THE USE OF PICTURE-GUESSING GAME

IN IMPLEMENTING TEAM-PAIR-SOLO TECHNIQUE

TO IMPROVE THE STUDENTS' ABILITY

TO WRITE DESCRIPTIVE TEXT

(Classroom Action Research at SMA Negeri 1 Subah for Grade X in the Academic Year Of 2012/2013)

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

by

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PERNYATAAN

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The Use of Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve the Students' Ability to Write Descriptive Text (Classroom Action Research at SMA Negeri 1 Subah for Grade X in the Academic Year of 2012/2013)

Saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan penelitian, pembimbingan, diskusi dan ujian. Semua kutipan, baik yang langsung maupun tidak langsung, ditulis dengan disertai sumber kepustakaan dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

Dengan demikian, walaupun tim penguji dan pembimbing skripsi/final project ini membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika ditemukan pelanggaran yang berhubungan dengan skripsi/final project yang saya hasilkan, saya bersedia menerima konsekuensinya.

Batang, 24 th July 2013

Yang membuat pernyataan,

Ika Kurniawati Khasanah

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MOTTO AND DEDICATION

Think Good Think God

Do not follow something you do not know for hearing, sight and conscience, all it will be held accountable

(Al Isra' : 36)

To:

Allah SWT

My beloved parents

My beloved brother

My best-ever friends and Mayda friends

PREFACE

First and foremost, I would like to praise Allah SWT the Almighty for the blessing and mercy, the health and the power given to me, and the prophet Muhammad SAW for bringing His tenet to us, so I could complete my final project.

I take this opportunity to express my profound gratitude and deep regards to my first advisor, Dr. Januarius Mujiyanto, S. Pd., M.Hum., who has been willing to constantly give valuable information, guidance, advice, solution as well as encouragement throughout the course of this final project. I also take this opportunity to express my deep sense of gratitude to my second advisor, Novia Trisanti, S. Pd., M. Pd., who has constantly given valuable suggestion, correction as well as motivation in completing this final project. I sincerely thank to all lecturers who taught and shared their knowledge during lecturing, and then to SMA Negeri 1 Subah which also helped in doing the research.

I specially thank to my father, Drs. Slamet, mother, Mrs. Murtini and brother, Nahl, who always support, advise, and pray for me in every step of completing this project. I thank to all my friends at English Department and Kos Mayda as well as my best friends, Abibah, Meta and Nana, who have supported and helped me overcome my difficulties.

The last but not the least, I realized that this final project is still far from being perfect. Thus, any suggestion is expected for better result. Hopefully, this final project will be beneficial for readers, especially for English teachers and people who work at educational field.

Semarang, 24 th July 2013

The writer

ABSTRACT

Khasanah, Ika Kurniawati. 2013. *The Use of Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve the Students' Ability to Write Descriptive Text* (Classroom Action Research at SMA Negeri 1 Subah for Grade X in the Academic Year of 2012/2013). Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Dr. Januarius Mujiyanto, S. Pd., M.Hum; Second Advisor: Novia Trisanti, S. Pd., M. Pd.

Keywords: Picture-Guessing Game, Team-Pair-Solo, Writing Skill, Descriptive Text.

Writing is considered as the most difficult skill to be mastered because of its complexity. Teaching writing is not an easy task for teacher. The objectives of the study were to describe the use of picture-guessing game in implementing team-pair-solo technique to teach writing descriptive text and to investigate how it improves the students' ability of writing descriptive text. To achieve the objectives, classroom action research was designed as the method of the study. Planning, acting, observing and reflecting were done in each cycle. This study was done in two cycles on April 10, 2013 to May 1, 2013. The subject of this study was Class X8 at SMA Negeri 1 Subah. Observation checklist, questionnaire, interview, and test were used as the instruments to collect the data needed. From the result of pre-observation and pre-assessment, the students were not able to write descriptive text well. It was seen from the aspects of good writing such as content, organization, grammar, word choice and mechanics. After doing two cycles, the results of observation checklist, questionnaire, and interview showed that the students gave positive reaction and response during the action. Through questionnaire, it was also found that the students were motivated to join the lesson. The result of tests showed that after doing the action of cycle one, the students' ability improved. The average score of the cycle one test was 71.68 exceeding the standard score criteria of 70.00. To elevate the students' ability, the researcher did minor revision in the action of cycle two. The students' average score of the cycle two test was 79.15. In this test the students produced better writing. Their attention to the aspects of good writing was better than the previous tests. Finally, it could be concluded that picture-guessing game in implementing team-pair-solo technique was good to teach writing descriptive text, and the use of it could improve the students' ability in writing. Teachers can use it as the alternative technique in teaching writing. It can also give information for readers and become reference for other researchers.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It contains six sub chapters. They are background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the report.

1.1 Background of the Study

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

Learning English as language requires the mastery of four language skills: listening, speaking, reading and writing. Writing, however, is often considered as the most difficult skill to be mastered because of its complexity. Paul (2003:96) in Hapsari (2011:2) says that writing is generally as the most difficult of the four skills. The difficulty is seen in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling,

word choice, punctuation, and so on. Moreover, English teaching and learning in schools is taught through text. Genre of text then becomes the pilot in all parts of English teaching and learning, including teaching and learning writing which has to consider with the aspects of all genres. They are grammar, generic structure, and lexicogrammatical order.

Considering the existence of English in senior high school's school-based curriculum, the researcher's observation shows that most of students she taught when she was doing Field Practice Program or PPL at SMA Negeri 1 Subah had difficulties in writing. They did many mistakes in grammar, spelling, punctuation, and so on. For example, a student produced *I call her is Nana* instead of *I call her, Nana*. Another student produced *The tipe are button, qwerty, touch screen* instead of *The types are button, qwerty and touch screen,* and many others. Some students also made report text instead of descriptive text. In addition, the average of them have not achieved the standard score criteria or KKM. These problems were also faced by the tenth grade students where she did observation for the fulfillment of final assignment of Language Teaching Theories subject. These facts indicate that writing skill is difficult to be mastered for senior high school students.

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

writing. In this case, teachers need to use a technique or the combination of some techniques in their teaching process in order to make students success in achieving the goal of the lesson.

Nowadays, games are often applied in language teaching in order to attract and help students understand in learning the materials. Many types of game are available as media in teaching learning process. They are guessing games, picture games, sound games, fact-finding games and so on. Picture-guessing game is a kind of guessing games which requires students to logically guess what the picture is. In this case, pictures help students understand the situation and memorize vocabulary.

Working in group is a way to eliminate students' problem in learning process because they can help each other to solve problems faced. Many teachers consider cooperative learning as an effective way to help students face their problem in learning. The fact that most of students are reluctant to ask their teacher when they find any difficulty in their learning process becomes the reason for using cooperative learning. Cooperative learning then offers many techniques of group working to facilitate students solve their problems with their friends. They can widely be used in teaching learning activities.

Team-pair-solo is one of cooperative learning techniques which can be an effective way to teaching writing because it guides students to work as a team first, then as a partner, and the outcome of the result produced by individual. Finally,

each of students has his or her own responsibility to learn and understand the material.

Teaching writing is not an easy task for teacher although writing has been taught from the primary educational level. The status of English as foreign language in Indonesia becomes a specter for students, including senior high school students. Therefore, a teacher needs to find a good way in teaching writing. By implementing teaching technique in the teaching and learning process, teachers can help his or her students success in their learning.

Dealing with the whole explanation above, a study entitled *the Use of Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve the Students' Ability to Write Descriptive Text* was conducted at SMA Negeri 1 Subah. It would focus on writing descriptive text as the skill to be mastered. The reason is because most of the tenth grade students in this school have difficulty in writing descriptive text. Whereas, it has been given at the lower educational level. Furthermore, in this study, picture-guessing game was used in implementing team-pair-solo technique to teach writing descriptive text, and then the students' improvement was investigated.

1.2 Reasons for Choosing the Topic

The topic *the Use of Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve the Students' Ability to Write Descriptive Text* is chosen because of the following reasons:

First, nowadays, English teaching in schools is taught through text. Descriptive text is one of text types learned. Although descriptive text has been taught in the lower educational level, there are a lot of students in senior high school who have not mastered it well yet,

Second, the success of teaching learning process can depend on media and techniques used in delivering the materials to students. They are combined to generate good ways in teaching learning.

Third, teachers can use such a good way that their students can understand and be interested in what they teach.

1.3 Research Questions

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

(1)   How is picture-guessing game in implementing team-pair-solo technique used to teach writing descriptive text?

(2)   How does picture-guessing game in implementing team-pair-solo technique improve the students' ability to write descriptive text?

1.4 Purposes of the Study

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

(1)   to describe the use of picture-guessing game in implementing team-pair-solo technique to teach writing descriptive text.

(2)   to investigate how picture-guessing game in implementing team-pair-solo technique improves the students' ability of writing descriptive text.

1.5   Significance of the Study

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

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

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

Later, the use of picture-guessing game in applying team-pair-solo technique hopefully can help students improve their ability to write descriptive text by following teacher's instructions.

1.6   Outline of the Report

The report of this study consists of five chapters. Every chapter has several sub chapters which are explained as follows:

Chapter I presents introduction. It has six sub chapters: background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the report.

Chapter II presents review of related literature. It discusses some information about previous studies, theoretical background, and framework of the present study.

Chapter III presents methods of investigation. This chapter deals with subject of the study, roles of the study, type of data, instruments for collecting data, procedures of collecting data, procedures of analysing data, and procedures of reporting the results.

Chapter IV presents result and discussion. This part gives research activity, analysis and discussion.

Chapter V presents conclusion of the study. In this chapter, the researcher concludes the findings and gives suggestion related to the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. It is divided into three sub chapters: previous studies, theoretical background, and framework of the present study. Empirical studies and reference review from the books related to the topic will be discussed in this chapter. The further descriptions are as the followings.

