



**TEAM PAIR SOLO PLUS PICTURES
FOR TEACHING WRITING DESCRIPTIVE TEXT**

**A Case Study of an English Teacher in SMK NU 01 Hasyim Asy'ari Tarub
in the Academic Year of 2019/2020**

a final project
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MOTTO AND DEDICATION

“Maka sesungguhnya beserta kesulitan, ada kemudahan.”

(QS. Al-Insyirah:5)

“Jadikanlah sabar dan sholat sebagai penolongmu, sesungguhnya Allah bersama orang-orang yang sabar.”

(Q.S. Al-Baqarah:153)

This final project is dedicated to:

My beloved mother and father

My beloved sisters and brothers

All of my friends

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ABSTRACT

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This study was conducted to explore the implementation of Team Pair Solo and pictures by an English teacher in teaching writing of descriptive text. The objectives were to describe the implementation of Team Pair Solo and pictures in teaching writing descriptive text by an English teacher, explain the difficulties that were faced by the English teacher in teaching writing descriptive text using Team Pair Solo and pictures, and describe how the English teacher solved those difficulties.

In this study, I used qualitative method. The participant of this study was an English teacher in SMK NU 01 Hasyim Asy'ari Tarub in the academic year of 2019/2020. In this study, I used questionnaire, interviews, classroom observations, and document analysis as data collection methods. The results revealed that the teacher integrated Team Pair Solo and pictures with another teaching technique namely lecturing technique and also a game. The game was intended to build the students' enthusiasm. It was also found that the teacher taught other skills namely speaking, reading, and listening.

This study also showed that the teacher found difficulties namely crowded students and lack of students' enthusiasm. To overcome those two difficulties, the teacher asked the students who triggered the fuss to write vocabulary as much as possible and memorize the vocabulary; then, the teacher tested that student's memorization in front of the class. Another solution was the teacher conducted a game to overcome the students' lack of enthusiasm. There were also other difficulties found related to the students she taught that were students' lack of vocabulary, students' speaking skill problems, and students' pronunciation problems.

In conclusion, Team Pair Solo was an interesting technique and pictures were helpful media that helped the English teacher in the teaching and learning process and were somewhat easy to be implemented. The teacher could implement the technique and media well. The technique and media also helped students to be actively engaged in the classroom activity.

TABLE OF CONTENTS

APPROVAL.....	Error! Bookmark not defined.
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	v
TABLE OF CONTENTS	vii
LIST OF FIGURE.....	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	7
1.3 Research Questions	9
1.4 Research Objectives	10
1.5 Significance of the Study	10
1.6 Scope of the Study.....	12
1.7 Definition of Key Terms	12
1.8 Outline of the Research Report	16
CHAPTER II REVIEW OF RELATED LITERATURE	18
2.1 Reviews of Previous Studies	18
2.1.1 <i>Team Pair Solo to Teach Descriptive Text</i>	19
2.1.2 <i>Team Pair Solo to Teach Other Skills of English Language as well as Other Kinds of Subjects</i>	23
2.1.3 <i>The Use of Picture to Teach Writing Descriptive Text</i>	25
2.1.4 <i>The Use of Picture to Teach Writing of Other Genres as well as Other Skills</i>	27
2.1.5 <i>Gaps Identification</i>	36
2.2 Review of Relevance Concepts	37
2.2.1 <i>Definition of Writing</i>	37
2.2.2 <i>Writing Process</i>	39
2.2.3 <i>Descriptive Text</i>	40

2.2.4	<i>Cooperative Learning</i>	41
2.2.5	<i>Team Pair Solo</i>	44
2.2.6	<i>The Steps of Doing Team Pair Solo</i>	44
2.2.7	<i>Team Pair Solo in Teaching Writing</i>	45
2.2.8	<i>Picture as Teaching Media</i>	46
2.3	Theoretical Frameworks	48
CHAPTER III RESEARCH METHODOLOGY		52
3.1	Research Design.....	52
3.2	Object of the Study	53
3.3	Research Participants	53
3.4	Roles of the Researcher	54
3.5	Units of Analysis.....	54
3.6	Data Collection Methods	55
3.7	Instruments for Collecting Data.....	57
3.8	Procedures of Analyzing Data	60
3.9	Trustworthiness.....	61
CHAPTER IV FINDINGS AND DISCUSSION		62
4.1	The Use of Team Pair Solo and Pictures in Teaching Writing Descriptive Text	62
4.1.1	<i>The Integration of Other Language Skills as well as Another Teaching Technique in Teacher's Instruction</i>	63
4.1.2	<i>The Integration of Game in Teacher's Instruction for Building Students' Enthusiasm</i>	75
4.2	Difficulties Faced by the English Teacher and How She Solved Them..	81
4.3	Discussion	85
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....		95
5.1	Conclusions.....	95
5.2	Suggestions	97
REFERENCES.....		101
APPENDICES.....		110

LIST OF FIGURE

Figure 2.1 Theoretical Frameworks.....	51
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LIST OF APPENDICES

Appendix I Questionnaire.....	111
Appendix II Classroom Observation Checklist.....	114
Appendix III Interview Questions and the Transcription.....	130
Appendix IV Document Analysis Worksheet	144
Appendix V Research Permission Letter.....	145

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the research report.

1.1 Background of the Study

We all know that English has become an international language for a long time, and it has been learned by Indonesian since they are in elementary school. Yet, many students in Indonesia still face difficulties in mastering English, especially in mastering writing skills. Indeed, among the four English skills that have to be learned, writing skill is regarded as the most difficult skill. Handayani (as cited in Fajlin, 2017) stated that “writing skill is often regarded as the most difficult language skill because it needs a higher level of productive language control than the three other skills.”

Also, Widyanita (2017) said that “the learning of writing skill is as difficult as the teaching of this skill.” It is because, in writing, there are some components that have to be paid attention to, such as grammar, content, vocabulary, punctuation, and sentence structure. Widyanita adds that “when someone is writing, he or she doesn’t simply write something down to make texts or paragraph. Instead, it needs long steps for him before producing a text or paragraph”. Furthermore, another reason students find writing is difficult is that

most students have low motivation to master writing skills. “Low motivation causes the students not to do the writing task seriously” (Astraina, as cited in Fajlin, 2017) and that “motivation will give impact on the students’ achievement in learning” (Rizki, Rukmini, and Sutopo, 2013, p. 131).

Mastering writing skills is not easy for students since writing is a complex activity, and it needs some steps during the process. There are four steps during the writing process, as stated by Harmer (2004), namely “planning, drafting, editing, and final draft” (p. 4-5). From that process, we can see that writing is not an instant activity. That is why “the students need to practice a lot by using some steps to improve the skill of writing” (Detaprawati, 2013). Other than that, there might be some distractions that exist during the writing process. “The status of English for Indonesian that it is a foreign language is also one of the reasons why Indonesian students find writing skill is difficult to be mastered” (Khasanah, 2013).

Furthermore, as I mentioned earlier, both teaching and learning of writing skills are difficult. Teaching writing becomes difficult because there are still many English teachers who teach using a traditional technique. The traditional technique makes the students get bored quickly and do not concentrate on the lesson. The meaning of traditional technique here is that the English teachers just explain the material, for instance, descriptive text, and then ask their students to create their own text. This condition means that the “teaching and learning process centers on the teacher while students become passive learners” (Widyanita, 2017).

In addition, “when teachers teach using the traditional technique, the students do not have a chance to discuss with their friends. This condition makes the students difficult to understand the material” (Fajlin, 2017). Therefore, an English teacher must find appropriate teaching techniques and media to make the teaching of writing easier and more fun so that the students can enjoy the teaching-learning process. Finally, they can master the skill. Also, the students usually feel under pressure when the writing course comes so that it needs an innovation related to the techniques and the media used in teaching writing. The techniques and media that are used should be the techniques and media that allow the students to have discussions with their friends so that they will feel happy and enjoy the teaching and learning process.

Therefore, discovering the correct technique is essential to help teachers teach writing to their students to make them interested in learning English. If the students are enthusiastic about learning English, the goal of teaching writing can likely be successfully achieved, and it will have an impact on the improvement of students’ writing skills. That is why, in this study, I focused on describing the technique and media that were used by an English teacher in teaching writing, especially in teaching writing descriptive text.

In this study I chose cooperative learning as an alternative in teaching writing. Kassner (2002) said that:

Cooperative learning is a system which is well-developed to teach students in small group settings. Its three major objectives are: (a) it can enhance the individual students learning and the retention through group

work, (b) it can develop positive attitudes toward subject matter and toward learning in general, and (c) it can develop interpersonal and social problem-solving skills..... cooperative learning boosts learning by emboldening students to work together.cooperative learning has been the fundamental in her teaching, and that there are wonderful advantages from the use of cooperative learning technique (p. 17).

In addition, Jacobs (2004) confirmed that “the main thing of cooperative learning is that this technique doesn’t merely ask the students to work in a group; instead, there is conscious thought that goes in to help them make the experience as successful as possible.” Johnson and Johnson (as cited in Rabgay, 2018)) stated that:

Cooperative learning is an alternative to traditional classroom teaching methods. Their studies in diverse school setting and over wide range of content areas have revealed that students learning in cooperative group tasks have higher academic test scores, higher self-esteem, greater number of positive social skills and greater comprehension of the content they study.

In addition, through cooperative learning, students had more chances to use English than when they were taught by conventional group work (Astuti and Lammers, 2017, p. 223). Larsen-Freeman (2000) said that “students can work together more effectively because teachers teach them collaborative or social skills” (p. 164). Also, Richards and Rodgers (2001) stated that “cooperative learning is an approach to teaching that can make the maximum use of

cooperative activities that involve pairs and small groups of learners in the classroom” (p. 192).

Furthermore, in the curriculum 2013, the teaching-learning process is required to use student-centered learning approach. Students are required to be active in teaching-learning process, and in fact, cooperative learning techniques use student-centered. Moreover, in the syllabus, it is stated that Vocational High School students are required to master some of the genre texts, such as descriptive, announcement, recount, and narrative text. “All of those texts are difficult for them if in teaching-learning process teachers only use conventional techniques” (Fajlin, 2017).

There are many cooperative learning techniques that can be used as an alternative in teaching writing, one of them is Team Pair Solo. According to Kagan (as cited in Wibisono, 2017), “Team Pair Solo is a technique that can develop student’s virtue learning. Those virtue learning are cooperation, helpfulness, leadership, self-motivation, and pride”. Through this technique, students can learn and work together in a group first before they solve the problems on their own. Students can help each other during the group process so that it can motivate them to learn. In addition, Team Pair Solo involves students’ participation, and they have to work cooperatively with their classmates in groups.

Moreover, Harmer (2002) claimed that “writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating students, including as it does, not only writing, but also research, discussion, peer evaluation, and group pride in a group accomplishment”

(p. 260). Through Team Pair Solo, it is expected that “the students can be motivated to write descriptive text and improve their writing skill” (Detaprawati, 2013).

Furthermore, to be more effective in teaching writing, especially writing descriptive text, it is good if the teachers use pictures as the media. “Teaching using pictures is very suitable for the students as media in writing and is also very helpful for the students in generating and organizing their ideas in writing through pictures” (Asrifan, 2015). As the saying goes, a picture speaks thousands of words; It can be a very effective way of teaching and learning the English language, especially in teaching writing, as Heaton (as cited in Asrifan, 2015) said, “a picture is very useful. It is not only used as the basic materials for students’ composition, but also it effectively stimulates students’ imaginative power”.

Also, Raimes (1983) stated that “pictures provide an experience for students in the classroom, a common base that leads to a variety of language activities” (p. 27). Furthermore, there are many kinds of research done dealing with pictures used as media in teaching writing have proved that pictures can be powerful media to teach writing. Thus, it can be concluded that pictures can be a very effective way of teaching and learning English, especially writing.

I have been reading some previous studies related to the topic in this research. However, most studies that I have read only focused on the improvement of students' skills. The studies exclusively focused on the result of the implementation of Team Pair Solo and pictures as media whether or not the

technique and the media had an impact on students' ability, for example, in writing. Moreover, the research only focused on improving students' scores to indicate the success of Team Pair Solo and pictures's implementation in a certain skill. There were just a few studies that try to examine or analyze how Team Pair Solo or pictures are used by the teacher in the teaching and learning process. Most of them only focused on the improvement of the students' achievement. The previous studies have not yet investigated how an English teacher teaches in a class using a certain teaching technique in this case, Team Pair Solo, and pictures used as the media. Therefore, I conducted research dealing with analyzing an English teacher in implementing Team Pair Solo combined with pictures in teaching writing descriptive text.

In this research, I analyzed how the teacher in a certain school applied the technique and media. The research emphasized the process of the implementation of Team Pair Solo and the use of pictures as media in teaching writing descriptive text by an English teacher. The processes studied were how an English teacher implemented Team Pair Solo technique and pictures as media in the classroom, what difficulties the teacher faced, and how she solved them.

1.2 Reasons for Choosing the Topic

Firstly, writing skill is an important skill to be mastered because it is needed for us to have the ability to create good writing. We need good writing skills, whether in an academic context like in an exam or making an essay when applying for a

scholarship or even when we are going to make curriculum vitae for a job. Writing is a difficult skill to master, especially for students whose native language is not English like Indonesian students. Writing skill is needed to be mastered to be able to be successful EFL learners. Harmer (2004) stated that "most exams often rely on students' writing proficiency to measure their knowledge. ...being able to write is a vital skill both for speakers of foreign language and everyone using their own first language" (p. 3).

Secondly, teaching writing is not an easy task and needs creativity to keep the students motivated and thoroughly understand the material. Therefore, it needs interesting techniques and media to make English teaching fun so that the students will learn it better. Cooperative learning is believed to be a good technique to make students learn better. Kassner (2002) claimed that "cooperative learning boost learning by emboldening students to work together". One of the cooperative learning techniques is Team Pair Solo. Kagan (as cited in Palupi, 2016) said that "Team Pair Solo is one of the cooperative learning strategies where students are grouped into teams." Moreover, Spring (as cited in Ogunleye, 2011) added that the "steps in Team Pair Solo" make the learning successful because the Team Pair Solo can help the students build their confidence, especially when dealing with more difficult content material." Furthermore, pictures are also good media to teach the descriptive text.

Third, by conducting this research, I hope that this research can be used as a reference for English teachers in implementing cooperative learning technique, in this case, the Team Pair Solo technique as well as pictures as media. Hyland

(2002) said, "in teaching writing, the teacher's role is to be non-directive and facilitating, providing students with the space to make their own meanings through an encouraging, positive and cooperative environment with minimal interference" (p. 23). Because writing is a developmental process, teachers are encouraged not to impose their views, give models, or suggest responses to topics beforehand.

The fourth, most students lack in terms of writing skill. They find this difficult to be mastered. Therefore, it is needed development in teaching writing. Cooperative learning, in this case, Team Pair Solo and pictures are believed to be a good technique and media to teach writing descriptive text. By conducting this study, I want to know how the implementation of the technique and the media to teach writing descriptive text in SMK NU 01 Hasyim Asy' ari Tarub.

Based on the rationales, I observed and analyzed how an English teacher implemented Team Pair Solo as a technique and the use of pictures as media in teaching writing descriptive text to her students in the classroom. For my final project, I chose the topic "Team Pair Solo plus Pictures for Teaching Writing Descriptive Text" It was done using qualitative methodology, specifically qualitative case study.

1.3 Research Questions

Based on the background of the study, the research questions are as follows:

- (1) How does an English teacher use Team Pair Solo combined with pictures as media in teaching writing descriptive text?
- (2) What are the difficulties in teaching writing descriptive text using Team Pair Solo and pictures?
- (3) How does the teacher solve the difficulties in teaching writing descriptive text using Team Pair Solo and pictures?

1.4 Research Objectives

Based on the research questions above, the objectives of the study are as follows:

- (1) To describe the implementation of Team Pair Solo and pictures in teaching writing descriptive text by an English teacher.
- (2) To explain the difficulties that faced by the English teacher in teaching writing descriptive text using Team Pair Solo and pictures.
- (3) To describe how the English teacher solves the difficulties in teaching writing descriptive text using Team Pair Solo and pictures.

1.5 Significance of the Study

This study is expected to give some benefits to English teaching learning development especially in teaching descriptive text. These benefits can be categorized as the followings:

- 1) For teachers

I expect that this study will be useful for the development of English teaching. I hope that this study can be used as the reference for English teachers in terms of better understanding in implementing one of the cooperative learning techniques namely Team Pair Solo and pictures as media used in teaching writing especially descriptive text. It is expected that this study could help English teachers especially those who begin to use cooperative learning in their teaching and learning activity who have problems in teaching writing descriptive text using related technique. The teachers could use the combination of teaching techniques or even add a variation such as game in order to achieve the successful of teaching and learning process. When the teacher can implement cooperative learning technique properly, it is hoped that the teaching learning process can be successful and the students learn and understand the material better than when the students are taught by using traditional strategy only.

2) For students

This study hopefully will help students in improving their skills especially in writing skill. It is expected that the use of Team Pair Solo and pictures can help students improve their ability to write descriptive text by following the teacher's instruction.

3) For readers

The report of the study hopefully will give the readers useful information about teaching writing descriptive text using Team Pair Solo and pictures. It is expected that this study can help the readers understand more about the implementation of Team Pair Solo and pictures especially in teaching writing descriptive text.

4) For future researchers

It is expected that this study will be useful for future researchers who want to explore deeper related to this topic. The result of this study can be used as references by further researchers especially for those who have similar interest related to Team Pair Solo and pictures to teach writing descriptive text.

1.6 Scope of the Study

In this study, I focused on analyzing the use of Team Pair Solo and pictures as media in teaching writing descriptive text. Since descriptive text in Vocational High School was taught in tenth grade, I analyzed the teacher who teaches tenth grade.

1.7 Definition of Key Terms

In this section, I present some concepts related to writing, teaching writing, Team Pair Solo, descriptive text and pictures.

1) Writing

There are many definitions, according to some experts. According to Pincas (1998), “writing is a way of communicating a message to a reader for a purpose”(p. 56). In addition, Barly (1995) stated that “writing is producing or reproducing written messages. It is an active process to organize and formulate the ideas on paper” (p. 23). Therefore, before we write, we need to determine what to

write should have something meaningful to convey. Hacker (2007) said that “writing is a process of figuring out what we think about a subject” (p. 6).

Moreover, Rivers claimed that “writing is conveying information or expression of original ideas in a consecutive way in the new language” (as cited in Tegatingtyas, 2016). Furthermore, Harmer (2001) stated that “writing is a form of communication to deliver thought or to express feeling through written form” (p. 79). Based on the definitions mentioned, it can be concluded that writing is an activity to produce a message in the written form to communicate or deliver messages to a reader with a purpose.

2) Teaching Writing

Teaching writing means teaching the student to have the ability to write. The teachers have an important role in teaching writing because they have to guide the students to write something correctly. According to Urrutia and Gutierrez (2011) “the role of guidance in developing writing skill is important because students often face the difficulty in learning how to write especially writing in foreign language”. Moreover, we know that writing is a complex activity that has several steps along the process of writing.

