THE EFFECTIVENESS OF HANDS-ON ACTIVITIES USING TEAM PAIR SOLO TO TEACH WRITING OF DESCRIPTIVE TEXT

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submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English Language Education

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2016

DECLARATION OF ORIGINALITY

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Semarang, May 2nd, 2016

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MOTTO AND DEDICATION

Success is not the key to happiness.

Happiness is the key to success.

If you love what you are doing, you will be successful.

(Herman Cain)

Dedicated to:

Allah SWT

My beloved father who is in heaven (Fauzan)

My beloved mother who always supports me (Siti Khofifah)

My sisters and my brothers

Salak boardinghouse's mates

My best friends (Nisrina, Deasy, Zunas, Ryan, and Ajeng)

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ABSTRACT

Adawiyah, Robi'atul. 2016. *The Effectiveness of Hands-on Activities Using Team Pair Solo to Teach Writing of Descriptive Text.* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Sri Wahyuni,S.Pd.,M.Pd.; Second Advisor: Dr.Januarius Mujiyanto,M.Hum.

Key words: Hands-on Activities, Team Pair Solo, Writing, Descriptive Text.

This final project aimed to find out the effectiveness of Hands-on activities using Team Pair Solo to teach writing of descriptive text. A further concern of this study was to investigate the significant difference of students' writing achievement between the students taught by using the integration of Hands-on activities into Team Pair Solo and those who were not.

To gain the objectives, the writer conducted an experimental research. The research design was a quasi-experimental research non-equivalent control group design. The writer used nonrandom sampling to determine the sample. The samples consisted of 64 students. The data were obtained by giving writing test to VII E as control group and VII F as experimental group. The study was started by giving pre-test, treatments, and post-test to both groups. Hands-on activities using Team Pair Solo was used as treatment in the experimental group, while the control group used the regular technique of English teacher. The results of the tests were analyzed by using *t*-test formula to find out the significant difference of the students' achievement in writing of descriptive text between two groups.

The results of this study showed that the mean score of the pre-test in the experimental group was 58.28 while in the control group was 58.91. However, the result of post-test was increased. In the post-test, the mean score of the experimental group was 72.88 and the control group got 61.13. Moreover, the result of the *t*-test was 3.923 and t_{table} was 1.671. It meant that there was significant difference of writing achievement between two groups because t_{value} was higher than t_{table}.

The research findings of this study revealed that the results of the post-test and *t*-test calculation were contrary to the null hypothesis and were in line with the working hypothesis which stated "there is significant difference between the students taught by using the integration of Hands-on activities into Team Pair Solo technique and those who were not".

In conclusion, according to the post-test result in the experimental group and *t*-test calculation, it could be proven that Hands-on activities using Team Pair Solo was effective to be used in teaching writing of descriptive text. That is why the writer suggested English teachers to use this technique or find the alternative media and technique to make the students easier in writing descriptive text and to make the English learning process more fun and interesting.

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CHAPTER I

INTRODUCTION

This chapter deals with background of the study, reasons for choosing the topic, statements of the problems, purposes of the study, hypotheses, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

In learning English, there are four skills should be mastered. They are listening, speaking, reading, and writing. Listening, speaking, and reading are easier than writing. Gerot and Wignell (1994:158) stated that written language is not simply speech written down. It means writing is not as simple as others. In writing, considering a lot of aspects such as grammar, lexicogrammatical features, generic structures are needed. Those are difficult aspects to master for the students in junior and senior high school even in university.

According to School Based Curriculum (KTSP), students of junior high school are demanded to comprehend descriptive text. It is one of the difficult genres of writing for students. When they are asked to describe someone or something, they always get stuck. This matter is caused by some cases not only because of their lack of vocabularies, grammar, or lexicogrammatical, but also the teaching method or technique, teaching media, and learning sources that are not appropriate for them. The teachers rarely use various techniques in teaching. They tend to use lecturing technique by explaining the materials using power point. They explain the materials

