



**THE EFFECTIVENESS OF COOPERATIVE
LEARNING: GIVE ONE, TAKE ONE TECHNIQUE
FOR TEACHING WRITING OF DESCRIPTIVE TEXT**

**(Quasi-Experimental Study of the Tenth Grade Students of SMA N 1
Purwodadi in the Academic Year 2014/2015)**

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in English

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“The Effectiveness of Cooperative Learning: Give One, Take One Technique for Teaching Writing of Descriptive Text: Quasi-Experimental Study of the Tenth Grade Students of SMA N 1 Purwodadi in the Academic Year of 2014/2015.”

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan penelitian, pembimbingan, diskusi dan pengarahan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya dengan cara sebagaimana yang lazim dari penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing skripsi/tugasakhir/final project ini membubuhkan tandatangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima sanksi akademis.

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Yang membuat pernyataan



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MOTTO AND DEDICATION

*If you are working on something exciting that
you are really care about, you don't have to be
pushed. The vision pulls you.*

(~Stevee Jobs)

To:

♥ My beloved parents Bapak
Karno and Ibu Muslichah for
their never ending support and
pray for me,

♥ My younger Sister Najahtun
Nisa',

♥ All of my relatives,

♥ All of my friends,

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ABSTRACT

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Key words: Cooperative Learning, Descriptive Text, Give One Take One, Quasi-Experimental

The aim of the study is to find out whether teaching writing descriptive text by using give one, take one technique is effective or not for senior high school students. In the working hypothesis (H_a), "There is significant difference in students' writing achievement between those who are taught using give one, take one and those who are taught using conventional teaching." Meanwhile, in the null hypothesis (H_o), "There is no significant difference in the students' writing achievement between those who are taught using give one, take one and those who are taught using conventional teaching."

The subject of this study was the tenth grade students of SMA Negeri 1 Purwodadi in the academic year 2014/2015. The number of the subject was 80 students (51 female and 39 male). The design of this study was a quasi-experimental study. The data were gained by administering pre-test and post-test of writing test. By using purposive random sampling, students of X-MIA-1 were taken as the samples of the experimental group and the samples of control group were the students of X-MIA-7.

In the pre-test, the mean score of the experimental group was 60.175 and the control group was 60.15. After the treatment, the result of post-test of the experimental group was 73,25 while the control group was 64.525. The result of the t -test of mean difference was 10.929 and t -table was 1.67. It means that t -value is higher than t -table ($10.929 > 1.67$). That means that the technique was effective enough to be used in teaching descriptive text.

Lastly, the writer suggests the teacher to consider give one, take one as a proper technique in teaching writing descriptive text and applying this technique in his/her next classroom activities for it has been proven that this technique can improve the students' writing ability.

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CHAPTER I

INTRODUCTION

Chapter I presents background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, statements of hypothesis, significance of the study, definition of key terms, and outline of the final project.

1.1 Background of the Study

English is one of languages that is used internationally both as a native language or second language in many countries. It plays an important role for global communication and education areas. Nowadays, English has become compulsory subject to be thought at elementary school, junior high school, senior high school, even at the university.

There are four basic skills which must be mastered by students. They are listening, speaking, writing, and reading. All of them are very important for learners. However, learning English is not a simple matter. In Indonesia, English is used primarily as an object of the study rather than as a mean of communication. Consequently, the Indonesian has less chance to develop their ability of English naturally outside the classroom. In addition, Indonesian language is very different from English whether on grammar, pronounciation, vocabulary, writing system, and so on. All of those differences add the difficulties

for Indonesian students to learn English. Therefore, the good and appropriate strategy is needed to overcome the teaching learning English in Indonesia.

As stated in the previous paragraph, one of four skills that students have to master is writing skill. Writing is one of the most familiar skills that we meet in the school on teaching learning process. Brown (2000:335) says that, "Writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develops naturally." It means that students have to practice more and more to have a good skill in writing.

When I was doing PPL in Senior High School some months ago, I found that students uninterest in writing. Mostly, they considered that writing is a difficult thing to do. Moreover, there are particular rules that they have to follow in writing make it more difficult. Students mainly do not acustom to write even in their own language. It means that the lack of students' writing appear because they did not practice oftenly. It exists in Indonesia, they mostly do some tasks in question-answer task than in writing practice itself. Moreover, the difference grammar, vocabulary, and writing system between Indonesia and English have to be faced by students in making a good writing. Another reason why students don't feel like to start writing is because they are bored and uninterested with the conventional media and teaching technique.

Dealing with those problems, teacher should be more creative to make students enjoy writing. As stated by Harmer (2001: 261), "One of our (teachers') principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the

activity, and encouraging them to make as much effort as possible for maximum benefit.” One of the techniques that can be used to motivate students is cooperative learning or so called collaborative learning. Cooperative learning is used to overcome students’ problem in finding motivation to do something. By doing collaboratively, students will see something more interesting and enjoyable because they can do it with their friends in their own group. They will be motivated by their friends to catch their personal goal. Thus, cooperative learning can be practice in writing activity too. One type of cooperative learning that can be applied in teaching writing is “Give One, Take One” technique. It is a technique that can be used for some genres of writing, especially descriptive text.

Considering those conditions, I am interested in conducting a quasi-experimental study of the tenth students of SMA N 1 Purwodadi entitled “The Effectiveness of Cooperative Learning: Give One, Take One Technique for teaching Writing of Descriptive Text” to help the students solve their problem stated above.

1.2 Reasons for Choosing the Topic

The writer chooses the topic “The Effectiveness of Cooperative Learning: Give one, Take One Technique for Teaching Writing of Descriptive Text” for the following reasons:

1. Writing is considered as difficult and complicated skill in learning English. It makes students feel uninterested and bored so teachers have to find an appropriate strategy to teach writing.

2. Most of students like to be cooperative, they prefer work together to individual. Cooperative learning is one of technique which overcomes that problem. It commonly uses for a teaching learning process.
3. One kind of cooperative learning is “Give one, Take One” technique. This technique can be used to encourage learners to share their ideas in the form of writing.

1.3 Research Problem

The problem which the writer wants to investigate in this research is “How effective is the use of cooperative learning: Give One, Take One technique in teaching writing of descriptive text?”

1.4 Purpose of the Study

Considering the problem above, the objective of this research is to find out how effective the use of cooperative learning: Give One, Take One technique in teaching writing of descriptive text.

1.5 Statements of Hypotheses

There are two hypotheses in this research. The first hypothesis is null hypothesis (H_0) and the second hypothesis is the working hypothesis or the alternative hypothesis (H_a).

1.5.1 Null Hypothesis (H_0)

There is no significant difference in the students’ writing achievement between those who are taught using Give One, Take One and those who are taught using conventional teaching.

1.5.2 Working Hypothesis or Alternative Hypothesis (Ha)

There is significant difference in the students' writing achievement between those who are taught using Give One, Take One and those who are taught using conventional teaching.

1.6 Significances of the Study

The results of the study are expected to be able to give the following benefits:

- (1) Theoretically, the study will provide an academic review of using Give One, Take One as a teaching technique, especially in teaching writing.
- (2) Practically, the study will enhance students' writing ability because Give One, Take One technique can increase students' interest and enthusiasm in learning writing.
- (3) Pedagogically, with the use of Give One, Take One technique, it will be easier for the students to understand the teaching materials that they are learning.

1.7 Limitation of the Study

This study is limited to the use of Give One, Take One technique for teaching writing descriptive text to class MIA 1 and MIA 7 of SMA N 1 Purwodadi, in the academic year 2014/2015. Thus, the independent variable of this study is the use of Give One, Take One technique, while the dependent variable of this study is the students' writing of descriptive text.

1.8 Definition of Key Terms

The writer limits the definition of key terms as follows:

- (1) Conventional teaching

Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams. Li (2015:105-106)

(2) Give One, Take One Technique

Give One, Take One is a cooperative learning that is used to encourage students to collaborate, move, and share information at hand. The students free to move to find a new partner to share their ideas in the form of writing. Marzano, Pickering & Pollock (2001:5)

(3) Writing skill

Writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. Mayers (2005: 2)

Therefore, *Give One, Take One technique for teaching writing descriptive text* is defined as a technique that is used by the teacher to encourage students to share their ideas to another friends by giving-taking information in the form of writing. Using Give One, Take One teaching technique makes students more active than using Conventional teaching technique.

1.9 Outline of the Report

This final project is divided into five chapters. Each chapter of them is explained as follows:

Chapter I presents introduction which consists of background of the study, reasons for choosing the topic, research problem, purpose of the study, statements of hypotheses, significances of the study, definition of key terms, and outline of the report.

Chapter II elaborates review of related literature. It presents the review of previous studies and the review of the theoretical background, followed by the framework of the present study.

Chapter III discusses the methods of investigation. This chapter deals with research design, object of the research, instrument for collecting data, method of collecting data, and technique of data analysis.

Chapter IV describes the general description and detail results of the research followed by the discussion of the findings.

Chapter V presents the conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some theories that support this study. It consists of three subchapters. They are review of previous studies, theoretical review, and framework of analysis.

2.1 Review of the Previous Study

In this part, I will review some previous studies related to my study entitled “The Effectiveness of Cooperative Learning: Give One, Take One Technique for Teaching Writing of Descriptive Text”. I will review the studies about descriptive text first, followed by the ones about cooperative learning.

The first study was an action research entitled “Improving Students’ Achievement on Writing Descriptive Text through Think Pair Share”. This study was aimed to investigate and find out the improvement of students achievement in writing descriptive text through the application of cooperative learning: Think Pair Share. The result of this study showed that the students’ score increases from first evaluation to third evaluation. Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method. Questionnaire and interview report showed that students agree that the application of TPS (Think Pair Share) method had helped them in writing descriptive text. It can be concluded that the technique was effective to improve students’ achievement on

writing descriptive text. (Siburian, 2013) Actually, there is similarity between this study and the study that I will be done, that is we are focus on how effective using cooperative learning for teaching descriptive text.

The second was an experimental study entitled “Improving Descriptive writing Skills Using Blog-Based Peer Feedback”. The aim of this study was to investigate the effects of blog based pair correction on students’ descriptive writing and what makes them hard to write. The object of this study is 30 students of intermediate school. The result of the study is that Blog-Based Peer Feedback could be utilized to help students have a positive attitude toward writing, specifically grammar and spelling, and word choice that usually become a problem for students. As conclusion, teachers can implement the blog based peer correction technique to motivate students and enhance their descriptive writing skills and to provide an interactive environment to facilitate feedback (Rostami, 2014). The similarity between this study and the study that the writer will be done is that this study is experimental study which aim to increase students’ ability in writing descriptive text.