2.1 Previous Studies

Some researchers had conducted some studies of the use of media to enhance students' ability in English, some of them related to writing. A final project made by Medina Rahma (2012) entitled *the Use of Pictures as Media to Improve Students' Guided Writing Ability* shows that the students had a progress in learning guided writing because the average of post-test (71.80) was higher than the pre-test (58.50). The result of a final project made by Daud Jiwandono (2012) entitled *Animated GIF (Graphics Interchange Format) as an Alternative Medium to Improve the Students' Ability in Writing Descriptive Texts* shows that the mean score of the control group on the pre-test was 71.21, while on the post-test was 86.29. Whereas, the mean score of the experimental group was 71.12, while on the post-test was 89.91. The result of the t-test (1.83) was higher than t-table (1.67). It means that there was significant difference between the students taught using animated GIF and those not. In addition, a journal of language teaching and

research made by Deguang Zhu (2012) entitled *Using Games to Improve Students'*
Communicative Ability also shows that from the analysis done, teaching and
learning English by means of language games is more effective and efficient to
improve students' communicative ability than the traditional one. From the
studies above, it can be concluded that the use of media can help students
understand the materials taught by their teacher, and for teachers, media can help
them to improve students' ability while teaching English.

Other studies of the use of cooperative learning and its techniques were
also held. A journal of English language teaching made by Luu Trong Tuan (2010)
entitled *Infusing Cooperative Learning into An EFL Classroom* shows the result
that the course evaluations were positive and most of students (89.19%) in the
experimental group made strong statements about how much cooperative learning
improved their understanding of the course material. There is a final project made
by Rosita Amalia (2011) entitled *the Use of Team-Pair-Solo in Reading*
Comprehension. In this study, the researcher finds out that the t-value (7.43) was
higher than t-table (2.03). It means that there was a significant difference between
the students taught using team-pair-solo and those not. Moreover, a final project
made by Anggita S. Hapsari (2011) entitled *the Use of Roundtable Technique to*
Improve Students' Achievement in Writing Hortatory Exposition Text" shows that
rountable teachnique gives significant progress in students' achievement in
writing hortatory exposition text. Based on these studies, there are many
techniques of cooperative learning available which can be used in the teaching
and learning activities.

Furthermore, some studies talking about writing had been also conducted. Etik Sugiyarti (2006) conducted a study entitled *Grammatical Errors in Descriptive Writing Made by the Tenth Grade Students of SMAN 1 Sukorejo*. The result shows that she found seven grammatical errors in production verb group, arrangement between subject and verb, the use of article, the use of preposition, pluralization, the use of pronoun, and the use of conjunction. This study is supported by the findings of a journal of English language teaching made by Somchai Watcharapunyawong and Siriluck Usaha (2013) entitled *Thai EFL Students' Writing Errors in Different Text Types: the Interference of the First Language* which shows that EFL students made writing errors and L1 interference surely existed.

To reduce writing errors, many approaches or strategies are applied. These journals shows the use of them in teaching. A journal of English language teaching made by Hossein Hashemnezhad and Sanaz Khalili Zangalani (2010) entitled *the Effects of Processing Instruction and Traditional Instruction on Iranian EFL Learners' Writing Ability* shows that the results of statistics confirmed hypotheses 1 and 2 and shows that both groups performed significantly better in their post-tests, and therefore, it can be indicated that both of instructions were effective in improvement of EFL learners' writing ability, in general. In addition, a journal of theory and practice in language studies made by Luu Trong Tuan (2011) entitled *Teaching Writing through Genre-based Approach* gives contribution in teaching EFL students in writing. It shows that the research

findings demonstrate that a genre-based approach based on the three phases of the teaching-learning cycle had created a great impact on these student participants.

From all the studies above, it can be concluded that there are many ways which teachers can do to help students succesful in their learning. In teaching, to make students get more understanding, teachers may be assisted by media, techniques, strategies and so on. Regarding these findings, therefore, the researcher conducted a study by using picture-guessing game in implementing team-pair-solo technique to improve the students' ability to write descriptive text.

2.2 Theoretical Background

As the basis of doing this study, some theories which are closely related to the topic of the study are presented in this session. The theories will support the implementation of the study that is the use of picture-guessing game in implementing team-pair-solo technique to improve the students' ability to write descriptive text. The followings are some of the theories.

2.2.1 Language Learning and Teaching

Language as a means of communication plays an important role in human life. People use language to express their feelings, ideas, thoughts and convey messages to others.

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

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

Learning is a process of knowing something and further knowing to do something. Kimble et. al. (1963:133) quoted by Brown (2000:7) state that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

Learning cannot be separated from teaching. In this case, teaching is an activity of helping the learning process. Brown (2000:7) states:

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

Based on the theories above, it can be concluded that language learning and teaching is an interaction between someone who tries to understand a language and the other who helps him or her gain more information about the language.

2.2.2 General Concept of Writing

In this part, the general concept of writing will be discussed. The discussion will be about what writing is and how it is categorized as a good writing. It will be explained as follows.

2.2.2.1 Definitions of Writing

Writing is one of language skills which has to be mastered in order to use language successfully. Like speaking, writing is a way to produce language. According to Meyers (2005:2),

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

Writing is not only oriented on the product, but also on the process. By means of the writing process, the product is generated. Sokolik in Nunan (2003:88) states:

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

From the theories above, it can be concluded that writing is a process of generating and organizing ideas which are presented in the form of sentences or paragraphs that are comprehensible to readers.

2.2.2.2 Components of Good Writing

It has been stated that writing is also a way to produce language. It means that writing has to be comprehensible to readers in order to convey the message in it. Harmer (2003:248) argues that by practising writing frequently your mastery of grammar, functions and and lexis used can increase. It means that our knowledge

in language will also be better. In writing, therefore, we need to consider the components of writing. The next is the brief explanation of the components of good writing.

First, it is called coherence. Boardman (2002:31) states that it is made up of sentences that are ordered according to a principle which changes depending on the type of paragraph that is being writen. The types of ordering are the chronological ordering, spatial ordering, and logical ordering. In other words, in a paragraph, the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth as stated by Oshima and Hogue (1999:40) in Hapsari (2011:13).

The second component is called cohesion. Boardman (2002:36) says that a paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic senteces. In connecting sentences to each other, we need what it is called cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

The third is unity. Boardman (2002:44) also states a paragraph has unity when all the supporting sentences relate to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses about one topic.

The last component is called completeness. Boardman (2002:47) states that completeness of a paragraph can be achieved when all the major supporting sentences fully explain the topic sentence, and all the minor supporting sentences explain each major supporting sentence.

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

2.2.2.3 Teaching Writing

As one of the four language skills, writing like the other skills, is taught in schools and is considered as the most difficult skill to be mastered in learning English. In the realization, therefore, teaching writing is not so easy as just asking students to write something. To result a good product of writing, teaching writing needs to be oriented not only to the product, but also to the process of writing. Harmer (2004:5-6) explains that writing is a recursive process. It means that in the process of planning, drafting, revising and editing, we will often re-plan, re-draft and re-edit before we get the product of writing. It deals with Meyer's opinion (2005:2-3) that:

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

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

students will be able to produce the final products of writing which are appropriate to the purpose of writing itself.

2.2.2.4 Teaching Writing in Senior High School

In teaching, we have to consider who we would like to teach. The consideration is regarding students' age. We sometimes categorize them as children, teens and adult. Broadly speaking, teaching senior high school students is like teaching teens because students at this educational level have ages between fifteen and eighteen. According to Brown (2001:91-92), teens are they whose ages range between twelve and eighteen. They are in between childhood and adulthood. At the age, students begin to recognize something abstract and be able to use logical thinking in solving quite complex problems. Therefore, in teaching teenagers, teachers need to provide a set of teaching which involves their intellectual capabilities.

Dealing with the explanation above, teaching writing in senior high school is certainly harder than the lower level. The writing materials in senior high school are more complicated although they have been taught at the lower level curriculum. It is adapted with senior high school students' intellectual capabilities which are more develop. In addition, writing is considered as the most difficult skill to be mastered. Regarding the fact, teachers have to consider how they treat their students in teaching writing. They need to use a teaching way which covers senior high school students' need related to both the materials and the treatment.

2.2.3 General Concept of Text

When we talk about writing, it cannot be separated from the term 'text'. Many events or knowledges are informed through texts. Mark and Kathy Anderson (1997:1) simply state that a text is created when words are put together to communicate meaning.

More complicated definition of text is proposed by Hyland (2002) who states "texts have a structure, they are orderly arrangements of words, clauses and sentences, by following the principles which guide the correct arrangement of elements, writers can encode a full semantic representation of their intended meanings".

It can be concluded that text is formed of structured words, clauses, or sentences, which contains the writer's ideas, in order to communicate information to readers.

2.2.3.1   Genre of Text

There are many types of text within text itself. They are called genre. Gerot and Wignell (1994:17) states that a genre can be defined as "a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something". Another definition of genre is proposed by Kress and Threadgold (1988:216) in Paltridge (1997:42). They argue that the notion of genre offers an "interface between the socio-cultural world and textual form".

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

narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews.

From the explanation above, there are a lot of genres in written language and every genre has their social function. Then, descriptive text is chosen as a genre of text to be discussed for carrying out of the study. The further explanation about descriptive text is as below.

2.2.3.2 Definition of Descriptive Text

Descriptive text is one of text-types which is taught in English teaching. As its name, the text is descriptive. Martin, et al (1985:143) state "descriptive writing is writing that describes a person, a place, an idea, an organization, or an activity".

Oshima and Hogue (2007:61) state "descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds. It is in line with Meyers (2005:60) who says that "a description of a scene allows your readers to see, hear, or even feel the subject matter clearly".

Gerot and Wignell (1994:208) also define "descriptive text is a text which has social function to describe a particular person, place, or thing". In the context of writing, every text has structure to compose it. Furthermore, Gerot and Wignell give generic structure of descriptive text as the followings:

(1) Identification : identifies phenomenon to be described.

(2) Description   : describes parts, qualities, characteristics.

There are also lexicogrammatical features of descriptive text. They are (1) focus on specific participants; (2) use of simple present tense; (3) use of attributive and identifyng process; and (4) frequent use of ephitets and classifiers in nominal groups

Based on the theories above, we can conclude that descriptive text is a text which describes something or someone so that the readers can look, feel, smells, or taste what is told. To be like that, in writing descriptive text, writers need to consider its generic structure and lexicogrammatical features.

2.2.4 General Concept of Media

In the teaching and learning process, teachers may use media as tools to help them teach the lesson to students. Gerlach and Ely (1980:241) state that "media are any person, materials, or events that establih conditions, which enable learner to acquire knowledge, skills, and attitudes". Meanwhile, Brown (1977:23) says that media are tools or physical things used by teacher to facilitate the instructions so that they are able to help students to catch knowledge.