while the students are looking it at the projector screen. After that, the students are asked to describe directly after they get a topic whereas they do not understand enough to the materials. Moreover, most of teachers ask them to do their work individually. By doing their work, most of students tend to find an example of descriptive text through internet then copy paste it as their work. Describing something or someone is difficult for them who do not comprehend the materials well yet. Beside teaching technique, two of the cases which make students difficult to comprehend descriptive text are teaching media and learning sources (books). The books which only have black and white figures on each page make students less interesting to read them. The books consist of a lot of exercises than examples. It makes them lazy to study the books. The conventional media which is used by the teacher such as power point or picture makes the students get bored. They only listen to the teacher and look at the picture. Hence, the teaching and learning process become monotonous and so it influences the atmosphere of the class automatically. The students get bored quickly and do not comprehend the material well. Considering the problems above, the teacher should find another teaching technique which are more cooperative and teaching media which are more interesting. For example, bring the real object or ask the students to describe an object by observing it directly in the outside of class. It will make the students easy to describe an object because they do not only imagine it but also observe it directly.

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In this study, the writer considers team pair solo technique and hands-on actvities to solve the problems above. Team pair solo is one of the cooperative learning techniques which can be an effective way in teaching writing. It will guide

the students to work as a team first, then as a partner, and finally they will work individually. The outcome of the result, each student has his or her own responsibility to learn and understand the materials. Meanwhile, hands-on activities let the students' mind grows and learns based on the experiences and the environment they are exposed to. Cooperstein and Kocevar-Weidinger as cited by Rosa Lizardi (2005) stated as the students become familiar with the subject they are learning, they begin to make decisions, requiring less teacher support and allowing interactive learning experiences to occur. In this point, hands-on activites focuse on observing the subject directly. By applying hands-on activities in teaching descriptive text, the students will be easy to describe the object because they will obeserve it directly, not just imagine that. Moreover, accoding to RAFT (Resource Area For Teaching) (2013), hands-on activities will make teaching and learning process fun. So, based on the explanation above, the writer believes that team pair solo and hands-on activities can be effective ways to solve those problems above.

Considering those conditions, the writer is interested in conducting an experimental study entitled " The Effectiveness of Hands-on Activities Using Team Pair Solo to Teach Writing of Descriptive Text" to help the students solve those problems stated above.

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1.2 Reasons for Choosing the Topic

The topic *The Effectiveness of Hands-on Activities Using Team Pair Solo to Teach Writing of Descriptive Text* is chosen because of the following reasons.

First, according to School Based Curriculum (KTSP), students of junior high school are demanded to comprehend and be able to create or write descriptive

text. Although descriptive text is a simple text and has very simple generic structures than the other texts, there are a lot of students of junior high school who have not mastered it well yet.

Second, the success of teaching learning process depends on the techniques used in delivering the materials to students. It is important to use an appropriate technique related to the topic which will be taught in making successful teaching and learning process. Team Pair Solo is an effective teaching technique to teach writing. The outcome of the result by using Team Pair Solo, each of students has his or her own responsibility to learn and understand the material.

Third, Hands-on activities let the students' mind grows and learns based on the experiences and the environment they are exposed to. It focuses on observing the object directly.

Fourth, teachers can use a fun and good way in order that their students can understand and be interested in what they teach.

1.3 Statements of the Problems

As the reasons for choosing the topic, there are some questions come up in conducting this study. The questions are as follow:

1. How effective is Hands-on activities using Team Pair Solo to teach writing of descriptive text?
2. How is the significant difference between control group after taught by using regular technique and experimental group's achievement in writing of

descriptive text after taught by using the integration of Hands-on activities into Team Pair Solo technique?

1.4 Purposes of the Study

Based on the problems which come up above, there are some purposes of conducting this study. They are as follow:

1. To find out whether Hands-on activities using Team Pair Solo is effective to teach writing of descriptive text.
2. To find out how much the significant difference is between control group after taught by using regular technique and experimental group's achievement in writing of descriptive text after taught by using the integration of Hands-on activities into Team Pair Solo technique.

1.5 Hypotheses

Creswell (2012:111) stated hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. There are two types of hypotheses : 1) in terms of the derivation, inductive, and deductive hypotheses; and 2) in terms of the formulation, research-directional and non-directional and statistical or null hypotheses. In this study, the hypotheses which are used by the writer are as follows.

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H0 : There is no significant difference between the students taught by using the integration of Hands-on activities into Team Pair Solo technique and those who are not.

H1 : There is significant difference between the students taught by using the integration of Hands-on activities into Team Pair Solo technique and those who are not.