The third study was entitled “Cooperative Learning in Distance Learning: a Mixed Method Study”. The purpose of this study is to compare the effectiveness of online CL strategies in discussion forums with traditional online forums. Quantitative results revealed no significant difference on student success between CL and Traditional formats. The qualitative data revealed that students in the cooperative learning groups found more learning benefits than the Traditional group. As conclusion, the study will benefit instructors and students in distance

learning to improve teaching and learning practices in a virtual classroom. A virtual classroom is an online-based education portal used for remote learning (Kupczynski, 2012) There is similarity between this study and the study that I will be done, that is we use experimental research and the purpose is to know whether the cooperative learning is effective or not.

The last study was an action research entitled “Implementing Think Pair Share Technique to Improve Students’ Writing Skill of Descriptive Text the Seventh Grade Students of SMP N 3 Pati in the Academic Year of 2013/2014.” The purposes of the study were to describe how think-pair-share technique can improve students’ writing skill of descriptive text and to find out the contributions of think-pair-share as a technique in improving students’ writing skill of descriptive text. The observation result showed that most of the students were observed to improve their writing ability. The Think-Pair-Share technique not only motivated the students to explore their ideas wider, but also encouraged the students to write correctly. As a conclusion, Think-Pair-Share technique contributed to the improvement of the writing ability of VIIA students of SMP N 3 Pati in academic year 2013/2014. The similarity between this study and the study that I will be done is that we are focus on how effective using cooperative learning for teaching descriptive text (Damayanti, 2014). The similarity between this study and the study that I will be done is that we are focus on how effective using cooperative learning for teaching descriptive text.

According to those previous studies which show the effectiveness of using cooperative learning in formal language learning, I also want to conduct a similar

study in order to find out whether Give One, Take One as one of cooperative learning technique is effective to teach writing descriptive text.

2.2 Writing

Writing is one of communication ways when oral/direct communication is not possible. Therefore, there are some genres of writing that have been taught to the students in many school levels.

Writing is the activity or occupation of composing text for publication. It is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. (Wallace, Stariba, Walberg, 2004: 15)

Brown (2000:335) says that, “Writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develops naturally.” It is in line with Archibald in (<https://www.llas.ac.uk/resources/gpg/2175>) that writing is not only the process the writer uses to put words to paper but also the resulting product of that process. This process and product are also conditioned by the purpose and place of writing (its audience and genre).

Based on those definition, it can be concluded that writing is one of importance skill that challenging. Writing skill must be practiced and learned through experience, trial and error. As with the other skill, writing cannot be separated from vocabulary and grammar.

2.2.1 The Importance of Writing

Writing is an essential skill. Writing also enhances language acquisition; it develops critical thinking and helps learners to express freely as in their mother

tongue, using English for communicative purpose. An effective writing assignment can advance important course objectives, the instructions should be given clear, in this way it encourages students to learn actively. The goal is not simply dictate and written down a part but to develop into a higher level so as it continues the idea of what they hear at communicative level. (Harizaj, 2011:1)

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. (Adapted from <http://www.time4writing.com/teaching-writing/>)

From those explanations above, we know that the aim of writing is to make good communication to the readers through written text. What we must consider first when we try to make written work is to imagine the readers. Through that way we can assume what we want to share with them and their ability to understand our text; it will be useful to make a good written communication.

2.2.2 Teaching Writing

In mastering English as a foreign language, there are four skills that we have to learn, they are listening, speaking, reading, and writing. From the listening until writing, writing is the most difficult skill compared with others. It seems from the structure, grammar, word choices, etc. Thus, english teacher have to concern on choosing the best technique in teaching writing.

There are several techniques used in teaching writing. As stated by Harmer (2004: 44) “ the techniques such as copying and parallel writing (imitating a written model), help to give students a basic mechanical competence which they can put then to use when they write more creatively”. Then, the techniques are divided into some parts. According to Harmer (2004: 52), copying technique is classified into four types: (a) disguised word copying, (b) copying from the board, (c) making notes, and (d) whisper writing. Each technique has its own characteristics.

Harmer further defined that disguised word copying reflects students’ activities in writing after being given a list of word in alphabetical order. Unlike disguised word copying, copying from the board indicates students’ activities of writing by copying things from the board no matter whether what is copied is in the forms of word, list of words, a diagram, a page number, a map, or an address. However, the next technique, making notes, reflects students’ activities in writing the important information after reading articles, books or encyclopedia. The least technique in copying is whisper writing. This technique deals with spoken activities. Students are asked to whisper a given sentence down a line. From those explanations above, whisper writing is closest to technique that will be used in this study.

On the other hand, Harmer (2004: 55-60) classified parallel writing into five: (a) sentence production (elementary), (b) paired sentences (intermediate), (c) paragraph construction (elementary), (d) controlled text construction (intermediate), (e) free construction text (elementary).

Further, Harmer defined that in sentence production, after being given one or two models sentences, students are required to write the similar sentences with it. Then, paired sentences are slightly similar with the sentence production. However, it is actually different. Paired sentences technique indicates students' activities in learning the use of pronouns in a text, and writing pairs of sentences on a good structure. Unlike paired sentences technique, paragraph construction technique is more complex. Students have to write the paragraph which exactly the same as the drill they have heard. Further, in controlled text construction, students learn on how to write text in particular genre. Then, the last technique is free text construction. In this technique, students are doing the activity deals with reading story, answering the question, and discussing it. So, the technique that will be used in this study belongs to controlled text construction, because students taught in written descriptive text.

The problems that are faced by second or foreign language learner in writing as stated by Sharwood and Smith (1973: 48) "the first is a matter of selecting and organizing words to form grammatical sequences . . . The second is the selecting and organizing of words to fulfill a particular rhetorical aim." Writing in the second or foreign language is quite difficult than it is in native language. Those difficulties are caused of the lack of vocabulary, knowledge of grammar and mastery of putting sentences in good arrangement appropriate with cohesion and coherence theories.

In order to make learners as a good as the writers, teacher should teach about grammar, language feature, punctuation, vocabularies and also discourse to

make a text reasonable and does not out of context. However, teaching all those aspects is not that easy. Besides, students often bored being taught by traditional teaching. Therefore, my technique which belongs to whisper writing and controlled text construction is assumed to be appropriate to solve the problem stated above.

2.2.3 Assessing Writing

A teacher has his/her role in teaching writing to help students to become better writer. “There are some tasks of teacher before, during and after students writing; they are demonstrating, motivating and provoking, supporting, responding, and evaluating” based on Harmer (2004: 3-4). Evaluating is the same with assessing in which after the teacher gives explanation how to write, support, and gives writing assignment, his/her duty is to assess learners’ work.

Brown (2004: 241) stated “There are two kinds of scoring method. They are holistic and analytic scales.” The single score of holistic scale is assigned to an essay, which represents a reader’s general overall assessment. On the other hand, analytic scale breaks a test-taker’s written text down into a number of subcategories (organization, grammar, etc) and gives a separate rating for each. Comparing both scoring methods, I as the writer of this research choose analytic scale to assess students’ written work. It is caused the analytic scale has subcategories and separate rating. It is used to find out which aspect more developed by the students. The analytic scale that is made by Brown and Bailey as cited by Brown (2004: 244-245) is used to assess an essay and it is too difficult to

be applied in assessing descriptive text, therefore I modified the analytic scale as follows:

Table 2.1 Analytic Scale for Rating Descriptive Text

Score	Organization	Content	Grammar	Punctuation	Style
20-18 Excellent to Good	Appropriate title; complete structure (identification, description); identification identifies a phenomenon to be described; description describes features in order of importance; each paragraph has supporting sentences; the text is easy to understand	Text addresses the topic; the ideas are clearly developed; it is highly organized	Only 1 or 2 mistakes of present tense; only 1-2 minor mistakes of prepositions, modals, articles, and sequencing words	Correct use of capitals, punctuation and spelling; very neat	Precise vocabulary usage
17-15 Good to Adequate	Precise title; complete structures (identification, description); identification identifies phenomenon but it is not fully developed; or description do not describes features in order of importance; each paragraph has few supporting sentences; text is mostly easy to understand	Text addresses the topic; the ideas can be more fully developed	3-4 mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words	1-2 errors of capitals, punctuation and spelling	Attempts to use variety vocabulary

<p style="text-align: center;">14-12 Adequate to Fair</p>	<p>Adequate title; one of the structures is missing (without identification or description); identification shows problem in identifies phenomenon; description do not describes features in order of importance; supporting sentences are not fully developed; text is not too hard to understand mostly (but not all)</p>	<p>Text is out of topic; the development of ideas is incomplete; reading required for clarification of ideas</p>	<p>5-6 mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>3-5 errors of capitals, punctuation and spelling</p>	<p>Some vocabulary misused</p>
<p style="text-align: center;">11-6 Unacceptable</p>	<p>Unacceptable title, confusing structure exists (identification and description); identification identify shaky phenomenon; description do not describes features in order of importance; each paragraph lack supporting sentences; an effort needed to understand the text</p>	<p>Text is out of topic; ideas are incomplete and difficult to deduce connection between them</p>	<p>6-10 major mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>5-7 errors of capitals, punctuation and spelling</p>	<p>problems in composing the vocabulary</p>

5-1 Not College-level work	There is no title; only confusing structure exists (there is no identification and description) there is only one paragraph; a paragraph has confusing supporting sentences; text is hard to understand	Text is out of topic; the ideas do not reflect educational-level-works; communication is seriously impaired	More than 10 major mistakes of present tense; numerous minor mistakes of prepositions, modals, articles, and sequencing words	More than 7 errors of capitals, punctuation and spelling	Inappropriate use of vocabulary
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(Adapted from Analytic Scale for Rating Composition Task by Brown and Bailey as cited by Brown (2004: 244-245))

2.3 General Concept of Text Type

Text is unit of meaning which contains both of cohesion and coherence. According to Harmer (2004:22-24) cohesion means that the whole aspect in writing must “sticks together”. Besides cohesion there is coherence which the readers can follow the internal logic from the text.

Since there are various contexts in our daily life for communication, thus, this creates many types of text with different certain purposes, commonly known as genre. Swales (1990:58) defined genre as a class of communicative events, the members of which share some sets of communicative purposes. A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something (Gerot and Wignell, 1994:17). Some examples of the text-type or genre are descriptive, narrative, recount text, etc.

2.3.1 *Descriptive Text*

According to Anderson and Anderson (1997: 86), descriptive text is included in information reports, an information report usually contains facts about the subject, a description and information on its parts, behaviour, and qualities. “This kind of paragraph is used to describe a particular person, place, or thing.” (Gerot and Wignell, 1994: 208)

Furthermore, Pardiyo (2007:34) states that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

2.3.1.1 Generic Structure

According to Gerot and Wignell (1994: 208), the generic structure of descriptive text can be defined as identification and description.