The learning of writing skill is as difficult as the teaching of this skill. Harmer (2004) said that “many traditional approaches are failed to incorporate the kinds of insight into the writing process. It’s because for many years the teaching of writing focused on the what, rather than the how of text construction” (p. 11). In addition, it is not easy for teachers to teach writing; since writing needs long process to be done and it has many components.

Unfortunately, in teaching writing, English teachers do not pay attention on process of writing. They just explain English text then assign their students to write their own text without practicing the process of writing. Therefore, in order to make the students master the writing skill, it is necessary that the teacher finds an appropriate, joyful technique and media in teaching writing and that is what is going to be examined in this study.

3) Team Pair Solo

Team Pair Solo is one of the cooperative learning techniques which has the powerful impact on students' learning. As stated by Chalmers (2011) "Team Pair Solo is a great way to reinforce mainstream curriculum objectives while developing language proficiency. This is a powerful strategy that can be used in the classroom with English language learners."

In addition, Kagan (as cited in Sutarno, 2015) stated that "this technique allows the students to work on problems first as a team, then with a partner, and later they will easily solve the problems by themselves". It means that before doing problems alone, in Team Pair Solo, the students first do them as a team and as a pair, receiving plenty of tutoring, encouragement and support. In this case, it means that "the teacher is required to stimulate students' mind to share their ideas autonomously because Team Pair Solo Strategy involves students to do the task in group first before they do by themselves" (Chotimah and purwanti, 2017).

4) Descriptive text

Descriptive text is one genre which must be learnt by students of a vocational high school. "Descriptive text is a text that tells what a person or a thing is like. It has

the purposes of describing and revealing a particular person, place, or thing” (Hartono and Purwanto, 2017, p.65). In line with Hartono and Purwanto, Boardman and Frydenberg (2002) define “descriptive text as kind of paragraph which is used to describe what something looks like in which can be formed into two types namely spoken and written description” (p. 6).

In addition, Boardman and Frydenberg add that “descriptive text gives the reader a clear mental picture of what is being described” (p.6). Moreover, Oshima and Hogue (1997) state that “descriptive writing appeals to the sense which means that it tells how something looks, tastes, smells, feels, and/or sounds” (p. 50). Thus, it can be concluded that descriptive text is a kind of text which is used to describe a particular person, place, activity, idea or thing that can be created in the spoken and written forms.

5) Picture

Pictures are one of the media that can be used in teaching learning process. According to Wright (as cited in Noviana, 2017), “having a wide range of resources and media including pictures in the classroom is important so that students will have stimulus for their development”. In addition, Wright (as cited in Munawwiroh, 2017) states that “pictures are not just an aspect of method but through their representation of places, objects, and people, they are essential parts of the overall experiences that we must help our students to cope with”. It can be said that picture is a thing we see, that is produced by painting, drawing, or photography of object, places and people.

Furthermore, Harmer (as cited in Muhibbudin, 2016) argues that “picture can also be used for creative language use, whether they are in a book or on cue cards, flashcards or wall pictures. In addition, describing pictures is one of the activities in teaching writing”. In this activity, students must describe a picture in front of the class. Every student gets one picture and must describe it. The purpose of this activity is to train the students’ imagination and ability to write descriptive text.

1.8 Outline of the Research Report

This final project is organized within five chapters. Each chapter is explained as follows:

Chapter I is an introduction of this research study. This chapter presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the research report.

Chapter II is a review of related literature. This chapter presents some previous studies which are related to the research topic and then followed by discussing the review of relevance theory and theoretical framework that contains the basis to support this research.

Chapter III is a research methodology. This chapter presents research design, object of the study, research participants, roles of the researcher, units of

analysis, data collection methods, instruments for collecting the data, procedures of analyzing the data and trustworthiness.

Chapter IV presents results of the study which deals with data analysis and discussion. This chapter discusses the research findings based on the research questions formulated before.

Chapter V presents the conclusions and the suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some previous studies which are related to the research topic and then followed by discussing the review of relevance theory and theoretical framework that contains the basis to support this research.

2.1 Reviews of Previous Studies

This study focused on analyzing an English teacher in implementing Team Pair Solo technique, which was combined with pictures in teaching writing of descriptive text. This study concerned with how an English teacher applied both Team Pair Solo technique and pictures in her teaching. In order to support this research, I had reviewed some previous studies which were related to this study and were used as references. There had been many studies conducted related to the use of Team Pair Solo as well as pictures in teaching writing. All of them had proved that Team Pair Solo and pictures were powerful in improving students' ability in writing descriptive text.

Team Pair Solo is a cooperative learning technique that can help students understand the material easily because it provides students with activities like grouping. When the students work in a group, they can help and share with each other. As stated by Kagan in Ogunleye (2011), Team Pair Solo is a cooperative learning strategy where students are grouped into teams. In the first step, the students solve problems as a team and then followed by solving a problem with a

partner, and finally, they solve the problem individually. The team works a problem to accomplishment and after that splits into pairs. Pairs work a similar problem together and then split into solo, namely students individually work the same type of problem. This process is what makes learning successful. Team Pair Solo can help build the students' confidence, especially when dealing with more difficult content material (Spring, as cited in Ogunleye, 2007). Here I had reviewed thirty studies related to Team Pair Solo and Pictures.

2.1.1 Team Pair Solo to Teach Descriptive Text

Susilawati (2015) conducted a study in an attempt to describe the students' mindset change and improve their ability to compose descriptive text through the implementation of Team Pair Solo on my idol. This study was conducted in SMPN 3 Amabrawa taking 33 students from class A as the sample. In this research, the writer used performance and observation as data collection methods. Based on the observation, she found that the students' mindset improved from cycle one to cycle two, namely from 6.07% to 36.4%.

This condition impacted the students' achievement to be better. This could be seen from the mean score, which was increased, namely 64.7 in the first cycle became 78.2 in the second cycle. Thus, it could be concluded that the implementation of Team Pair Solo was effective to teach students in writing descriptive text. It is suggested that the teacher finds innovation in the teaching-learning process so that the students will be more interested in following the lesson.

Utomo, Sudirman, and Dambayana (2016) did a study dealing with Team

Pair Solo. This study was aimed at investigating if there was any significant effect on the descriptive writing of the students in SMPN 4 Singaraja. This was an experimental study with the population was students of seventh grade. The researchers used random cluster sampling as the method in selecting the sample of the study. The findings showed that Team Pair Solo was effective in improving students' achievement related to producing better descriptive text. It was proved by the average score of the EG that was better than CG, namely 82.66 and 79.75, respectively.

Furthermore, a similar study has also been conducted by Detaprawati (2013). In her research, she tried to compare the two cooperative learning techniques, namely Team Pair Solo and Round Robin technique. Based on the result, she found that Team Pair Solo was more effective in improving the students' ability in writing descriptive text than Round Robin technique. This could be seen from the students' scores who were taught by Team Pair Solo were higher than the scores of the students who were taught by Round Robin.

Moreover, Team Pair Solo was considered one of the cooperative learning techniques suitable for teaching writing (Sutarno, 2015). A study conducted by Sutarno in State Junior High School, Semaka, Lampung found that the Team Pair Solo technique could improve students' skills in composing good descriptive text. In the preliminary study, he found that the students had difficulty organizing and generating ideas and mastering grammar and diction.

However, after Team Pair Solo was used as the teaching method, those problems could be solved. This was because when being taught by Team Pair

Solo, the students did activity first as a team. In the team, the students talked over with one another and generated the ideas on the given topic. And then, they continued the activity as pairs. In this step, they expand the ideas together with the partner, and the last step, they could develop the ideas into good descriptive paragraphs started from writing the draft, revising it and finally they could finish writing the paragraphs on their own.

Similarly, Chotimah and Purwanti (2017) confirmed that the use of Team Pair Solo Strategy in teaching writing descriptive text was proven to be effective. It was proved by the results of the post-test of the experimental group, which were higher than the pretest. Furthermore, Faradiba (2016) claimed that there were improvements in the students writing after the students given the treatment. the improvements indicated that the implementation of the strategy was successful in helping the students produced better writing of descriptive text. This could be seen from the increasing of the students' average score from 53.75 to 75.83 (increased 22.08 points). The implementation of the strategy was as follows:

- (1) In a group of four, the students asked each other yes-no questions to get a clue about the animal, then, solved the picture puzzle, completed the sensory details chart based on the picture puzzle, discussed and developed the topic sentence;
- (2) The students then continued writing the supporting ideas or details, did peer feedback by completing peer edit worksheets after reading each pair writing, and then discussed the result;
- (3) Finally, the students revised and edited the whole final writing individually.

Khasanah (2013) found that the students' ability in writing descriptive text improved after being taught by Team Pair Solo combined with a Picture guessing game. It could be seen from the students' test results, which were improved, namely from the average score of 71.68 to 79.15. It indicated that students produced better writing that could be seen from the aspect of good writing such as content, organization, grammar, diction, and mechanics as well. Based on the findings, the writer had a suggestion; namely, the use of this technique needs to be prepared well since using both the game and the technique means that there would be many steps that have to be done.

Sumarsih and Sanjaya (2011) had done a study with the objective was to improve students' achievement in writing descriptive paragraphs through the application of Team Pair Solo. This research was conducted in SMA Nurul Ilmi Padangsidempuan. Class X/A of SMA Nurul Ilmi Padangsidempuan was chosen to be the subject of this research. There were two cycles in this research in which consist of four meetings in the first cycle and two meetings in the second cycle. The researcher used both quantitative such as writing tests and qualitative methods like questionnaires, observation sheets, and interviews to gain the data.

The quantitative data, namely the writing test score, showed that the students' performances were improved in every test. For example, in the first test, the average score was 66.4375; it got an improvement in the second test, became 78.125, and got a higher result in the third test, namely 87.5625. It indicated that the implementation of the technique was successful. In addition, the qualitative data gained found that the students were more active and more interested in doing

the task, namely writing descriptive text. In relation to the findings, the writer suggested that the future researcher explore the knowledge to escalate the understanding of how to improve students' achievement in writing.

2.1.2 Team Pair Solo to Teach Other Skills of English Language as well as

Other Kinds of Subjects

Team Pair Solo technique is not only effective in teaching writing skills of descriptive text but also to teach other kinds of skills as well as other kinds of subjects. For example, Hapsari, Sudarsono, and Bunau (2015) reported that the use of Team Pair Solo was very effective to teach reading comprehension of explanatory text. The progress of students' ability in reading explanatory text could be seen from the significant difference between pre-test and post-test. The pre-test showed that the average score was 63.09, whereas the post-test was 66.32.

In addition, Amalia (2011) claimed that the use of Team Pair Solo increased their achievement in reading and increased their interest in following the lesson. Based on the result of the research, the researcher suggested that the teacher manage the class as effectively as possible by preparing the lesson plan, teaching materials, and media that will be used in the teaching and learning process. It will help the teacher focus on the teaching and learning process. Because in Curriculum 2013, the English subject only has one meeting a week, so the teacher has limited time to explain the materials.

Meanwhile, in a Chemistry class, a researcher named Ogunleye (2011) proved that Team Pair Solo was good at teaching Chemistry. In his research, he revealed that the Team Pair Solo technique was more effective than the

conventional technique in terms of students' achievement. It was proved by the score of the students taught by Team Pair Solo instruction was significantly ($F(1,168) = 16.45; p < .05$) higher (adjusted mean score= 9.23) than the conventional instruction (mean=7.59) on students' achievement.

This was because Team Pair Solo encouraged the students to participate in the learning process. They learned together and shared ideas so that their achievement could increase. He added that the teamwork led the students' success rather than a failure on the learning tasks. Therefore, it is suggested that teachers adopt the Team Pair Solo strategy which develops cooperative minds in the students, rather than competing with one another in a bid to outdo each other. They would then begin to share ideas and rub minds on pieces of information and experimental procedures.

In addition, Rabgay (2018), did research in Samtse Higher Secondary School, Buthan. His research was related to the effect of cooperative learning in which Team Pair Solo was one of the techniques applied in this study. He found that the use of CL technique to teach Biology subject was effective in increasing the students' academic score and also in improving students' attitude towards Biology which was indicated by the students' increased level of understanding, satisfaction, interest, and their assessment to Biology as a less difficult subject.

The following are some studies on the use of pictures. The use of pictures as media in the teaching-learning process in an English class can be very powerful in helping students understand the material easily. As stated by Wright in Chairena (2007) that a lot of media and styles of visual presentations are fruitful

to language learners. In addition, Alexander in Chairenna (2007) claimed that an interesting picture could stimulate a desire to learn more about the presented topic. Moreover, Amelia (2014) said that "teaching using pictures will bring benefits; namely, the pictures will trigger them to develop their minds and write easily. There are many studies related to the use of pictures in improving students' writing ability. Some of them are as follow:

2.1.3 The Use of Picture to Teach Writing Descriptive Text

The effectiveness of using pictures to teach descriptive text to students in Junior High School have been proved by many researchers such as Chairenna (2007), Amelia (2014), Siregar and Nugroho (2015), Kulsum (2016), Muhibbudin (2016), Munawwiroh (2016), and also Sesrica, Jismulatif, and Afrianto (2017).

Chairenna (2007) conducted a study with the objective was to discover how well the picture in improving students' ability in writing descriptive text. The study was conducted in SMP 'N 13 Semarang in the academic year 2006/2007. The result showed that the mean score of the experimental group, which was taught using picture as a medium, was higher (81.3) than the control group (73.2), which weren't taught using picture. The writer had a recommendation for future researchers to conduct research not only to analyze the teaching-learning process using pictures as a medium but also to analyze the teaching-learning process using more sophisticated media such as three-dimensional pictures.

Similarly, Amelia (2014) also had conducted a study dealing with the use of pictures in teaching descriptive text to Junior High School students. She did a study in SMP Al Badri, Gumuksari-Jember. She tried to investigate whether

pictures can improve students' abilities in writing descriptive text. After doing all the processes, it was found that pictures can improve students' skills. It could be seen from the student's achievement, which was increased. Moreover, Siregar and Nugroho (2015) who did a study in SMP Angelus Custos II Kebraon, Surabaya revealed that the pictures' implementation in teaching descriptive text made the students gain more vocabulary and be more interested in following the lesson. Other findings from their research were that it created an interesting atmosphere and stimulated students' creativity.

Meanwhile, in the same year but with different objects of the study, Muhibbudin (2016), Munawwiroh (2016), and Kulsum (2016) did studies by examining the effectiveness of pictures in teaching descriptive text to Junior High School Students. Muhibbudin did a study in MtsN Kuta Baro, Aceh Besar. He found that there was a significant improvement in students' achievement. The students in the experimental group produced better writing than those in the control group who weren't taught by using pictures. The researcher had a suggestion that future researchers focus on writing strategies to enhance the writing skill of students in other areas of writing.

Like Muhibbudin, Kulsum, who did a study in MtsN Purworejo, confirmed that the implementation of pictures in descriptive lessons was powerful for improving the students' achievement. Moreover, Munawwiroh, who had done a study in SMP N 5 Yogyakarta, claimed that the students made good improvements, especially in organization and grammar. They also are more enthusiastic and interested in doing the given task. Therefore, it is suggested that

the teacher try to apply interesting media. Picture series as a media can be used as an alternative for teaching descriptive text to the students because it will motivate as well as make the students more creative.

The following year, Sesrica, Jismulatif, and Afrianto (2017) did the same research. They did a study in SMPN 1 Siak Hulu. The sample of this study was 8 E, which consists of 35 students. The data were collected by giving pre and post writing tests of descriptive text, which were then analyzed using the t-test formula. Based on the calculation, the mean score of the pretest was 48.57, and the mean score of the posttest was 58.95. Thus, it can be concluded that the use of pictures in teaching descriptive text was significantly effective. Therefore, it is highly recommended that the teacher use pictures as media in teaching descriptive to improve students' achievement, and also, the teacher should be able to use various techniques in teaching.

2.1.4 The Use of Picture to Teach Writing of Other Genres as well as Other Skills

Many studies had been conducted dealing with the use of pictures as media in teaching writing other than descriptive text or teaching writing commonly. Andrzejczak, Trainin, and Poldberg (2005) conducted a study that tried to look at the advantages the students could get through the integrating of visual art creation and the writing process. The writers used interviews and field observation as well as artifact analysis. It was found through emergent coding based on the grounded theory that the visual art creation (images) enhanced the writing process. It was because the students could use more time to generate a strong description through

collaboration and developed concrete vocabulary.

Moreover, they claimed that using the production of art and artwork in the pre-writing process gave advantages in providing a motivational entry point, a way to elaborate and develop a narrative. In conclusion, this study revealed that the benefits of a rich visual art experience could enhance thought and writing ability. Based on the findings, the writers suggested that the teachers take the time to introduce media skills, art vocabulary, and aesthetic perception to avoid art production, becoming an afterthought. It is believed that the cognitive benefits of creating robust artwork are worth the time and effort. Then facilitated by the teacher, they can make their own connections between image and text.

The next research was a study conducted by Harahap (2013) that had the intention to investigate whether the use of pictures in writing paragraphs could improve students' achievement. The study's scope was focused on L1 students on first grade primary level in Indonesia and on writing paragraphs. To get the data, the researcher used quantitative and qualitative approaches. The computation found that the mean score of students in the second evaluation (post-test:85.50) sharply increased from the first evaluation (pre-test:65.25). Also, from the qualitative data obtained, either the teacher or the students said that picture was an effective medium for teaching and learning paragraph writing.

Jumba (2016), who conducted a study in one of the upper primary schools in Kenya, found that pictures' use is effective. The research tried to establish the role of pictures and their effect on composition writing and language achievement in upper primary schools. In her study, she took two kinds of schools, namely

private and public schools. 10% of learners in Emuhaya Sub-county, who were upper primary pupils from six schools, twelve English teachers, and two Quality Assurance and Standards Officers (QASO), were the sample population in this research.

To gain data, the researcher used four instruments, namely, questionnaires, interviews, tests, and observation schedules. From the calculation, it was found that there was a significant difference ($p=0.001$) between the experiment and the comparison groups. However, based on the qualitative data, it was established that teachers rarely taught writing using pictures because of the short preparation time, which led to a lowered performance in composition writing.

The next, Munyendo and Wamocho (2010) conducted a study dealing with an embossed picture on reading performance. This study attempted to discover the effect of embossed picture technique in teaching reading to the students with hearing impairments. Munyendo and Wamoco conducted this research in relation to the fact that the effect of the embossed picture in teaching reading to students with hearing impairment had not been handled yet by the minister there and the students' performance in reading was still low.

The study was conducted at Kambui School for the Hearing Impaired, Central province, Kiambu District, Githunguri Division, Kenya. This study employed an experimental design. There are two groups, namely the experiment and the control groups; each group consists of 9 students. The data were collected within six months using a criterion reference test as the pretest and post-test.

