its purpose, its social functions, and its grammatical features. They are given an explanation related to the differences among text types.

After demonstrating, the second stage is motivating and guiding. Here, the teachers are about to motivate and guide them in finding ideas in simple and easy ways. Before entering the class, it will be better for the teachers to prepare what they will do in order to stimulate the students' ideas. For example, the teachers prepare some jumbled pictures to be shown. From the pictures, the students can find clues to generate their ideas. They can ask teachers for the correct sentences after they get ideas.



The third step in teaching English writing is supporting. Actually, the students need a lot of help from teachers. Therefore, the teachers should be available anytime when the students need their help in the classroom. In the writing process, the students must have questions to ask. They will ask about grammar, vocabulary, punctuation, and anything dealing with writing features.

The fourth step to do after supporting is responding. In this step, the teachers give suggestions to the students' works. It is about how the teachers correct their writing. Instead of giving any correction symbol on their works, the teachers will give comments or suggestions. For example, the teachers say, *"You have to be careful with your future tense. You can do it, actually. It's just about your carefulness."* The italic sentence is an example of suggestions from the teachers in responding to a student's work.

The last step is evaluating. They must have it in every task or activity. In evaluating, the teachers judge their works as the final product. When evaluating, the teachers will get each their score. They usually give correction symbols on the students' works. It can also be used as a learning opportunity. After they receive back their scripts that are already filled with correction symbols, they can learn the grammatical errors and the misused words they made and how to revise them.

From the explanation above, teachers need to insert classroom activities which give opportunities for students to learn specific writing skills, notably the skills of planning, drafting, revising and editing, in teaching writing. Certainly, it includes the process of re-plan, re-draft, and re-edit. The expectation is that students will be able to produce the final products of writing which are appropriate for the purpose of writing itself.

### 2.2.2 *Descriptive text*

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them.

According to Siahaan and Shinoda (2008:89) “description is a text containing two components i.e., identification and description by which a writer describes a person, or animal, or a tree, or a house, or camping as his topic”.

The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.

Gerot and Wignell (1994:208) explain some significant lexicogrammatical features of the descriptive text, they are:

(1) Focus on specific Participants.

It means that in the descriptive text, the participants involved in the text are described in detail and in order of sequence.

(2) Use of Attributive and Identifying Processes.

In the descriptive text, a writer has through the identification process of what to be described.

(3) Frequent use of Epithets and Classifiers in nominal groups.

This means that in descriptive text, a writer uses determiner and descriptive words (adjective).

(4) Use of simple present tense.

The tense used in a descriptive text is simple present tense with the use of the third person singular pronoun.

Each text type has its own language features used in the text. Therefore, the students have to consider the language features of descriptive text to make a good descriptive text.

### **2.2.3 Media**

The word “media” is derived from Latin Medias that means “between” or mediator. Media are any kind of format used to convey information.

Gerlach and Ely (1980) state that media is any person, material or event that establishes conditions which learners or students acquire knowledge, skill, and attitude. Every medium is a means to an end or to a goal, for example in this research, the researcher uses *Noughts and Crosses Game* as a media of teaching writing descriptive text.

Media have important roles in teaching and learning process. It gives motivation for students to be more interested in the learning process. Learners are able to understand the message better as the materials are presented in a certain way. Media also provide various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching and learning process.

There are three kinds of media; audio media, visual media and audiovisual media. Audiovisual is teaching media which is related to the sense of sound, such as radio, tape recording. Visual media is teaching media which is related to the sense of view, such as picture, chart, and image. Audiovisual media is teaching media which is related to the sense of view and sound, such as television, film, and video.

Hamalik (2000) states that media for teaching language can be classified into four categories. First, Games such as word puzzle and role-playing. Second,

Visual media such as picture, chart, photo, poster, globe, graphs and cartoon. Next, audio media like radio and recorder in the cassette. Then Audio-visual media, such as television, video, film that produces sounds and picture.

There are many kinds of media that can be used in teaching learning activity. However, in this research, I used a game as my medium in teaching.

#### **2.2.4 General Concept of Games**

When doing teaching, teachers sometimes use games as media in delivering the material in order to make it fun. Hadfield (1998:4) defines “game as an activity with rules, a goal and an element of fun”. Another definition says that:

Games are a vital part of a teacher's equipment, not only for language practice they provide but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of a long day to send students away feeling cheerful about their English class (Harmer, 1991:101).

In addition, Phillips as quoted by Al Zaabi (2007) states that games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develop the ability to cooperate, to compete without being aggressive, and to be a good loser. Games in the classroom are just a medium and a bridge to stimulate the students. Not only the winner who will be happy but also the loser, because it's not about winning or losing, it's about having fun with their classmate in teaching learning activity. By using games, students will be more active in the class. It doesn't matter how difficult or boring the material they should learn, games will always win their heart and it will get rid of their boredom so that they can enjoy the class. Games bring a good mood and it

makes the brain relaxed, then when their brains are relaxed, they could understand the material easier than usual.