1.6 Significance of the Study

Dealing with the purposes which would like to be achieved, the writer expects the result of the study will give some benefits to English teaching and learning development. These benefits are as follows:

Theoritically, the result of the study is expected to be able to use as the reference for those who want to conduct a research in English teaching learning process and give contribution to educational research development in many countries especially in Indonesia.

Practically, the result of the study is expected to provide an effective and interesting way to facilitate English teachers in teaching descriptive text. It is also expected to provide an effective and fun way to facilitate English students in writing descriptive text.

Pedagogically, later on hands-on activities hopefully are often to be applied or used in teaching language not only in science.

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1.7 Limitation of the Study

This study is limited to the use of Hands-on activities using Team Pair Solo to teach writing of descriptive text to one class of seventh grade of one of the state junior high schools in Semarang, in the academic year 2015/2016. Thus, the independent variable of this study is Hands-on activities using Team Pair Solo, while the dependent variable of this study is the students' writing skill mastery.

1.8 Outline of the Report

This study consists of five chapters. Each chapter is explained as follows:

Chapter I presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, statements of the problems, purposes of the study, hypotheses, significance of the study, limitation of the study, and outline of the report.

Chapter II elaborates review of related literature. This chapter describes review of the previous study that has been done by other researchers and review of the theoretical background to support the study. Among others are framework of the present study containing literature that will be used along the study.

Chapter III discusses research methodology. This chapter deals with research design, object of the study, subject of the study, research variables, type of data, instrument for collecting data, the condition of the test, method of collecting data, and method of analyzing data.

Chapter IV describes the results of the study followed by the discussion of the findings. It covers the use of the integration of Hands-on activities into Team

Pair Solo technique that can be an effective technique to teach writing a descriptive text, the significant difference of the students' achievement in writing a descriptive text between the students who taught by using the integration of Hands-on activities into Team Pair Solo technique and those who taught by using the regular technique, the advantages and disadvantages of using the integration of Hands-on activities into Team Pair Solo technique in writing a descriptive text at the seventh grade students junior high school.

Chapter V presents the conclusions and suggestions. It contains the conclusions of the study together with the suggestions for the students in upgrading their ability in writing a descriptive text, the teacher in teaching a descriptive text, and the researcher in conducting the research about teaching writing of descriptive text.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents review of the related literature that consists of review of the previous studies, review of the theoretical background, and theoretical framework.

2.1 Review of the Previous Studies

There are some researchers that had conducted a study used media and techniques to enhance students' ability in language skills, some of them related to writing. First, a final project made by Khasanah (2013). The objectives of her study were to describe the use of picture-guessing game in implementing team pair solo technique to teach writing of descriptive text and to investigate how it improved the students' ability of writing descriptive text. To achieve the objectives, classroom action research was designed as the method of the study. The result of the study showed that the students' ability improved.

Second, the study made by Irianti (2014). It was an experimental research that aimed at seeing whether pop up card could be used to teach descriptive text or not, to see the difference before and after using pop up card, and to decide whether the use of pop up card could improve the students' ability in writing descriptive text or not. To gain the objectives, the writer conducted an experimental research. The research design was a pre-experimental research one group pre test and post test design. After the data were computed and analyzed, it was found that the pre test score was lower than the post test score. It showed that the pop up card was effective

in teaching writing descriptive text at junior high school. The last study related to writing was conducted by Sumarsih and Sanjaya (2013). The objective of their study was to investigate whether the students' achievement in writing of descriptive paragraph improved when they were taught through the application of team pair solo. To conduct this study, classroom action research was used as the method of the study. The result of the study showed that TPS could improve students' achievement in writing of descriptive text by increasing the mean score of the students' writing.

Other studies of the use of cooperative learning and its technique were also held. First, a journal of English language teaching made by Detapratiwi (2013). The study aimed to examine the effectiveness of team pair solo and round robin technique to improve students' ability in writing of descriptive text. In this study, true experimental design was choosen as research method. The result of this study showed that Team Pair Solo was more effective to improve students' writing ability than Round Robin because the post-test mean of comparison (taught by RR) was less than experimental group (taught by TPS). Second, a final project made by Setiyaningsih (2010). This study was to describe how to use of cooperative learning to improve the students' writing skill of hortatory exposition text, to find out the improvement of students' writing skill through cooperative learning, and to portray the change in students' attitude and behavior after the treatment. In order to achieve these objectives of the study, the writer used an action research that consisted of two cycles of treatment as the method of the study. The result of the study showed that there was a significant students' achievement in writing of hortatory exposition

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text after they were taught through cooperative learning. It could be seen from the result of the pre-test and later in the post-test.