There were three findings in this research: the first was that there was a high statistically significant difference between students who were taught with the embossed picture technique and those who were not. Second, there was no significant age effect on the reading performance of students with hearing impairments of different ages taught with the embossed picture technique. The third was there was no significant performance difference in the reading of students with hearing impairments at different degrees of hearing loss when taught with embossed picture technique. Therefore, it can be concluded that teaching students with hearing impairments using an embossed picture was powerful to enhance their reading skills. In addition, the age and hearing loss degree didn't affect their performance.

Furthermore, Gutierrez, Puello, and Galvis (2015) tried to enhance narrative writing among ninth-grade students at Institucion Educativa Simon Araujo by using pictures. They did action research to a group of ninth-graders at Institucion Educativa Simon Araujo to develop EFL narrative writing. After given sixteen weeks of instruction, the achievement test (post-test) was given to the experimental and the control groups to see the impact of the intervention process.

The results obtained showed that there was a significant difference between the experiment and the control group. Hence, it can be concluded that the use of the Picture series technique could improve the overall growth of writing skills, specifically in the areas of ideas exposure and transition or logical sequence. It is suggested that further studies open space of time for all students may benefit from the strategy. It is also recommended to use the picture series

technique and process approach across all grade levels of tuitions. The versatility of the strategy makes it suitable to be implemented with students from all grades, covering a high diversity of topics and skills.

Apsari (2017) has conducted a study with the purposes of her study were to investigate kinds of activities that happened during the students being taught recount text using picture series and to identify what advantages the students got from the use of picture in writing recount text. The research used qualitative descriptive text. English teacher and seven grade students of MTs Nurul Hidayah Batujajar were the respondents of this research. Interviews and observations were done to obtain the data.

The study results indicated that the use of pictures in teaching recount text could improve the students' abilities. The improvement was especially in the process of writing and vocabulary. Besides, there were other findings that were obtained from the observations and interviews, such as the development of students' participation in class and students' writing interest as well as the fun learning atmosphere. The teachers should use picture series to enrich ideas, promote students' attention, help them focus on the learning process, and enhance participation.

Furthermore, Fata, Bahri, and Muridhal (2018) studied the teacher's perception (related to the use of pictures as media), what their targets are, and the students' participation. This study used a qualitative research design applying field notes, interviews, and observations as the instruments. The participants in this study were 136 EFL students and one English teacher. Based on the interviews, it

was found that the students could better enhance their writing skills by using pictures. Besides, the teacher said that the use of pictures as the media could assist in teaching writing, and the teacher felt confident when teaching writing by using pictures.

Meanwhile, from the observation and field notes, the students seemed enthusiastic taught by using pictures, particularly when it was combined with group discussion. The researcher suggests that English teachers in EFL classes use the picture in teaching writing, especially in writing descriptive text. The teacher should use big and colorful pictures to attract the students' attention.

Next was a study conducted by Wening, Cahyono, Iragiliati (2017). In their research, they attempted to investigate the effect of picture series techniques on Indonesian EFL students' writing ability across learning styles. First, the researchers verified the effect of picture series on students' abilities in writing recount text followed by examining the effect of it across the students' learning styles. This study conducted at Junior High School 2 Kawunganten, Cilacap. Two classes were taken as the subject in this study. To reach the objectives, the researchers implemented a quasi-experimental design. Questionnaires and writing tests were administered to gain the data.

The test result showed that the students who were taught using picture series produced better writing than those who weren't taught by using it. Meanwhile, the questionnaires revealed that the students liked being taught by using picture series. Therefore, it was suggested that the EFL teachers implemented picture series as a medium to teach writing in their teaching and

learning process. It is recommended that future researchers conduct further research using different text types, instructional media, learning styles, grades, and levels of education in the teaching and learning of writing.

Ruswinarsih (2015) conducted action research with the objective was to investigate the effect of picture when it was used to teach procedure text. The participants in this study were the students of first grade in SMPN 5 Dumai. To gain the data, the researcher used reading text and observation, which then were analyzed. Based on the calculation, the students' scores improved after taught by using picture as the medium, namely from cycles 57.5, 65.25, and 80, respectively.

Louie and Sierschynski (2015) further discussed the use of wordless picture books to engage ELs. Based on the discussion, it was found that by seeing the images, the students could produce linguistic output in the form of oral language output as they exchange ideas and analysis and also written output in their self- authored texts.

Similarly, Krcevic and Matijevic (2015) also discussed the role of visual tools, including pictures in teaching English as a foreign language at the tertiary level in facilitating the teaching and learning of language content widely considered to be 'difficult,' or at least unpopular. Based on the discussion, they claimed that using visual tools in the ELT classrooms provide the students the opportunity to use their imagination in an attempt to imagine the authentic situations. It also provides the teachers with the opportunity to express their creativity in preparing new teaching materials or finding new uses for the existing

ones.

Another research dealing with pictures story as media in teaching writing was also done by Asrifan (2015). He did an experimental study conducted in SMA Negeri 3 Parepare in the academic year 2013/2014, which had the objective to determine whether the use of pictures story could improve students' ability in terms of content, vocabulary, organization, the use of language, and mechanics to narrative composition. Asrifan took I.E consisting of 38 students as the experimental class and I.D as the control class composed of 40 students. These samples were chosen by using a random sampling technique in consideration that the populations were heterogenic.

The finding of this research revealed a significant result between the experiment and the control group. It was shown from the average mean score of the experimental group (75.80), which was higher than the control group (68.03). It meant that the use of pictures story increased the students' ability to write narrative composition at SMA Negeri 3 Parepare.

Sa'diyah (2010) conducted a study to improve students' writing descriptive text through the use of picture series. The study subject was a class of tenth-grade students of a public senior high school in East Java, Indonesia. The use of scoring rubric, observation checklists, and questionnaires was done to collect the data needed.

The scoring rubric showed that the strategy used could improve students' abilities in writing descriptive text. It could be seen from their average mean

scores, which increased from 56.86 to 77.87. From the questionnaires, it was revealed that most students had positive attitudes toward the strategy. From the observation, it was found that the students actively participated in the learning and teaching process. As the present study does not consider such variables as students' learning styles (visual, auditory, or tactile). It is recommended that future researchers measure the effect of students' learning styles on the effectiveness of a picture series-aided learning strategy using a more sophisticated design such as an experimental design.

Similarly, Nirmala (2014) studied the use of picture stories to improve the English writing skills at the High school level in regional medium schools of Andhra Pradesh, India. In her research, she revealed that the use of picture stories could improve students' writing skills. Her study achieved success in improving students' writing skills, such as the use of punctuation marks, the use of tenses, and so on. It is suggested that future research can be taken up with a focus on strengthening the other aspects of L2 writing that have not been focused in the present study, such as the use of vocabulary, sequencing, drafting, etc., followed in L2 writing.

Iman and Aggraini (2015) conducted a study on EFL Undergraduate Students. The study had the objectives to find out: (1) if picture-series significantly improve the speaking and writing achievement of the EFL undergraduate students, (2) the significant difference in speaking and writing achievement between the students who were taught by using picture series and those who were not. The writer took all undergraduate students of Civil

Engineering study program of Indo Global Mandiri University in the academic year of 2014/2015 as the population. The writer used a quasi-experimental study of non-equivalent pretest-posttest control group design, while for the sample, the writer took forty students who were selected by using a purposive sampling technique in which each group consisted of 20 students, respectively.

The results revealed that (1) there was a significant improvement on the speaking and writing achievement of the experimental group where the speaking and writing achievement were 12.197 ($p < 0.000$) and 18.710 ($p < 0.000$), (2) there was also a significant difference between the speaking writing and achievement of the experimental and the control group with the score 2.916 ($p < 0.000$) and 3.949 ($p < 0.000$). Therefore, from the results, it could be concluded that the picture series-based instruction statistically and significantly improves the speaking and writing achievement of the EFL undergraduate students. It is suggested that the other researchers could carry out similar research, yet concerning not only the productive skills but also the receptive skills.

2.1.5 Gaps Identification

Based on the review of the previous studies above, I have some conclusions and some plans for the present study. The explanations are as follows:

Studies that have been reviewed were mostly done by using quantitative methods. The researchers of the previous studies tried to see and prove whether or not the implementation of Team Pair Solo or pictures was effective in improving students' abilities in writing texts through written tests, namely by giving pre-test and post-test. In addition, some studies used mixed methods, namely both

quantitative and qualitative methods. The qualitative method was done to see whether the students enjoyed the teaching-learning process when the researcher implemented Team Pair Solo or pictures in their teaching and learning process.

Nevertheless, from the thirty previous studies that have been reviewed, there were just a few studies that tried to examine or analyze how Team Pair Solo or pictures were used by the English teacher in the teaching and learning process. Most of them only focused on the improvement of the students' achievement. The previous studies have not yet explored how an English teacher teaches in a class using a certain teaching technique in this case, Team Pair Solo, and the pictures used as the media.

Based on the reviewed, to fill the gap in the literature, I conducted a study dealing with analyzing an English teacher in implementing Team Pair Solo combined with pictures in teaching writing of descriptive text. I analyzed how the teacher in a certain school applied the technique and the media. I chose this topic because there were only a few studies related to it, and by doing this study, we could find out how Team Pair Solo and pictures were implemented in that school.

2.2 Review of Relevance Concepts

This sub chapter presents some theories to support this study. The theories are as follows:

2.2.1 Definition of Writing

Writing is one of the four skills that is important to be mastered in learning

English. It belongs to productive skill that is important in communication. According to Brown (as cited in Muflikhati, 2013), “writing is a written product which is completed after the process of thinking, planning, drafting, and revising”. In addition, Urquhart and McIver (2005) stated that:

Writing is a repeatedly process in which the students revise throughout the process, frequently moving back and forth among the stages. Then, students need to learn strategies for invention and discovery, and teachers are required to help students generate content and find out a purpose. Also, it is stated that purpose, readers and occasion define all types of writing and the writer’s intention and the readers’ needs are fulfilled by the effective writing. From that statement, we can see that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well (cited in Cakrawati, 2012).

In addition, Hyland (2003) argues that "writing is a way of sharing personal meanings and writing courses emphasize the ability of the individual to construct his or her own views of the topic" (p. 9). Also, Rackham (as cited in Chairenna, 2007) claims that “writing is an act of communication to a reader (audiences). ...Few beginning writers realize how significant the audiences are, both in the way they perceive the subject and how they write about it.”

Moreover, Kirby and Crovitz (as cited in Kulsum, 2016) stated that “writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching.” Furthermore, Brown (as cited in Cakrawati, 2012) stated, “there are some writing components in scoring writing that students

should consider. There is an organization including introduction, body, and conclusion; logical development of ideas: content; grammar; punctuation, spelling, and mechanics; style and quality of expression”.

Based on several definitions, I can conclude that writing is a way to communicate that includes sharing ideas, thought, opinions about something in the written form and is done through the recursive process. In addition, there are some aspects that should be considered, such as vocabulary, grammar, spelling, content, etc.

2.2.2 Writing Process

Carroll and Wilson (as cited in Widyanita, 2017) said, “writing as a process means giving students time to pre-write, write, post-write, proofread, and edit their papers.” In addition, as stated before, writing is a complex activity with several steps during the writing process. According to Harmer (2004), the writing process has four elements, namely:

1) Planning

Before we start to write something, we need to plan what we are going to write. It can be in the form of making some detailed notes or jotted words. Moreover, there are three main issues in planning: the purpose of the writing, the audiences they are writing for, and the content structure of the piece.

2) Drafting

A draft is the first version of writing. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing

When a writer has produced a draft, he usually reads the draft and then edits it by seeing where it works and where it doesn't.

4) Final Version

When a writer has edited his draft and then making changes on his writing that he considers to be necessary, it means that he produces his final version (p. 4).

However, Linse (as cited in Fajlin, 2017) has a different point of view about the writing process, but it is similar. Linse states that the "writing process generally involves five stages: prewriting, writing, revising, editing, and publishing." Moreover, Blanchard and Root (as cited in Kurotun, 2015) argued that "there are three steps in writing, namely prewriting, writing, and revising."

In the prewriting process, the writer thinks and writes about a topic that will be used as guidance before writing a paragraph. The next process is writing. In this process, the writer starts writing by a topic sentence and some main ideas. After that, he develops the topic sentence to be some sentences that are called supporting sentences. Then, followed by arranging the sentences and using signal words and conjunction to help the reader understand the ideas of paragraphs. The last process is revising. In this process, the writer revises the paragraph by adding new ideas to support the topic and changing the sentences, checking the punctuation, spelling and grammar.

2.2.3 Descriptive Text

According to Hartono and Purwanto (2017), "descriptive text is a kind of text that says a person or thing is like. Its purposes are to describe and reveal a particular person, place, or thing"(p. 65). Descriptive text has generic structure and

lexicogrammatical features. The generic structures of descriptive text are identification, which is a paragraph that identifies phenomena to be described, and description, which is a paragraph that describes parts, qualities, characteristics of something in detail. The lexicogrammatical features of descriptive text focus on specific participants rather than generic participants, use of simple present, use verbs of being/linking and having, and use descriptive adjectives to build up long noun phrases.

2.2.4 Cooperative Learning

Klimek (2009) said that “cooperative learning is where teams of students, with various abilities and skills, work together on different activities to learn about a subject.cooperative learning includes positive interdependence, face to face interaction, individual accountability, interpersonal and group skills, and group processing.”

Similar to Klimek, Felder and Brent (as cited in Fajlin, 2017) argued that:

Cooperative learning is a subset of collaborative learning in which students work together on structured assignments or projects under conditions that assure positive interdependence, individual accountability, occasional face-to-face interaction, appropriate development and use of interpersonal skill, and regular self-assessment of grouping functioning.

Moreover, Balkcom (1992) claimed that “each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement” (para. 1). Furthermore,

Kassner (2002) stated that:

Cooperative learning can result in greater students' understanding, participation, and enjoyment in class. It also gives teachers more opportunities to ask intriguing questions, stimulate student thinking, resolve conflicts, and improve student interpersonal relationships and nurturing behaviors. It takes advantage of students' natural tendency to play and work together and puts excitement about learning back into the classroom. Cooperative learning requires more effort from the teacher, but makes classrooms crackle with excitement and the joy of learning.

Furthermore, "In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively" (Larsen-Freeman, 2000, p. 186). However, besides the many positive sides of cooperative learning, there are some negative sides as well. Kagan (as cited in Fajlin, 2017), mentioned several disadvantages of cooperative learning. First, lack of social skills, means that students who do not know how to work together will put each other down, boss each other around, and fail to resolve basic task conflicts. Second, team projects which have a group grade are unfair and thus create resentments. Third, lack of diversity skills, means once heterogeneous teams are formed the high achiever looks down on the lowest achiever in the class.

The next was the fourth disadvantage namely avoidance of failure. It means a student is afraid to appear dumb in front of his peers and masks the fear of failure by not participating. Fifth, there is team competition and only the best

teams receive recognition or rewards. Sixth, tournaments are set up that causes the highest achievers go to the highest tournament table, and the lowest achievers go to the lowest tournament table. Seventh, students take so much time and effort that cooperative learning occurs only occasionally, and the benefits of cooperative learning are not reaped. Eighth, cooperative learning methods are adopted which require special methods and materials. Ninth, there is a dependency that students work almost exclusively in teams. They become dependent on their teammates and do not want to work alone. Tenth, off task behavior, it means students are working in teams, one mentions a bit of hot gossip, the students get completely off task.

Furthermore, to avoid these disadvantages, there are some keys to successful cooperative learning. Kagan (as cited in Fajlin, 2017) mentioned some keys to make cooperative learning successfully used in the classroom. The keys are teachers should know how to:

- 1) Form the teams
- 2) Create the will among students to work together
- 3) Manage the cooperative classroom
- 4) Foster social skill
- 5) Make sure there is Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction (PIES)
- 6) Structure the social interaction within groups to maximize different types of positive outcomes.

2.2.5 Team Pair Solo

According to Kagan (as cited in Palupi, 2016), “Team Pair Solo is one of the cooperative learning techniques in which students are grouped into teams.” First, they solve problems as a team, then with a partner, and finally, they solve the problem individually. It is stated that this technique is designed to motivate students to tackle and succeed at problems that initially are beyond their abilities. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems, they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

In addition, it is said that the students usually feel under pressure when the writing course comes so that it needs an innovation related to the technique and the media used in teaching writing. The technique and media used should be the technique and media that allow the students to have discussions with their friends so that they will feel happy and enjoy the teaching and learning process. And the steps in Team Pair Solo have the criteria of allowing the students to enjoy and feel happy during the teaching and learning process by giving them the chance to discuss with their friends about the materials being taught.

2.2.6 The Steps of Doing Team Pair Solo

The procedure or steps in doing Team Pair Solo according to Kagan (as cited in Amalia, 2011) are as follows:

- 1) Students work as a team. The team is a heterogeneous team, with some

students, have higher abilities than others. Consist of 4 or 6 students. The students who have higher abilities teach those who have lower abilities. With help, students can do more things than they can do alone. Therefore, by putting the students in a team, the students are helped by other students in a group so that they are able to work on problems they could not do alone.

- 2) The topic is given by the teacher to the students in team.
- 3) Each group starts to discuss after having the topic.
- 4) Students are engaged through the use of quick discussion about the topic based on the instruction.
- 5) Students then work in pairs to give them more chances to contribute more in working together and also internalize knowledge they have got when working in a team.
- 6) Finally, they work solo which means that they work alone as an individual. This process developmentally helps the students to have a progress from the point in which they could do only with help to they can do alone.

2.2.7 Team Pair Solo in Teaching Writing

There have been many studies conducted by many researchers related to Team Pair Solo to teach writing skills. Fitriani, Wijayatiningsih, and Armah (2016) had conducted a study on Team Pair Solo to teach the writing of procedure text. The study proved that Team Pair Solo was successful in improving students' writing procedure text skills. In addition, Khasanah (2013) also found that the implementation of Team Pair Solo combined with picture guessing game was able

to improve students' writing skills of descriptive text.

Moreover, Widyanita (2017) stated that "Team Pair Solo techniques in teaching the writing of narrative text can attract the students' interest to write." It can be seen from the result of the questionnaires, almost all of the students were interested in the technique. Therefore teaching and learning process of writing narrative text becomes more interesting. In addition, Team-Pair-Solo techniques can have positive effects on students' achievements in writing. Furthermore, according to the National Mission on Education through ICT, there are some advantages of Team Pair Solo technique, namely:

- 1) It makes class interactive
- 2) Students actively participate in the teaching-learning process.
- 3) It helps in developing social skills as they communicate, help, and learn from each other.
- 4) Students learn to think from different perspectives, listen to other's points of view, and put forth their views confidently.