- (a) Identification: Identifies phenomenon to be described.
- (b) Description: Describes parts, qualities, characteristics, etc.

2.3.1.2 Language Features

Language features of descriptive text are very simple and easy to be taught. They usually use present tense. Descriptive texts contain some adjective clause. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Based on Garot and Wignell (1994:208) there are significant lexicogrammatical features:

- (1) Focus on **specific participants**
- (2) Use of *attributive and identifying processes*

- (3) Frequent use of Epithets and Classifiers in nominal groups
- (4) Use of simple present tense

2.4 General Concept of Cooperative Learning

Co-operative learning has been suggested as the solution for wide array of educational problems. It is often cited as a means of emphasising thinking skills and increasing higher-order learning; as an alternative to ability grouping, remediation, or special education; as a means of improving race relations; and as a way to prepare students for an increasingly collaborative work force. (Slavin, 2007:2)

Meanwhile, Duxbury and Tsai (2010: 10) stated that “It is important that cooperative learning should be an integral part of most language classrooms. It enables students to use the target language more often, encourages communication with others in the language, creates an environment for stimulating classroom activities, and gives variety to language learning.”

Based on the statements above, it can be concluded that cooperative learning is a kind of teaching technique in small team that can improve the students’ motivation and understanding of a subject. From this technique, students learn how to be more cooperative and responsible of their teams.

2.4.1 Why Give One, Take One?

There are many kinds of cooperative learning. One of them is Give One, Take One Technique. It is one of cooperative learning technique introduced by Spencer Kagan. Give One, Take One encourages the students to collaborate, move about, and dig deeper into the topic at hand. (adapted from

<https://teamingrocks.wordpress.com/2011/05/25/high-five-give-one-get-one-a-high-energy-multi-use-strategy/>).

Furthermore, McCafferty, Jacobs and DaSilva Iddings (2006:182-196) present several cooperative learning techniques. They are: Chalkboard Share, Circle and Square, Concept Attainment, Concept Formation, Co-op Co-op, Cooperative Integrated Reading and Composition (CIRC), The Five Friends, Flip It, Gallery Tour, Give One Take One, Graffiti, Group Dialoging, Group Investigation, Inside-Outside Circles, Jigsaw, Jigsaw II, Magic Box, Magic Sentences, Mixer Review, Murder, My Imaginary Friend, Numbered head Together, Paper Bag Share, Paraphrase Passport, People Hunt, RoundRobin, RoundTable, Sam's Diary, Same Game, Shared Story Box, Silent Celebration, Simultaneous RoundTable, Spot the Difference, Students Teams-Achievement Divisions, Stay-Stray, Story Theater, Strip Stories, Teams Games Tournament, Think-Pair-Share, Timed-pair-Share, Universal Stories, and You Be the Judge.

In addition, Marzano, Pickering & Pollock (2001:5) stated that Give One, Take One technique can be used to encourage learners to share ideas and examples. For example: places to go on holiday; ways in which a story ends; similes for description; how would you describe to a blind person. This technique is a great sharing protocol that can be used in workshop, exploration, research, experience, or technique of teaching. Use it with students or colleagues to spread good ideas! You can structure it with movement or as a silent and written sharing.

All in all, using Give One, Take One technique gives so much benefit for teacher and students in building teaching learning atmosphere. Students who have low motivation can be motivated by their friends. By applying it in teaching writing process is supposed to help students learning writing descriptive text easily.

2.4.2 Teaching using Give One, Take One Technique

Teaching using cooperative learning methods is very beneficial. Slavin (1995:15) states that “the most important goal of cooperative learning is to provide students with the knowledge, concepts, skills, and understanding they need to become happy and contributing members of our society.” Looking at the statement above, it is hoped that teachers can implement cooperative learning method in their teaching in order to make improvement in education.

In this study, I used Give One, Take One technique. Learners work in teams of four then in pairs. In teaching learning process, students have the right to share with their classmate, everyone who have much information may give to whom have less information. Give One, Take One: This strategy provides a great review and enables students to gather information from each other. (adapted from <https://college.livetext.com/doc/1708049>).

The Steps of doing Give One, Take One are as follows:

1. In teams, each learner in their own words writes their idea in the Give One column. (Provide learners with a worksheet with 2 columns – one column titled Give One, the other Take One.)

2. When their Give One column is full, the team stands. When all teams are standing, each learner puts up a hand and moves to find a new Learner.
3. In pairs, learners each give one idea and get one idea. Learners write the idea they received in their own words in the Take One column.
4. When their form is full, learners stand at the side of the room offering to Give One to anyone whose form is not yet full.
5. When all learners have finished their forms, they return to their teams and share the ideas they have received. After that, they have to write them down in the form of descriptive text individually.

(Adapted from: Marzano, Pickering & Pollock (2001:5))

2.5 Framework of the Present Study

I conduct a study entitled “The Effectiveness of cooperative learning: Give One, Take One technique for Teaching Writing of Descriptive Text.” I use a quasi-experimental research to conduct this study. The subject of this research is tenth grade students of SMA Negeri 1 Purwodadi in the academic year 2014/ 2015. It consists of two random sampling groups, they are experimental and control group. The research is conducted by giving the pre-test, treatment, and post-test to both groups above. The result of the test will be analyzed by using *t*-test formula to compare the students’ writing result in writing descriptive text, between the group that was taught by using cooperative learning Give One, Take One technique and that was taught by conventional technique, to see whether there is any significance difference between experimental group and control group.

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents method of investigation which is divided into six subchapters: research design, object of the research, research variables, instrument for collecting data, method of collecting data, and technique of data analysis.

3.1 Research Design

There are three kinds of experimental research design, they are true-experimental, quasi-experimental, and pre-experimental. In this study I use quasi-experimental study in the form of nonequivalent control group design. I chose quasi-experimental study because in the reality it's difficult to get the group as the control group (Sugiono, 2013:114). There will be no random pre-selection process in quasi-experimental design. As Isaac and Michael (1971:26) state that the purpose of quasi experimental study is to approximate the condition of the true experiment in a setting which does not allow the control and or the manipulation of all relevant variables. It means that in this design it's not possible to control all the relevant variables but only some of them.

In quasi-experimental especially nonequivalent control group design, there will be one group as the experimental group and one group as the control group. The experimental group will receive certain treatment meanwhile the countrol group will not.

Systematically, this experimental research will be seen as this following design,

Figure 3.1 Design of the Experiment

Pretest	Treatment	Posttest
T_1	X	T_2
T_1		T_2

(Isaac and Michael, 1971:26)

The design procedure could be explained as follows:

- 1) Select subjects from a population by nonrandom methods.
- 2) Assign subjects to groups and the treatment (X) or nontreatment ($.$), to groups by nonrandom methods.
- 3) Pretest the groups on the dependent variable (T_1), finding the mean pretest score for both experimental and control groups.
- 4) Keep all conditions the same for both groups, except for exposing only the experimental group to X , the experimental treatment (independent variable) for a specified period of time.
- 5) Test the groups on T_2 , the dependent variable and find the mean posttest score for both groups.
- 6) Find the difference between the T_1 and T_2 means for each group separately ($T_1 - T_2$).
- 7) Compare these differences to determine whether the application of X is associated with a change favoring the experimental group over the control group (which was not exposed to X).
- 8) Apply an appropriate statistical test to determine whether the difference in the scores is significant – that is, if the difference is large

enough to reject the null hypothesis that the difference is simply a chance occurrence.

So, based on the explanation above I can make a conclusion that in quasi experimental design, the effectiveness of the instructional treatment is measured by comparing the average score of students' achievement in experimental and control group. When it turns out that the average score of students' achievement in experimental group is significantly higher than the average score of students' achievement in control group, then it is concluded that the instructional treatment is effective.

3.2 Object of the Research

The definitions of population and sample are explained below.

3.2.1 Population

According to Dörnyei (2007:80) "The population is the group of people whom the study is about. That is, the target population of a study consists of all the people to whom the research's findings are to be applied or generalized." Population is important in conducting research because population refers to the subject of investigation. The population in this research is tenth grade students of SMA N 1 Purwodadi in the academic year 2014/2015.

3.2.2 Sample

According to Dörnyei (2007:80) "The sample is the group of people whom the researcher actually examines". As the sample, I choose one class as experimental group who are taught using cooperative learning: Give One, Take One technique

and another class is chosen as control group who are not taught using cooperative learning: Give One, Take One technique but using conventional technique.

3.3 Research Variables

According to Hatch and Farhady (1982:12) a variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object. There are two types of variables that will be used in this study, independent and dependent variable.

1) Independent variable

Hatch and Farhady (1982:15) says that independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Based on the definition, the independent variable in this study is Give One, Take One Technique for teaching writing of descriptive text.

2) Dependent variable

Hatch and Farhady (1982:15) defines that the dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable. Based on the definition, the dependent variable in this study is the students' writing ability in descriptive text.

3.4 Instrument For Collecting Data

“Research instrument is a device used by the researcher while collecting data to make the work become easier and to get a better result, complete and systematic in order to make the data easy to process”. (Arikunto, 2010: 192)

An instrument plays an important role for a study. A good study needs a good instrument. However, in this study I used a written test method.

3.4.1 Pre-test

“A test, in simple terms is a method of measuring a person’s ability, knowledge, or performance in a given domain” (Brown, 2004: 3). It is assumed that the test is a device used to measure a skill, intelligence, ability, and talent of someone. The pre-test is given before the treatment. The purpose of this pre-test is to know the students’ ability on writing descriptive text. During the session, the students were given a picture and they had to describe it in the form of written descriptive text.

3.4.2 Post-test

The post test is given after the pre-test and the treatment. It is used to measure the students’ ability after treatment, in this case, after students being taught by Give One, Take One technique. The test is like pre-test, the students were given a picture and they had to describe it. Then, they submitted the result. And the result will be analyzed.

3.4.3 Questionnaire

One of the instruments used in this research was questionnaire. “A questionnaire is number of written questions which are used to gather information from the respondents about themselves or another thing to know “(Arikunto, 2006:151). The questionnaire was used as supporting data to know whether Give One, Take One technique is effective or not. The questionnaire was given at the end of the study. I used the likert scale to analysis the data. Likert items are used to measure respondents' attitudes to a particular question or statement. To analyse the

data it is usually coded as follows.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

The analysis of each item could be seen in the table. (see appendix 14)

After computing data with likert scale, the questionnaire is scored based on the percentage of the answer.