Furthermore, some studies talking about hands-on activities had been also conducted. A research paper made by Daniels (2006) which aimed to find out the effectiveness of hands-on activities compared to paper and pencil activities (reading textbooks, answering comprehension questions, and worksheets) when teaching language arts. Experimental research design was choosen to conduct this research. The result of this research showed that hands-on activities had a significant effect on elementary students in reading because the hypothesis of this study was accepted. A journal made by Hussain and Akhtar (2013) about the impact of Hands-on activities on students' achievement in science showed that the students who were taught science using hands-on activities performed better on science achievement test than those students who were taught without inclusion of hands-on activities. This study aimed to investigate the effectiveness of hands-on activities on 8th grade students' achievement in science. This study used experimental research as the method of the study. The result of this study indicated that there was a significant difference between the experimental and control groups. Hence, it could be concluded that hands-on activities enhanced students' achievement in science.

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In accordance with those previous studies, there are similarities and differences between them and my study. The similarities are the use of cooperative learning technique (Team Pair Solo) to teach writing of descriptive text and Hands-on activities to teach language. Meanwhile, the differences are; first, the use of Hands-on activities using Team Pair Solo to teach writing of descriptive text.

According to the previous studies, Hands-on activities compared to paper and pencil to teach reading and Team Pair Solo combined with another technique to teach writing of descriptive text, while in this study, the writer used Hands-on activities which were compared with Team Pair Solo to teach writing of descriptive text. Second, if the Hands-on activities were mostly related to the activities which were done in laboratory such es experiment, while in this study, the kind of Hands-on activities was creating a model. It meant that the students created a model as representation of something that they liked by using their hands. It could be two dimensions or three dimensions. After that, they observed, identified, and described it. By using a model that was created by themselves, they were easy to describe it because they got involved in creating it.

2.2 Review of the Theoretical Background

As the basis of conducting this study, some theories which are closely related to this topic study are presented in this session. The followings are some of the theories.

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2.2.1 Language Learning and Teaching

Language is always seen as something that is used for meaningful purposes and to carry out authentic functions. Language is used by people to express their feelings, ideas, thoughts, and convey message to others.

> Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is systematic. Language is a set of arbitrary symbols. The symbols are primarily vocal, but may also be visual. The symbols have conventionalized

> meanings to which they refer. Language is used for communication and operates in a speech community or culture. it is essentially human, although possibly not limited to human. All people acquire language in much the same way; both language and language learning have universal characteristics. (Brown, 2000:5)

Learning is a process of knowing something and further knowing to do something. Brown (2000:7) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

Learning can not be separated from teaching. Teaching can be defined as an activity of helping someone to learn something in the learning process.

> Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique. (Brown, 2000:7)

Based on the theories above, it can be concluded that language learning and teaching are activities for carrying out meaningful tasks about language and a matter of guiding someone to know, understand, and comprehend everything about the language.

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2.2.2 General Concept of Writing

This part discusses the general concept of writing. The discussion is about what writing is, components of good writing, teaching writing, and teaching writing descriptive text in junior high school. It is explained as follows.

2.2.2.1 Definition of Writing

Sometimes people write a message to communicate with someone. Boardman and Frydenberg (2008:2) stated that the purpose of writing is to communicate a message.

> Writing is much like speaking—a way to discover and communicate your ideas. Unlike speaking, however it doesn‟t happen all at once. You cannot see and hear your readers, so you must think about their reactions. You must choose a subject that will interest them and try to present it in an interesting way. You must present your ideas in a logical order. You must read what you write and then rewrite it until you express your meaning strongly and clearly. You cannot do all of these things at once. (Meyers, 2005:2)

Meyer had stated that writing is a way to discover and communicate the ideas in a logical order. Moreover, writing is not only focused on the product, but also on the process. Sokolik in Nunan (2003:88) stated:

> Writing is both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. The process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product—an essay, letter, story, or research report.

From the theories above, it can be concluded that writing is a process of communicating, generating, and organizing ideas or messages in a logical order that are comprehensible to readers.

2.2.2.2 Components of Good Writing

Oshima and Hogue (1997:3) stated that writing, particularly academic writing is not easy. According to Boardman and Frydenberg (2008:31-47), to create a good writing, there are some components that we need to consider.