2.2.8 Pictures as Teaching Media

According to Sadiman (as cited in Kulsum, 2016) "media is anything that can be used to deliver messages from the sender to the receiver so that it can stimulate thoughts, feelings, interests, and concerns in such a way that learning occurs". In addition, Ellington and Race (1993, as cited in Katerere, 2019) divided media into three categories namely visual, audio, and audio-visual media. The explanations are as follows:

- 1) Audio media: these are kind of media that appeals to the auditory sense.

They consist of radio sets, audio recording machines such as audiotapes, disc machine, telephone.

- 2) Visual media: these are kind of media that appeals to the sense of seeing (eyes). Most graphics are in this family of media such as pictures, photographs, diagrams, charts, and cartoons, still pictures like filmstrips, slides, and transparencies.
- 3) Audio-visual media: these are kinds of media that have the capacity to provide issues in form of pictures and audio effects, in the form of commentaries on the pictures simultaneously. For example videotapes player, filmstrips with synchronized sound.

Moreover, it is stated that media serve a variety of roles in education. Facilitating the students is the primary role of media in the teaching-learning process. It means that “media is all components that can be used to transfer information from the sender to the receiver so that it can make a stimulus of mind, sense, attention, and will that can make effective learning” (Kulsum, 2016).

As mentioned above that pictures are one of the media that can be used as media in teaching, and it belongs to visual media. “Pictures are the appropriate media in teaching writing, especially writing descriptive text” (Amelia, 2016). In addition, Munadi argued that “pictures make people easier to catch ideas and information clearly than when they get it verbally.” When the students observe pictures, they can speak more and make a good relationship among paradoxes and build new ideas (cited in Sa’diyah, 2010). Moreover, Wright (as cited in Wening et al., 2017) said that “pictures make a particular contribution to both the content

and the process of language learning.” Furthermore, there have been many studies that proved that pictures are powerful media when used in the teaching-learning process.

2.3 Theoretical Frameworks

In this study, I used the theory from Carroll and Wilson (as cited in Widyanita, 2017). They said that “writing as a process means giving students time to pre-write, write, post-write, proofread and edit their papers.” It means teaching writing, not just assigning it, but also the teacher has to find the appropriate teaching technique so that the students will be interested in joining and following the lesson.

This study also used the theory from Klimek (2009) about cooperative learning. Klimek said that “cooperative learning is where teams of students, with various abilities and skills, work together on different activities to learn about a subject.” Moreover, Kassnerr (2002) stated that “cooperative learning is a well-developed system in which to teach students in small group settings.” It has three primary objectives: it can enhance individual students’ learning and retention through group work, develop positive attitudes toward the subject matter, and toward learning in general and develop interpersonal and social problem-solving skills.

The cooperative learning that I used here was Team Pair Solo. Kagan (as cited in Sutarno, 2015) stated, “Team Pair Solo is a teaching technique that allows

the students to work on problems first as a team, then with a partner, and later they will easily solve the problems by themselves.” It means that before doing problems alone, in Team Pair Solo, the students first do them as a team and as a pair, receiving plenty of tutoring, encouragement, and support. Also, Team Pair Solo is a technique that can develop students’ virtue leaning. Those virtue learning are cooperation, helpfulness, leadership, self-motivation, and pride. Through this technique, students can learn and work together in a group first before they solve the problems on their own. “Students can help each other during the group process so that it can motivate them to learn” (Kagan, as cited in Wibisono, 2017).

In addition, the steps in Team Pair Solo have the criteria of allowing the students to enjoy and feel happy during the teaching and learning process by giving them a chance to discuss with their friends about the materials being taught so that this technique could overcome the problems of the students that usually feel under pressure when the writing course come. This technique could be an innovation in teaching writing so that the students feel happy and enjoy the teaching and learning process.

I also used the theory from Sadiman (2003) that “pictures media are pictures that are related to the subject, useful for conveying messages from teachers to students” (p. 21). This means that when pictures used as media in teaching, the pictures can help the students understand the material easily. Alexander (1988) said that “the use of pictures may trigger a desire to learn more about the topic being presented” (p. 44). Moreover, Chairenna (2007) stated that “the use of pictures in teaching writing can help the students catch and express

their ideas easily by looking at the pictures” (p. 13).

Therefore, it could be concluded that the implementation of both Team Pair Solo technique and pictures could help the teacher in teaching the students to make them understand the material easily because the steps in Team Pair Solo let the students work together as a team first, receiving plenty of tutoring, encouragement, and support. By working as a team first, they could support each other, share ideas so that they would be more confident. After that working with a partner and finally on their own. In addition, the use of pictures as media could help the students catch and express their ideas easily. When the students look at the pictures, they could get the idea of what to write. The theoretical framework of this research could be seen in Figure 2.1 below:

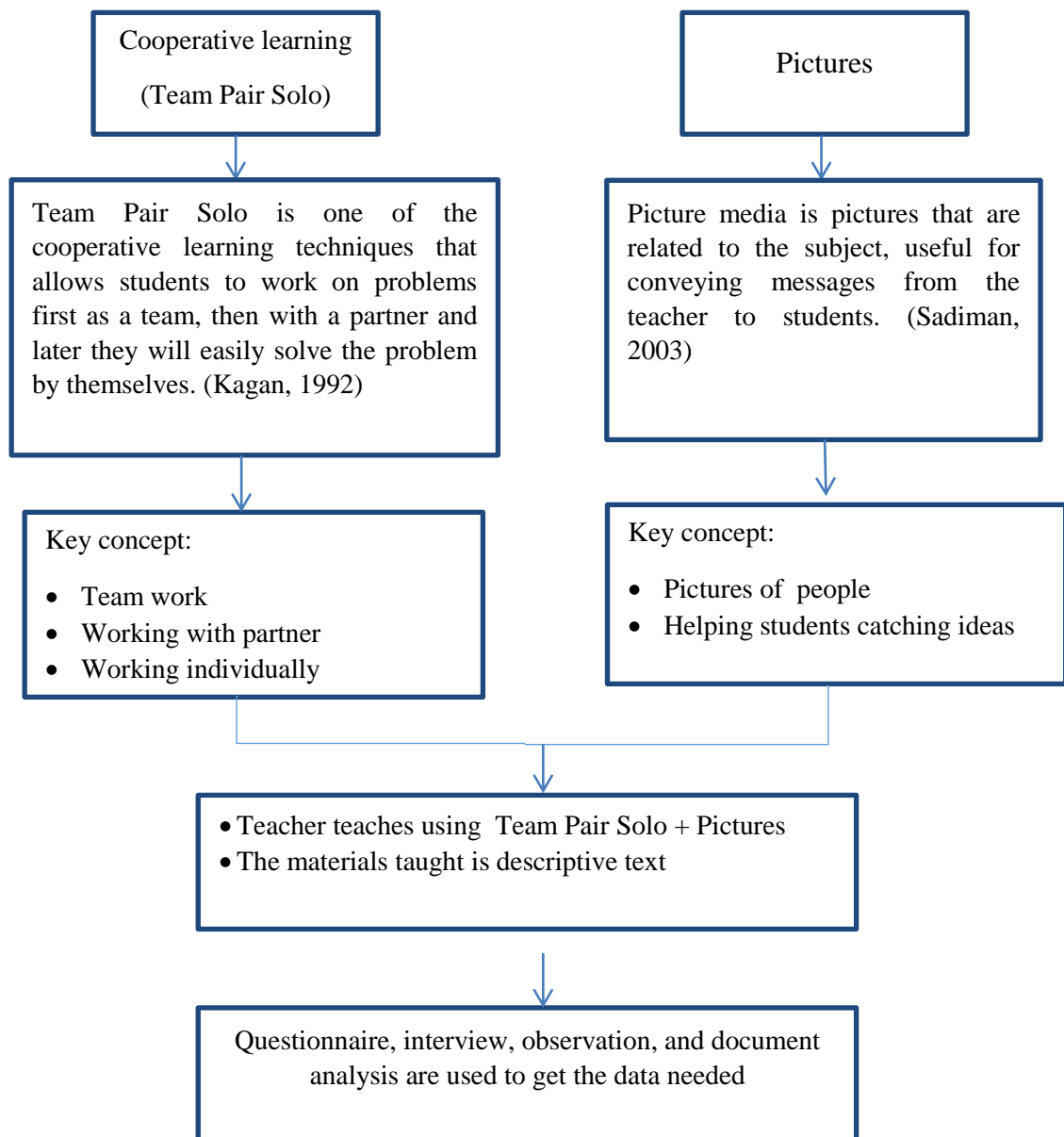


Figure 2.1 Theoretical framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, object of the study, research participants, roles of the researcher, units of analysis, data collection methods, instruments for collecting the data, procedures of analyzing the data and trustworthiness.

3.1 Research Design

This study used a qualitative research design. This was a case study because this study aimed at describing the implementation of Team Pair Solo technique, which was combined with pictures to teach writing of descriptive text by an English Teacher. Marshall and Rossman (2006) defined “qualitative research that it is pragmatic, interpretive, and grounded in the lived experiences of people” (p.2). In addition, Rossman and Rallis (2003) said that “there are five characteristics of qualitative research namely it is naturalistic, draws on multiple methods that respect the humanity of participants in the study, focuses on context, is emergent and evolving, and it is fundamentally interpretive” (p.8). This study explored and investigated how an English teacher implemented Team Pair Solo, which was combined with pictures in her teaching and learning process, in this case, when teaching writing of descriptive text.

3.2 Object of the Study

The object of this study was an English teacher's implementation of Team Pair Solo which was combined with pictures when teaching writing descriptive text.

3.3 Research Participants

In this study, I took an English teacher of SMK NU 01 Hasyim Asy'ari Tarub named Mrs. Putri (Pseudonym), who taught tenth grade as the research participant. I collected information as much as I needed regarding how she taught in the class implementing Team Pair Solo and pictures as the media, her difficulties in implementing Team Pair Solo and pictures as well as how she solved those difficulties. Mrs. Putri was the practitioner of cooperative learning since she usually used the cooperative learning method in her teaching and learning process. It was also known from the questionnaire that she has been teaching English for about five to ten years.

Furthermore, there were some reasons why I chose this school. The first was that this school was an excellent private school and accredited "A" by Badan Akreditasi Nasional or BAN (Board of National Accreditation). In addition, the English teacher in SMK NU 01 Hasyim Asy'ari was the practitioner of cooperative learning, which was in line with my research topic, namely, cooperative learning, especially Team Pair Solo, so that I could do the study there. Moreover, I was the alumnus of SMA NU 01 Hasyim Asy'ari in which this school was under the same foundation as SMK NU 01 Hasyim Asy'ari so that it was

easier for me to get the permission procedural.

3.4 Roles of the Researcher

In this study, the researcher had four roles, they were as follows:

- 1) As the observer. I observed the research participants related to the aspects used as the data needed.
- 2) As the interviewer. In this study, after I did the observations, I conducted interviews with the teacher and some students to ask some prepared questions which were related to the topic being discussed to gain the data needed.
- 3) As the analyzer. After I got all the data from the questionnaire, observations, interviews and the related document (lesson plan), the next step that I did was analyzed the the data. I interpreted the data by my own words to make conclusions and suggestions.
- 4) As the reporter. Here I reported the results of the data analysis in thorough descriptions.

3.5 Units of Analysis

The unit of analysis in this study was an English teacher's technique in the form of learning activities and media used in teaching writing of descriptive text. In this study, I analyzed how an English teacher of SMK NU 01 Hasyim Asy'ari Tarub

taught in the class implementing Team Pair Solo technique and pictures as media to teach writing of descriptive text and the difficulties that the teacher faced when implementing the technique and media and how she dealt with those difficulties.

3.6 Data Collection Methods

In this study, for collecting the data I used questionnaire, interviews, observations, and document analysis. The explanations were as follows:

The first was a questionnaire. The questionnaire was a list of questions in the form of multiple choices. There were twelve questions. It was used for asking some questions related to the background of the English teacher (like how long the teacher has been teaching in SMK NU 01 Hasyim Asy'ari and what curriculum that the teacher used) and also question related to the teacher's lesson plan, the media that she used and some questions about Team Pair Solo. I gave the questionnaire as soon as I met the English teacher. The next step was conducting classroom observations. In this step, I observed the teaching and learning process in class in this case, the teacher was teaching writing descriptive text, and she was implementing Team Pair Solo and pictures as media. I made an agreement with the English teacher on what day and what time I could conduct the classroom observations. After we agreed, I could immediately conduct the classroom observations.

When conducting the classroom observations, firstly, before the teacher began the lesson, I was allowed to introduce my self to the students and

mentioned the purpose of why I was in their classes. Then, after that, I start observing the teaching and learning process. I observed how the teacher implemented Team Pair Solo and pictures in teaching writing of descriptive text. I used the observation checklists to guide me during the observation in class when the teacher was implementing Team Pair Solo and pictures. I also used my notebook to take notes and wrote what I had obtained from the observation activity. I also took some pictures and videos during the classroom observation as documentation of this study just in case I needed it. All those activities I had done during the classroom observations were under the permission of the English teacher.

The next step was interviewing the English teacher and some students from TKR one to TKR six. The teacher's interview was conducted after the classroom observations from TKR one to TKR six were done, whereas the interviews with the students were done directly after the classroom observation. However, some students were interviewed in the next meeting because of insufficient time. The interview with the teacher was conducted to get the data related to the implementation of Team Pair Solo and pictures, whether there were difficulties in implementing the technique and media, and how she found the solution to solve those difficulties, whereas the interviews with the students were done to get the data related to their opinion about the technique and the media.

In this study, I used a semi-structured interview. The reason why I chose this type was that it has open-ended questions that could help me achieve the aim of this study, namely, to explore the use of Team Pair Solo and pictures in

teaching descriptive text. In addition, the semi-structured interview also has the flexibility that allows the interviewer to pursue a series of less structured questioning and also permit the exploration of spontaneous issues raised by the interviewee to be explored (Coughlan, as cited in Maulida, 2017). In addition, the interviews were done using the Indonesian language for the purpose that it would be easier to be understood so that the interview could run smoothly. Then, the results of the interview were translated into English by the researcher.

The last was document analysis. The document analyzed was the lesson plan made by the English teacher. The document analysis was done throughout the study. I informed the English teacher that I needed her lesson plan in the first meeting and asked for conducting the classroom observations.

3.7 Instruments for Collecting Data

In this study, I used some instruments for collecting the data, they are:

1) Questionnaire

Rowley (2014) states: “questionnaires are documents that include a series of open and closed questions to which the respondent is invited to provide answers”. Research questionnaires may be distributed to the potential respondents by post, e-mail, as an online questionnaire, or face-to-face by hand. See Appendix I for the questionnaire.

2) Classroom Observation

According to Hora and Ferrare (2013) “classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from video lessons”. See Appendix II for the observation checklist.

3) Interview

According to Boyce and Neale (as cited in Dudovskiy, 2019) “interviews can be defined as a qualitative research technique which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation”. In addition, Zarinpoush and Easwaramoorthy (2006) argues that “interviews are an appropriate method when there is a need to collect in-depth information on people’s opinions, thoughts, experiences, and feelings”. There are three different types of interviews namely:

1. Structured interviews: it is kind of interview where the interviewer asks a set of standard, predetermined questions about particular topics, in a specific order. The respondents need to select their answers from a list of options. The interviewer may provide clarification on some questions.
2. Semi-structured interviews: In a semi-structured interview, the interviewer uses a set of predetermined questions and the respondents answer in their own words. Semi-structured interviews are useful when there is a need to collect in-depth information in a systematic manner from a number of respondents or interviewees (e.g., teachers, community leaders).

3. Unstructured interviews: The interviewer has no specific guidelines, restrictions, predetermined questions, or list of options. The interviewer asks a few broad questions to engage the respondent in an open, informal, and spontaneous discussion. The interviewer also probes with further questions and/or explores inconsistencies to gather more in-depth information on the topic. Unstructured interviews are particularly useful for getting the stories behind respondents' experiences or when there is little information about a topic.

However, in this study, I used one kind of interviews namely semi-structured interview. See Appendix III for the interview questions.

- 4) Document analysis (Lesson Plan).

Corbin and Strauss (as cited in Bowen, 2009) state that “document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic. Document analysis requires the data to be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge”. See Appendix IV for the document analysis worksheet. The instruments that I used in this study were the instruments taken from Maulida (2017) and Khasanah (2013), in which I modified the instruments in accordance with what I needed to collect the data in this study. The reason why I used those instruments was that those instruments were relevant to my study.

3.8 Procedures of Analyzing Data

The steps of data analysis in this study are following the qualitative research based on Miles and Huberman (as cited in Maulida, 2017). According to Miles and Huberman there are three steps in analyzing data, they are: 1) Data reduction; 2) Data display; and 3) Conclusion drawing and verification.

(1) Data reduction

Miles and Huberman (1994) stated that “data reduction is the process of selection, simplification, and transformation of the data to the field note.” In analyzing the data, the first step that I did was collecting the data. I collected all data from questionnaire, interviews, classroom observations, and document analysis (lesson plan). After all data were gathered, I started to analyze the data one by one carefully and selected the important findings that I got from the research instruments. Then, the next step that I did was simplified the data until it transformed into important data that I used for presenting the results in this study.

(2) Data display

Miles and Huberman (1994) claim that “the data display includes many types of columns, tables, and charts. All of them are designed to show information into simple forms so that the analyst can see what is happening, conclude the data or move into the next step.” In this research, I presented the data display in descriptive form. In this step, I organized all the data. I described the answer to the research questions, such as describing the implementation of Team Pair Solo and pictures in teaching writing descriptive text in SMK NU 01 Hasyim Asy’ari Tarub and explaining the difficulties faced by the English teacher and how she

solved them.

(3) Conclusion drawing and verification

Miles and Huberman (1994) argued that “the researcher will draw the conclusion throughout the course by verifying the data. The conclusion will be based on the data obtained.” The conclusions in this study were made based on the data obtained and were made by using my own words and thoughts reflecting on the findings of this research.

3.9 Trustworthiness

In this study, I used more than one methods of data collection and organized the data. Thus, it could be audited at any time.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research. The findings are presented in the descriptive form.

4.1 Team Pair Solo plus Pictures for Teaching Writing Descriptive Text

One of the purposes of this study was to describe the implementation of Team Pair Solo and Pictures as media in teaching writing descriptive text by an English teacher. In this case, it was an English teacher of SMK NU 01 Hasyim Asy'ari Tarub. The data were collected through questionnaire, interviews, classroom observations, and document analysis.