From the definitions above, games can be used as alternative media in delivering material in the teaching and learning process in order to get students' interest and understanding.

### ***2.2.5 Noughts and Crosses Game***

A game is an activity given to the students to use the language in a less formal situation is an organized activity that usually has some properties, such as a particular task or objective, a set of rule, competition between players and communication between players by spoken or written language.

In addition, a game is one of the media that can be applied in language teaching and learning. All people are like games either young up to adult. But different age is group requires various topic material, competence, and model of the game. For example, children like a fun game, then adult more like a challenging game. So, a teacher has to choose the appropriate game for all students in order to be fun learning and active class.

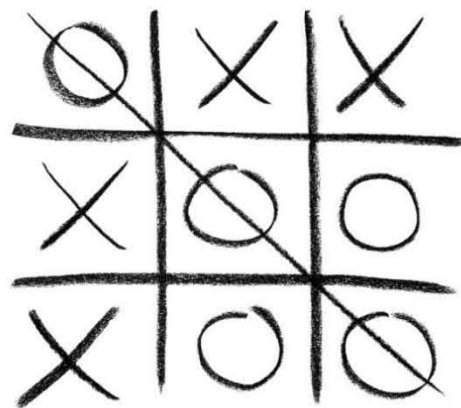
*Noughts and Crosses Game* is a board game that can be played using the board or paper by drawing nine box frames. Then each box is written different questions. Each player has to answer questions with their teammates. If they get them right, they can put symbol (0 or X) on the square.

*Noughts and Crosses Game* is game that has been played in the United Kingdom for several centuries, even precise history seems to be unknown. The game has become known (perhaps more popularly) as Tic Tac Toe in American English. It may be that the ancient Roman game of Terni Lapilli was an identical

game although the evidence is somewhat mixed. It is certainly true that identical grids to the noughts and crosses grid have been found scratched and etched into surfaces all over the ancient Roman Empire. However, not a single nought or cross have been found to confirm the link. It seems probable that Terni Lapilli was played with simple pieces and may have been played with the same rules. (Adapted from [http://www.adit.co.uk/html/noughts\\_and\\_crosses.html](http://www.adit.co.uk/html/noughts_and_crosses.html))

*Noughts and Crosses Game* is a simple game and uses the simple material. If this game is played optimally by both players, it will make a tie. However, many players still enjoy it. And this game can be made more complex by increasing the size of the board. Tic Tac Toe is played by two players, use 3 x 3 grids. Each player tries to get three in a row, or 4 x 4 grids each player tries to get four in a row. And also can be played on large grids, such as 10 x 10 or even 20 x 20 grids.

**Figures 2.1 *Noughts and Crosses Game Grid***



The procedures are:

- 1) One player like X and another one as O.
- 2) X always goes first.
- 3) Player alternate placing Xs and Os on the board until has three in a row, horizontal, vertically or all nine squares is filled.
- 4) If the player able to draw three Xs or three Os in a row by answering questions in the various category. That player is winning.

(Adapted from [Http://boardgames.about.com/od/paperpencil/tic\\_tac\\_toe\\_htm](http://boardgames.about.com/od/paperpencil/tic_tac_toe_htm))

The goal of *Noughts and Crosses Game* is to be the first players to get three in a row on a 3 x 3 grid, or four in a row in a 4 x 4 grid.

Here are some interesting strategies of *Noughts and Crosses Game*. The player can play perfectly to be a winner from the following table.

Table 2.1 *Noughts and Crosses Game* Strategy

1	Win	If you have three in a row, play the third to get three in a row.
2	Block	If the opponent has two in a row, as a player you have to block them on the third a row.
3	Fork	Create an opportunity where you can win in two ways.
4	Block Opponent's Fork	Option one: Create two in a row to force the opponent into defending, as long as it does not the result for them to create a fork or winning. For example, If "X" has the opposite corner as well, "O" must not play a corner in order to win (playing a corner in this scenario creates a fork "X" to win). Option two: If there is a configuration where the opponent can fork, try to block that fork.
5	Center	Play the center
6	Opposite corner	If the opponent is the corner, play a center of that row or column.
7	Empty corner	Play in a corner square.

8	Empty side	Play in a middle square on any of the 4 side.
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(Adapted from <http://en.wikipedia.org/wiki/Tic-tac-toe#strategy>)

*Noughts and Crosses Game* has easy, medium, and hard playing. So it can be applied for every age by using some procedures. Nevertheless, a teacher should pay attention to student's capability in playing this game.

Kevin (2010) states “When two players who play randomly, the first player wins 58.49% of the time, the second player wins 28.81 %, and the game is a drawn 12.70 % of the time”. When two players who play the game perfectly play, the game is always a drawn. In fact, there can only be three possible answers, the first player always wins, the second player always wins, or the game is always a drawn.