Based on the definitions above, it can be concuded that media are any equipment which is useful to deliver materials in the teaching and learning process. Various media are available around us. For example, we can use pictures, relia, and so on to teach the part of body. These kinds of media help students to visually memorize the name and the function of the particular part.

Gerlach and Ely (1980:297) further classify media in some categories: (1) picture which consists of any event, photograph, or object. It may be larger or smaller than the thing represents; (2) audio recording which is in the form of magnetic tape, disc, motion picture and soundtrack, which is the reproduction of actual event or soundtrack; (3) motion picture which is a coloured or black and white moving image generated from live action or graphic representation; (4) television which includes all types of audio video electronic distribution system which eventually appears on its monitor; and (5) real things, simulation and model, that is all people, events, objects, and demonstration of real things are constructed with other media which become a model.

From the categories above, teachers can choose any kind of media which is related to their material in teaching. However, teachers need to be selective in choosing it. In order to facilitate teachers, Brown (1980:76) gives six principles of selecting approriate media for teaching. They are summarized as follows: (1) content, that is the media should have significant relation with the lesson; (2) purpose, that is the media should contribute and facilitate the teaching and learning process; (3) price, that is teachers should consider that the cost of media is in accordance with the educational result regarded from its use; (4) circumstance, that is teachers should consider how students' condition where they teach in order to know whether or not the media would effectively function in the environment; (5) learner's verification, that is teachers need to ensure that the media have been tested to certain students; and (6) validation, that is teachers

must consider whether there are data confirming that students learn accurately through the use of media.

It can be concluded that teachers need to pay attention to the principles above in order to get a better result of the teaching and learning process. In this study, the researcher includes picture-guessing game as a medium in real things, simulation and model. The next then will be explained about game and picture-guessing game.

2.2.4.1 General Concept of Game

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

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

In addition, Phillips (1997:85) in quoting Al Zaabi (2007) states that games in the language classrom helps children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to coorperate, to compete without being aggresive, and to be a good loser.

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

2.2.4.2 Picture-Guessing Game

There are many types of game. One of them is guessing game. According to Webster (2013), guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades). Klippel (1984:31) states that the basic role of guessing game is very simple. One person knows something that the other one wants to find out. He further states "as the person guessing has a real urge to find out something, guessing games are true communication situations and as such are very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement".

From these, guessing game can be used in every level of age. In doing the game, people sometimes make variation of it. Klippel argues "variation is a vital ingredient of good games. You can try changing the rules of familiar games or doing things in a different order, and you will find that one game idea can be the nucleus of many new games".

Dealing with the statement above, picture-guessing game then is a variation of many kinds of guessing games. In this game, picture becomes the thing to be guessed. This game requires students to logically guess what the picture is based on the clues given. The implementation of picture-guessing game is explained as the followings: (1) the teacher gives explanation about picture-guessing game; (2) the teacher gives a general clue before showing the first part of the picture.; (3) the teacher continues the next clues, while showing the parts of

the picture, until the picture is guessed.; (4) to guess the picture, each team has to send a representative by raising his or her hand; and then (5) When the picture is guessed, it is the end of the game.

2.2.5 General Concept of Cooperative Learning

Nowadays, many teachers apply cooperative learning in their teaching and learning process.

> Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important... In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. (Larsen-Freeman, 2000:164)

> Oxford (1997) as quoted by Brown (2001:47) states that cooperative

learning is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups (than collaborative learning). Thus, cooperative learning refers to a set of instructional strategies which include cooperative student-student interaction over subject matter as an integral part of the process (Kagan, 1989:41).

From the theories above, cooperative learning facilitates students to work together in group (pair or team) in order to accomplish their work. At the end of the learning process, every individual is responsible for the result of learning.

2.2.5.1 Team-Pair-Solo

Cooperative learning offers many alternative techniques for working in group. Some of them can be used in teaching writing. Those are roundtable, roundrobin,

think-pair-share, team-pair-solo and so on. In this part, a technique will be discussed further.

Team-pair-solo is one of cooperative learning technique proposed by Spencer Kagan. According to Kagan (2001),

> Team-pair-solo is simple. Students do problems first as a team, then with a partner, and finally on their own. Team-pair-solo is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion: mediated learning. Students can do more things with help (mediation) than they can do alone.

From the explanation above, there are three steps of doing this technique. They are team, pair and finally solo. As a technique which started with teamwork, the term of teambuilding closely adhere to this technique. Kagan (2009:10.1) states " teambuilding is a process of converting a heterogeneous group into a team. It is the process by which different student come to know, trust, and respect their teammates". It is because there is the existence of modelling and mediation which certainly need teambuilding to achieve the team goal.

> In the first step of this technique, the students are usually asked to solve a problem that is beyond the ability of the lower achieving students. After each of them has successfully completed the goal, they break into pairs and the partners each in turn do a problem like the one that was solved as a team. Finally, each individual performs the similar problem alone, applying what they learned first as a team and then during pair work. The students, who initially could not solve the problem alone, now can. (Kagan, 2009: 4.7-8)

Team-pair-solo has some advantages. They are to develop social skill, to to pool students knowledge and skill, and to make individual accountability. By acquiring social skill, the students become more polite, cooperative, respectful, responsible, and able to resolve conflicts and to control their impulses (Kagan,

2009:6.14). In other words, the students help, teach, and tutor each other. Using this technique pools the students' knowledge or skill. If anyone on the team knows how to do the problem, that skill gets transferred to the other teammates during the first step of this technique (Kagan, 2009:12.6). The last but not the least advantage is that team-pair-solo creates individual accountability.

> The final way to make learning "individual" is to structure for individual performance team interaction—"me after we". After teamwork portion is complete, students independently solve problems and turn in their own worksheets. After the team practice session, students take individual tests and quizzes. Afteer the team reads, students write their own summaries. (Kagan, 2009:12.12)

Based on the explanation above, each step in team-pair-solo has its function. The implementation in teaching writing is expected to give a good result which make students be able to tackle their problems in learning process in order to accomplish the goal of the lesson, that is composing a good writing.

2.2.6 General Concept of Action Research

When doing a study for certain purposes, we cannot be separated from the use of research method. In this case, there are many kinds of research method available to support our study. In today's educational field, we often hear many people choose action research in doing their study. The purpose of action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting (Hartoyo, 2011:86). To this period, many experts give contribution in developing action research. The next is some definitions and more information about action research proposed by some experts.

Corey (1953:6), another of founding fathers of action research, cited in Hartoyo (2011:87) argues that action research is a process in which practitioners study problems scientifically (our italics) so that they can evaluate, improve and steer decision, making and practice. According to Carr and Kemmis (1986) as quoted by Ellis (2012:27), action research is a form of self-reflective enquiry undertaken by participants in social situations to improve the rationality and justice of their own practices, and the situations in which those practices carried out. Kemmis and Mc Taggart (1992:10) in Hartoyo (2011:87) also argue that to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life. Burns (1994:293) as quoted by Burns (1999:30) states "action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen". In addition, Mills (2000:6) defines:

Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular schools operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes.

From the definitions above, what is meant by action research in this study is a systematic inquiry conducted by a teacher or a group of teachers in the

classroom setting in order to improve their practice and student outcomes in the teaching and learning process. As a systematic inquiry, action research has some phases which have to be done. The phases are implemented in a cycle. They are planning, acting, observing, and reflecting.

Therefore, through action research, teachers can plan what and how they teach, then implement it to improve students' ability. During acting, they observe their students' reaction toward the teaching and learning process, and then reflect it to know how well the action is done and improves students' ability.

2.2.7 *English Curriculum of Senior High School in Indonesia*

English becomes one of subjects taught at every educational level in Indonesia. Senior high school, therefore, includes English in its curriculum. In English curriculum of senior high school, English is oriented to develop the language skills so that students are able to communicate and express in English at certain literacy level. Talking about literacy level, it covers performative, functional, informational, dan epistemic. For senior high school, students are expected to achieve informational level, that is able to access knowledge with language, because they are prepared to continue their education to college (BSNP:125).

Based on school-based curriculum or KTSP in senior high school, students are expected to be able to comprehend and produce several texts in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking (BSNP, 2006:126). In this study, the researcher focuses on descriptive text which

is specially taught in the second semester of tenth grade. In making syllabus and lesson plan as part of instruments for teaching, the researcher regards the competence standard and basic competence (BSNP, 2006:130) stated as follows: 12. expressing the meaning of short functional text and simple essays in the form of *narrative, descriptive* and *news item* in the context of daily life and to access knowledge and 12.2. accurately, fluently, and acceptably, expressing the meaning and the rethorical steps in simple essays in the context of daily life and to access knowledge in the form of *narrative, descriptive* and *news item.*

2.3   Framework of the Present Study

Based on the theories above, the researcher uses picture-guessing game in implementing team-pair-solo technique from Kagan to teach writing descriptive text. Then, she would investigate the improvement of the students' ability to write descriptive text.

The researcher would conduct action research as the method of conducting the study. The concept of action research used is proposed by Mills (2000). The reason is that action research offers a systematic way of doing the action which helps to improve not only teacher's practice or action in the classroom but also student outcomes. It starts with planning, acting, observing, and then reflecting. All those steps are implemented in what is called by cycle. Two cycles were conducted in this study. The researcher took a class of the tenth grade students of SMAN 1 Subah. The further explanation about the implementaion of this study would be discussed in the next chapter.

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the methods of investigation. It deals with seven subchapters. They are subject of the study, roles of the researcher, type of data, instruments for collecting data, procedures of collecting data, procedures of analyzing data, procedures of reporting the results.

3.1 Research Design

Classroom Action Research was done as the method of conducting this study. It was because the research was done by doing some activities in a cycle to solve problems emerge in the classroom so that both teacher practices and student outcomes can improve.

In the classroom, teachers often find some problems such as the students' difficulty in certain part of the lesson which cannot be achieved as the target expected. In this case, teachers usually use classroom action research to improve their practice in teaching and overcome the problems emerge. Regarding the fact, this kind of action research was used to describe the use of picture-guessing game in implementing team-pair-solo technique, and investigate the students' improvement by doing the action. In this study, the researcher studied the students' ability to write descriptive text.