The participant in this research was one of the English teachers in SMK NU 01 Hasyim Asy'ari Tarub named Mrs. Putri. She was the practitioner of cooperative learning. From the questionnaire, it is known that Mrs. Putri has been teaching English for about five to ten years, and in her teaching and learning process, she implemented K-13. K-13 or the curriculum 2013 is the recent policy of the Ministry of Education in its efforts to continuously improve the quality of education in Indonesia. Every class in SMK NU 01 Hasyim Asy'ari used this curriculum according to the policy of the school. In this research, I chose Mrs. Putri as a research participant. The reasons why I chose Mrs. Putri as the participant in this research were besides she was the practitioner of cooperative learning, she was also one of the English teachers in SMK NU 01 Hasyim Asy'ari who taught X grade where there was descriptive text materials. Mrs. Putri taught

X grade of TKR (Teknik Kendaraan Ringan). There were six classes in total consisting of male students only. I observed all of the X grades from TKR one to TKR six taught by Mrs. Putri. Since this research was a qualitative case study, I would present the findings in the form of descriptive explanations. Based on the data, I present the findings as follows:

4.1.1 The Integration of Other Language Skills as well as Another Teaching Technique in Teacher's Instruction

Mrs. Putri taught all of the grades X TKR in SMK NU 01 Hasyim Asy'ari. As stated above, there were six classes of grades X TKR and I observed all of the classes. Based on the classroom observations, it was found that Mrs. Putri taught descriptive text materials by implementing one of the cooperative learning techniques, namely Team Pair Solo. She combined it with pictures and another teaching technique, namely lecturing technique. During the observations, I also found that Mrs. Putri taught not only writing skills but also other language skills like speaking, listening, and reading.

Based on document analysis, Mrs. Putri did not make a lesson plan for her teaching and learning process. Instead, she used the lesson plan from the last year's academics. She said that it was because she was too busy. She had a lot of activities since she teaches in two schools, namely SMA and SMK NU 01 Hasyim Asy'ari. In fact, the lesson plan was also used for more than one meeting. In the lesson plan, the cooperative learning method and media pictures were not stated. The learning approach stated in the lesson plan was scientific learning with some

learning models such as discovery learning, demonstration, and direct instruction. Instead of English, the lesson plan still used the Indonesian language.

Broadly, Mrs. Putri's way of implementing Team Pair Solo technique and pictures to teach writing of descriptive text was the same in all classes she taught; there was only little bit difference, namely in TKR six in which she used a game in this class. She used some aids to support teaching and learning processes like LCD, PPT, Video Learning, and some pictures. And the following was the description of how Mrs. Putri implemented the techniques and the media in TKR one till five (Field Notes, 18-19/09/19).

At the beginning of the lesson, Mrs. Putri opened the class by greeting the students and then checked the attendant list first as usual. After that, she began the class by reviewing some vocabulary the students learned in the last meeting. In this case, the material was about describing places. She asked the students the meaning of some vocabulary to make sure that they still remember the meaning. It seemed that the students actively answer the teacher's questions correctly, which meant that they still remember the meaning well.

In addition, she showed again some pictures of places they learned in the last meeting through PPT and asked the students to redescribe the places in brief. In this activity, the students actively described yet not always using English. They often mixed it with the Indonesian language and even the Javanese language. Then, the teacher did a question and answer about the last meeting's material to make sure that the students had already understood the materials well. After

reviewing the previous meeting's materials, she began to explain what they were going to learn of that day, namely still about descriptive text, but at this time, they were going to learn how to describe people.

To start with, Mrs. Putri pointed out a student to be described. For example, she said, "Look at Faizal's face, guys! What do you think about him? Is he handsome? And then, the students answer the teacher's question. Some of them answer, "No," some of them answer, "Yes." She continued asking the students about Faizal's physical look, such as his skin, hair, nose, eyes, whether he was tall or not, etc. The teaching and learning process ran smoothly; the students were active and enjoying describing his friend (Classroom observation, TKR 5, 190919).

In terms of language, Mrs. Putri sometimes used Bahasa and sometimes used English in asking the students. Also, the students sometimes answer the teacher's questions by using Indonesian, sometimes English, and sometimes Javanese. When the students answered by using English of the adjective to describe what someone looked like, she continued asking. But when the students did not know the English, she would let them know the English and explained it. For example, many of the students still did not know the English of "Hidung mancung," "Hidung pesek," so Mrs. Putri told them that they could use the phrase "Sharp nose" to mean "Hidung mancung," and they could say "Flat nose" to mean "Hidung pesek" (Classroom observation, TKR 1-5, 18-19/09/19).

After explaining how to describe someone's physical look, Mrs. Putri continued the lesson by teaching them how to describe someone's personality as well. She taught some vocabulary related to someone's personality, such as kind, honest, arrogant, careless, cheerful, etc. Continuing the lesson, Mrs. Putri then asked the students to look at the PPT; there was a video lesson about descriptive text. The video was about how to describe what someone looked like. During the playing of the video, Mrs. Putri also translated the meaning. She explained the video's content to make sure that the students understood the vocabularies and content in the video. The students paid attention to Mrs. Putri's explanation.

In the PPT, there were also some pictures of artists such as Cinta Laura, Demian, Wayne Rooney, Yuki Kato, Rina Nose, and Nisa Sabyan. The students together were asked to describe those artists. In this activity, all of the students were enthusiastic and active during the lesson based on classroom observations. They actively described those artists even though not always using English. When the students described it in Bahasa, then Mrs. Putri would tell them the English of it.

Also, on the sidelines of the lesson, Mrs. Putri did not forget to instill character education as well. For example, when the students were describing one of the female artists in PPT regarding her physical look, there was a student who used a bad word to describe that artist, Mrs. Putri directly told the students, especially to the student who said that bad word that we had to be careful of what we say, don't let our word hurt other people. She also gave the students an example of her own brother. She told the students that though her brother was

wayward, he always kept his mouth from saying bad words. At home, he respects his parents and older sister while at school, he never said harshly to the teacher and always respects the teacher. She hoped that the students could take a lesson from her advice (Classroom observation, TKR 2, 190919).

After describing the artists orally, then the students were given an example of a good descriptive text. The example showed how to make a good descriptive text in which there were two parts: identification and description. The teacher explained it clearly. After explaining the example of a good descriptive text, Mrs. Putri began the next activity, namely asked the students to make a group of six as a team. The teacher decided the team members since if the team members were chosen by the students themselves, it would take a long time. Also, it was to make sure that the team was heterogeneous with some students who had higher abilities than others so that the students who had higher abilities could teach those who had lower abilities.

“Untuk kelompoknya saya pilihkan anggotanya, soalnya kalo mereka milih sendiri nanti biasanya lama ya, kemudian juga biasanya kalo milih kelompok sendiri mereka cenderung ngumpul yang pintar sama yang pintar akhirnya kasian sama yang kemampuannya kurang kan, dan takutnya nanti malah kelompokannya gak jalan. Jadi saya pilihkan supaya kelompoknya heterogen dalam artian ditiap kelompok itu ada yang kemampuannya tinggi jadi bisa ngajarin yang kurang bisa dan sehingga diskusi bisa jalan” (Mrs. Putri, 2nd interview, 180919).

“For the team activity, I choose the team members because if the students choose by themselves, it will take a long time. Also, if the students choose the team members by themselves, usually the smart students will choose those who are smart as well, so it’s not good for those who aren’t that smart. And I’m afraid that the discussion will not work well. Hence, I decide to choose the team members to make sure that the team is

heterogeneous, each team has members with higher abilities so that they can do peer tutoring and the discussion works” (Mrs. Putri, 2nd interview, 180919).

In this activity, Mrs. Putri did not explain that she would use Team Pair Solo technique. She just directly asked the students to make a group of six as a team. After the students made the team, then, each team was given a worksheet. She then explained what the students needed to do; namely, they were required to do the team work. The students seemed to understand the teacher’s instructions well since the teacher made the instruction clear.

On the worksheet, there was a picture of an artist with some questions related to the artist, such as their physical look, what the artist was wearing, the artists’ main job, etc. that the students needed to discuss together with their team to find out the answer. When the students began the team work, Mrs. Putri went around to each group to check whether the team work worked well or not. From the classroom observation, the team work activity ran smoothly in all classes. The students did the work in accordance with the teacher’s instruction. The students seemed actively discussed with their friends in a team; they worked and discussed together with their team to answer the questions given.

The next activity was pair work. In this activity, the students were asked to make a group of two. In pairs, the students had to discuss some questions given by the teacher. The questions in this pair work were different from the questions in the group. The questions were in the form of some clues given related to the personality of the artist being described. Here, the teacher explained that the

students were required to guess the artist's personality based on the clues given. For example, one of the clues was, "This artist always gives some of his/her income to be donated." This meant that this artist was....?. In this activity, Mrs. Putri also went around to each group to make sure that the students did the work in accordance with the instruction.

After they did pair work, the next activity was that the students conducted solo activity. They were asked to practice making a complete form of descriptive text based on the information they got from the work and the pair activity. In solo activity, the students completed the work individually; they did it on their own. Yet, there were some students that seemed to have difficulty in composing a complete descriptive text. Some of them cooperate with his partner. When the teacher knew this, she went to those students and helped them solve their problems.

"Waktu kelompokan berenam sama kelompokan berdua anak-anak bagus ya, mereka saling tukar pikiran, saling diskusi. Tapi pada saat ngerjain sendiri di solo activitynya ada beberapa siswa yang masih kesulitan, jadi saya datengin mereka dan saya tanya masalahnya apa, apa yang kurang paham terus saya bantu kesulitan mereka" (Mrs. Putri, 2nd interview, 180919).

"When doing team and pair activity, the students do it well; they exchange ideas with each other. However, in solo activity, it turns out that several students still have difficulty, so I come to them and ask them what their problem is, and I help them to solve the problem" (Mrs. Putri, 2nd interview, 180919).

That was the end of the Team Pair Solo activity. However, Mrs. Putri gave some students chances to those who were brave to read their work in front of the class. Then after that, she also asked the students to give comments to their classmate's work. In some classes, like TKR one till four, the students were enthusiastic about coming forward reading their works in front of the class. However, in TKR five, only several of them were brave enough to come forward.

Nevertheless, when the teacher asked the students to give comments to their friend who came forward, almost in all classes, no student was brave enough to give comments, the students seemed shy and did not dare to raise their hand to get the chance to give comments. Hence, the teacher then pointed to some students to give their comments.

In terms of giving a compliment, Mrs. Putri always did it during the lesson whenever the students answer the questions correctly. Yet she did not blame the students who answer incorrectly. For example, when the teacher asked about the adjective order, there was a student who answered it wrong, he seemed still confused about it, but Mrs. Putri did not directly blame that student. Instead, she would ask other students whether they had different opinions. Then, she corrected and explained the right answer until the students understood (Classroom observation, TKR 1, 180919).

“Dalam KBM kalo ada pertanyaan dan anak menjawab salah, saya sengaja gak langsung bilang kalo dia salah, jadi dia gak minder. Jadi saya tanya dulu anak-anak yang lain pendapat mereka gimana, lha nanti kalo udah baru saya berikan jawaban yang benar sekalian saya jelasin juga biar mereka bener-bener paham” (Mrs. Putri, 2nd interview, 180919).

“In teaching and learning activities, when there is a question, and there is a student who answers it wrong, I deliberately not to say right away that he is wrong so that he does not feel bad. I first ask other students what they think after some students answer the question, then I’ll give and explain the correct answer to make them understand it thoroughly” (Mrs.Putri, 2nd interview, 180919).

From the observation, we can see that all language skills were included in Mrs. Putri’s classes. For example, listening skills. It happened when the teacher played the video learning, and the students listened to it. Then, writing skills. It was when the students were writing a draft of descriptive text during the Team Pair Solo activity. The next was reading skills. It was applied when the students were asked to present their work in front of the class by reading their work. Then, the last was speaking skills. It was applied when the students gave comments to their friends who came forward to presenting his work.

In addition, during the lesson, the teacher often used Indonesian, even Javanese, instead of English. In the interview, she said that the reason was she wanted the students to understand the materials because the most important thing here was the students’ comprehension. The comprehension of the students was the first thing to be concerned in order to understand the materials.

“Saya sengaja campur bahasanya, kadang Inggris kadang Indonesia dan kadang malah pake bahasa Jawa ya supaya anak-anak pada paham karna itu yang penting kan, yang penting anak-anak paham sama pelajarannya dan kalo saya cuman pake bahasa Inggris takutnya anak anak gak semuanya paham, karna bahasa Inggris mereka gak semuanya bagus” (Mrs. Putri, 2nd interview, 180919).

“I deliberately mix the language; sometimes English, sometimes Indonesian, sometimes also Javanese. The purpose is to let students

understand because the most important thing is that students understand the materials. If I speak only in English, I am afraid that there are students who don't really understand the materials given that not all students here have good English skills" (Mrs. Putri, 2nd interview, 180919).

Mrs. Putri also used the combination of techniques in her teaching. They were Team Pair Solo and a traditional technique that was lecturing technique. At the beginning of the lesson, she used the lecturing technique first. She explained the materials in front of the class while the students in their seats were listening to the teacher's explanation. She said the purpose of explaining the materials first in front of the class was that to give the students input of the materials first so that when they started to learn with their group they already had the knowledge of the materials being taught.

"Dalam menerapkan teknik cooperative learning, seringnya memang saya kombinasikan dengan teknik mengajar yang lain. Kaya yang ini Team Pair Solo saya kombinasikan sama teknik ceramah. Tujuannya biar anak-anak ada input knowledgenya dulu tentang materi yang mau dipelajari. Kalo langsung ke Team Pair Solo takutnya anak-anak pada bingung" (Mrs. Putri, 2nd interview, 180919).

"In implementing cooperative learning techniques, I often combine the techniques with other teaching techniques, like this one, Team Pair Solo technique, I combined it with lecturing technique. The purpose is to give the students input on the knowledge about the materials being discussed. If the activity is direct to Team Pair Solo, I am afraid that the students will get confused" (Mrs. Putri, 2nd interview, 180919).

In my interviews with the students, most of them said that they liked being taught by using Team Pair Solo technique and pictures in descriptive text lessons.

They liked the combination of the techniques and the media. Most of them said that the technique, namely Team Pair Solo, was good because it allowed them to share ideas with their friends first before they finally worked on their own. The team and pair work allowed them to discuss the questions given by the teacher; they worked together to find out the answer. Most of them said they liked the technique because it helped them a lot compared to when the teacher only used the lecturing technique. Here were some of the transcripts of my interviews with some of the students.

“Kombinasinya tepat menurut saya, keduanya bagus. Dengan adanya media gambar itu membantu kita supaya tahu apa yang ingin dideskripsikan dan untuk tekniknya, pertama kita dikelompokkan, setelah itu kita diskusi lagi berdua jadi ya lebih paham. Jadi keduanya teknik sama medianya sangat membantu kita banget jadi lebih paham” (Dimas TKR 1, 1st interview, 250919).

“I think the combination of the technique and media is good, both of them are good. By using the pictures, the pictures help us know what we want to describe and about the technique. First, we are grouped into team, after that we discuss it again in pair, so we understand better, so both of the technique and the media really help us to understand the material better” (Dimas TKR 1, 1st interview, 250919).

“Tekniknya bagus. Pake teknik ini kan pertama kita dikelompokkan sama bu guru, terus kita bisa diskusi bareng temen segrup, bisa tukar pikiran trus setelah itu kita dikelompokkan lagi cuman berdua jadi bisa lebih gampang lagi diskusinya, lebih fokus soalnya kan cuman berdua trus abis itu kita baru ngerjain sendiri. Jadi pas ngerjain sendiri itu kita udah ada gambarannya karna sebelumnya udah diskusi bareng-bareng jadi lebih mudah” (Mulyono TKR 2, 1st interview, 260919).

“The technique is good. Using this technique, first, we are grouped by the teacher, then we can discuss together with our friends in group, we can exchange ideas, then after that, we are grouped just two, so the discussion is better, more focus because of just the two of us, then after that, we work on it ourselves, so when we do it ourselves, it becomes easier because we

have already had the discussion with our friends in group and pair” (Mulyono TKR 2, 1st interview, 260919).

“Menurut saya gabungan keduanya bagus ya bu, bikin saya jadi lebih semangat karna saya suka kerja kelompok bisa diskusi bareng-bareng sama teman. Dan juga saya suka ada media gambarnya karna gambar tu bikin saya dan teman-teaman tadi pas kelompokan jadi ada ide gitu apa yang mau kita descripsikan. Jadi bikin kita lebih kreatiflah pokoknya” (Nurrokhman TKR 4, 1st interview, 260919).

“In my opinion, the combination of both the technique and the media is good. They make me more enthusiastic because I like team work. We can have discussions together with friends. Also, I like the pictures because the pictures make me and my friends, in the team activity, get the ideas of what to describe. In short, it makes us more creative” (Nurrokhman TKR 4, 1st interview, 260919).

In addition, the pictures that were used by Mrs. Putri also could make the students motivated during the lesson. The pictures were some well-known artists and had various characters such funny like Sule and Rina Nose, beautiful like Cinta Laura, Nissa Sabyan, and Yuki Kato, handsome like Demian and Wayne Rooney. In the interviews, almost all of them said that they really liked the pictures because the pictures helped them to get the ideas of what they were going to describe. The pictures made the lesson more fun and more enjoyable.

“Lebih menyenangkan, gak membosankan, menarik dan gambarnya bikin kita mudah paham sama pelajaran” (Andri TKR1, 1st interview, 180919).

“It’s more fun, not boring, interesting and the pictures make us understand the lesson easier” (Andri TKR 1, 1st interview, 180919).

“Saya sangat senang diajar pake gambar. Gambarnya lucu-lucu kaya Sule, Rina Nose terus juga gambarnya sangat membantu kita karna

dengan melihat gambar kita bisa mendeskripsikan, sangat membantu untuk membuat deskriptive text” (Wahyu TKR3,1st interview, 250919).

“I’m very happy to be taught using pictures. The pictures are funny like Sule, Rina Nose, and also, the pictures are very helpful because by looking at the pictures we can describe, it’s very helpful for making descriptive text” (Wahyu TKR 3, 1st interview, 250919).

“Diajar pake gambar menyenangkan, menghibur dan gak bosan. Gambarnya artis-artis terkenal, lucu dan cantik” (Agung TKR4, 1st interview, 250919).

“Being taught using pictures is fun, entertaining, not boring. The pictures are famous artists, funny and beautiful” (Agung TKR 4, 250919).

Regarding the chance to come forward that the teacher gave to present their works in front of the class, some students said it was helpful enough to help them practice their pronunciation, which they realized that their pronunciation was still bad. It was because when the student came forward and reading their work, the teacher would correct them if they mispronounce the words and the teacher also would write them in the whiteboard so that all students could see the correct way to read the vocabulary.

4.1.2 The Integration of Game in Teacher's Instruction for Building

Students' Enthusiasm

The class that was taught by using Team Pair Solo technique combined with pictures and a game was TKR six. However, in this class, the descriptive text materials were just about to be taught, unlike the other five classes that had one meeting discussing descriptive text materials. Therefore, in this class, the

descriptive text materials were still about describing places. The teacher said that this class, indeed, one meeting left than the other five classes since the last week's class was canceled because of a school event.