#### ***2.2.6 Teaching by Using Noughts and Crosses Game towards Students’ Skill in Writing Descriptive Text***

There are many kinds of game that can be applied in teaching and learning English such as Bingo, Miming Game, Twenty Question Game, etc.

In teaching and learning, teacher applies this *Noughts and Crosses Game* as a medium to teach English. It is a fun way for students to practice their English while enjoying some competition. This game is best played as a class with the teacher checking the answer. However, with larger classes, the game can also be played in pairs while the teacher goes around the room checking the answer. Unfortunately, sometimes when applying this game in the class, the teacher cannot control the class.

However, in this research I didn't use this game in pairs, I used this game to be played in a group so that I could handle the whole class because they were just divided into two groups.



Instructions:

- Students are divided into two groups.
- The leader of each group has to choose one of the pictures from each table.
- Each group have 5 minutes to arrange a short descriptive text behind the pictures.
- Then the leader of the group writes the answer in the box he has chosen.
- If the answer is correct he will get one point for his group, but if the answer is wrong then it will be his opponent point.
- The group which can get 3 points in a row to win the game.

Based on the explanation above, *Noughts and Crosses Game* is considered to be appropriate for teaching writing descriptive text because the activity can help the students learn descriptive text easier and full of joyfulness.

Figures 2.2 Picture Cards



### 2.3 Theoretical Framework

Based on some theories above, there are many media we can use in improving students' writing skill. One of them is game. "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication" by Aydan (2000). Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The subject of this research is the eighth-grade students of SMPN 1 Mungkid Magelang. Since it is an experimental research, it uses two classes as the sample. The first class is as the control group and the second class as the experimental group. Firstly, a try-out test was conducted to the other class in order to measure the validity and reliability of the test. In this study, I use content validity. Since the test is the only instruction to make a descriptive text based on the topic given, the writer uses inter-rater reliability. After that, a pre-test for experimental group and control group was conducted. Then, I taught descriptive text in both of experimental and control groups. For the experimental group, *Noughts and Crosses Game* was used as a teaching technique, while the control group was taught conventionally. Finally, a post-test for experimental and control group was conducted in the form of written test. For additional data to find out the students' responses toward *Noughts and Crosses Game*, the questionnaire was given to the students of the experimental group. The questionnaire was administered after the students of the experimental group had finished doing the post-test. It consists of

questions which generally revealing the students' responses towards noughts and crosses game.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn from the study that had been conducted and some suggestions related to the study.

#### 5.1 Conclusion

The conclusions of the research are drawn in accordance with the result of the data analysis in the previous chapter. The students' responses toward *Noughts and Crosses Game* descriptive text is shown from the questionnaire given to the students in the experimental group after post-test was conducted. It was found that 95,3% students answered "yes" (agree about the positiveness of *Noughts and Crosses Game* in writing descriptive text). It can be concluded that most of the students agree that *Noughts and Crosses Game* can help the students to improve their writing skill of descriptive text. *Noughts and Crosses Game* helps the students in brainstorming or generating their ideas and organizing their ideas to create a good descriptive text.

The mean score for the experimental group was 71.92 for the pre-test and 80.14 for the post-test, while the mean scores for the control group were 67.44 for the pre-test and 74.56 for the post-test. Based on the experimental group paired sample t-test result, it showed that t-value is 10.556 and p-value is 0.00. The result indicated that the pre-test and post-test of the experimental group are significant because t-value is higher than the t-table and the sig (2-tailed) is lower than 0.05. It means there is a significant difference in the students' writing score of the eighth-grade students of SMPN 1Mungkid in the academic year of 2017/2018 between the

students who were taught writing a descriptive text by using *Noughts and Crosses Game* and those who were taught without *Noughts and Crosses Game*.

### 5.1 Suggestions

Based on the result of the study, the writer proposed suggestions for the English teacher, students and next researchers as follows:

(1) For the English Teacher

- a. *Noughts and Crosses Game* may become a good medium for teaching writing, especially in descriptive text. It can stimulate the students' interest and throw away the boredom so that they could be more active while joining writing class.
- b. The teacher should adjust the *Noughts and Crosses Game* with the materials which is not spending much time because this game can last long or fast depends on the material being taught.

(2) For the Students

- a. The students should pay attention to the teacher when they are given the English lesson and instructions to do the steps of *Noughts and Crosses Game*.
- b. The students should encourage themselves to learn the elements of good writing and its application in the writing process especially in writing a descriptive text.

(3) For the next researchers

They can make this study as their reference to conduct other researchers in the same field. They are also expected to be able to cover the limitation of this study. They can conduct a research with the same technique but in different genres. It is

hoped that the researchers can prepare everything as good as possible in conducting their research and can follow up on this research.

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