First, it is called coherence. It is made up of sentences that are ordered according to a principle which changes depending on the type of paragraph that is being writen. The types of ordering are the chronological ordering, spatial ordering, and logical ordering.

The second component is called cohesion. A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic senteces. In connecting sentences to each other, we need what it is called cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

The third is unity. A paragraph has unity when all the supporting sentences relate to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses one topic.

The last component is called completeness. The completeness of a paragraph can be achieved when all the major supporting sentences fully explain the topic sentence, and all the minor supporting sentences explain each major supporting sentence.

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Based on the explanation above, it can be concluded that a product of writing is considered as good if there are coherence, cohesion, unity and completeness in it. Then, it is to be readable and comprehensible.

2.2.2.3 Teaching Writing

Teaching writing is not easy as a teacher asks the students to write something. Moreover, writing is a language skill which is difficult to master. There are many aspects which must be comprehended to make a good writing such as grammar,

lexicogrammatical features, and also vocabularies. It is very difficult to be comprehended by students even for a teacher to teach it. To teach writing, a teacher needs to be oriented to the process of writing, not only to the product in resulting a good product of writing. Harmer (2004:5-6) explained that writing is a recursive process. It includes process of planning, drafting, revising, and editing. In order to get the good product of writing, re-plan, re-draft, and re-edit are needed to do. It deals with Meyer's opinion (2005:2-3) that:

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

From the explanation above, it can be concluded that in making a good product of writing is not simple. It should pass many stages such as planning, drafting, revising, and editing. The teacher needs to insert classroom activities which give opportunities for students to learn of them in teaching writing. Definitely, it includes the process of re-plan, re-draft, and re-edit. The expectation by doing this is that the students will able to make a good product of writing which is appropriate with their purpose of writing itself.

2.2.2.4 Teaching Writing Descriptive Text in Junior High School

English is taught as a second language in Indonesia. In the level of junior high school, the English subject is taught 200 minutes a week which is usually divided

into two times meeting in a week. According to School Based Curriculum (KTSP), the English subject in junior high school covers three main points. They are the discourse ability (ability to understand and produce oral and written language), the ability to understand and produce many kinds of functional text (procedure, descriptive, recount, narrative, and report), supported competence (linguistic competence, socio cultural competence, strategic competence, and discourse competence).

The objective of the English teaching in junior high school is to give the students a working knowledge of English. It means that they have to master four language skills; they are listening, speaking, reading, and writing. According to Depdiknas (2006:278) in the School Based Curriculum, the objective of learning English in junior high school is aimed at developing the students' communication competence in the spoken and written form to gain the functional literacy level, having the awareness of the important of English to increase the competition in the global society, and developing the students' understanding about the relation of language and culture.

Moreover, there are several graduate competence standard of School Based Curriculum to junior high school students; students are competent at reading and writing short essay and students are competent at listening, speaking, reading, and writing in Indonesian and English language.

There are standard and basic competencies in teaching writing of descriptive text in junior high school in line with School Based Curriculum which are used in this study. Its standard competence is revealing the meaning of short functional text

and simple short essay in the forms of descriptive and procedure to interact with the surrounding. Meanwhile, its basic competence is revealing the meaning and the simple rethorical step in the simple short essay using written language accurately, fluently, and appropriately to interact with the closer surrounding in the forms of descriptive /procedure.

Based on the explanation above, the writer can conclude that the objective of teaching writing a descriptive text is that the students can reveal the meaning and rhetorical step of descriptive text. Revealing the meaning means that they should be able to determine the main ideas, general ideas, and the content of the text. Meanwhile, revealing rhetorical step means that they should be able to determine the generic structures and all the language features of descriptive text.

Students of junior high school are demanded to comprehend descriptive text. It is one of the difficult genres of writing for students. Students get difficulty when they have to write it well. They get the difficulty to express their ideas, opinions, and feelings. As a result, they spend more time to write their ideas into written product. That is why Hands-on activities using Team Pair Solo is needed in teaching writing of descriptive text to help the students describe an object easily.

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2.2.3 General Concept of Text

This part discusses what text is, genre of text, and definition of descriptive text. According to Khasanah (2013), text is formed of structured words, clauses, or sentences, which contains the writer's ideas, in order to communicate information to readers.