The computation of the percentage was calculated as follows:

$$\frac{\textit{The Sum of Students Who Choose the Category}}{\textit{The Total Number of the Students}} \times 100\%$$

Questionnaire was given in Indonesian to make sure that students understand the questions and avoid misssunderstanding. There will be 10 statements based on the guidelines, they were interest, difficulty, advantage, relevancy, and effectiveness. Students gave check mark (√) to the agreed, strongly agreed, disagreed, or strongly disagreed column based on their opinion.(see appendix 11)

I made a questioannire based on the guideline below:

Tabel 3.1 The Guideline of Questionnaire

No.	Indicator	Ordered Number	List of Questionnaire
1.	Students' interest toward writing in English and the technique that is used.	1	Saya menyukai pelajaran writing dalam Bahasa Inggris.
		3	Diperlukan teknik yang lebih menarik dalam pembelajaran menulis <i>descriptive text</i> .
2.	Difficulties of students' writing and technique's applying.	2	Saya tidak mengalami kesulitan dalam pelajaran <i>writing descriptive text</i> dalam Bahasa Inggris.
		7	Saya tidak mengalami kesulitan dalam menggunakan teknik <i>Give One, Take One</i> .
3.	Advantage of applying Give One, Take One Technique for writing	4	Pembelajaran menulis <i>descriptive text</i> menggunakan teknik <i>Give One, Take One</i> cukup efektif.
		5	Pembelajaran menulis <i>descriptive text</i> menggunakan teknik <i>Give One, Take One</i> cukup menarik.
4.	The effectiveness of applying Give One, Take One Technique	8	Pembelajaran menggunakan teknik <i>Give One, Take One</i>

	for teaching writing of descriptive text		membantu saya dalam mengatasi kesulitan dalam menulis <i>Descriptive Text</i> .
		9	Pembelajaran menggunakan teknik <i>Give One, Take One</i> lebih menyenangkan dari pada pembelajaran biasanya.
5.	Relevancy of Give One, Take One Technique to be applied in teaching writing	6	Teknik <i>Give One, Take One</i> sangat cocok digunakan dalam pembelajaran menulis <i>descriptive text</i> .
		10	Pembelajaran menggunakan teknik <i>Give One, Take One</i> perlu digunakan dalam kelas-kelas selanjutnya.

/

3.4.4 Try out of the test

In order to find out whether the instrument of collecting data is proper to be used as a means to collect data, the writer does try out test. Try out test was conducted in the same population but outside of the control and the experimental groups. The criteria of good instruments are valid and reliable.

3.4.4.1 Validity

Grondlund in Brown (2004: 22) explains that “validity of a test is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment”. Validity can be defined as the degree to which a test measures what it supposes to measure.

In content validity, a test is said to have high content validity if each item, which is used to gather the data, has relevance to established criteria or objectives and covers representative materials, that is about writing descriptive text. So, I use content validity and match the instrument to curriculum which is used in SMA N 1 Purwodadi that is "kurikulum 2013".

3.4.4.2 Reliability

According to Brown (2004: 20) A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results. In this research, to find the reliability of the test, the writer uses interrater reliability, the formula as follows:

$$r = \frac{n \times r_{xy}}{(n-1)r_{xy} + 1}$$

Before calculating r-value, the value of standard deviation and the correlation between two raters have to be found out first. The test is reliable if r-value > r-table. The formulas can be stated as follows:

$$S_x = \sqrt{\frac{\sum(X - M_x)^2}{N}}$$

$$S_y = \sqrt{\frac{\sum(Y - M_y)^2}{N}}$$

And the formula to calculate the correlation between the two raters is:

$$r_{xy} = \frac{\sum(X - M_x)(Y - M_y)}{N \times S_x \times S_y}$$

In which:

S_x	: standard deviation of rater 1	M_y	: mean score of rater 2
S_y	: standard deviation of rater 2	r_{xy}	: correlation between 2 raters
X	: student's score of rater 1	r	: intrarater reliability
M_x	: mean score of rater 1	n	: number of raters
Y	: student's score of rater 2	N	: number of students

(Brown, 2005: 187)

3.5 Method of Collecting Data

In this research, the writer performs as the teacher. To collect data, first, the writer determines the procedure of collecting data. The steps are as follows:

1. Choosing the tenth grade of SMA N 1 Purwodadi as population of the research.
2. Choosing two classes as sample of the research.
3. Determining the experimental group and the control group from the sample of the research.
4. Conducting pre test to the experimental and the control group as the beginning data.
5. Conducting treatments. The experimental group is taught using cooperative learning Give One, Take One technique in writing descriptive text. In other hand, the control group is taught using traditional lecturing in writing descriptive texts.
6. Conducting post test to the experimental and the control group as the final data.

7. Analyzing the beginning and final data to determine which technique is more effective.

3.5.1 *Criteria of Assessment*

To measure the students' achievement test, the writer uses the analytic scale for rating writing text as the adaptation of the analytic scale for rating composition task as proposed by Brown and Bailey as cited by Brown (2004: 244-245). The aspects of scoring writing skill are organization, content, grammar, punctuation and style. For every aspect, Brown and Baily give score from 0-20. In addition, for every aspect there are five level of mastery, they are not college level work, unacceptable, adequate to fair, good to adequate, and excellent to good. The rubric of assessing writing skill can be seen in the following table.

Table 3.3 Analytic Scale for Rating Descriptive Text

Score	Organization	Content	Grammar	Punctuation	Style
20-18 Excellent to Good	Appropriate title; complete structure (identification, description); identification identifies a phenomenon to be described; description describes features in order of importance; each paragraph has supporting sentences; the text is easy to understand.	Text addresses the topic; the ideas are clearly developed; it is highly organized	Only 1 or 2 mistakes of present tense; only 1-2 minor mistakes of prepositions, modals, articles, and sequencing words	Correct use of capitals, punctuation and spelling; very neat	Precise vocabulary usage

<p style="text-align: center;">17-15 Good to Adequate</p>	<p>Precise title; one of the structures is missing (without identification or description); identification identifies phenomenon but it is not fully developed; description describes features in order of importance; each paragraph has few supporting sentences; text is mostly easy to understand.</p>	<p>Text addresses the topic; the ideas can not be more fully developed</p>	<p>3-4 mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>1-2 errors of capitals, punctuation and spelling</p>	<p>Attempts to use variety vocabulary</p>
<p style="text-align: center;">14-12 Adequate to Fair</p>	<p>Adequate title; one of the structures is missing (without identification or description); identification shows problem in identifies phenomenon; description describes features in order of importance; supporting sentences are not fully developed; text is not too hard to understand mostly (but not all)</p>	<p>Text is out of topic; the development of ideas is incomplete; reading required for clarification of ideas.</p>	<p>5-6 mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>3-5 errors of capitals, punctuation and spelling</p>	<p>Some vocabulary misused</p>

<p style="text-align: center;">11-6 Unacceptable</p>	<p>Unacceptable title, confusing structure exists (identification and description); identification identify shaky phenomenon; description do not describes features in order of importance; each paragraph lack supporting sentences; an effort needed to understand the text</p>	<p>Text is out of topic; ideas are incomplete and difficult to deduce connection between them.</p>	<p>6-10 major mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>5-7 errors of capitals, punctuation and spelling</p>	<p>problems in composing the vocabulary</p>
<p style="text-align: center;">5-1 Not College-level work</p>	<p>There is no title; only confusing structure exists (identification and description) and it is not fully developed; identification identify confusing phenomenon; description do not describe features in order of importance; each paragraph has confusing supporting sentences; text is hard to understand.</p>	<p>Text is out of topic; the ideas do not reflect educational-level-works; communication is seriously impaired.</p>	<p>More than 10 major mistakes of present tense; numerous minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>More than 7 errors of capitals, punctuation and spelling;</p>	<p>Inappropriate use of vocabulary</p>

(Adapted from Analytic Scale for Rating Composition Task by Brown and Bailey

as cited by Brown (2004: 244-245))

3.6 Technique of Data Analysis

In this research, there are some steps to analyze the data.

3.6.1 Normality of pre-test and post-test

Normality is used to know whether the data are distributed normal or not. Isaac and Michael (1979: 134) states that “if the data are distributed normal, the parametric techniques can be applied. On the other hand, if the data are distributed abnormal, so the parametric techniques can not be applied, it must use non-parametric techniques.” To compute normality, the writer used the formula as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

χ^2 = Chi Kuadrat

O_i = Frequency of the real data

E_i = Expected frequency (percentage of each bandwidth times by n)

k = The numbers of interval class

i = 1,2,3,.....,k

(Isaac and Michael,1979: 134)

Criterion:

For $\alpha= 5\%$ and $df= k-1$, if $\chi^2_{\text{value}} < \chi^2_{\text{table}}$, the data is normally distributed.

3.6.2 Homogeneity of pre-test and post-test

Homogeneity is used to know the variance of each sample is the same or not.

Homogeneity is importance if the writer wants to make generalization to the result

of the research and the data that is taken from separated group from on population. In order to find out whether or not the basic ability of control and experimental group is the same, the writer uses homogeneity test of pretest.

$$F = \frac{Sa^2}{Sb^2}$$

Where:

F = homogeneity

Sa^2 = greatest variance

Sb^2 = smallest variance

(Winer, 1962: 38)

Since F value < F table, the experimental and the control group had the same variance and it meant that it was homogen.

3.6.3 T-test

The T-test analysis was used to count whether there was a significant difference between experimental and control group after being given the treatment. I count the standard deviation first. The standard deviation obtained is used to count the *t*-value. The formula for counting the standard deviation:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

s = standard deviation

s^2 = variance

n_1 = the number of students/ subject participating in the test in experimental group

n_2 = the number of students/ subject participating in the test in control group

To find out the t-value of the significant difference of the post test result between the experimental group and control group, the formula used is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where,

t = t-value

\bar{x}_1 = the average score of experimental group

\bar{x}_2 = the average score of control group

s_1 = standard deviation of the experimental group

s_2 = standard deviation of the control group

n_1 = the number of students/ subject participating in the test in experimental group

n_2 = the number of students/ subject participating in the test in control group

(Sudjana, 2005: 243)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter presents conclusions derived from the whole discussion and analyses conducted in the previous chapters of the study. This chapter also covers some suggestions concerning the study for the students, English teachers, and next researchers.

5.1 Conclusions

According to the result of the data analyses in the previous chapter, it can be concluded that Give One, Take One is effective to improve students' writing skill of descriptive text. From the data analysis, the mean of the experimental group score was improving higher (from 60.175 to 73,25) than the control group (from 60,15 to 64,525). By using *t*-test formula, we could see that the *t* value was 10,929 and the *t* table was 1.67. Since the *t*-value > *t* table (10,929 > 1.67) it means there was a significant difference in the achievement between students who were taught using Give One, Take One and students who were taught using conventional teaching.