The researcher conducted two cyles in this study. Kemmis and Mc taggart (1992) state that each cycle consisted of four phases which cover planning, acting, observing, and reflecting. The implementation of the phases of action research was described as follows:

3.1 Phases of Action Research
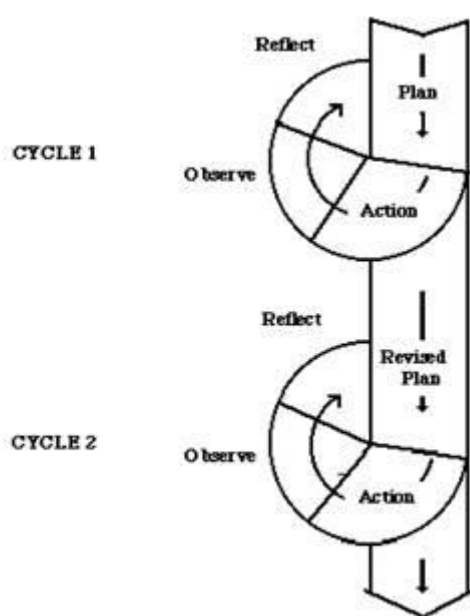
Source: http://www.citrenz.ac.nz/bacit/0101/0101eustace_files/image005.jpg

3.2   Subject of the Study

The study was conducted in SMA Negeri 1 Subah. There are eight classes of grade ten in this school. The subject of this study was class X 8. The reason was that the average of the students' achievement was the lowest among the other classes based on the data obtained in preliminary observation.

3.3   Roles of the Researcher

The roles of the researcher in this study were a teacher, a data collector, and a data analyzer. The researcher taught the materials to the students and collected the data through questionnaire, interview and tests which were then analyzed.

3.4   Type of Data

The type of data was qualitative data and quantitative data. The qualitative data were obtained from observation sheet, questionnaire and interview, which were supported by the quantitative data, those were the results of tests.

3.5   Instruments for Collecting Data

In conducting this study, the data which supported the research findings were collected through some instruments. The followings were the instruments for collecting the data.

3.5.1 Observation Checklist

Observation of classroom interaction could be a very powerful research instrument. Through observation, all kinds of the students' activities in the classroom were observed while the teaching and learning process took place. Observation checklist was used to obtain the data which described the implementation of the technique to teach writing descriptive text in the teaching and learning process.

The things observed are students' perfomance, including (1) students' behaviour during teaching learning process in the classroom; (2) students'

responses toward the learning media; and (3) students' responses toward team-pair-solo technique. Each number has some items which were observed. Teacher's performance was also observed during the action in order to help her do reflection to the next action.The whole format of the observation was presented in appendix 3 and 4. The following was the example of observation checklist.

CLASSROOM OBSERVATION CHECKLIST

Students' Behaviour during Teaching and Learning Process

in the Classroom

No.	Number of Items	Criteria	Categories
1.	Giving attention to the teacher's explanation	- Almost all students pay attention to the teacher's explanation about the lesson.	High
		- Almost (or) a half of the whole students pay attention to the teacher's explanation about the lesson	Medium
		- Only several students pay attention to the teacher's explanation about the lesson.	Low
2.	Giving comments or questions about the teacher's explanation	- More than a half of the whole students give comments or questions about the teacher's explanation	High
		- Almost (or) a half of the whole students give comments or questions about the teacher's explanation.	Medium
		- Only several students give comments or questions about the teacher's explanation.	Low
3.	And so on.		

TEACHER OBSERVATION CHECKLIST

No.	Number of Items	Yes	No
1.	**The teacher plans well and sets clear objectives.** a) Preparation for teaching is done. b) Materials are ready. c) Objectives are communicated clearly at the beginning of the teaching process. d) There is good structure to the teaching and learning process. e) The lesson is summarized at the end.		
2.	**The teacher shows good knowledge and understanding.** a) Subject material is appropriate to the lesson. b) Knowledge is made relevant		
3.	**And so on.**		

3.5.2 Questionnaire

Questionnaire was administered after conducting all cycles in order to strengthen the result of observation. Through questionnaire, information related to the use of picture-guessing game in implementing team-pair-solo technique in the teaching and learning process of writing descriptive text was obtained from the students.

The questionnaire made was based on five criteria from Heaton (1975) as follows: (1) students' interest, (2) the relevance of the technique, (3) students' achievement, (4) the advantages of the technique, and (5) the sustainability of the technique. The format of the questionnaire was close-ended question. There were ten questions. The whole format of the observation was presented in appendix 5. The example of questionnaire sheet was described as follows:

QUESTIONNAIRE

Answer the following question by giving a crosscheck (v).

No.	Questions	Yes	No

1.	Are you happy when you joined in teaching writing descriptive text using picture-guessing game in implementing team-pair-solo technique?
2.	Is the use of picture-guessing game good to teach writing descriptive text?
3.	And so on.

3.5.3 Interview

Interview is mostly used in qualitative research. In this study, it was used to get some information which was obtained from the English teacher after doing the cycles. It contained five open-ended questions related to the teaching and learning process using picture-guessing game in implementing team-pair-solo technique in the classroom. The interview was also used to support the result of observation and questionnaire. In appendix 6, the whole format of interview sheet was presented. Here is some examples of question in interview sheet:

TEACHER INTERVIEW SHEET

The followings are some questions to be asked after doing the teaching and learning process using picture-guessing game in team-pair-solo.

No.	Questions	Answers
1.	What is your opinion about the students' enthusiasm in teaching writing using picture-guessing game in implementing team-pair-solo technique?	
2.	What do you think about the students' participation in the teaching and learning process using picture-guessing game in implementing team-pair-solo technique?	
3.	And so on.	

3.5.4 Tests

Tests could measure the students' ability, knowledge or performance. In this study, the purpose of using test as an instrument was to support the qualitative data in pointing out the improvement of the students' ability to write descriptive text using picture-guessing game in implementing team-pair-solo technique. In addition to the other instruments, the test was one of the indicators of improving the students' ability. The test was in the form of composition which was analyzed by writing rubric. The writing rubric was presented by Boardman and Frydenberg (2002:180). The test was administered at the end of each cycle. There were two tests conducted after pre-assessment. They were cycle one test and cycle two test. The results of each test indicated whether or not the students' ability improved. The form of the them could be seen in appendix 7, 8, and 9. The following was the example of one of them:

Pre-Assessment			
School	: SMA Negeri 1 Subah	Name	:
Day and Date	:	No./Class	:
.			
Instruction			
Make a descriptive text with your own words in 40 minutes. The topic is 'My Favourite Character'. Pay attention to the generic structure of it.			

3.6 Procedure of Collecting Data

In this action research, two cycles were conducted to collect the data. Each cycle consisted of four phases: planning, acting, observing and reflecting. Before doing

the cycles, lesson plan which contained the material taught was prepared. The lesson plan made was based on school-based curiculum. It could be seen in appendix 2. Furthermore, the following activities were conducted.

3.6.1 Pre-observation

Pre-observation was conducted to identify students' problems before the lesson. In this activity, the researcher obtained the data about the students' ability to write descriptive text by asking the English teacher. The result of pre-observation was used to make a plan before doing the action.

3.6.2 Pre-Assessment

Pre-assessment was conducted before using picture-guessing game in implementing team-pair-solo technique in the teaching and learning process. The purpose was to measure the students' ability to write descriptive text and identify the students' difficulty in each aspect of writing before doing the action. In this kind of assessment, the students were asked to compose a descriptive text. Each student had to write the text in 40 minutes. The topic was about My Favourite Character. The result of pre-assessment also would support the result of preliminary observation in planning the action.

3.6.3 Cycle One

As having been explained, every cycle consisted of four phases. The followings were the phases of cycle one which had been conducted.

a. **Planning**

For the cycle one, a plan was made as the first step before doing the action. The plan was described as follows:

(1)   The teacher prepared lesson plan based on school-based curriculum.

(2)   The teacher prepared the media, that was picture-guessing game.

(3)   The teacher prepared observation checklist to obtain the data needed.

(4)   The teacher planned the use of picture-guessing game in implementing team-pair-solo technique in the teaching and learning process.

(5)   The teacher prepared the supporting tools: LCD, camera.

b. **Acting**

Acting was the next step done in this cycle after planning. The action was described as follows:

(1)   The teacher greeted the students and checked the attendance list.

(2)   The teacher asked the students to make a group of six.

(3)   The teacher gave building knowledge of the field by conducting picture-guessing game.

(4)   The teacher asked the students to guess based on the clues given.

(5)   The teacher asked the students to move to a group of two or pair.

(6)   The teacher gave instruction to the students to list as much as information in pair after doing picture-guessing game.

(7)   The teacher asked the students to write the information in the form of complete sentences.

(8)   The teacher asked the students to make a descriptive text as a first draft from the information collected by individual.

(9)   The teacher asked some students to read their work.

(10)   The teacher gave reward.

(11)   The teacher asked the students to submit their work.

(12)   The teacher and the students made a conclusion of the lesson.

c.   Observing

In this cycle, what was observed is all items in observation checklist. It included students' behaviour during teaching learning process in the classroom, students' responses toward the learning media, and students' responses toward team-pair-solo technique. It was done while the teacher was doing the action.

d.   Reflecting

The students' result of the teaching and learning process and the use of picture-guessing game in implementing team-pair-solo technique were evaluated. In this session, the result of cycle one test was analyzed and scored.

3.6.4 Cycle One Test

Cycle one test was conducted after the action in cycle one. Through this test, the improvement of the students' ability to write descriptive text was known. It could be seen if the cycle one test result increased from the pre-assessment result. In this test, the teacher gave every student a worksheet to do the test. Each student wrote a final draft of descriptive text they previously made as first draft. Individually, they had to a compose a text with the topic *Charlie Chaplin*. They were given 40 minutes in this test.

3.6.5 Cycle Two

Cycle two was conducted with similar activities in cycle one after finding out the weakness of cycle one. In other words, it aimed to solve the problem emerging in cycle one. In addition, it also gave opportunities for the students to learn more using picture-guessing game in implementing team-pair-solo technique. The activities were replanning, acting, observing, and reflecting.

The weaknesses found were firstly in grouping as a team, the students spent much time and made uncontrolled noise. Second, the way the students wrote the text related to generic structure and grammar, especially simple present tense, and punctuation had not been as expected yet. Third, in solo, there were several students who did not focus on their own work. The last was about the teacher instruction which was quite complicated. The sentences used were too long to be understood.

To overcome the weaknesses above, the plan which would be implemented in the action was revised. First, the teacher divided the group and gave each group label. Second, the number of picture-guessing game was added to help the students aware of simple present sentences and facilitate them more knowledge how to write descriptive text related to the generic structure of the text. So, the text they produced would be readable and interesting. Third, when the students worked as individual (solo), their seats were arranged by giving space among them. The last but not the least was the teacher simplified the instructions in order to make the students understand about what they should do.