2.2.3.1 Genre of Text

When we are talking about writing, it can not be separated from the term “text”. There are many types of text within text itself. They are called genre. Gerot and Wignell (1994:17) stated that a genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something.

A number of genres are proposed by Gerot and Wignell (1994:192-218). They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews.

From the explanation above, it can be concluded that text is some words, phrases, clauses, and sentences which are put together to communicate a meaning that is determined by genre (particular style).

2.2.3.2 Definition of Descriptive Text

According to Gerot and Wignell (1994:208), descriptive text has social function to describe a particular person, place, or thing. It has two generic structures. They are: 1) Identification : identifies phenomenon to be described. 2) Description : describes parts, qualities, characteristics.

Furthermore, Gerot and Wignell mentioned the lexicogrammatical features of descriptive text. They focus on specific participants, use of attributive and identifying process, frequent use of epithets and classifiers in nominal group, and use of simple present tense.

Based on the theories above, it can be concluded that descriptive text is a text to describe something or someone in order that the readers can look, fell, smell, or taste what is being described. As the writers, generic structures and lexicogrammatical features of a text are needed to consider.

2.2.4 General Concept of Cooperative Learning

Nowdays, there are many teachers apply cooperative learning as their learning techniques to teach their students. Larsen-Freeman (2000:164) stated that:

> Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively.

From the theory above, it can be concluded that cooperative learning provides and facilitates students to work together in group (pair or team) in order to accomplish their work. At the end of the learning process, every individual is responsible to comprehend the learning.

2.2.4.1 Team Pair Solo

Cooperative learning offers many techniques which can be used to teach writing. One of them is team pair solo (TPS). Kagan (1994) stated that:

> TPS is a strategy of cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own i.e. individually. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem.

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There are three steps of doing this technique. They are team, pair, and finally solo.

> In the first step of this technique, the students are usually asked to solve a problem that is beyond the ability of the lower achieving students. After each of them has successfully completed the goal, they break into pairs and the partners each in turn do a problem like the one that was solved as a team. Finally, each individual performs the similar problem alone, applying what they learned first as a team and then during pair work. The students, who initially could not solve the problem alone, now can. (Kagan, 1994)

Team pair solo has some advantages. They are to develop social skill, to pool students knowledge and skill, to make individual accountability, and to create individual accountability.

Based on the explanation above, it can be concluded that team pair solo is a technique that facilitates students to solve the problem in group first, then in partner, finally each student can solve the problem by her/his self. The students who initially can not solve the problem alone, by using TPS, now they can.

2.2.5 General Concept of Hands-on Activities

Most of people or even educational people still do not know what Hands-on activities are. They consider that Hands-on activities are activities that only related to hands. Moreover, Hands-on activities are not only related to hands but also minds. Hands-on activities are activities that students use their hands and minds and get involved. With hands-on activities we do not just read and complete problems, we get involved physically. These activities are beneficial to students because of their cognitive learning styles. The activities should be used to reinforce a skill.

> Hands-on activities use real objects to support multiple modes of communication, linking visual learning to what is being said and discussed. (Lee, Penfield, Maerten-Rivera, 2009:836-859).

According to RAFT (2013) there are benefits of hands-on activities. Those benefits are developing critical thinking skills, encouraging communication and builds language skills, restoring focus and sparks engagement, providing a path to success for disadvantaged students, teaching teamwork, and making teaching and learning fun.

Meanwhile, hands-on activities let the students' mind grows and learns based on the experiences and the environment they are exposed to. As the students become familiar with the subject they are learning, they begin to make decisions, requiring less teacher support and allowing interactive learning experiences to occur. In this point, hands-on activites focuse on observing the subject directly.

Based on the explanation above, it can be concluded that hands-on activities can be applied in teaching descriptive text. By using real objects, the students will be easy to describe them.

2.3 Theoretical Framework

Based on the theories above, the writer used the integration of Hands-on activities into Team Pair Solo technique in teaching writing of descriptive text. Then, she would find out the effectiveness of them.

The writer would use a quasi-experimental research to conduct this study. A systematic way of doing experimental research is started with input, process, and then output.