There were some advantages in using Give One, Take One technique for teaching writing a descriptive text. First, students were conducting a new teaching learning process that they never known before, so they will be very curious and exciting doing this technique. Second, Give One, Take One technique can be used to encourage students to share ideas and examples. It was very useful to enrich their vocabularies; correct their grammatical; and make a proper organization,

content, and punctuation. The advantages can be proven from the whole aspects (organization, content, grammar, punctuation, and style) of experimental group which has the higher improvement than control group.

5.2 Suggestion

From the further discussion and result of the study, I would like to offer some suggestions that can be some consideration to the readers. Some suggestions proposed as follows:

5.2.1 For Teachers

The teacher should be able to be a good model and facilitator for the students in writing class; should be creative in choosing strategy and technique used in the teaching and learning process; should make the teaching learning process more interesting, enjoyable and educative; and must be able to choose a good writing material for the students so that the students can improve their writing skill.

The teachers are encourage students to use another cooperative learning technique to share students' ideas, since Give One, Take One is proven to improve the students' ability in writing descriptive text.

5.2.2 For Students

Students are expected to improve their English especially in writing because writing is the most difficult and complex skill in English. It is very useful for every student to improve their organization, content, grammar, punctuation, and style, so their writing result will be better. By implementing Give One, Take One, the students had enthusiasm in improving their writing skill because they learnt

using a new technique. Hopefully, Give One, Take One could be an interesting way for obtaining higher achievement.

5.2.3 For Next Researcher

For the next researchers, it is expected that this study can be used as their reference to conduct other researchers in the same field. I suggest for the next researcher to apply another effective way when doing the same study. The next researcher also can use this technique for teaching vocabularies and another text type like narrative text. They will gain successfulness if they have persistence and great effort to enable the students to write better.

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Appendix 1

List of Experimental Group

No	Name	Code
1	A.P.H	E-01
2	A.W.P	E-02
3	A.F.A	E-03
4	A.I	E-04
5	A.I.Z	E-05
6	A.T.W	E-06
7	A.H.W	E-07
8	A.B.R	E-08
9	A.T	E-09
10	B.A.P	E-10
11	D.E.A.P	E-11
12	D.C.D	E-12
13	D.A.N	E-13
14	D.D.N	E-14
15	D.L	E-15
16	E.L.P	E-16
17	F.A.R	E-17
18	H.S.N	E-18
19	H.P	E-19
20	I.B	E-20
21	I.M.B.C	E-21
22	I.M	E-22
23	I.Z.I	E-23
24	L.D.A	E-24
25	M.A.D	E-25
26	M.E.M	E-26
27	M.N.A.M	E-27
28	M.B	E-28
29	N.C	E-29
30	N.R.T.L	E-30
31	P.Y.A.S	E-31
32	R.A.M	E-32
33	R.A	E-33
34	R.K	E-34
35	R.S	E-35
36	S.N.S	E-36
37	S.A.A	E-37
38	T.R.B.R	E-38
39	T.N	E-39
40	W.K.D	E-40

Appendix 2

List of Control Group

No	Name	Code
1	A.S.L	C-01
2	A.S.A	C-02
3	A.L.A	C-03
4	A.H.M	C-04
5	A.S.N	C-05
6	A.N.P.P	C-06
7	C.P	C-07
8	C.Y.P	C-08
9	C.H	C-09
10	C.W.R	C-10
11	D.E.S	C-11
12	D.P.D.C	C-12
13	F.N.A	C-13
14	F.A.S	C-14
15	G.P	C-15
16	H.N.W.N	C-16
17	H.S.K.A.P	C-17
18	I.I.F	C-18
19	I.R	C-19
20	J.E.P	C-20
21	K.R.O.R	C-21
22	K.N.K	C-22
23	K.A.P	C-23
24	L.D.N	C-24
25	M.A.R	C-25
26	M.R.A	C-26
27	M.A.U	C-27
28	N.F.R	C-28
29	R.R.R	C-29
30	R.D.A	C-30
31	R.S.T.N	C-31
32	R.K.A	C-32
33	T.R.P	C-33
34	T.N.A	C-34
35	T.Y.P.D	C-35
36	U.L.N.R	C-36
37	V.F.S	C-37
38	W.T.U	C-38
39	W.N	C-39
40	Y.A	C-40

Appendix 3

Table of Try-Out Score

Rater 1

No.	Code	Organization	Content	Grammar	Punctuation	Style	Score
1	S1	5	15	16	20	17	73
2	S2	5	15	15	16	12	63
3	S3	9	10	10	11	10	50
4	S4	5	10	15	7	8	45
5	S5	9	8	12	18	13	60
6	S6	8	14	14	13	12	61
7	S7	7	12	8	18	7	52
8	S8	8	12	10	13	9	52
9	S9	3	12	18	20	12	65
10	S10	5	10	11	12	7	45
11	S11	6	15	9	10	10	50
12	S12	7	13	12	10	9	51
13	S13	12	17	18	16	13	76
14	S14	10	5	12	13	19	59
15	S15	18	15	15	18	17	83
16	S16	10	6	12	17	7	52
17	S17	13	15	12	13	11	64
18	S18	10	14	9	9	9	51
19	S19	12	15	15	14	12	68
20	S20	15	5	12	8	10	50
21	S21	11	16	15	6	14	62
22	S22	10	7	9	12	13	51
23	S23	11	10	12	15	11	59
24	S24	11	8	12	15	6	52
25	S25	12	9	16	13	16	66
26	S26	9	8	13	10	11	51
27	S27	18	15	15	12	15	75
28	S28	6	9	11	10	8	44
29	S29	5	10	15	15	11	56
30	S30	12	8	7	10	13	50
31	S31	6	15	15	18	7	61
32	S32	5	10	12	13	10	50
33	S33	6	10	12	15	15	58
	Total	299	373	419	440	374	1905
	Mean	9,060606	11,30303	12,69697	13,33333	11,33333	57,72727

Table of Try-Out Score

Rater 2

No.	Code	Organization	Content	Grammar	Punctuation	Style	Score
1	S1	6	15	15	20	13	69
2	S2	16	12	13	14	12	67
3	S3	9	11	10	12	8	50
4	S4	8	10	11	12	10	51
5	S5	12	10	9	6	12	49
6	S6	15	11	10	12	10	58
7	S7	12	15	12	9	9	57
8	S8	18	15	7	14	15	69
9	S9	17	15	13	16	12	73
10	S10	8	10	11	10	9	48
11	S11	10	9	12	8	11	50
12	S12	8	12	12	12	15	59
13	S13	18	15	15	15	13	76
14	S14	15	10	11	7	13	56
15	S15	18	16	14	14	12	76
16	S16	8	10	15	12	11	56
17	S17	10	12	15	10	9	56
18	S18	10	9	10	12	7	48
19	S19	18	16	13	12	16	75
20	S20	10	12	11	9	10	52
21	S21	17	15	12	8	9	56
22	S22	5	7	12	10	11	45
23	S23	15	13	10	10	8	56
24	S24	18	10	9	8	10	55
25	S25	17	15	14	12	9	67
26	S26	11	12	15	9	8	55
27	S27	17	18	11	10	10	66
28	S28	13	10	7	5	10	45
29	S29	18	17	15	15	13	78
30	S30	15	15	11	16	13	70
31	S31	7	15	9	11	18	60
32	S32	8	15	13	9	10	53
33	S33	12	12	13	11	13	61
	Total	419	419	390	370	369	1962
	Mean	12,69697	12,69697	11,81818	11,21212	11,18182	59,45455

Appendix 4

Calculation of Reliability

Total Sempe : 33

Total Rater : 2

No.	Student Code	Score	
		Rater 1	Rater 2
1	S1	73	69
2	S2	63	67
3	S3	50	50
4	S4	45	51
5	S5	60	49
6	S6	61	58
7	S7	52	57
8	S8	52	69
9	S9	65	73
10	S10	45	48
11	S11	50	50
12	S12	51	59
13	S13	76	76
14	S14	59	56
15	S15	83	76
16	S16	52	56
17	S17	64	56
18	S18	51	48
19	S19	68	75
20	S20	50	52
21	S21	62	56
22	S22	51	45
23	S23	59	56
24	S24	52	55
25	S25	66	67
26	S26	51	55
27	S27	75	66
28	S28	44	45
29	S29	56	78
30	S30	50	70
31	S31	61	60
32	S32	50	53
33	S33	58	61
	Mean	57,7	59,5

$$\text{Formula} \quad : r = \frac{n \times r_{xy}}{(n-1)r_{xy}+1}$$

Criterion : The test is reliable if $r_{\text{value}} > r_{\text{table}}$.

$$\sum(X - Mx)^2 = 2972,545$$

$$\sum(Y - My)^2 = 3014,182$$

$$N = 33$$

$$n = 2$$

$$Sx = \sqrt{\frac{\sum(X-Mx)^2}{N}} = \sqrt{\frac{2972,545}{33}} = 9,50$$

$$Sy = \sqrt{\frac{\sum(Y-My)^2}{N}} = \sqrt{\frac{3014,182}{33}} = 9,58$$

$$r_{xy} = \frac{\sum(X-Mx)(Y-My)}{N \times Sx \times Sy}$$

$$r_{xy} = \frac{2072,10}{33 \times 9,50 \times 9,58}$$

$$r_{xy} = \frac{2072,10}{3003,33}$$

$$r_{xy} = 0,69$$

Therefore, for $r_{xy} = 0,69$, then I calculated the reliability as follows:

$$r = \frac{n \times r_{xy}}{(n-1)r_{xy}+1} = \frac{1,38}{1,69} = 0,81$$

Then, the result was consulted with r_{table} for $\alpha = 5\%$ with $N = 24$ was 0,344.

r_{value} VS r_{table}

$$0,81 > 0,344$$

Since the results of $r_{value} > r_{table}$, it can be concluded that the try out test was reliable and could be used as the pre test.