These kinds of solutions were implemented in the action of cycle two. It was hoped that the action would be conducted better and the student outcomes also improved.

3.6.6 Cycle Two Test

Cycle two test was conducted at the end of cycle two. As the cycle one test, the improvement of the students' ability of writing descriptive text was known. It could be seen if the cycle two test result increased from the cycle one test result. In this test, the teacher gave every student a worksheet to do the test. Each student wrote a final draft of descriptive text they previously made as first draft in cycle two. Individually, they had to a compose a text with the topic *Jeng Kelin*. Jeng Kelin itself is a funny and unique character played by Nycta Gina, a host of Ceriwis TV program in Indonesia. They were given 40 minutes in this test.

3.6.7 Observation

Observation was conducted during the action in each cycle. There were two kinds of observation checklist, those are for students' performance and teacher's performance. The observation was done by an English teacher as an observer. During the teaching and learning process, the items stated in the observation checklist were observed.

3.6.8 Questionnaire

After all cycles were done, questionnaire was given to each student in order to get the students' response. The students had to fill ten questions related to the use of picture-guessing game in implementing team-pair-solo technique. The researcher gave ten minutes so that the students could answer the whole questions and submitted it. Before that, the teacher explained about team-pair-solo. It was the last activity in the classroom.

3.6.9 Interview

Interview was also conducted after questionnaire had been administered. Through interview, some information about the teaching and learning activities was obtained from the English teacher. Some questions were asked to the teacher to get the information related to the implementation of the action.

3.7 Procedures of Analyzing Data

After obtaining the data needed, they were analyzed. The analysis was conducted through the following ways:

3.7.1 Analyzing Observation Result

After the data from observation sheets of two cycle were obtained, the researcher did the analysis of them. Each item of the observation checklist of two cycles was described. After all items were described, the conclusion of the observation result was drawn in order to know how the students' response when they were taught to write descriptive text by using picture-guessing game in implementing team-pair-solo technique.

Based on the conclusion, it was expected that the observation result could describe the use of picture-guessing game in implementing team-pair-solo technique to teach writing descriptive text and to help the students improve their ability to write descriptive text.

3.7.2 Analyzing Questionnaire Result

Questionnaire was analyzed to find out the opinion about the students' interest, the relevance, the advantages, the students' achievement and the sustainability toward the action. There were ten items of questionnaire that described the criteria. First, the analysis began with calculating the percentage of each item. It was known how many percentage the students who answered *Yes* or *No*. After all items were calculated, the data obtained were described. Then, the conclusion was drawn toward the five criteria based on the description.

At the end, the conclusion was expected to be able to explain that there was good result of the five criteria. So, it could support the result of observation in the previous.

3.7.3 Analyzing Interview Result

The result of teacher's interview was firstly transcribed. Then, the data from each question were explained to find out the English teacher' opinion about the implementation of the action. After all data explained, the conclusion of them was drawn to described the use of picture-guessing game in implementing team-pair-solo technique to teach writing descriptive text.

Based on the conclusion, it was expected that the result of interview could describe the use of picture-guessing game in implementing team-pair-solo technique in the teaching and learning process. At the end, it gave contribution in supporting the results of the other two instruments to answer the first research question.

3.7.4 Analyzing Test Result

The result of tests was analyzed by doing analytical scoring. The analytic scale proposed by Boardman and Frydenberg (2002:180) was used. It could be seen in appendix 10. There were five components to be measured. They were content, organization, grammar or structure, word choice and mechanics. The total score obtained was one hundred.

After all scores were obtained, they were categorized based on Harris'
(1969) classification of achievement level. The classification was described as
follows:

Table 3.1 Harris's Scoring Classification

Grade	Category	Score	Frequency	Percentage
1	Poor	0-49		
2	Poor to Fair	50-59		
3	Fair to Good	60-79		
4	Good	80-100		
	The Lowest Score			
	The Highest Score			
	Mean			

After collecting the the data, the next step was analyzing them. The test
achievement was analyzed by finding the mean score of each test. To know
whether or not there was improvement, the researcher saw the mean score of each
test whether or not the score achieved KKM (Kriteria Ketuntasan Minimal) or the
standard score criteria of 70.00. The formula of calculating the mean was shown
as follows:

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$ = the total scores

N = the number of students

3.8 Procedures of Reporting the Results

The qualitative data would be reported by describing or explaning the result of observation, questionnaire, and interview while the quantitative data from tests of cycle one and cycle two would be reported by doing informal statistical calculation.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents result and discussion. It includes research activity, analysis and discussion. They are presented as follows:

4.1 Research Activity

Classroom Action Research had been conducted in five meetings at SMA Negeri 1 Subah. Class X8 was taken as the subject of the study. It consisted of 38 students. Firstly, pre-assessment was conducted on April 10, 2013 in order to plan the action of cycle one. Then, she continued the study by doing the action. She did two cycles. Each cycle consisted of two meetings. The first meeting of cycle one was on April 13, 2013. The second meeting was on April 24, 2013. Cycle two was conducted on April 27 and May 1, 2013. These four meetings were the implementation of the action of cycle one and two. The schedule was described as follows:

Table 4.1 Schedule of the Research

Date (2013)	Pre-Assessment	Cycle 1		Cycle 2	
		First Meeting	Second Meeting	First Meeting	Second Meeting
April 10	■				
April 13		■			
April 24			■		
April 27				■	
May 1					■

Then, the description of the implementation of this action research was described as follows.

4.1.1 Planning

As the first phase of this research, planning was done. Initially, pre-observation was conducted to get some information needed. In pre-observation, the teacher was interviewed, and the students' products of writing were asked. Then, pre-assessment was done for planning in cycle one. The purpose was to measure the students' ability in writing descriptive text and identify the students' difficulty of each aspect of writing before doing the action. At that time, how well the students' ability to write descriptive text was known.

Pre-assessment was conducted on April 10, 2013. The meeting began at 08.30. It was followed by 34 students. In this activity, each student was asked to compose a descriptive text about My Favourite Character. Before beginning the pre-assessment, the students were given worksheet. They were also given the explanation about what they should do in this activity. Each student did the test individually. They wrote texts as the teacher instruction. After analyzing the students' work, the result was unsatisfactory because the students' average score did not achieve the standard score criteria which the school set up. The mastery of each aspect of writing was also very less.

From the pre-observation and pre-assessment results, planning for the action of cycle one was made. First, lesson plan was prepared based on school-based curriculum. Second, observation checklist for the observer was also

prepared. Then, picture-guessing game was made and the use of it in implementing team-pair-solo technique was planned for teaching and learning process. In the class, the supporting tools such as LCD and camera were also prepared.

In cycle two, the researcher did the similar activities, but minor revision in planning was done to conduct better action. Furthermore, the study was continued as the next description.

4.1.2 Action

The researcher conducted two cycles in her study. The implementation of the action was presented as follows:

4.1.2.1   Cycle 1

By determining the problems faced based on the results of pre-observation and pre-assessment, the researcher began to do cycle one. In cycle one, the action was done in two meetings on April 13 and April 24, 2013. The first meeting was that the researcher began the action. The second meeting was that she continued the action and administered the cycle one test. These two meetings were chronollogically discussed as follows:

4.1.2.1.1 First Meeting

This meeting was conducted on April 13, 2013. As the beginning of the lesson, the teacher opened the activity by greeting the students. She checked the attendance list. In fact, there were 36 students who joined the lesson.

The teacher began the main activity of the teaching and learning process. There were three stages in this activity. They were exploration, elaboration and confirmation. First was exploration. In this stage, the material of the previous meeting was reviewed. The teacher did question and answer. The students' knowledge was explored by asking them what descriptive text is. Two students, A and B, raised their hands. After the teacher pointed one of them, the student A answered that descriptive text is a text that describes someone or something. Then, another one was pointed before the conclusion about the definition of descriptive text was given. The student B then answered that descriptive text is made to describe a person or a thing. From their answers, the teacher conveyed that descriptive text is a text which describes person, place or thing.

In the next activity, the teacher explained what they were going to do in this lesson. She told that they would do picture-guessing game. The purpose of the game itself was to give building knowledge of the field related to the lesson to the students. Before that, the students were asked to make a group of six as a team. They chose the members of the team by themselves, so they took much time in this activity. Then, the rules of the game were explained. At first, they did not understand how they did the game. Consequently, the instructions were repeated so that they could understand.

When everything was ready, the game was started. First, the teacher asked *Are you ready, guys?* to the students to check the students' readiness. Second, she gave the general clue about the picture. The clue was *He is a man*. Each clue was read twice. At that time, there was not any student who tried to guess. They

waited for the next clue together with a cut of picture appeared. Then, the teacher gave the second clue. It was *He wears a hat*. When a part of picture was seen, there was not also any student who raised their hands. The game was continued by giving the next clue. It was *He has a mustache*. There was discussion from some teams. When the next part of the picture appeared, some students in their teams seemed having the answer but they were not sure to guess. So, they waited for the fourth clue. When the clue *He likes wearing a bowtie*, was given, there was a student who guessed the picture. Unfortunately, he did not raise his hand. It made the condition little uncontrolled because almost all students spoke to guess without raising their hands.

Finally, the fifth clue was given. It was *He always brings a stick wherever he goes*. After the clue was read and the next part of the picture was showed, some students as the representative of their team raised their hands to guess the picture. The teacher pointed the fastest one who had right to guess. The student pointed correctly answered the picture. He guessed that the picture was Charlie Chaplin. It was the end of picture-guessing game.

The second stage was elaboration. In this stage, the students firstly moved to a group of two. Like making a group of six, they slowly chose their partner, so it also took time. In pair, the students had to discuss the information they got about Charlie Chaplin with his or her partner as much as possible. Each of them in group had to write the information in the form of complete sentences. Some groups actively discussed about it. After they wrote the information on paper, the next activity of this stage was that the students conducted solo activity. They were

asked to practice making a draft of descriptive text based on the information got. They were asked to do it individually. However, there were several students who cooperate with his or her partner.

It was the last activity in this meeting because the time was almost over. The last stage of the main activity would be continued in the next meeting. Finally, the teacher greeeted the students to close the meeting.