Based on the interviews, at first, the teacher would use the same techniques and media to teach descriptive text in this class without any game since the materials for this class was left behind the other five classes. However, during the teaching and learning process, several students seemed to be bored and not enthusiastic about joining the class. Some students were sleepy, some students were having chats with their seatmates, and just a few of them were listening to the teacher's explanation. The teacher said that this might be because the English subject for this class was in the last hour of class, the students might feel tired. Hence, the class was not conducive. Because of that condition, the teacher decided to conduct a game which was created by herself.

“Awalnya saya mau ngajar semua kelas sama ya pake Team Pair Solo sama gambar, tapi ternyata di TKR enam ini pada saat saya jelasin didepan kok anak-anak pada mulai gak memperhatikan, ada yang ngobrol sendiri, ada yang ngantuk, jadi saya bikin game aja biar mereka semangat lagi” (Mrs. Putri, 1st interview, 170919).

“At first, I want to teach the students in the same way in all classes, implementing Team Pair Solo and Pictures. However, when I teach in TKR six when I'm explaining in front of the class, I see some students are not paying attention to my explanation. Some of them are having chats with their friends, some of them are sleepy, so I decide to make a game in order to make the students' enthusiasm for learning back” (Mrs. Putri, 1st interview, 170919).

And the following was the description of how Mrs. Putri implemented the techniques and the media as well as the game in TKR six (Field Note, 170919).

At the beginning of the lesson, the teacher opened the class by greeting the students as usual. Then, the teacher checked the attendance list. After checking the attendance list, the teacher began the class. The teacher also used some aids like LCD, PPT, Laptop, and some pictures of places to support the teaching and learning process.

Since the descriptive material was just about to be discussed in this class, so the first thing that Mrs. Putri did was exploring the students' knowledge about descriptive text. First, Mrs. Putri asked the students to look at PPT. There were some pictures being displayed in PPT. The pictures were some people who were selling their ware. There were selling vegetables, broilers, fruits, salted fish, and snacks. Then she asked the students, "What are these pictures?" the students answer "Pasar." And the teacher said "Apa bahasa inggrisnya pasar?" and there was one student named Ilham who answer "Itu bu, market," and the teacher said "Good job, Ilham. The English of pasar is market." And then the teacher asked again. She said, "From these pictures, does anyone know what we are going to learn today?" the students said, "No, Ma'am." To shorter the time, the teacher then directly told the students that they were going to learn about descriptive text.

To continue the lesson, Mrs. Putri then asked the students what descriptive text was. There were three students who answer this question. The first student answered that descriptive text was a text which describes something. The second

student answered that descriptive text was a text which describes place or thing with detail. And the third student answered that descriptive text was a text that tells us something with its characteristics. The teacher then gave them appreciation by saying a good job to them because of their braveness answering the question. After the three students answered the question about the definition of descriptive text, Mrs. Putri then told them that descriptive text was a text which describes person, place, or thing in detail.

After that, Mrs. Putri began to explain the generic structure of descriptive text. However, in this activity, some students seemed to start not paying close attention to the teacher's explanation. Some of them begin having chats with their seatmate; some seemed they were sleepy, so the teacher then decided to play a game. The teacher then told the students that because they looked sleepy, they were not paying attention to her, so she wanted to conduct a game, then the teacher explained the rules of the game. The game was that the teacher played music and there was a pen given to one of the students. When the students were ready to play the game, the music would be played. During the music was being played, the student gave the pen to the next student continuously until the teacher stopped the music. When the music stopped, the pen was also had to stop moving and the students who held the pen when the music stopped, he had to come forward and tried to describe a place orally in front of the class.

The first student who came forward was Ilham Pandu. He then asked to describe his class, namely TKR six. At first, he seemed shy, did not want to come forward, but after the teacher persuaded him to come forward, he finally wanted to

come forward. In front of the class, he began to try to describe his own class, and he described it first in Indonesia. And with the help of the teacher, he translated it little by little into English.

While the student was describing, Mrs. Putri did not only listening to him but also trying to explain the descriptive text material as well, like its generic structure and its language features so that the time was not wasted. In addition, she also wrote some vocabulary on the whiteboard related to adjectives that the students mentioned while describing in front of the class so that all students could write them down. The game continued until four students came forward. This activity took much time because the students had a little vocabulary to be used in describing the place. As a consequence, the group work activity in this class was dismissed.

The teacher immediately asked the students to make a group in pairs and gave each group worksheet to be discussed together with their partner before finally, they did the solo activity to complete the task given. Also, in this class, there were no students who got the chance to come forward to reading their work because the time was over. In the interview with Mrs. Putri, she said that indeed among the six classes she taught, the students in TKR six were a little bit different, they quickly got bored, and their concentration was easily faded.

From the observation in TKR six, Mrs. Putri implemented team Pair Solo inappropriate with the steps because she dismissed the team work activity. The

reason was that the time was not enough if the team work activity was included since the game activity took so much time.

“Di TKR enam ini sayang sekali saya harus skip step Team-nya soalnya waktunya gak cukup, game-nya makan waktu lama” (Mrs. Putri, 1st interview, 170919).

“In TKR six, it’s a pity that I have to skip the team activity because of insufficient time since the game takes a long time” (Mrs. Putri, 1st interview, 170919).

Based on all of the data I obtained and analyzed, it was found that Mrs. Putri implemented Team Pair Solo in the same way in all classes that I had observed except TKR six. Each class received the same instructions. She used the combination of the traditional technique and Team Pair Solo. She could implement Team Pair Solo technique step by step properly. However, in TKR six, she used a game. The use of the game made the implementation of Team Pair Solo in this class inappropriate because the team work activity was dismissed.

Also, Mrs. Putri was concerned more about involving all language skills in the teaching and learning process, such as reading, writing, listening, and speaking skills, as I have explained before. The use of aids for instance LCD and pictures also implemented during class activities.

From the questionnaire, Mrs. Putri admitted that Team Pair Solo technique was quite easy to be implemented even though she was not so often using this

technique. In the interview, she added that she used cooperative learning techniques when teaching some kinds of texts.

4.2 Difficulties Faced by the English Teacher and How She Solved Them

The success of teaching and learning is affected by many factors. According to Ketchum (2018), there are many factors that can affect how successful the teaching and learning process is. Those factors are appropriate training, clear and concise, learning environment, innovative teachers, and students' behavior. Based on the observation, it was found that the teacher could teach well. She could implement the technique and media appropriately. She could make both the technique and the media become interesting tools that could make the students interested more in joining the class. She was also an innovative teacher, she could use some methods in order to adjust the students' condition, and the environment was also good.

However, there were still difficulties found during the teaching and learning process. The difficulties found were faced by the teacher and the students. The difficulties faced by the teacher were related to the lecturing technique used by the teacher in TKR six and related to Team Pair Solo that happened in TKR one till five. The difficulty faced by Mrs. Putri related to the lecturing technique happened in TKR six when she was implementing the lecturing technique, namely, when explaining descriptive materials in front of the

class, some students didn't pay attention to the teacher's explanation. Some students were sleepy, and some students were having chats with their friends. Therefore, to overcome this difficulty, Mrs. Putri conducted a game created by Mrs. Putri herself. The game was intended to make the students' enthusiasm for learning back. Another difficulty the teacher faced in TKR one till five was crowded students, which happened when the teacher asked the students to make a team.

The difficulties faced by the students were students' limited vocabulary, students' speaking skill problems as well as the students' pronunciation problems. Based on the interviews and observations that I have done, One of the difficulties found was the lack of students' vocabulary. Not only from the interviews with the teacher but also from the classroom observations that I did in six classes as well as from the interviews with the students, it was correct that many students had problems with their vocabulary. For instance, as mentioned before, when some of the students in TKR six were asked to describe some places orally, it took a long time. They still did not know simple words such as large, narrow, neat, dirty, and many more. It also happened to the students in the other five classes when working on describing people. They did not know some simple words like tall, short, sharp nose, flat nose, etc. In addition, based on classroom observation, it was also found that many students still faced difficulties in doing their work because of limited vocabulary they had so that they often used the dictionary to find the difficult words. Based on the interviews and the classroom observations

that I have done, this problem was faced by many students. This condition indicated that the students had a vocabulary mastery problem.

There were some efforts that were done by Mrs. Putri in order to help the students get more vocabulary. The first was that Mrs. Putri always asked the students to bring the dictionary whenever there were English classes so that when they found the difficult words, they could directly open the dictionary that they brought. Though there were always some students who did not bring the dictionary, such as found in TKR five and six, so the teacher would ask them to borrow the dictionary in the library. In addition, in order to help the students get more vocabulary, Mrs. Putri also made another effort. Through the interviews with Mrs. Putri, she revealed that she would ask the students to memorize vocabulary as much as possible and then test them.

Based on the interviews, Mrs. Putri made another effort that was he substituted the punishment given to students by having students memorize vocabulary. This has something to do with the difficulty during the teaching and learning process using Team Pair Solo faced by the English teacher that was crowded students. For example, when the teacher asked the students to make the team, some students did something like having chats, coming to another team, and even singing. To overcome this difficulty, the teacher asked the students who triggered the fuss to write vocabulary as much as possible and memorize them. Then, the teacher tested that student's memorization in front of the class. This was used as the punishment for the students and it worked to make the student did not repeat the mistake.

Another difficulty found was the students' pronunciation. Based on the classroom observation, it was found that many students still did not speak English correctly. That was why in the implementation of Team Pair Solo, the teacher also added the additional activity, namely, asking the students to read their work in front of the class so that the teacher could correct the students' pronunciation if they pronounced it wrong. They also still had problems speaking in English because of a few vocabularies that they knew. That was why students often spoke in Bahasa rather than English, such as when they wanted to ask something or answered the teacher's questions. To overcome that problem, Mrs. Putri's effort was to ask the students to speak in English as often as possible.

In relation to the the difficulties I have explained above, the teacher needed to be able to handle the difficulties in the appropriate way because if she could not, those kinds of difficulties could be serious problems that would negatively affect the teaching and learning process. When the teaching and learning process could run well, it was expected that it would have a good impact on students' learning outcomes. According to Nyam and William-west (2014), "students' learning outcome demonstrates the expected knowledge, skills, attitude, and competencies students should possess after undergoing some curriculum." In this case, they added that this meant students' learning outcomes could be improved by at least changing the classroom variable, namely the teaching process and the teacher. This was in line with Bloom's (1976) statement that "the teaching process and the teacher are classroom alterable variables." Further, Nyam and William-west argued that "a motivated classroom teacher can

significantly improve students' learning outcomes than the unmotivated counterpart.”

4.3 Discussion

It was mentioned before that writing skill is a very important skill to be mastered by the students since this skill is needed such as in academic context like in exams or making an essay when applying for a scholarship or even when we are going to make a curriculum vitae for a job. Yet, many students, especially in Indonesia, still face difficulties in mastering writing skills because of some reasons. As Widyanita (2015) said that “it became difficult because in writing the writer has to pay close attention to some components such as grammar, content, vocabulary, punctuation, and sentence structure”. In addition, writing skill needs a higher level of productive language control than the three other skills.

Moreover, there are still many other reasons such as its complexity which needs long process before someone could produce a text or paragraph, the status of English for Indonesian that it is a foreign language, and the English teacher's teaching technique where there are still many teachers in Indonesia using a traditional technique to teach writing which is not effective enough because it makes the students easily get bored and finally don't concentrate with the lesson anymore. In addition, with the traditional technique, the students do not have the chance to have discussions with their friends whereas if the students had the

chance to have discussions with their friends, it will give them a chance to teach each other and get a better understanding of the materials as well as decrease their under pressure feeling.

Based on the data, it was found that Mrs. Putri implemented Team Pair Solo technique in her class, in this case, is in descriptive text materials. She also combined it with the lecturing technique and pictures as media. From the classroom observation, it was found that Mrs. Putri could implement the technique and the media well. The students were active and enthusiastic during the lesson. This was in line with the students' statements through the interviews. They said that they enjoyed being taught by using Team Pair Solo technique as well as the media pictures.

Through the classroom observations and the interviews, this study showed that vocabulary became one of the reasons for writing difficulties. It was found through the observation in six classes that many students still had difficulties in composing the descriptive text because they knew little vocabulary. In the interviews with the students, many of them admitted that the difficulty that they faced was they did not have a lot of vocabulary in mind so that they had to open the dictionary often to look for vocabulary they had not known yet. The same statement also revealed by the teacher during the interview; she said that many students were lack of vocabulary. This was related to the findings of Pratiwi (2012). In her study, she revealed that vocabulary became one of the most difficult aspects found in the students' writing. Students saw vocabulary or new words as a great obstacle to composing a text.

The use of Team Pair Solo could help the English teacher in teaching writing descriptive text. From the interview, the teacher stated that this technique was easy enough to be implemented on students. Mrs. Putri added through the implementation of this technique, the students were more active and enthusiastic in joining the lesson. Mrs. Putri added that this technique emphasizes more on aspects of social relations so that the students could socialize or communicate with other friends. Then there was also the ability to solve problems together and the atmosphere created was even more fun.

Moreover, the group and pair work made the students could have the chance to help each other in terms of peer tutoring since the team was heterogeneous consisted of students with high abilities and those with low abilities so that the students who had higher abilities could help their friends who had lower abilities. This was related to the theory I used from Klimek (2009) that “in cooperative learning, the team of students consists of students with various abilities working together on different activities to learn about a subject.” Furthermore, “Team Pair Solo technique has the steps in which those steps make the learning successful because those steps can help the students build their confidence, especially when dealing with more difficult content material” (Spring, as cited in Ognleye, 2011).

However, the way the English teacher communicates with their students, how the teacher conveys the materials to the students is some factor for the success of the teaching and learning process. “A good relationship between teachers and students is needed as it would be a key to successful learning”

(Maulida, 2017). Also, there were some factors like students' motivation as well as their academic achievement that were influenced by the quality of the relationship that the students and teachers have with each other. Varga (2017) claimed that "positive relationships between teachers and students produce better experiences for the students, a more productive learning environment, and higher academic achievement." Furthermore, "positive teacher-student relationships can lead to a warm classroom environment that facilitates successful adaptation in school and thereby increases student motivation to learn" (Koca, 2016).

Nevertheless, from the classroom observation, it was also found that students' enthusiasm and motivation were somehow changeful. It happened in TKR six when the students started to get bored. Being in this kind of situation, the English teacher had to be clever in finding ways to overcome this problem so that the students keep being involved in the lesson activity. Fortunately, here Mrs. Putri could solve the problem. She then made a game to make the students' enthusiasm and motivation to learn back. This problem was also proved by Widyaningsih (2014) in her study; she revealed that "the English teacher should also be creative in using interesting activities to attract the students' involvement in the teaching and learning process."

Moreover, through the implementation of Team Pair Solo, students' activeness leveled up to some degree. It could be seen from the classroom observation that when the students were in a group of six as a team, they became more active and enthusiastic in doing the task. They actively discussed the task with their friends in the group, and they do not hesitate to ask the teacher when

there was something they did not understand. It was contradictory to the condition when the teacher using the lecturing technique that the students tend to be passive. These findings related to the findings of Rambe (2014), who revealed that “the use of Team Pair Solo could increase students’ activeness and thus improve their achievement.” In addition, the students’ confidence also leveled up. Based on the interview, the teacher said that the students usually hesitate to come forward to present their work; however, when being taught by using Team Pair Solo, many students were brave to come forward and present their work without having to be pointed by the teacher.

The same finding was explained by Yati, Syarif, and Amri (2018) that the implementation of Team Pair Solo technique guides students to be active and more participate during learning activities. They add that Each step of this technique invites the students to participate and more active during learning activities. In addition, Susilawati (2015), who conducted a study related to enhancing descriptive text writing ability through Team Pair Solo, found that through the implementation of Team Pair Solo, the students happily participated in the teaching-learning process each student is active. She further explained that at first, students tend to play on their own, lack concentration, passive, and get bored quickly. However, by applying Team Pair Solo, the conditions become enthusiastic, concentrated, active, creative, and fun which then, the students’ achievement were improved.

Another similar finding was described by Sumarsih and Sanjaya (2011). In their study, they revealed that Team Pair Solo technique created a good

environment in teaching-learning writing. Students became active in the process of writing, focused their minds on the teachers' explanation, and shared in their team and pair then finish the task individually. In individual work, the students could improve their confidence to finish the work because they had discussed the task in team and pair. They added that the situation of the teaching-learning process when Team Pair Solo was being applied was comfort, lively, and enjoyable.

Furthermore, the use of pictures was also an effective way to teach writing, especially descriptive text. Based on the interview, almost all of the students said that they like the media, which were some pictures of some famous artists. The students added that the pictures also help them a lot in terms of catching ideas of what to be described by just looking at the pictures. This was in line with Heaton (1990), who claimed that "pictures provide students with ideas for tasks like describing people, objects, places, and even processes, enabling them to give their full attention to use written language" (p. 107). In addition, "pictures supply contribution to motivation and interest of the students, sense of language in context, and stimulate students' ideas" (Wright, 1989, p. 2).

Secrica, Jismulatif, and Afrianto (2017) revealed in their study that the use of pictures could help the teaching and learning process run well. The students were able to gain the ideas in writing a composition, especially writing a descriptive text by looking and understanding the pictures which are given by the teacher. Pictures media could motivate the students to write, too, because they attract the students' interest and help them understand ideas and acquire

information. The teacher would be easier in explaining the material as the pictures help her integrate the materials and make the students understand.

From the interviews that I had done with the teacher, she revealed that Team Pair Solo and pictures were a suitable combination and were effective in teaching descriptive text materials. The combination of Team Pair Solo and pictures created a more lively learning atmosphere, creating an active learning environment, communicative, enjoyable, and not boring, especially the pictures seen were idols.

The students also stated that the combination of Team Pair Solo and pictures was good since it helped them be active and creative. The students said that Team Pair Solo technique helped them a lot in composing descriptive text. It was related to the steps of Team Pair Solo. The technique helped them because it made them had the chance to have discussions with their friends first before doing the task individually. By having discussions with friends, they got the knowledge from the team and pair work so they could be more confident when doing it on their own. Whereas the pictures as media made the students more creative. It was related to the pictures that could help them get the ideas of what is going to be described by observing the pictures. The pictures made the teaching and learning process more fun and more exciting, enjoyable, and increased students' motivation to learn.

Due to the fact that the students actively involved in the learning process, the class became alive and fun. The teacher displayed the pictures of some artists

in PPT; the students actively described those pictures together. Some students sometimes did it using funny words that made the whole class laugh that made the atmosphere in class become more fun and more enjoyable. Through the implementation of Team Pair Solo, the students freely discussed the pictures given by the teacher with their friend in the team. Here, they could speak their mind through the discussions in the group activity. They were giving their opinions about the topic being discussed. They shared their understanding with their partner. They work together to solve a problem in the team work, which then continued by working with partners to solve a similar problem. These activities increased students' motivation. The class activity became more interesting, and it created enjoyable circumstances. All of the students participated in these activities and made the class alive and cooperative, and the students were more confident to study writing skill.