Appendix 5

The Pre test Score of the Students in the Experimental Group

No	Code	Organization (1-20)	Content (1-20)	Grammar (1-20)	Punctuation (1-20)	Style (1-20)	Score
1	E-01	8	10	5	12	7	42
2	E-02	5	7	10	11	10	43
3	E-03	13	15	12	10	15	65
4	E-04	15	16	12	17	14	74
5	E-05	10	12	8	14	12	56
6	E-06	15	12	15	17	15	74
7	E-07	10	8	13	11	8	50
8	E-08	5	10	8	15	10	48
9	E-09	10	8	10	12	9	49
10	E-10	12	16	16	13	15	72
11	E-11	13	13	15	15	16	72
12	E-12	13	10	19	15	10	67
13	E-13	12	11	9	8	11	51
14	E-14	12	16	12	10	13	63
15	E-15	15	11	7	18	12	63
16	E-16	18	15	10	12	10	65
17	E-17	15	12	10	9	14	60
18	E-18	12	15	8	10	7	52
19	E-19	12	13	10	15	16	66
20	E-20	6	10	9	11	8	44
21	E-21	20	19	18	14	19	90
22	E-22	5	10	10	14	10	49
23	E-23	15	12	6	5	7	45
24	E-24	15	15	10	12	14	66
25	E-25	14	15	11	5	16	61
26	E-26	12	13	12	5	9	51
27	E-27	11	18	6	10	9	54
28	E-28	11	8	5	5	13	42
29	E-29	13	15	12	5	15	60
30	E-30	19	18	14	10	16	77
31	E-31	18	19	18	12	13	80
32	E-32	15	15	15	8	16	69
33	E-33	6	10	9	11	10	46
34	E-34	16	17	15	12	10	70
35	E-35	15	12	9	5	10	51
36	E-36	15	17	10	14	16	72
37	E-37	15	14	15	8	7	59
38	E-38	15	13	8	10	10	56
39	E-39	15	15	11	12	10	63
40	E-40	18	18	10	17	16	79
	Total	513	533	438	449	474	2407
	Mean	12,825	13,325	10,95	11,225	11,85	60,175

The Post test Score of the Students in the Experimental Group
--

No	Code	Organization	Content	Grammar	Punctuation	Style	Score
		(1-20)	(1-20)	(1-20)	(1-20)	(1-20)	
1	E-01	12	13	6	8	10	49
2	E-02	16	17	17	14	15	79
3	E-03	16	17	17	18	16	84
4	E-04	15	17	15	12	17	76
5	E-05	15	15	10	12	11	63
6	E-06	15	13	15	16	15	74
7	E-07	11	12	11	6	9	49
8	E-08	18	16	17	13	13	77
9	E-09	10	11	9	8	9	47
10	E-10	13	15	19	14	14	75
11	E-11	18	20	17	12	20	87
12	E-12	12	11	14	5	13	55
13	E-13	13	15	15	13	10	66
14	E-14	20	18	14	18	17	87
15	E-15	17	16	14	15	10	72
16	E-16	17	18	11	16	15	77
17	E-17	16	18	8	18	20	80
18	E-18	8	16	17	15	18	74
19	E-19	18	19	16	17	16	86
20	E-20	12	13	10	11	12	58
21	E-21	20	20	19	18	18	95
22	E-22	13	15	16	16	12	72
23	E-23	9	10	5	11	15	50
24	E-24	17	16	15	16	12	76
25	E-25	16	15	7	10	15	63
26	E-26	18	16	13	12	14	73
27	E-27	17	18	14	10	18	77
28	E-28	14	12	15	12	10	63
29	E-29	15	16	12	10	15	68
30	E-30	17	17	18	15	17	84
31	E-31	18	17	20	20	18	93
32	E-32	18	18	9	15	15	75
33	E-33	17	15	12	6	11	61
34	E-34	17	16	15	14	18	80
35	E-35	17	15	13	15	16	76
36	E-36	15	18	18	16	16	83
37	E-37	16	17	14	18	19	84
38	E-38	16	18	17	10	17	78
39	E-39	14	15	12	20	17	78
40	E-40	18	18	17	15	18	86
	Total	614	632	553	540	591	2930
	Mean	15,35	15,8	13,825	13,5	14,775	73,25

Appendix 6

The Pre test Score of the Students in the Control Group
--

No	Code	Organization	Content	Grammar	Punctuation	Style	Score
		(1-20)	(1-20)	(1-20)	(1-20)	(1-20)	
1	C-01	8	9	10	8	10	45
2	C-02	14	11	10	8	12	55
3	C-03	18	17	15	10	12	72
4	C-04	12	13	10	7	8	50
5	C-05	18	15	12	12	13	70
6	C-06	18	19	15	12	10	74
7	C-07	10	12	11	10	10	53
8	C-08	15	15	9	15	12	66
9	C-09	18	15	13	18	14	78
10	C-10	7	8	10	10	10	45
11	C-11	15	16	10	15	13	69
12	C-12	5	7	12	15	15	54
13	C-13	10	7	8	11	9	45
14	C-14	7	12	12	10	11	52
15	C-15	12	13	14	8	7	54
16	C-16	12	15	9	10	15	61
17	C-17	7	8	7	11	10	43
18	C-18	9	12	8	9	7	45
19	C-19	14	12	11	16	11	64
20	C-20	18	12	11	15	12	68
21	C-21	5	8	12	15	13	53
22	C-22	12	13	10	18	10	63
23	C-23	8	5	10	7	12	42
24	C-24	19	15	11	20	16	81
25	C-25	18	15	18	12	15	78
26	C-26	10	12	15	15	10	62
27	C-27	12	15	8	12	10	57
28	C-28	12	12	12	18	14	68
29	C-29	6	8	10	19	13	56
30	C-30	15	15	10	18	12	70
31	C-31	10	15	8	10	9	52
32	C-32	18	17	14	20	14	83
33	C-33	7	12	11	15	8	53
34	C-34	8	8	11	10	10	47
35	C-35	16	18	12	14	13	73
36	C-36	15	14	7	10	9	55
37	C-37	18	12	12	17	15	74
38	C-38	15	12	12	11	17	67
39	C-39	15	12	12	15	13	67
40	C-40	6	7	10	9	10	42

The Post test Score of the Students in the Control Group

No	Code	Organization	Content	Grammar	Punctuation	Style	Score
		(1-20)	(1-20)	(1-20)	(1-20)	(1-20)	
1	C-01	8	9	10	7	11	45
2	C-02	14	16	17	13	17	77
3	C-03	16	17	18	12	17	80
4	C-04	10	12	8	12	9	51
5	C-05	18	18	9	15	15	75
6	C-06	18	18	13	10	15	74
7	C-07	8	10	10	20	12	60
8	C-08	10	9	16	17	14	66
9	C-09	10	18	19	11	17	75
10	C-10	11	10	6	8	13	48
11	C-11	18	16	12	18	10	74
12	C-12	16	10	11	8	10	55
13	C-13	9	10	7	10	12	48
14	C-14	12	14	13	12	13	64
15	C-15	12	12	10	15	12	61
16	C-16	12	13	12	15	11	63
17	C-17	11	7	6	5	14	43
18	C-18	10	8	7	12	8	45
19	C-19	18	15	10	19	9	71
20	C-20	18	15	12	17	12	74
21	C-21	10	13	12	10	8	53
22	C-22	17	18	11	18	17	81
23	C-23	8	6	10	9	10	43
24	C-24	18	19	13	19	12	81
25	C-25	13	12	18	18	17	78
26	C-26	15	18	10	11	11	65
27	C-27	15	15	9	5	13	57
28	C-28	10	8	17	18	15	68
29	C-29	12	12	10	17	13	64
30	C-30	18	16	14	15	15	78
31	C-31	14	13	9	10	16	62
32	C-32	20	19	14	20	18	91
33	C-33	12	10	16	9	11	58
34	C-34	10	11	9	15	12	57
35	C-35	17	15	12	19	13	76
36	C-36	8	11	14	10	12	55
37	C-37	18	18	15	18	15	84
38	C-38	12	13	15	15	13	68
39	C-39	15	15	12	10	13	65
40	C-40	11	12	8	10	7	48
	Total	532	531	474	532	512	2581
	Mean	13,3	13,275	11,85	13,3	12,8	64,525

The Examples of Lesson Plan

Lesson Plan for the Experimental Group

Pre-Test

(RPP)

School	: SMA N 1 Purwodadi
Subject	: English
Class/Semester	: X/2
Material	: Descriptive text (written)
Time Allotment	: 2 x 45 minutes

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicator

Basic Competence	Indicators
4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Students identify generic structures, language features, social function of descriptive text.
4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.	4.10.1 Students are able to make a descriptive text based on the context given.

C. Purpose of Study

In the end of lesson, students can:

Write descriptive text individually.

D. Learning Material

1. Descriptive text
2. Text books

E. Methods/Techniques of study

1. Writing practice
2. Evaluation

F. Learning Activity

Activity	Learning Stages	Time
		90'
Opening	<ul style="list-style-type: none"> - Teacher greets and leads students to pray. - Teacher checks students' attendance list. - Teacher asks students to be good learners when learning process is happening. 	10'
Main Activity	<ul style="list-style-type: none"> - Students are given instruction before doing writing activity - Students are given key word to help them elaborate their writing - Students are given instruction to do writing activity - Students are given 90 minutes to finish their written work - Students submit their written work 	70'
Closing	<ul style="list-style-type: none"> - Students answer teacher's question about what they feel about test today in order to give feedback, such as their difficulties, their impression of test today. 	10'

G. Source and media

Cambridge advance dictionary

Relevant textbook

Power point

H. Assessment

a. Technique : written test

b. Type : writing rubric

c. Instrument : enclosed

Semarang, Mei 2015

English Teacher

Researcher

Eko Ari Sulistiyanto, S.Pd

Awwalia Fitrotin Izza

NIP. 19750904 200003 1 002

NIM. 2201411126

Lesson Plan for the Experimental Group

First Meeting

(RPP)

School	: SMA N 1 Purwodadi
Subject	: English
Class/Semester	: X/2
Material	: Descriptive text (written)
Time Allotment	: 2 x 45 minutes

A.Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicator

Basic Competence	Indicators
4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Students identify generic structures, language features, social function of descriptive text.
4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.	4.10.1 Students are able to make a descriptive text based on the context given.

C. Purpose of Study

In the end of lesson, students can:

Write Descriptive Text using accurate language feature, choice of words, spelling, and punctuation individually through Give One, Take One technique.

D. Learning Stages

I. Observation

- a. Students observe some texts given by teacher.
- b. Students observe the video about technique that will be used in the teaching learning process.

II. Questioning.

1. What is the social function of descriptive text?
2. What is the structure of descriptive text?
3. What is the tense use in descriptive text?
4. What is Give One, Take One technique?

III. Experimenting.

Make a simple descriptive text through cooperative learning: Give One, Take One technique.

IV. Associating.

Switch your work with your pairs to have correction

V. Communicating.

Read your work in the front of the class.