4.1.2.1.2 Second Meeting

The second meeting was conducted on April 24, 2013. The teacher opened the meeting by greeting the students and checked the attendance list. There were 35 students who attended the class. Like the previous meeting, the objective of the lesson was stated before beginning it. The agendas of the second meeting were continuing the action of the first meeting and conducting the cycle one test.

To begin the last stage of the main activity of the action, that was confirmation, the drafts of descriptive text about Charlie Chaplin were shared to the students. After each student had received their work, the teacher gave explanation what to do. Next, the students were asked to read their work. First, some volunteers were asked to read in front of the class. There were only two girls who were willing to do it. They were Sandyarti and Mita. Then, they read their first drafts in turn. Afterwards, three students were pointed. They are Dicky, Isna, and Setya. They also read their drafts in turn. After all were finished, the students were asked to give applause to all their friends who had read in front of the class. As the last activity of this stage, the students were invited to give assessment to

whose draft was the best. Almost all students agreed that Sandyarti's was the best at that time. Then, the teacher and the students gave applause to Sandyarti.

Next, the cycle one test was administered. The teacher shared worksheet to do the test. After receiving the worksheet, the students were asked to read the instructions stated on worksheet first before doing the test. Then, the test was exactly started at 09.55. Individually, the students had to write a descriptive text about Charlie Chaplin based on the draft they had met. They could develop and edit their draft so that they produced good descriptive texts. The students were also asked to pay attention to the structure of the text. They were given 40 minutes to do the test. The purpose of the test was to know the improvement of the students' ability to write descriptive text.

After 40 minutes, all students submitted the worksheet on the teacher's desk. It was the end of cycle one. Before leaving the class, she greeted the students to close the lesson.

4.1.2.2 Cycle Two

Cycle two was also conducted in two meetings on April 27 and on May 1, 2013. In cycle two, the researcher did minor revision. It was because the action of cycle one was effective. The students had improvement seen from the test result as one of the indicators whether or not the students' ability improved. Their average score of the cycle one test was 71.68 which had exceeded the standard score of 70.00. However, the researcher had to conduct cycle two by doing revision on the implementation of the action of cycle two so that the action could be more

effectively used in teaching writing using picture-guessing game in implementing team-pair-solo technique and could improve the students' ability to write descriptive text. It was also expected that time consuming would be more effective.

Therefore, the purpose was actually to overcome the weaknesses in cycle one. The weaknesses were about grouping which took long time, the way the students wrote the text related to generic structure and grammar, the students' confidence in working as individual and the teacher instruction. Based on the weaknesses found, the plan which was implemented in the action of this cycle was revised. The description of the action was presented as follows:

4.1.2.2.1 First Meeting

This meeting was conducted on April 27, 2013. It began at 09.30. Before that, the teacher prepared LCD which would be used to conduct the game. When the bell rang and the students were ready to study, the teacher greeted the students. She checked the attendance list. There were 35 students who joined the lesson. The last activity of this opening session was telling the objective of the lesson.

In the main activity, the teacher did three stages like in cycle one. The first was exploration. Initially, the students' understanding of descriptive text was recalled. The teacher asked some questions. The students answered the questions. After finishing the question and answer session, the students were asked to make a group of six. At this time, the teacher decided to divide the members of the group and gave each team a label started from number one to number six. The purpose

was to eliminate consuming much time in the process of grouping and also avoid uncontrolled noise. The rules of the game were explained. Actually, the rules were the same as the ones in cycle one. But, simpler sentences were used in conveying the instructions.

In this action, the teacher provided three pictures. They were the picture of Micheal Jackson, Si Unyil and Jeng Kelin. When conducting picture-guessing game about Micheal Jackson, group two was correctly guessed it because of the fourth clue. Then, the game was continued with the second picture about Si unyil. After the third clue was read, the representative of group five became the fastest one who raised his hand. So, he was given a chance to guess it. The teacher asked *Who is he?*. He answered *Unyil*. She repeated to ask *Who is he?* with the slower tone. Then, he said *He is Unyil*. It was intended to make the students realize about the existence of simple present tense in descriptive text.

Next, the students were asked to restate and add more characteristics of Si Unyil after observing the whole picture. Enthusiastically, they answered. But, some students were pointed to answer in complete sentences. When it was enough, the students were asked what the generic structure of descriptive text was. Almost all students answered that the generic structure of descriptive text was identification and description. From their answer, an example of identification and description was orally given based on the characteristics of Si Unyil which had been identified in the previous. Afterwards, a student was asked to repeat making identification and description by writing it on the whiteboard. The next step was the teacher invited all students to assess their friend's work.

After finishing the parts above, the teacher continued with the last game. Like the previous, the students' readiness was asked first. The game was started with a general clue. It was *She is a woman*. There was not any student who tried to guess. Then, the second clue was read while she showed a part of the picture. The clue was *Her hair was short*. There was not anyone who answered. She asked *Do you want the next clue?*. The students enthusiastically answered *Yes, Miss*. The game was continued by reading the clue with the next part of the picture appeared. The clue was *She likes wearing a pink flower dress*. There was not also any student who guessed. Then, the fourth clue *She always brings a bag* was read. In this time, some teams began to have active discussion, but there was not any student who guessed. Finally, group six could guess that the picture was Jeng Kelin after the clue *She has small lips and pink orbs on her cheek* was read and the part of the picture was showed .

The next stage was elaboration. Like in cycle one, the students were asked to move to a group of two. They worked in pair to collect the information about Jeng Kelin. Then, each student had to write the information on paper though they collected cooperatively. Before working as individual to make a draft of descriptive text about Jeng Kelin, they arranged their seats by giving space among their seats. It was intended to make them more focus on doing their work and not disturb their friends.

The confirmation was conducted in the second meeting because the time was almost over. As the last activity in this first meeting of cycle two, the teacher

and the students together summarized the lesson. Then, the teacher greeted the students and left the class.

4.1.2.2.2 Second Meeting

This meeting was conducted on May 1, 2013. It began at 08.30. She greeted the students to began the lesson and checked the attendance list. She also told the objective of the lesson. In this meeting, the teacher continued the action of cycle two. The last stage of the main activities, that was confirmation, was conducted. The activities were actually similar with the cycle one activities. The students were asked to read their work in front of the class. When it was finished, the cycle two test was administered.

Initially, the students were asked to arrange their seats. They had to give space among their seats. The purpose was to make them more focus on doing the test. Then, the worksheets to do the test were shared. The students had to write a descriptive text about Jeng Kelin based on their previous draft individually. They were given 40 minutes to do the test. After they were finished, they submitted their work.

The next activity was answering questionnaire. The students had to answer ten questions related to the use of picture-guessing game in implementing team-pair-solo technique to teach writing descriptive text. After all questionnaires were submitted, the students were invited to summarize the lesson that they had studied. This was the end of cycle two. To close the lesson, the teacher greeted the students.

4.1.3 Observation

The observation was done during the action of two cycles. The observer was given classroom observation checklist and teacher observation checklist before the class began. During the teaching and learning process, she observed the students' behaviour, the students' response toward the learning media, the students' response toward team-pair-solo technique and the teacher's performance based on the items stated in the observation checklist.

4.1.4 Reflection

After conducted the teaching and learning process, the teacher evaluated the implementation of the action and analyzed the instruments used to obtain the data needed. When it was found some problems related to the implementation of the action, the students' response during teaching and learning process, or the unsatisfactory result of the tests, revision of planning of the next cycle was done to achieve the objectives.

4.2 Analysis

The followings were the analysis of observation, questionnaire, interview and tests done in this study.

4.2.1 Analysis of Observation

The observation was done while the action of each cycle was being conducted. At that time, the students' performance and the teacher's performance were observed.

In classroom observation sheet, there were twenty items which described the students' behavior during the teaching and learning process, the students' response toward the learning media, and the students' response toward team-pair-solo technique. In teacher observation checklist, there were five points to be observed, which consisted of some items in each of them.

The result of teacher observation checklist was described. The result of it in cycle one indicated that the teacher missed doing some points written in the checklist. First, the teacher forgot to communicate the objective of the lesson and summarize the lesson at the end of activity. Second, the teacher instructions were not clear and specific. Third, the teacher less praised their students toward their work. These points were the matter in order to revise the plan of the next action in cycle two. Therefore, the result of teacher observation checklist in cycle two indicated that the teacher had better performance in the teaching process. Furthermore, the analysis of classroom observation checklist in cycle one and two were presented as follows:

4.2.1.1 Analysis of Observation in Cycle One

When doing the action of cycle one, the students' reaction and responses were observed during the teaching and learning process. The result was to describe how picture-guessing game was used in implementing team-pair-solo technique to teach writing descriptive text. The description was presented as follows:

Item number 1 in observation checklist showed that almost (or) a half of the whole students in the class paid attention to the teacher's explanation. It was categorized as medium.

Item number 2 showed that only few students gave comment or question about the teacher's explanation. The category was low.

Item number 3 showed that almost (or) a half of the whole students paid attention to and did the teacher instruction. It was categorized as medium.

Item number 4 explained that almost (or) a half of the whole students did the assignments appropriate with the teacher instruction. It indicated that the category was medium.

Item number 5 showed that only few students motivated each other. It was categorized as low.

In number 6, it explained that almost all students enjoyed playing picture-guessing game. The category was high.

The description of number one to six represented the students' behavior. Almost all items to be observed showed good results.

Item number 7 explained that almost all students seriously observed the picture. The category was high.

Item number 8 explained that all students were interested in trying to guess the picture by focusing on the clue given. The category was high.

Item number 9 showed that there were several students who actively discussed with their friends to guess the picture. The category was medium.

Item number 10 in cycle one showed that the representative of three or four groups raised their hands to guess the picture. The category was medium.

The statements from number 7 to 10 represented the students' response toward the learning media (picture-guessing game). The average of the students' response was also good.

Item number 11 explained that almost (or) a half of the whole students were enthusiastic in making a group of six in less than three minutes. The category was low.

Item number 12 showed that in team, almost (or) the whole students helped each other finish the task. The cateory was medium.

Item number 13 showed that cooperatively almost all students observed and analyzed every cut of the picture. The category was high.

Item number 14 explained that almost (or) a half of all students in the class actively discussed to guess the picture in team. The category was medium.

Item number 15 explained that almost (or) a half of the whole students enthusiastically made a group of two or pair group in less than one minute. It indicated the category was low.

Item number 16 showed that almost (or) a half of all students were involved in discussion of pair group. The category was medium.