Those kinds of the situation were also found by Hapsari, Sudarsono, and Bunau (2015), they explained that during the process of teaching and learning, the implementation of Team Pair Solo made the students were active and enthusiastic. When the group work was in progress, the class was so alive with some students who tried to explain each other about their understanding related to the given task. The students showed their enthusiasm when they discussed in the group. Then, the group broke in pairs. They helped each other by explaining to their partner, who didn't get a deep understanding of the text. By the treatment, the students' confidence and their courage got improved. They dare to share their understanding of the given text. Here, the students showed their good progress.

Team-pair-solo can improve students' social skills because the students can help one another to solve the problem. Team-Pair-Solo technique can improve students' motivation by giving support to their teammates or partners.

From the explanation above, it could be stated that students prefer to work in groups rather than individuals. Students like to share and discuss their idea with their partners. Based on the interview with the students, most of them prefer being taught by using Team Pair Solo to lecturing technique. It was because when taught by Team Pair Solo, the students could do the task together with their friends. They could help each other, shared, and discussed their ideas with their partner before they complete the task individually. They said that these steps help them a lot. The steps let them work together as a team first, receiving plenty of tutoring and support from friends so that they became more confident to do the task individually. This study also showed that in one of the classes that Mrs. Putri taught, Mrs. Putri improperly implemented Team Pair Solo in teaching writing. It happened in TKR six class.

In five classes, namely from TKR one to five, Mrs. Putri implemented Team Pair Solo properly step by step following the right procedure. She asked the students to make a group of six as a team; then, each team was given a picture with some questions to be discussed by the students with their team. Next, the students were asked to make a group as a pair to have discussions more intense with their partner before they finally completed the task independently. Mrs. Putri added additional activity. After the students finished the task through solo activity, then the teacher asked some students to come forward to present their work in

front of the class. After that, she gave the students chance to practice their speaking skills by giving comments to their friend's work who presented their work in front of the class.

Yet, in TKR six class, when she implemented Team Pair Solo with the game, she improperly implemented Team Pair Solo in teaching writing descriptive text. She did not include the team activity in her implementation during the teaching and learning process. Instead, the students were directly asked to make a group in pairs to solve a problem and then followed by completing the task individually. It happened because the implementation was combined with the game. In the interview, the teacher said she did not include the team work activity because the game took much time, and if she included the group work activity, she was afraid that the time would not be enough. From this, it could be concluded that Mrs. Putri was not concern about the procedure of Team Pair Solo when it combined with the game.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this final project. The conclusion reflects the result of all the data from the questionnaire, interviews, classroom observations, and document analysis. The suggestions are given based on the findings of the study.

5.1 Conclusions

The purposes of this study were to describe the implementation of Team Pair Solo and pictures in teaching writing descriptive text, the difficulties the English teacher faced, and how she solved the difficulties. Based on the results of the study, it could be concluded that the use of Team Pair Solo and pictures in teaching writing descriptive text was somewhat easy to be implemented in the classroom activity and that the teacher could implement the technique and the media well. The findings of this study also showed that the technique and the media were appropriate for teaching students writing descriptive text materials. As revealed by Mrs. Putri during the interview that Team Pair Solo and pictures were a suitable combination and were effective in teaching descriptive text materials. Further, she added that the combination of Team Pair Solo and pictures created a more lively learning atmosphere, an active learning environment, communicative, enjoyable, and not boring especially the pictures used are idol pictures.

Although Team Pair Solo and pictures were easy to implement, there were still some difficulties that the English teacher faced in the implementation of

Team Pair Solo and pictures in teaching writing of descriptive text. The teacher had to be able to overcome these difficulties to make the teaching and learning process successful. Otherwise, these difficulties could somehow be serious problems. Some difficulties were revealed from the data gathered; they were crowded students and students' lack of enthusiasm. There were also some difficulties the students faced, namely, students' vocabulary mastery, students' speaking skills and pronunciation problems.

From the observations and the interviews, what Mrs. Putri did to overcome those two difficulties was that she asked the students who triggered the fuss to write vocabulary as much as possible and memorize them, which then the teacher tested that student's memorization in front of the class. This was used as the punishment for the students and it worked to make the student did not repeat their mistakes anymore. For the second difficulty, namely students' lack of enthusiasm, the teacher conducted a game that the teacher created herself. The solutions for the difficulties faced by the students were Mrs. Putri made some efforts like asking the students always to bring a dictionary, having the students memorize vocabulary as much as possible, and tested them. Other solutions were for students' speaking and pronunciation problems, namely the teacher asked the students to speak in English as often as possible and gave additional activity by asking the students to come forward to reading their work so that the teacher could correct the students' pronunciation if they pronounced them wrong so that the students would know the correct pronunciation.

There were some limitations to my study. The first one was that this study was lack of formal interview since I only used semi-structured interviews during the study. According to Singh (2002), “formal interview is a systematic procedure to dig up information about the respondent where a set of questions is asked in the order that has been prepared by the interviewer and the answers are recorded in a standardized form.” “A formal interview is important since it has higher validity compared to the informal one” (Hakim, 2013). The second limitation was in data triangulation. I didn’t ask the students about their opinions on how the teacher implemented Team Pair Solo and pictures whether she could implement the technique and the media well or not, or whether she seemed to have difficulty or not in implementing Team Pair Solo and Pictures.

5.2 Suggestions

Based on the conclusion that I have explained above, I would like to give some suggestions related to the use of Team Pair Solo and pictures in teaching writing. The suggestions are as follows.

The first one was that the English teacher could give more variations, such as a game in which it should be well prepared. The English teacher should pay attention more to the game that was chosen to be implemented in teaching the students. The chosen game should be a game that can improve students’ vocabulary, given that the students’ vocabulary was still low. By selecting the appropriate game such as the one that could improve the students’ vocabulary, it

was hoped that it could help English teacher improve their students in a certain skill and not just eliminates students' boredom.

In addition, I suggest that instead of using the paper dictionary, the teacher and students can try using an electronic dictionary to help the students gain more vocabulary. "An electronic dictionary is a portable electronic device that serves as the digital form of any kind of dictionary" (Zeng & Wang, 2016). There are several types of it, such as dedicated handheld devices, apps on mobile devices, CD-ROMs or DVD-ROMs, and online products. I suggest using electronic dictionaries in the form of apps that can be installed in smartphones like the U-Dictionary or Word-Up dictionary in which these apps have good ratings and positive response from the users. U-Dictionary has many features such as the advanced dictionary, bilingual sentences, wordnet dictionary, synonyms, antonyms, best sample sentences, phrases, and much more.

Moreover, the U-Dictionary is equipped with English articles, games, and helpful quizzes that can help the students strengthen their English level. Whereas through the Wor-Up dictionary, the students can learn the most useful word and see how the words are used in the real world through its feature that provides video clips form top movies and TV. In addition, Word-Up also offers 'Spaced Repetition' feature in which it is scientifically proven approach to ensure the user will remember the words forever.

Another suggestion is that, in terms of making a lesson plan, in order to help the teacher arrange the teaching and learning activities, it is suggested that the English teacher makes an appropriate lesson plan for each meeting. English

teacher should update their lesson plan for each meeting since it would help them to see the progress of their achievement in teaching the students. Further, for other researchers, it is expected to develop and improve this research considering it still has limitations such as lack of formal interview and also for the data triangulation, I did not ask the students about their opinions on how the teacher implemented Team Pair Solo and pictures whether she could implement the technique and the media well or not, or whether she seemed to have difficulty or not in implementing Team Pair Solo and Picture. Therefore, it is expected that the future researcher can use formal interview given that formal interview is important since it has higher validity than the informal one. And it is also expected that future researchers could be more paying attention to the data triangulation. It is also expected that future researchers can explore other areas that have not been explored yet, like conducting research using Team Pair Solo, which was combined with other cooperative learning techniques or combined it with other media. Further, it is recommended that future researchers can use Team Pair Solo not only in writing descriptive but also in the other genre of text or even in the other skills other than writing.

The results of this study are expected to be a useful reference for readers interested in conducting a study related to Team Pair Solo and pictures and teaching writing. The findings in this study are expected to help readers provide useful information related to Team Pair Solo in teaching writing descriptive text. Last but not least, since I only conducted a semi-structured interview in this study, it is suggested that future researchers use in-depth interviews so that he is able to

know more about teachers' understanding in implementing cooperative learning techniques such as Team Pair Solo and many other techniques.

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APPENDICES

APPENDIX I

Questionnaire

APPENDICES

APPENDIX I

Questionnaire (multiple choice)

Jawablah pertanyaan dibawah ini!

1. Sudah berapa lama anda menjadi guru?
 - a. < 5 tahun
 - b. 5- 10 tahun
 - c. 10- 15 tahun
 - d. >15 tahun
2. Kurikulum apakah yang anda gunakan dalam pengajaran di kelas?
 - a. KTSP
 - b. K-13
3. Seberapa sering anda menggunakan cooperative learning sebagai metode pembelajaran?
 - a. Tidak pernah
 - b. Jarang
 - c. Sering
 - d. Setiap KBM
4. Apakah proses pembelajaran di dalam kelas sesuai dengan RPP yang anda buat?
 - a. Tidak pernah sesuai
 - b. Kadang-kadang sesuai
 - c. Lebih sering sesuai
 - d. Selalu sesuai
5. Seberapa sering anda menggunakan teknik Team Pair Solo?

- a. Selalu
 - b. Sering
 - c. Jarang
 - d. Tidak pernah
6. Pernahkah anda menggunakan selain Team Pair Solo dalam mengajar deskriptif text ?
- a. Pernah
 - b. Tidak pernah
7. Apakah teknik Team Pair Solo mudah dipraktikkan dalam KBM?
- a. Sangat mudah
 - b. Mudah
 - c. Cukup mudah
 - d. Tidak mudah
8. Apakah anda menambahkan variasi tersendiri ketika anda menerapkan Team Pair Solo dalam mengajar?
- a. Iya
 - b. Tidak
 - c. Tidak selalu
9. Apakah media gambar tepat sebagai media untuk mengajar deskriptif teks?
- a. Sangat tepat
 - b. Tepat
 - c. Kurang tepat
 - d. Tidak tepat
10. Apakah siswa antusias selama KBM menggunakan teknik Team Pair Solo dan media gambar dalam materi deskriptif teks?

- a. Sangat antusias
- b. Antusias
- c. Kurang antusias
- d. Tidak antusias

11. Apakah gabungan Team Pair Solo dan media gambar efektif untuk mengajar deskriptif teks?

- a. Sangat efektif
- b. Efektif
- c. Kurang efektif
- d. Tidak efektif

12. Apakah anda menemui kendala dalam menerapkan Team Pair Solo dan media gambar untuk mengajar deskriptif teks?

- a. Iya
- b. Tidak

APPENDIX II

Classroom observation checklist

Name : Mrs. Putri Date : 18-19/09/19
 Class observed: TKR 1- 6 Time : 07.15-14.00
 Observer : The researcher Teacher : Mrs. Putri

Observation	Yes	No	Not always	Notes
Teacher uses variations in the Team Pair Solo			√	In TKR one till five, the teacher did not use variation in her teaching. She only used variation in TKR six by using a game she created by herself.
Teacher uses aids in the teaching process (lcd, ppt, video, picture, etc.)	√			The teacher used some aids like PPT, LCD, video learning and picture. In TKR six, she also used her handphone to play music for the game.
Teacher follows lesson plan in the teaching process		√		The lesson plan she used was the last year academic. She did not follow the lesson plan.
Teacher manage the class well	√			
Teacher explain the material clearly	√			
Teacher uses Team	√			She integrated the technique

Pair Solo and picture in teaching writing descriptive text				and the media with lecturing technique. She also taught not only writing skill but also listening, speaking and reading
Teacher implement Team Pair Solo together with picture well	√			
Teacher explain the procedure of Team Pair Solo to the students		√		
Teacher gives clear instructions	√			
Teacher uses combination of techniques in the teaching and learning process	√			The teacher used the combination of Team Pair Solo and lecturing technique.
Teacher has difficulty in managing the students who do not pay attention		√		
Teacher finds students' difficulties in writing decriptive text	√			The teacher found that the students faced difficulty related to their lack of vocabulary

Teacher solves students' difficulties in writing descriptive text	√			When there was student who seemed to have difficulty, the teacher would come to that student and asked what his problem was and she helped him to solve it.
Teacher finds difficulties in teaching writing descriptive text using Team Pair Solo	√			The difficulties found was students limited vocabulary, crowded students, students' pronunciation, students' speaking skill.
Teacher solves the difficulties in teaching writing descriptive text	√			
Students pay attention to the teacher's explanation	√			
Students understand well about the instructions that given by the teacher	√			
Students do their work appropriate with the instruction	√			
Students are active	√			

and enthusiastic				
All of students are participate in the teaching and learning process	√			

Documentation

TKR 1



Lecturing Activity



Team Activity



Pair Activity



Solo Activity



Reading the work Activity

TKR 2



Lecturing Activity



Team Activity



Pair Activity



Solo Activity



Reading the work Activity

TKR 3



Lecturing activity



Team Activity



Pair Activity



Solo Activity



Reading the work Activity

TKR 4



Lecturing Activity



Team Activity



Pair Activity



Solo Activity



Reading the work Activity

TKR 5



Lecturing Activity



Team Activity



Pair Activity



Solo Activity



Reading the work Activity

TKR 6



Lecturing Activity



Game Activity



Pair Activity



Solo Activity

APPENDIX III

Interview questions for teacher

1. Anda mengajar kelas apa saja?
2. Apakah anda menggunakan metode cooperative learning disetiap kelas yang anda ajar?
3. Teknik cooperative learning apa sajakah yang biasa anda pakai?
4. Apa pendapat anda tentang teknik Team Pair Solo?
5. Dalam menggunakan teknik Team Pair Solo, apakah anda selalu mengikuti langkah-langkah yang sudah ada?
6. Apakah anda menambahkan variasi tersendiri ketika anda menerapkan Team Pair Solo dalam mengajar? Jika iya, apa saja?
7. Selama anda mengajar bahasa Inggris materi descriptive text, pernahkah anda menggunakan selain cooperative learning? Jika iya, apakah ada perbedaan terhadap pemahaman dan respon siswa? Apakah perbedaan itu?
8. Apa pendapat anda tentang gambar sebagai media untuk mengajar writing descriptive text?
9. Apa pendapat anda tentang antusias siswa selama KBM menggunakan teknik Team Pair Solo dan media gambar dalam materi descriptive text?
10. Bagaimana pendapat anda tentang gabungan Team Pair Solo dan media gambar untuk mengajar descriptive text?
11. Menurut anda, seberapa efektif gabungan teknik Team Pair Solo dan media gambar untuk mengajar deskriptive text?
12. Apa anda menemui kesulitan dalam menerapkan Team Pair Solo dan media gambar untuk mengajar writing descriptive text? Jika iya, apa saja?
13. Bagaimana cara anda mengatasi kendala-kendala yang tersebut?

Interview questions for students

1. Bagaimana perasaanmu diajar menggunakan media gambar?
2. Bagaimana dengan teknik Team Pair Solo (teknik mengajar yang baru saja digunakan oleh guru), apa pendapatmu?
3. Apa pendapatmu ketika Team Pair Solo dan media gambar digunakan secara bersama dalam pengajaran dikelas?
4. Apakah kamu termotivasi untuk belajar selama KBM tadi?
5. Apakah Team Pair Solo dan gambar membantumu mudah memahami materi yang diajarkan? Jelaskan!
6. Menurut pendapatmu, apakah pilihan guru mengajar deskriptive text menggunakan teknik Team Pair Solo dan media gambar tepat? Jelaskan!
7. Apakah guru pernah menggunakan teknik dan media lain dalam mengajar? Jika iya, menurutmu teknik mana yang lebih efektif? Mengapa?
8. Apakah kamu lebih memilih diajar menggunakan teknik dan media ini dibanding teknik dan media yang lain? mengapa?
9. Menurut pendapatmu, apakah ada manfaat yang kamu dapat ketika diajar menggunakan teknik Team Pair Solo dan media gambar dalam materi descriptive text?
10. Apakah kamu menemui kesulitan saat diajar menggunakan teknik Team Pair Solo dan gambar dalam materi descriptive text? Jika iya, apa saja?
11. Apa saja yang kamu lakukan untuk menyelesaikan kesulitan tersebut?

Transcription of the Interview with the teacher

Note:

R: Researcher

T: Teacher

R: Baik Ibu, sebelumnya saya mengucapkan terima kasih karena ibu sudah menyempatkan waktu untuk wawancara dengan saya.

T: Iya, sama-sama.

R: Baik bu. Mulai yang pertama, ibu mengajar kelas apa saja ya bu?

T: Saya ngajar jumlahnya ada enam kelas yakni sepuluh TKR satu sampai TKR enam.

R: Baik bu. Untuk pertanyaan selanjutnya, ibu menggunakan metode cooperative learning itu di setiap kelas yang ibu ajar, bu?

T: Kadang-kadang sih saya pake teknik itu, saya sesuaikan dengan materi juga, kalo membahas tentang grammar ya saya nggak pake kalo text pasti saya pake cooperative.

R: Baik bu, untuk pertanyaan selanjutnya, teknik cooperative learning apa saja yang biasa ibu pakai?

T: Saya biasanya pakenya teknik Jigsaw kemudian Team Pair Solo terus satu lagi Think Pair Share, tapi saya sesuaikan materinya juga, pernah pake itu tapi tidak selalu, kalo untuk descriptive ini saya pakenya Team Pair Solo.

R: Baik bu. Bagaimana pendapat ibu tentang teknik Team Pair Solo?

T: Kalo menurut saya tekniknya bagus, cukup mudah untuk diterapkan, diaplikasikan ke anak-anak. Kalo pake teknik Team Pair Solo ini juga anak-anak jadi lebih aktif dan antusias sama pelajaran. Terus juga teknik ini lebih

menekankan pada aspek hubungan sosial ya, biar murid itu bisa sosialisasi atau komunikatif sama temen lainnya, kemudian terdapat juga kemampuan untuk memecahkan masalah bareng-bareng, yang pintar bisa ngajarin temennya yang kurang bisa, kemudian suasananya yang diciptakan pun itu lebih rame lebih menyenangkan karena dikerjakan bareng-bareng, bertukar pikiran atau gagasan ya bareng-bareng.

R: Baik bu, pertanyaan selanjutnya, dalam menggunakan teknik Team Pair Solo, apakah ibu selalu mengikuti langkah-langkah yang sudah ada?

T: Jelas sih saya selalu sesuai dengan langkah-langkah.

R: Untuk Team dan Pair activity, bagaimana sistem pengelompokannya bu?