E. Methods/Techniques of study

1. Cooperative learning: Give One, Take One
2. Question and answer
3. Discussion
4. Exercises

F. Learning Activity

Activity	Learning Stages	Time
		90'
Opening	<ul style="list-style-type: none"> - Teacher greets and leads students to pray. - Teacher checks students' attendance list. - Teacher asks students to be good learners when 	10'

	learning process is happening.	
Main Activity	Observing	10'
	1. Students are given the examples of descriptive text, it is expected that students can find descriptive text based on the title and structure of the text.	
	2. Students identify the structure of descriptive text.	
	3. Students identify the use of vocabularies.	
	4. Students are given a brief explanation about Give One, Take One technique.	15'
	Questioning	
	Students are guided by teacher to:	
1. Students ask about the social function of descriptive text.		
2. Students ask about the structure of descriptive text.		
3. Students ask about tense uses in descriptive text	20'	
4. Students ask about what Give One, Take One is.		
Experimenting		10'
Students try to make a simple descriptive text by using		
Give One, Take One technique.		15'
Associating		
Students work in pairs, switch their task to have a		
correction from their friend.		
Communicating		

	Students read their work in the front of the class.	
Closing	<ul style="list-style-type: none"> - Students are given chance to ask the material they did not understand and teacher explains it once more. - Students are given chance to explain what they have learned from the lesson today. - Students answer teacher's question about what they feel about learning process today in order to give feedback, such as their difficulties, their impression of learning process and the material today. 	10'

G. Source and media

- Text book (Talk Active by Yudhistira)
- Language Assessment principle and classroom practice, H. Douglas Brown
- Teacher-made material.

H. Assessment

- a. Technique : written test
- b. Type : writing rubric
- c. Instrument : enclosed

Purwodadi, Mei 2015

English Teacher

Researcher

Eko Ari Sulistiyanto, S.Pd

Awwalia Fitrotin Izza

NIP. 19750904 200003 1 002

NIM. 2201411126

Learning Material

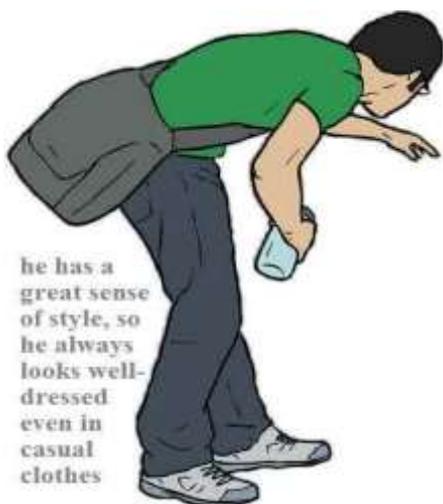
1. Descriptive Text

a)

My Close Friend Jack

Jack has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Jack is quite good-looking. He's tall and slim, with olive skin and short



curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jack is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he

doesn't get what he wants, he acts childishly and stamps his feet.

Jack is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

All in all, I'm glad to have Jack as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.

2. Adjective order

Adjective usually come in this order

1	2	3	4	5	6	7	8
General opinion	Specific opinion	Size	Shape	Age	Colour	Nationality	Material

A nice handsome young man



A big black american car



The horrible big fierce dog



A short curly black hair



A clean big white house



3. Simple present tense.

The simple present is used:

to express habits, general truths, repeated actions or unchanging situations, emotions and wishes

Subject + Verb 1

Positive Sentence

- a. Jackson is handsome
- b. Mia has black long hair
- c. John has moustache

Subject + to be + not+ verb 1

Negative Sentence

- a. Jenny does not have glasses
- b. Erick does not have beard

4. Generic structure

- a) Identification: identifies the phenomenon to be described.
- b) Description of features: describes features in order of importance:
 - ✓ Parts/ things (physical appearance).
 - ✓ Qualities (degree of beauty, excellence, or worth/ value)
 - ✓ Other characteristics (prominent aspects that are unique).

5. Social Function

To describe something in specific.

Lesson Plan for the Experimental Group

Post-Test

(RPP)

School	: SMA N 1 Purwodadi
Subject	:English
Class/Semester	: X/2
Material	: Descriptive text (written)
Time Allotment	: 2 x 45 minutes

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,

menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicator

Basic Competence	Indicators
4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Students identify generic structures, language features, social function of descriptive text.
4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.	4.10.1 Students are able to make a descriptive text based on the context given.

C. Purpose of Study

In the end of lesson, students can:

Write descriptive text individually.

D. Learning Material

1. Descriptive text

2. Text books

E. Methods/Techniques of study

1. Writing practice

2. Evaluation

F. Learning Activity

Activity	Learning Stages	Time
		90'
Opening	<ul style="list-style-type: none"> - Teacher greets and leads students to pray. - Teacher checks students' attendance list. - Teacher asks students to be good learners when learning process is happening. 	10'
Main Activity	<ul style="list-style-type: none"> - Students are given instruction before doing writing activity - Students are given key word to help them elaborate their writing - Students are given instruction to do writing activity - Students are given 90 minutes to finish their written work - Students submit their written work 	70'
Closing	<ul style="list-style-type: none"> - Students answer teacher's question about what they feel about test today in order to give feed- 	10'

	back, such as their difficulties, their impression of test today.	
--	---	--

G. Source and media

Cambridge advance dictionary

Relevant textbook

Power point

H. Assessment

a. Technique : written test

b. Type : writing rubric

c. Instrument : enclosed

Semarang, Mei 2015

English Teacher

Researcher

Eko Ari Sulistiyanto, S.Pd

Awwalia Fitrotin Izza

NIP. 19750904 200003 1 002

NIM. 2201411126

Appendix 8**Instrument**

Written test for pre test (Experimental and Control group)

School : SMA Number of question : 1
Subject : English Type of test : Written test
Curriculum : 2013 Composer : Awwalia Fitrotin
Izza
Time Allotment: 90 minutes

Written Test

1. READ THE FOLLOWING INSTRUCTIONS CAREFULLY!
 - a. Write down your name and your student's number on the right corner of the answer sheet!
 - b. Write descriptive text based on the pictures on the slide using correct grammatical, punctuation, and also choice of words. Choose one of the pictures that you like.
 - c. Your text should consist of at least 150-200 words.
 - d. Your duration of making your composition is 45 minutes.

Pictures for Pre-test



Ariana Grande



Lionel Messi



Monas



Mount Merapi



Lawang Sewu

Instrument

Written test for Post test (Experimental and Control group)

School	: SMA	Number of question	: 1
Subject	: English	Type of test	: Written test
Curriculum	: 2013	Composer	: Awwalia Fitrotin Izza
Time Allotment: 90 minutes			

Written Test

2. READ THE FOLLOWING INSTRUCTIONS CAREFULLY!
 - e. Write down your name and your student's number on the right corner of the answer sheet!
 - f. Write descriptive text based on the pictures on the slide using correct grammatical, punctuation, and also choice of words. Choose one of the pictures that you like.
 - g. Your text should consist of at least 150-200 words.
 - h. Your duration of making your composition is 45 minutes.

Pictures for Post test



Jokowi



Raisa



Borobudur temple



Eiffel tower



Mount Bromo

Appendix 9

Rubric Score for Written Test

Score	Organization	Content	Grammar	Punctuation	Style
20-18 Excellent to Good	Appropriate title; complete structure (identification, description); identification identifies a phenomenon to be described; description describes features in order of importance; each paragraph has supporting sentences; the text is easy to understand.	Text addresses the topic; the ideas are clearly developed; it is highly organized	Only 1 or 2 mistakes of present tense; only 1-2 minor mistakes of prepositions, modals, articles, and sequencing words	Correct use of capitals, punctuation and spelling; very neat	Precise vocabulary usage
17-15 Good to Adequate	Precise title; one of the structures is missing (without identification or description); identification identifies phenomenon but it is not fully developed; description describes features in order of importance; each paragraph has few supporting sentences; text is mostly easy to understand.	Text addresses the topic; the ideas can be more fully developed	3-4 mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words	1-2 errors of capitals, punctuation and spelling	Attempts to use variety vocabulary

<p style="text-align: center;">14-12 Adequate to Fair</p>	<p>Adequate title; one of the structures is missing (without identification or description); identification shows problem in identifies phenomenon; description describes features in order of importance; supporting sentences are not fully developed; text is not too hard to understand mostly (but not all)</p>	<p>Text is out of topic; the development of ideas is incomplete; reading required for clarification of ideas.</p>	<p>5-6 mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>3-5 errors of capitals, punctuation and spelling</p>	<p>Some vocabulary misused</p>
<p style="text-align: center;">11-6 Unacceptable</p>	<p>Unacceptable title, confusing structure exists (identification and description); identification identify shaky phenomenon; description do not describes features in order of importance; each paragraph lack supporting sentences; an effort needed to understand the text</p>	<p>Text is out of topic; ideas are incomplete and difficult to deduce connection between them.</p>	<p>6-10 major mistakes of present tense; a few minor mistakes of prepositions, modals, articles, and sequencing words</p>	<p>5-7 errors of capitals, punctuation and spelling</p>	<p>problems in composing the vocabulary</p>

5-1 Not College-level work	There is no title; only confusing structure exists (identification and description) and it is not fully developed; identification identify confusing phenomenon; description do not describe features in order of importance; each paragraph has confusing supporting sentences; text is hard to understand.	Text is out of topic; the ideas do not reflect educational-level-works; communication is seriously impaired.	More than 10 major mistakes of present tense; numerous minor mistakes of prepositions, modals, articles, and sequencing words	More than 7 errors of capitals, punctuation and spelling;	Inappropriate use of vocabulary
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(Adapted from Analytic Scale for Rating Composition Task by Brown and Bailey

as cited by Brown (2004: 244-245))

The formula:

$$(\text{Score I} + \text{Score II} + \text{Score III} + \text{Score IV} + \text{Score V}) = 100$$

In which:

Score I : Score of organization

Score II : Score of logical development of ideas

Score III : Score of grammar

Score IV : Score of punctuation, spelling, and mechanics

Score V : Score of style and quality expression

Appendix 10

Research Instrument

Questionnaire

Petunjuk Pengisian Angket

Bacalah pernyataan-pernyataan di bawah ini satu persatu dengan teliti dan cermat.

Kemudian, berilah tanda centang (✓) pada kolom *Sangat Setuju*, *Setuju*, *Tidak Setuju*, atau *Sangat Tidak Setuju* sesuai pendapat kamu dengan jujur.