Item number 17 gave the result that almost (or) a half of the groups which the members shared ideas. The category was medium.

Item number 18 showed that there were several students who helped each other to collect the information got. So, the category was medium.

Item number 19 was that all students individually made descriptive text at the end of activity. The category was high.

Item number 20 as the last item gave the result that almost (or) a half of the whole students focused on doing their work. The category was medium.

Item number 11 to number 20 represented the observation result of the students' response toward team-pair-solo technique. The results showed that the students' response toward team-pair-solo technique was good.

Based on this result, it described that the use of picture-guessing game in implementing team-pair-solo technique was good to teach writing descriptive text. The reason was that the things observed gave the positive results as discussed above. It was regarded from the three categories, those were high, medium, and low. There were 4 items or 20% which were categorized as high, 11 items or 55% which were categorized as medium, and 5 items or 25% which were categorized as low. In short, overall the students' response was good when they joined

teaching writing using picture-guessing game in implementing team-pair-solo technique.

4.2.1.2 Analysis of Observation in Cycle Two

The observation was also conducted in cycle two. The students were observed during the action. The description of observation result was presented as follows:

Item number 1 showed that almost all students paid attention to the teacher's explanation. The category became high.

Item number 2 gave the result that almost (or) a half of the whole students gave comment or question. It was categorized as medium.

Item number 3 showed that almost all students paid attention to and did the teacher instruction. The category was high.

Item number 4 explained that almost (or) a half of the whole students did the assignments appropriate with the teacher instruction. It indicated that the category was medium.

In item number 5, there were several students who motivated each other. So, the category was medium.

Item number 6 explained that almost all students enjoyed playing picture-guessing game. The category remained high.

The description of number 1 to 6 which represented the students' behavior described that almost all items to be observed showed better results from cycle

one. There were the improvement of the students' behavior to be better during the teaching and learning process.

Item number 7 gave the same result of cycle one that almost all students seriously observed the picture. The category was high.

Item number 8 showed that that all students were interested in trying to guess the picture by focusing on the clue given. The category was high.

Item number 9 was the same as the result in cycle one that there were several students who actively discussed with their friends to guess the picture. The category was medium.

Item number 10 showed that every representative of five or all groups raised their hands to guess the picture. The category became high.

The statements from number 7 to 10 represented the students' response toward the learning media (picture-guessing game). The average of the students' response in cycle two became high.

Item number 11 gave the result was that all students were enthusiastic in making a group of six in less than three minutes. The category was high.

Item number 12 showed the same result that in team, almost (or) the whole students helped each other finish the task. The category was medium.

Item number 13 had the same as the result of cycle one that cooperatively almost all students observed and analyzed every cut of the picture. The category was high.

Item number 14 showed that almost all students actively discussed to guess the picture in team. The category was high.

Item number 15 showed that almost all students enthusiastically made a group of two or pair group in less then one minute. So, the category became high.

The same result was shown in item number 16 that almost (or) a half of all students were involved in discussion of pair group. So, the category was medium.

Item number 17 gave the same result of cycle one that almost (or) a half of the groups which the members shared ideas. The category was medium.

Meanwhile, item number 18 showed that there were many students who helped each other to collect the information got. The category became high.

Item number 19 was that all students individually made descriptive text at the end of activity. The category was high.

The last but not the least, item number 20 was that almost all students focused on doing their work. So, the category became high.

Item number 11 to number 20 represented the observation result of team-pair-solo technique. It could be seen that almost all items showed the impovement. Every step of the technique was well implemented based on the results.

Based on the result above, there was improvement of the students reaction and response in cycle two. Most of the students had better response toward the use of picture-guessing game in implementing team-pair-solo technique used to teach writing descriptive text than in cycle one. Seen from the categories, there were 12 items or 60% which were categorized as high, and 8 items or 40% which were categorized as medium. There was not low category. Therefore, it could be concluded that the students' response were getting better in the action of cycle two. They enjoyed and were also enthusiastic in joining the lesson. So, they followed the teacher instruction well. At the end, they produced better descriptive texts.

The improvement of the students' response joining teaching writing descriptive text using picture-guessing game could be described by the following diagram:

Diagram 4.1 Obsevation Result
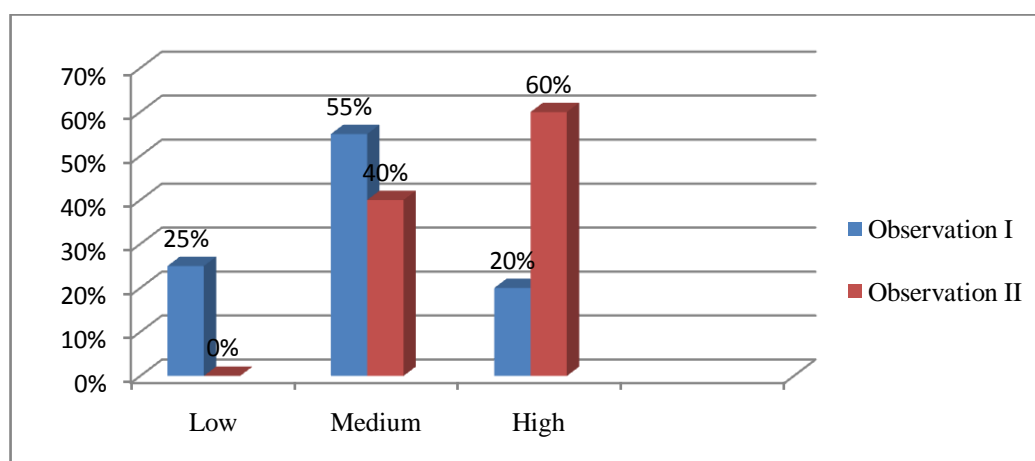
From the diagram above, it described that the students' response during teaching and learning process using the game and the technique was good in the

action of cycle one. It was getting better when the action of cycle two was conducted. Therefore, it could be concluded that the use of picture-guessing game in implementing team-pair-solo technique was good to teach writing descriptive text.

4.2.2 Analysis of Questionnaire

The questionnaire was administered at the end of meeting on May 1, 2013. The purpose of questionnaire was to get the information related to the use of picture-guessing game in implementing team-pair-solo technique in the teaching and learning process of writing descriptive text from the students. The students were given ten minutes to answer ten close-ended questions of questionnaire. The questions represented the five criteria. They were students' interest, the relevance of the technique, students' achievement, the advantages of the technique, and the sustainibility of the technique. There were 35 students who joined this session and 34 students' works which were taken for analysis. Moreover, the detail result of questionnaire was presented as follows:

Question number 1 was *Are you happy when you joined teaching writing descriptive text using picture-guessing game in implementing team-pair-solo technique?*. All students or 34 students answered *Yes*. The percentage was 100%.

Question number 2 was *Is the use of picture-guessing game good to teach writing descriptive text?*. All students or 34 students also answered *Yes*. The percentage was 100%.

Question number 3 was *Does team-pair-solo technique help you in the process of writing descriptive text?*. There were 33 students or 97.06% of the students who answered *Yes*. Only one student or 2.94% of the students who answered *No*.

Question number 4 was *Does the use of picture-guessing game in implementing team-pair-solo help you write descriptive text well and correctly?*. There were 28 students or 82.35% of the students who answered *Yes*. Meanwhile, 6 students or 17.65% of the students answered *No*.

Question number 5 was *Do you have any difficulties when joinning teaching writing descriptive text using picture-guessing game in implementing team-pair-solo technique?*. 12 students or 35.29% of the students answered *Yes*, whereas 22 students or 64.71% of the students answered *No*.

Question number 6 was *Are you motivated to learn during the teaching and learning process?*. In this question, all students or 34 students answered *Yes*. The percentage was 100%.

Question number 7 was *Is the teacher instruction clear during the teaching and learning process?*. In this question, there were 31 students or 91.18% of the students answered *Yes* whereas only 3 students or 8.82% of the students answered *No*.

Question number 8 was '*Is the teacher's choice using picture-guessing game in implementing team-pair-solo technique appropriate to teach writing*

descriptive text?. 33 students or 97.06% of the students answered *Yes*. And only one student or 2.94% of the students answered *No*.

Question number 9 was *Do you prefer this technique to be used to write descriptive text?*. There were 33 students or 97.06% of the students who answered *Yes* whereas only one student or 2.94% of the students who answered *No*.

Question number 10 was *In your opinion, is there any advantage you got in joining teaching writing descriptive text using picture-guessing game in implementing team-pair-solo technique?*. In this question, all students joining this session answered *Yes*. So, the percentage was 100%.

Based on the description of question number 1 to 10, the results indicated that the students' response toward the use of picture-guessing game in implementing team-pair-solo technique had good responses. The students' interest which was described by question number 1 and 6, the relevance which was described by question number 2 and 3, the students' achievement which was described by question number 4 and 5, the sustainability which was described by question number 7 and 8, and the advantage which was described by question number 9 and 10 were good. It was because the average of the question result of each question indicated that more than 50% of the students answered *Yes* or gave positive response. Therefore, it could be concluded that the use of picture-guessing game in implementing team-pair-solo technique could be a good way to teach writing descriptive text, so the students were motivated in joining the lesson.

4.2.3 Analysis of Interview

Interview was done after all cycles were finished. The purpose was to get the information about the use of picture-guessing game in implementing team-pair-solo technique from the English teacher. There were five questions. The interview result was transcribed as follows:

From the first question *What is your opinion about the students' enthusiasm in teaching writing using picture-guessing game in implementing team-pair-solo technique?*, the English teacher answered that the students' enthusiasm was very good. It could be seen from their attention to the game until the last activity.

From the second question *What is your opinion about the students' participation in the teaching and learning process using picture-guessing game in implementing team-pair-solo technique?*, she answered that the students' participation in every step done was also good. They did almost all instructions from the teacher.

From the third question *What is your opinion about the use of picture-guessing game in implementing team-pair-solo technique to teach writing descriptive text?*, she said that this technique could be used to teach writing descriptive text because it facilitated the students to write the text. It gave sources and a way in composing the text. In group, they could also help each other collect ideas. Finally, they remained to make the text by individual to measure their own ability.

From the fourth question *What is your opinion about the way to teach the students using picture-guessing game in implementing team-pair-solo technique?*, she said that it was quite good. There was improvement from cycle one to cycle two. The teacher revised the implementation of picture-guessing game in team-pair-solo technique.