T: Untuk kelompoknya saya pilihkan anggotanya, soalnya kalo mereka milih sendiri nanti biasanya lama ya, kemudian juga biasanya kalo milih kelompok sendiri mereka cenderung ngumpul yang pintar sama yang pintar akhirnya kasian sama yang kemampuannya kurang kan, dan takutnya nanti malah kelompoknya gak jalan. Jadi saya pilihkan supaya kelompoknya heterogen dalam artian ditiap kelompok itu ada yang kemampuannya tinggi jadi bisa ngajarin yang kurang bisa dan sehingga diskusi bisa jalan. Untuk pair activity, mereka kan pas team activity anggotanya ada enam, pas pair activity jadi berpasangan dua dua jadi yang awalnya satu kelompok itu jadi mecah jadi tiga kelompok karna dua dua ya. Untuk anggota di pair activity juga saya pilihkan, si A berpasangan sama siapa, si B sama siapa gitu, tapi masih sama anggota yang tadi sekelompok pas di Team activitynya.

R: Baik bu, bagaimana pendapat ibu tentang siswa ketika diajar pake Team Pair Solo ini?

T: Waktu kelompokan berenam sama kelompokan berdua anak-anak bagus ya, mereka saling tukar pikiran, saling diskusi. Tapi pada saat ngerjain sendiri di solo activitynya ada beberapa siswa yang masih kesulitan, jadi saya datengin mereka dan saya tanya masalahnya apa, apa yang kurang paham terus saya bantu kesulitan mereka.

R: Oke baik bu, pertanyaan selanjutnya, apakah ibu menambahkan variasi tersendiri ketika ibu menerapkan Team Pair Solo dalam mengajar? Jika iya, apakah itu?

T: Biasanya sih ketika menerapkan Team Pair Solo sesuai langkah-langkah si, gak ada variasi apa-apa. Hanya saat di TKR enam melihat kondisi siswa ditengah-tengah pelajaran yang mereka jadi pada ngantuk, ngobrol sendiri, akhirnya saya bikin game supaya gak ngantuk lagi dan jadi semangat. Trus kalo dikelas yang lain, paling ada additional activity kaya saya memberikan kesempatan siswa setelah mereka selesai mengerjakan deskriptif, setelah selai Solo activitynya nya, saya kasih mereka kesempatan siapa yang mau maju kedepan membacakan hasil kerjaan mereka, ini juga tujuannya untuk skill reading mereka juga sekalian untuk ngelatih pronunciation mereka supaya bener, jadi nanti kalo ada yang salah bisa dibenerin soalnya kebanyakan dari mereka pronunciationnya masih salah ya. Sama kemaren juga kan saya suruh teman-temannya kasih komentar, ngasih pendapat mereka ke siswa yang maju, ini juga biar ngelatih speaking mereka.

R: Brarti anak-abak disini kalo suruh maju kedepan presentasi kedepan pada berani ya bu?

T: Biasanya mereka pada ragu ya maju kedepan, pada malu, jadi harus ditunjuk dulu baru mau maju, tapi saat diajar pake Team Pair Solo ini, mereka pada antusias maju, mungkin karna dari step- step Team Pair Solo nya ya, mereka jadi lebih percaya diri, pada antusias maju tanpa ditunjuk dulu.

R: Baik bu, bagaimana dengan game yang ibu gunakan di kelas TKR enam? Apakah sudah direncanakan akan menggunakan game bu?

T: Oh nggak, awalnya saya mau ngajar semua kelas sama ya pake Team Pair Solo sama gambar, tapi ternyata di TKR enam ini pada saat saya jelasin didepan kok anak-anak pada mulai gak memperhatikan, ada yang ngobrol sendiri, ada yang mengantuk, jadi saya bikin game aja biar mereka semangat lagi. Apalagi di TKR enam ini tertinggal satu meeting karna minggu sebelumnya gak masuk ada acara sekolah. Jadi biar kekejar materinya. Tapi karna keadaan seperti itu ya akhirnya saya bikin game. Memang anak anak di TKR enam ini juga gampang bosan si, konsentrasi gampang buyar, ditambah lagi pelajarannya dijam terakhir, mungkin mereka udah capek jadi gitu.

R: Oh ya bu, juga akhirnya Team activity tidak ada ya bu?

T: Iya, di TKR enam ini sayang sekali saya harus skip step Team activity-nya soalnya waktunya gak cukup, game-nya makan waktu lama. Kalo saya include Team activity takutnya waktu gak nyampe, itu aja anak anak di TKR enam ini gak sampe maju kedepan membacakan hasil descriptive mereka kaya temen-

temen mereka dikelas lain kan karna waktu gak cukup, sayang sekali sebenarnya.

R: Baik bu, pertanyaan berikutnya, selama ibu mengajar bahasa inggris materi descriptive text, pernah ga bu menggunakan selain cooperative learning (Team Pair Solo)?

T: Oh ya saya pakenya teknik ceramah kemudian demonstrasi juga, yang terakhir direct instruction.

R: Untuk penerapan teknik cooperative learning, apakah ibu pernah mengkombinasikan dengan teknik mengajar yang lain?

T: Oh iya, dalam menerapkan teknik cooperative learning, seringnya memang saya kombinasikan dengan teknik mengajar yang lain. Kaya yang ini Team Pair Solo saya kombinasikan sama teknik ceramah tujuannya biar anak-anak ada input knowledgenya dulu tentang materi yang mau dipelajari. Kalo langsung ke Team Pair Solo takutnya anak-anak pada bingung.

R: Ada itu ga bu perbedaan terhadap pemahaman dan respon siswa diajar pake cooperative sama pas diajar pake teknik selain cooperative learning?

T: Ada, perbedaanya itu terletak pada situasi belajar sama letak tanggungjawab mereka masing-masing. Contohnya kalo saya pake tekink ceramah sudah jelas para siswa kebanyakan hanya diam, mendengarkan trus kemudian situasinya jadi lebih pasif, jadi gampang bosen tapi kalo pake cooperative learning, Team Pair Solo, para siswa cenderung lebih aktif, responsif, komunikatif, suasananya lebih hidup trus tanggung jawab mereka itu bukan tanggungjawab sendiri tapi

tanggungjawab untuk teman-temannya juga menyelesaikan masalah itu tanggungjawab bersama.

R: Baik bu, pertanyaan selanjutnya. Apa pendapat ibu tentang gambar sebagai media untuk mengajar writing descriptive text?

T: Kalo menurut saya media gambar itu alat atau sarana sebagai perantara dalam wujud visualisasi yang bagus agar anak ada ide ketika melihat gambar seperti kemaren descriptive saya pakai gambar idola, jadi dengan melihaat gambar misalnya kaya Cinta Laura, nanti mereka bisa menjelaskan oh iya ya gambarnya seperti ini, fisiknya seperti ini. Bagus sih, sangat sangat bagus.

R: Apa pendapat ibu tentang antusias siswa selama KBM menggunakan teknik Team Pair Solo dan media gambar dalam materi descriptive text?

T: Kalo saya perhatikan, anak-anak aktif, lebih ekspresif kemudian mereka menunjukan bahwa mereka itu senang dengan metode, selain itu mereka jadi lebih terbuka, komunikasinya pun lebih aktif, kalo saya liat dengan Team Pair Solo mereka tidak hanya duduk, diam, memperhatikan trus bosan tapi disini mereka bersama-sama untuk pinter bareng, belajar bareng, memecahkan masalah ya bareng-bareng, anak jadi percaya dirinya timbul.

R: Bagaimana sikap ibu saat siswa menjawab pertanyaan namun jawabannya salah, apa yang ibu lakukan bu?

T: Dalam KBM kalo ada pertanyaan dan anak menjawab salah, saya sengaja gak langsung bilang kalo dia salah, jadi dia gak minder. Jadi saya tanya dulu anak-anak yang lain pendapat mereka gimana, lha nanti kalo udah, baru saya berikan jawaban yang benar sekalian saya jelasin juga biar mereka bener-bener paham.

R: Baik bu, pertanyaan selanjutnya, bagaimana pendapat ibu tentang gabungan Team Pair Solo dan media gambar untuk mengajar descriptive text?

T: Sangat bagus sih gabungannya, ada Team Pair Solo kemudian ditambah lagi dengan media gambar suasana belajar lebih hidup, trus nyenengin, terus udah jelas tidak bosen apalagi gambar yang dilihat gambar idola jadi suasana jadi rame dan akhirnya tercipta lingkungan belajar yang sangat komunikasi aktif banget. Cocok gabungannya, sangat efektif buat ngajar descriptive text menurut saya.

R: Baik bu, pertanyaan selanjutnya. Menurut ibu, seberapa efektif gabungan teknik Team Pair Solo dan media gambar untuk mengajar deskriptive text?

T: Kalo menurut saya sangat efektif karena biasanya kalo teknik yang lain, saya ambil contoh teknik ceramah, anak-anak cenderung pasif, tapi dengan Team Pair Solo apalagi ditambah dengan media gambar jadi lebih semangat komunikatif nyenengin, aktif, asik.

R: Oh iya bu, saat dikelas, saat KBM berlangsung, ibu menggunakan bahasanya campuran, apa tujuan dari mixed bahasa itu bu, menagapa ibu tidak menggunakan full English bu?

T: Oh iya saya sengaja campur bahasanya, kadang Inggris kadang Indonesia dan kadang malah pake bahasa Jawa ya supaya anak-anak pada paham karna itu yang penting kan, yang penting anak-anak paham sama pelajarannya dan kalo saya cuman pake bahasa Inggris takutnya anak anak gak semuanya paham, karna bahasa Inggris mereka gak semuanya bagus.

R: Baik bu, pertanyaan berikutnya, apa ibu menemui kendala dalam menerapkan Team Pair Solo dan media gambar untuk mengajar descriptive text? Jika iya, apa saja?

T: Kendala berbeda beda tiap kelas, tapi yang paling umum si mereka kurang menguasai vocabulary, makanya saya selalu minta mereka untuk bawa kamus tiap ada pelajaran bahasa Inggris. Tapi ya masih aja beberapa anak suka ga bawa kamus akhirnya kalo yang ga bawa saya suruh mereka pinjem diperpus. Kalo mereka bawa kan enak ya kalo ada kosakata, vocabulary yang gak tau bisa langsung buka kamus, cari dikamus. Trus kendala yang lain kendala ringan si dan beda-beda kalo di TKR satu sampe empat itu ketika dibentuk kelompok ribut-ribut kecil pada awal tapi untuk selanjutnya bisa diatur, nurut. Namun untuk TKR lima dan enam kendalanya ramanya kalo udh dibentuk kelompok ada yg nyanyi, ngajak ngobrol, lalu anak dateng kekelompok lain yang akhirnya bikin keadaan jadi kurang kondusif.

R: Hanya itu saja bu, atau ada kendala lainnya bu?

T: Mmmm oh ya karna mereka kurang menguasai vocab jadi ya mereka pun jadi lemah di speaking ya, makannya mereka sering kalo tanya ya pakenya bahasa Indonesia atau Jawa, trus kaya kemaren di TKR enam pas maju game itu kan makan waktu lama karna kurang vocab itu, pun juga pronunciationnya masih kurang, paling itu sih.

R: Baik bu, bagaimana cara ibu mengatasi kendala-kendala tersebut?

T: Untuk mengatasinya karna mereka masalah ada di vocabulary, kurang menguasai vocab jadi saya selalu nyuruh mereka bawa kamus kalo ada pelajaran

bahaa inggris trus juga saya suruh mereka ngafalin vocab trus saya tes hafalan vocabulary mereka. Trus tambah lagi kalo ada yang kaya tadi dibentuk kelompok atau pas lagi pelajaran kok ribut saya kasih hukuman, hukumannya ya itu nulis vocabulary sebanyak-banyaknya dan maju kedepan. Lalu untuk TKR lima dan eanm yang tadi suka nyanyi saya suruh maju nyanyi didepan biar kapok dan hukuman ditambah dengan mengafalkan vocabulary. Jadi saya ganti hukumannya dengan menghafalkan kosakata biar tambah banyak kosakata mereka, tambah luas.

R: Bagaimana untuk solusi kendala speaking dan pronunciationnya bu?

T: Kalo untuk speaking ya saya suruh mereka buat sesering mungkin ngomong pake bahasa inggris, biar terbiasa kan, dan untuk pronunciation, kaya kemaren saya suruh mereka maju kedepan buat baca hasil kerjaan mereka supaya saya tau pronunciationnya sudah bener apa belum, sekalian saya koreksi.

R: Baik bu, ini sudah selesai semua pertanyaannya, sekali lagi terima kasih banyak bu atas waktunya.

T: Iya, sama-sama.

Transcription of the interview with the students

Q1: Bagaimana perasaanmu diajar pake media gambar?

- Answers: 1). Saya sangat senang diajar pake gambar. Gambarnya lucu-lucu kaya Sule, Rina Nose terus juga gambarnya sangat membantu kita karna dengan melihat gambar kita bisa mendeskripsikan, sangat membantu untuk membuat deskriptive text (Wahyu, TKR3).
- 2). Diajar pake gambar menyenangkan, menghibur dan gak bosan. Gambarnya artis terkenal, lucu dan cantik, (Agung, TKR4).
- 3). Lebih menyenangkan, gak membosankan, menarik dan gambarnya bikin kita mudah paham sama pelajaran (Andri, TKR1).

Q2: Apa pendapatmu ketika Team Pair Solo dan media gambar digunakan secara bersama dalam pengajaran dikelas?

- Answers: 1). Kombinasinya tepat menurut saya, keduanya bagus. Dengan adanya media gambar itu membantu kita supaya tahu apa yang ingin dideskripsikan dan untuk tekniknya, pertama kita dikelompokan, setelah itu kita diskusi lagi berdua jadi ya lebih paham. Jadi keduanya teknik sama medianya sangat membantu kita banget jadi lebih paham (Dimas, TKR 1).
- 2). Tekniknya bagus. Pake teknik ini kan pertama kita dikelompokan sama bu guru, terus kita bisa diskusi bareng temen segrup, bisa tukar pikiran trus setelah itu kita dikelompokan lagi cuman berdua jadi bisa lebih gampang lagi diskusinya, lebih fokus soalnya kan cuman berdua trus abis itu kita baru ngerjain sendiri. Jadi pas

ngerjain sendiri itu kita udah ada gambarannya karna sebelumnya udah diskusi bareng-bareng jadi lebih mudah (Mulyono, TKR 2).

- 3). Menurut saya gabungan keduanya bagus ya bu, bikin saya jadi lebih semangat karna saya suka kerja kelompok bisa diskusi bareng-bareng sama teman. Dan juga saya suka ada media gambarnya karna gambar tu bikin saya dan teman-teman tadi pas kelompokan jadi ada ide gitu apa yang mau kita deskripsikan. Jadi bikin kita lebih kreatiflah pokoknya (Nurrokhman, TKR 4).

Q3: Tadi setelah kalian selesai membuat descriptive textnya kan kalian disuruh maju kedepan, gimana pendapatmu?

- Answers: 1). Saya seneng bu disuruh maju jadi ada kesempatan buat tau cara bacanya sudah bener apa belum soalnya kan banyak yang bacanya masih salah (Zaeni, TKR3)
- 2). Wah seneng bu, walaupun agak malu si bu soalnya cara baca saya masih jelek, banyak yang salah tadi, tapi jadi bisa tau jadi bisa bener bacanya. (Akbar, TKR2).
 - 3). Suka bu karna saya jadi tau cara baca yang benar (Sisworo, TKR5).

Q4: Apakah kamu menemui kesulitan saat diajar menggunakan teknik Team Pair Solo dan gambar dalam materi descriptive text? Jika iya, apa saja?

- Answers: 1). Ada, kadang ada kosakata yang gak tau artinya. Jadi sering banget harus buka kamus, tanya teman yang pintar, tanya bu guru juga (Surya, TKR 2).
- 2). Ada, kesulitannya itu mengartikan ke inggrisnya, banyak gak tau kosakata bahasa Inggrisnya (Hasan, TKR 4).

- 3). Ada bu, kesulitannya dalam menulis bahasa inggrisnya (Ardian, TKR 1).

Q5: Apakah kamu lebih memilih diajar menggunakan teknik dan media ini dibanding teknik dan media yang lain? mengapa?

Answers: 1). Saya lebih milih kelompokan bu, bisa diskusi bareng temen-temen, bisa minta ajarin temen sekelompok yang lebih bisa jadi pas ngerjain cuman berdua dan sendiri itu lebih percaya diri kalo saya bisa gitu. Sama media gambarnya bisa membantu buat membuat deskriptif, kalo liat gambar kan bisa tau bagaimana mau mendeskripsikan (Yusuf, TKR 3).

- 2). Lebih milih Team Pair Solo ini bu, lebih seneng dikelompokan, bisa diskusi bareng-bareng temen, pas dikelompokan kan kita bisa saling tukar pikiran sebelum akhirnya kita kelompok berdua dan trus pas ngerjain sendiri. Kalo cuman mendengarkan bu guru menjelaskan, kalo saya kurang paham mau tanya malu, kalo sama temen kan gak malu (Hawin, TKR1).

- 3). Lebih memilih Team Pair Solo dan media gambar, karena dengan dikelompokan pelajaran lebih mudah dipahami, belajar bersama-sama, saling tukar pikiran dan suasananya sangat menyenangkan ada gambar-gambarnya juga (Ahmad, TKR1).

APPENDIX IV**Document Analysis Worksheet (lesson plan)**

Date of document :

Author (creator) of the document :

Criteria	Yes	No	Not available	Notes
The lesson plan is used for more than one meeting	√			
Team Pair Solo is used in every meeting			√	
Team Pair Solo is used only for teaching writing descriptive text			√	
The lesson plan uses combination of techniques			√	
The lesson plan uses variation in Team Pair Solo			√	
Time allocation for different parts of the lesson is presented in the lesson plan	√			
Lesson objective is mentioned	√			
The procedure of Team Pair Solo is explained			√	
The purpose of teaching process using Team Pair Solo is mentioned			√	
The media picture is mentioned in lesson plan			√	
In the lesson plan, there are the sample of picture that will be used in the teaching learning process			√	
Another plan is provided if there is a problem in the teaching and learning process			√	

APPENDIX V

Research Permission Letter

**BADAN PELAKSANA PENDIDIKAN MA'ARIF NU**
SEKOLAH MENENGAH KEJURUAN
SMK NU HASYIM ASY'ARI TARUB
TERAKREDITASI "A" BESERTIFIKAT ISO 9001 : 2015
JURUSAN/PRODI : Teknik Kendaraan Ringan, Teknik Sepeda Motor,
Teknik Jaringan dan Komputer, Perbankan Syariah
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AN ISO 9001:2015 CERTIFIED COMPANY

SURAT KETERANGAN
Nomor 1579/I03.28.15/IX/2019

Yang bertanda tangan dibawah ini :

Nama : Drs. H. FARIKHI, MM.
Jabatan : Kepala SMK NU Hasyim 'Asy'ari Tarub

Dengan ini menerangkan bahwa mahasiswa ;

Nama : SITI MUAMALAH
NIM : 2201415038
PRODI : Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan penelitian untuk penyusunan skripsi/tugas akhir yang telah dilaksanakan 17 September s.d. 26 September 2019.
Demikian Surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Tarub, 26 September 2019
Kepala Sekolah

Drs. H. FARIKHI, MM.