Daftar Pertanyaan:

	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menyukai pelajaran writing dalam Bahasa Inggris.				
2.	Saya tidak mengalami kesulitan dalam pelajaran <i>writing descriptive text</i> dalam Bahasa Inggris.				
3.	Diperlukan teknik yang lebih menarik dalam pembelajaran menulis <i>descriptive text</i> .				
4.	Pembelajaran menulis <i>descriptive text</i> menggunakan teknik <i>Give One, Take One</i> cukup efektif.				
5.	Pembelajaran menulis <i>descriptive</i>				

	<i>text</i> menggunakan teknik <i>Give One, Take One</i> cukup menarik.				
6.	Teknik <i>Give One, Take One</i> sangat cocok digunakan dalam pembelajaran menulis <i>descriptive text</i> .				
7.	Saya tidak mengalami kesulitan dalam menggunakan teknik <i>Give One, Take One</i> .				
8.	Pembelajaran menggunakan teknik <i>Give One, Take One</i> membantu saya dalam mengatasi kesulitan dalam menulis <i>Descriptive Text</i> .				
9.	Pembelajaran menggunakan teknik <i>Give One, Take One</i> lebih menyenangkan dari pada pembelajaran biasanya.				
10.	Pembelajaran menggunakan teknik <i>Give One, Take One</i> perlu digunakan dalam kelas-kelas selanjutnya.				

Appendix 11

Item Analysis of Questionnaire

No	Item									
	No 1	No 2	No 3	No 4	No 5	No 6	No 7	No 8	No 9	No 10
1	4	3	4	3	3	2	2	3	3	4
2	2	1	4	3	3	3	2	3	4	4
3	2	2	4	4	3	2	2	3	4	4
4	2	2	3	3	2	4	2	3	4	4
5	3	1	3	3	4	3	2	4	3	3
6	2	1	4	3	3	2	2	3	4	4
7	1	1	3	3	3	3	2	3	4	4
8	3	2	4	3	3	4	2	4	3	3
9	1	1	4	3	3	3	3	4	4	4
10	2	2	4	4	3	4	4	3	4	4
11	3	1	4	3	3	3	3	4	3	3
12	3	1	3	3	3	2	3	4	3	3
13	2	1	4	3	3	3	3	3	4	4
14	2	1	4	3	3	2	3	3	4	4
15	3	2	4	3	3	3	4	4	4	3
16	3	1	4	3	3	2	3	3	4	4
17	3	1	4	3	3	3	3	3	3	3
18	2	1	4	4	4	2	3	4	4	4
19	3	3	4	4	4	2	4	3	3	3
20	4	1	4	4	4	3	4	3	4	4
21	3	1	3	4	4	4	3	3	4	4
22	3	1	4	4	4	3	3	4	4	4
23	3	1	4	4	4	4	2	4	3	2
24	1	1	3	3	3	4	2	2	3	2
25	1	1	3	2	2	3	1	2	3	3
26	3	1	4	2	2	3	2	2	3	3
27	2	2	3	2	2	2	1	3	4	3
28	1	1	4	4	3	4	1	2	3	3
29	1	1	4	4	3	3	2	3	3	3
30	3	1	4	3	3	4	2	3	4	4
31	3	1	4	3	3	4	2	3	4	4
32	2	1	4	3	3	3	2	4	4	4
33	2	1	4	3	3	2	2	3	3	3
34	3	1	4	3	3	3	2	3	4	4
35	1	1	4	3	3	1	1	3	3	3

36	4	1	3	3	3	3	4	4	3	3
37	3	3	3	4	4	4	3	3	3	4
38	1	1	3	3	3	2	2	2	2	3
39	3	3	3	4	2	3	4	3	3	4
40	2	2	4	3	3	4	4	2	3	3
Total	95	55	148	129	123	121	101	125	139	139
Mean	2,375	1,375	3,7	3,225	3,075	3,025	2,525	3,125	3,475	3,475

Appendix 12

The Questionnaire Interpretation

No	Item number	Students' Answer			
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1.	Item number 1	2,5	45	30	22,5
2.	Item number 2	72,5	22,5	5	0
3.	Item number 3	67,5	27,5	5	0
4.	Item number 4	32,5	60	7,5	0
5.	Item number 5	25	65	10	0
6.	Item number 6	22,5	60	15	2,5
7.	Item number 7	42,5	15	30	12,5
8.	Item number 8	27,5	55	17,5	0
9.	Item number 9	50	42,5	0,5	0,25
10.	Item number 10	52,5	40	0,5	0,25

Appendix 13

THE EXAMPLES OF GIVE ONE, TAKE ONE RESULT

Instrument for Give One, Take One technique

No.	Give One	Take One
1.	She is selfish girl	she has black hair
2.	She is smart girl (Hening)	She is tomboy girl
3.	He is handsome (Aprilya)	She is fussy
4.	He is friendly (Vivian)	She is fat girl
5.	He is lazy (Yudha)	She is active
6.	He is clever boy (udin)	She is genius
7.	He is girly boy (Hardhio)	She is tall
8.	He is smart in Basketball (Arda)	She is sometimes lazy
9.	He is smart boy (ilham)	She is diligent person
10.	She is She is thin	she is fussy

Descriptive Text

My Bestfriend

Windy is my bestfriend. We are bestfriend since we first met on the early of grade 10.

Windy has black hair and white skin. She is rather fat, but she has a tall body. Her lips is small and her nose is pointed.

For me, Windy is a good girl. She is genius, even sometimes lazy. She is active in the class, so everybody knows that she is diligent. Windy is active girl, she loves doing manythings, like volleyball, judo, and paskibra.

In class, Windy is a tall active person, I think she is so fussy. Not surprise if she joins debate club. All in all Windy is my super bestfriend.

Melyawat E.M.
 X MIA 1 / 26

Instrument for Give One, Take One technique

No.	Give One	Take One
1.	Lutfira is beautiful, easy to get angry, funny.	Taneda is smart, diligent, handsome.
2.	Izaa → fussy.	Taneda → he've white skin, smart boy.
3.	Anung → he've fat body, not too handsome.	Taneda is friendly
4.	Intan → to flat nose	Taneda is kind person
5.	Hardho → girlys boy.	Taneda is quietly person
6.	Yudha → smart boy.	Taneda is tall
7.	Fega → hyper active boy.	Taneda → naturally person from Japan.
8.	Naufal → funny	Taneda has <u>jambul</u> hair
9.	Terna → friendly	Taneda smart
10.	Mahendra → quietly p.	

My Bestfriend

His name is Taneda. He is my new friend. We have known for 1 year. We are classmate. He is Japanese.

Taneda has white skin and black hair. His eye is slanting, just like a Japanese as usual. Taneda's body is like an athlete, tall and strong.

In my eye, Taneda is a kind person. He has a good attitude. He is smart and diligent. One thing that I love the most from him is that he is a cool and quite person. Very mysterious.

Taneda loves basketball very much. He has many friends and also many fans. Some girls look so excited when meet him. I feel so lucky to be one of his bestfriend.

Appendix 14

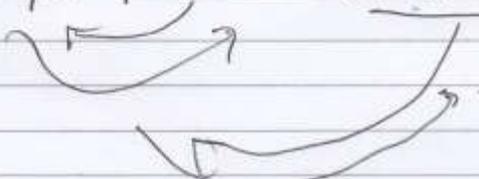
THE EXAMPLES OF STUDENTS' WORK

No
Date

Name : Destaina Einstein Shodiq
Class : X-MIA-7
No : 11

Lionel Messi

Lionel Messi ^{was} born in Rosario, Argentina 24 June 1987. He has 27 years old. He has 169 cm tall. His name wife is Antonella Ravezzo. The parents name's are Jorge Horacio Messi and Celia Maria. He is come from Argentina and play football in Barcelona Club. He has many people like with his because he has active in play the ball. On football world's? opposite with Cristiano Ronaldo for became player football number one in the world.



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 \hline
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 69
 \end{array}$$

KENKO® 30 Lines, 8 mm

Nanda Rizki T.L

X-MIA-1

30

M
Monas

→ The monas (national monument) is a 132 meter tower in central of Jakarta. It is symbolizes of state for Indonesia. Construction began in 1961 under direction first president ~~of~~ ~~Sudharmono~~ Ir. Suharno. First opened by public with Ir. Sunarno. The ~~the~~ topped ~~the~~ of monas covered by gold with 12 kg. This place best for recreation for student and tourism.

SIS

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42

RIZKY SANGKA T.N

31

X/IIA 2

No

Date

Jokowi

His Full name is Ir. H. Joko Widodo. He is a President of Indonesia. Jokowi was born in Surakarta, 21 June 1961. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, Gibran Rakabuming Raka.

Jokowi is thin. He has brown skin, short hair and tall body. He looks friendly because he often keeps smile to every body near him.

Jokowi is an Indonesian Politician. He is the governor of Capital city of Indonesia Jakarta 2012 - 2017. His Political career begins since he joined Indonesian Democratic Party - Struggle (PDI-P).

14

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16

62

Melyawati Edelina M.

No. _____

X MIA 1

Date: _____

Borobudur

Borobudur is located in Magelang district.

The temple is ^{one of the} the seven wonders of the world and under the protection of UNESCO since the temple was the largest Budha temple in the world. The

Borobudur temple area there are many museums

that: Karmawibangga museum, Samudra Raksa museum and Muri museum.

Many facilities that can be easier for visitors to get around the area of the temple of Borobudur is a mini train, elephant riding, and gig. Borobudur temple is the main attraction of foreign and domestic travelers.

17
16
15
16
12

76

Appendix 15

DOCUMENTATION





Appendix 16

LETTER


PEMERINTAH KABUPATEN GROBOGAN
DINAS PENDIDIKAN
SMA NEGERI 1 PURWODADI


Jl. R. Suprpto No. 82 Telp. (0292)421010 Fax. (0292)422689 Purwodadi 58111
 e-mail: smansapurwodadi@yahoo.co.id - website: www.smansapurgan.sch.id

SURAT KETERANGAN
 Nomor: 420 / 289 / 2015

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Purwodadi Kabupaten Grobogan Provinsi Jawa Tengah menerangkan bahwa :

Nama : Awwalia Fitrotin Izza
 NIM : 2201411126
 Program/Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Bahasa dan Seni

Adalah benar-benar telah melaksanakan Penelitian di SMA Negeri 1 Purwodadi untuk perlengkapan menyusun Skripsi/Makalah guna melengkapi tugas-tugas studi tingkat Sarjana, dengan judul : "The Effectiveness of Cooperative Learning Give One Take One Technique for Teaching Writing of Descriptive Text".

Demikian surat keterangan ini dibuat, dan untuk dapat dipergunakan sebagai mana mestinya.

Purwodadi, 04 Juni 2015
 Kepala Sekolah

Amin Hidayat, S.Pd., M.M.
 NIP. 19690415 199702 1 002