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The diagram of this systematic way is as follows:

Input indicates the initial condition of the students. The writer would give them a pre-test to know the initial ability of the students' writing skill. Then, after doing a pre-test, she gave a treatment. In this process, she would apply team pair solo and hands-on activities in teaching and writing descriptive text. After giving a treatment, then she got the output. The output here is the result of this study that she expected whether team pair solo and hands-on activities are effective in teaching writing of descriptive text or not. Those processes would be implemented in two classes as the experimental group and control group. The writer took two classes of the seventh grade students of one of the state junior high schools in Semarang. The further explanation about the implementation of this study would be discussed in the next chapter.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study was started from the questions whether Hands-on activities using Team Pair Solo was effective to be used in teaching writing of descriptive text or not and whether there was significant difference between the students taught by using the integration of Hands-on activities into Team Pair Solo technique and those who were not at the seventh grade students of one of the state junior high schools in Semarang in the academic year of 2015/2016. In this final chapter, the writer presents conclusions derived from the whole discussions 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 the next researchers.

5.1 Conclusions

Based on the result of the data analysis and research findings, the writer concludes that the students of experimental and control groups relatively have equal achievement level in writing of descriptive text before getting the treatment by using the integration of Hands-on activities into Team Pair Solo technique. It could be seen by the result of pre-test in the control group that was slightly difference from the experimental group. Since there was only slightly difference in the pre-test result between two groups, so it can be concluded that the two groups were homogeneous before getting the treatment.

Next, after calculating the *t*-test, the writer concludes that there was a significant difference of achievement in writing of descriptive text of the students who were taught by using the integration of Hands-on activities into Team Pair Solo technique and those who were taught by using the regular technique. It could be seen from the t_{value} which was higher than t_{table}. As the calculation explained in the previous chapter showed that the t_{value} was higher than t_{table} . It means that there is significant difference of students' achievement in writing of descriptive text between the group who was taught by using the integration of Hands-on activities into Team Pair Solo technique and those who was taught by using the regular technique. In other words, this *t*-test result revealed that the working hypothesis of this study was accepted and the null hypothesis was rejected.

Based on the statistical analysis, the writer also concludes that by using the integration of Hands-on activities into Team Pair Solo technique gives contribution to improve students' achievement in writing of descriptive text. It can be seen from the mean scores differences between pre-test and post-test of experimental and control groups. The mean scores difference between pre-test and post-test of control group was lower than experimental group. By comparing the mean scores differences of both groups and the scores achieved by each group in two tests (pre-test and post-test), the writer comes to conclusion that Hands-on activities using Team Pair Solo technique was effective to be used in teaching writing of descriptive text and it gave higher significant difference of the experimental group's achievement in writing of descriptive text than the control group.

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5.2 Suggestions

The suggestions that the writer offers to improve the students'ability in writing of descriptive text are addressed for the students, English teachers, and the next researchers. Those suggestions are as follows:

For the students, they are expected to improve their English especially in writing because writing is the most difficult and complex skill in English. Relating to this study, the writer suggests the students to practice a lot in writing descriptive text. They are supposed to know the generic structures and the language features of descriptive text. They should practice a lot in making sentences using Simple Present Tense and adjective order because it is applied in writing descriptive text as the language features. It is also useful for the students to improve their organization, content, grammar, punctuation, and style in writing descriptive text, so their writing product will be better. If they face difficulty, they can ask to the teachers or looking references from books and the internet.

Next, for English teachers, they should be creative in choosing strategy and technique in teaching writing of descriptive text. It will be better if they use an interesting technique and media to teach writing of descriptive text, so that it can avoid the students' boredom in teaching learning process. Moreover, they should make the teaching learning process more ineteresting, enjoyable, and educative in the classroom. Hence, it is recommended for the English teachers to use the integration of Hands-on activities into Team Pair Solo technique in teaching writing of descriptive text because of its effectiveness to help the students to improve their writing ability. Hands-on activities aids the English teachers in making the teaching

learning process more fun and interesting. Meanwhile, Team Pair Solo aids the students in writing of descriptive text more easily because they can work and discuss the material and exercises (writing a descriptive text) in team first, then in pair. In the end, the students can write a descriptive text individually as the result of those activities.

The last suggestion is for the next researchers. The writer expects that this study can be used as the reference for the next researchers in conducting other researches in the same field. The writer suggests them to apply another effective way when doing the same study. The next researchers can also use this technique to conduct their research but for teaching another text like procedure text. For further, the writer also expects that this study can be developed and improved by the next researchers, considering it still has some weaknesses.

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TAHUN AKADEMIK 2015/2016

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KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan

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