From the last question *What difficulty do you find in the teaching and learning process using picture-guessing game in implementing team-pair-solo technique?*, she said that in solo, the students were rather difficult to really focus on doing their work without asking their friend. It was necessary to give extra attention in this part.

Based on the description above, it could be concluded that the results of interview supported the observation and questionnaire results about the game and the technique. The results indicated that picture-guessing game in implementing team-pair-solo technique was good to teach writing descriptive text. It also helped the students improve their ability to write descriptive text. In this study, the improvement could be seen by regarding the test results which were presented in the next subchapter discussion.

4.2.4 Analysis of Tests

4.2.4.1 The Result of Pre-Assessment

Conducting pre-assessment was intended to find out the students' weaknesses in writing descriptive text. The weaknesses were regarded not only from the score

but also from the students' mastery of the aspects of writing. They were used to plan the action in cycle one. The result of this test showed that the mean score was unsatisfactory. The mean score of pre-assessment was 61.14, in which the highest score was 77 and the lowest score was 38. The detail result of pre-assessment could be seen in appendix 11. The distribution of the students' pre-assessment score is displayed in the following diagram:

Diagram 4.2 Pre-Assessment Result
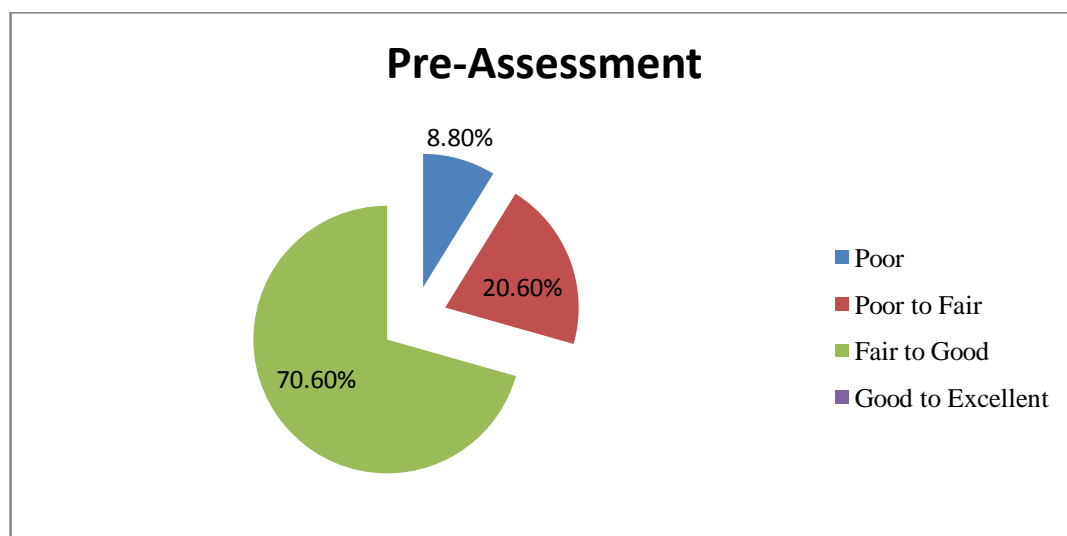
Here is the table that shows the students' level achievement in each aspect of writing:

Table 4.2 Students' Achievement of Pre-Assessment

No.		Content	Organozation	Grammar	Word Choice	Mechanics
1.	Execptional					
2.	Very good	5	1	1		
3.	Average	19	21	16	14	14
4.	Needs work	10	12	17	20	20

	Total	34	34	34	34	34

From diagram 4.2, there were not the students' scores which were in good to excellent classification. Most of them were in fair to good classfification and the rest was in the other classification. Regarding to Boardman and Frydenberg Analytical Scale (2002, 180), it could be seen that almost all students had difficulties in each aspect. More or less a half of them in need work level in all aspects. The rest was in average level and very few of them were in good level. Moreover, the mean score had not achieved the standard score which the school set up. It was that the students had to get minimum score 70.00 to be considered passing the test.

From the data in appendix 11 and the explanation above, it could be said that the students' ability to write descriptive text was lack. This result was the matter in order to make a plan for conducting the action in cycle one. They were given not only more knowledge related to the text, but also media and technique to facilitate them in understanding how to write descriptive text well and correctly. Later, the action was expected to overcome or reduce the students' difficulties in each aspect above so that the students could improve their ability to write descriptive text.

4.2.4.2 The Result of Cycle One Test

Cycle one test was administered in the second meeting on April 24, 2013. There were 34 students' work which were scored. In this test, each student wrote a

descriptive text about Charlie Chaplin. The students were given 40 minutes to do the test. From the calculation, the mean score of this test was 71.68, in which the highest score was 83 and the lowest score was 46. The detail result of cycle one test could be seen in appendix 12. The distribution of the students' cycle one test score is presented as follows:

Diagram 4.3 Cycle One Test Result

:
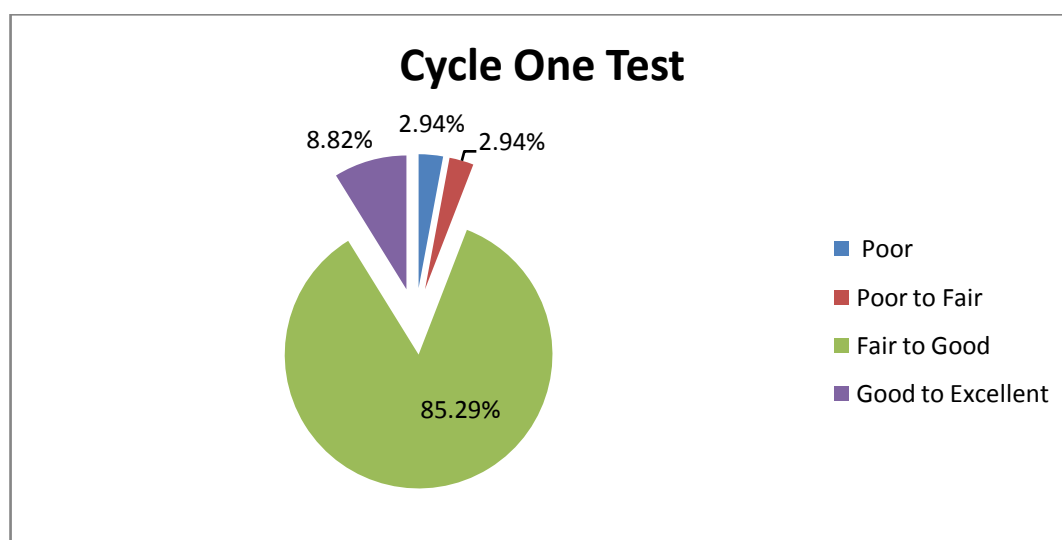
The following table shows the students' level achievement in each aspect of writing:

Table 4.3 Students' Achievement of Cycle One Test

No.		Content	Organization	Grammar	Word Choice	Mechanics
1.	Execptional					
2.	Very good	18	13	6	3	4
3.	Average	11	18	23	25	19
4.	Needs work	5	3	5	6	11

Total	34	34	34	34	34

The researcher did the analysis of cycle one test after cycle one was done. As stated above, the mean score of cycle one test was 71.68. The score increased 8.33 from the mean score of pre-assessment. From the diagram 4.3, it could be seen that the students' scores became better than the pre-assessment scores. Based on the result of cycle one test, the students' scores in fair to good reached 85.29% whereas the rest was in the other classification.

From the table 4.3, it could be seen that the students' achievement in all aspects increased, in which in pre-assessment almost a half of the students were in need work level and most of the rest in average level. Nevertheless, almost all of them were lack in organization, grammar and mechanics. In organization, they tended to forget the identification and directly wrote the description. In grammar, as most of foreign students did, they were lack of attention in tenses used, that was present tense, and other grammar errors. In mechanics, most of students did not pay attention to punctuation. They also made error in spelling. Therefore, the researcher conducted cycle two. Some steps in cycle two were revised. The focus would be on increasing students' achievement in organization, grammar, and mechanics as discussed above. The researcher added more games in cycle two in order to facilitate the students improve their ability to write descriptive text.

4.2.4.3 The Result of Cycle Two Test

Cycle two test was conducted in the last meeting on May 1, 2013. There were 34 students' work analyzed. Each student wrote a descriptive text about Jeng Kelin. The students were given 40 minutes to do the test. From the calculation, the average score of the test result was 79.15, in which the highest score was 88 and the lowest score was 54. The detail result of cycle two test could be seen in appendix 13. The following diagram described the distribution of the students' cycle two test score.

Diagram 4.4 Cycle Two Test Result
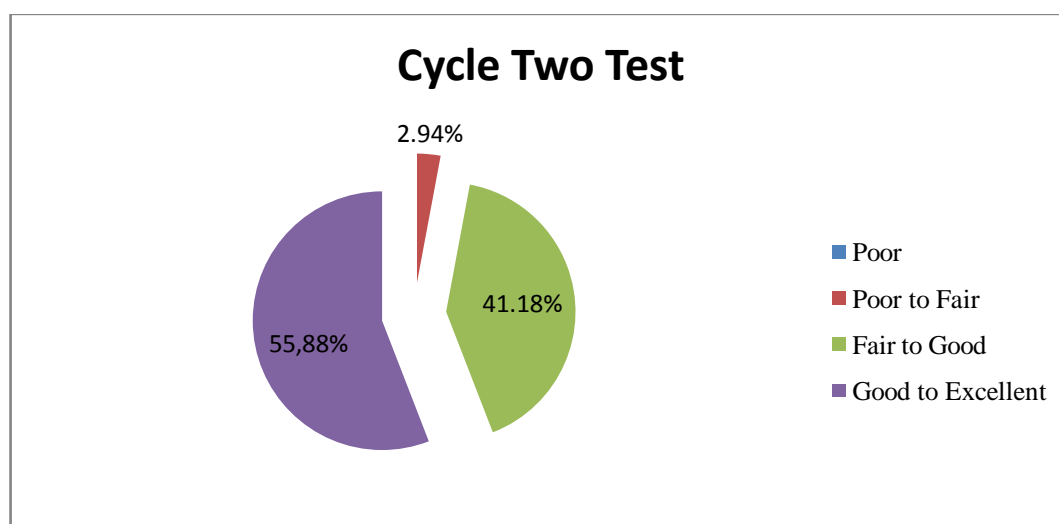
Here is the table that shows the students' level achievement in each aspect of writing:

Table 4.4 Students' Achievement of Cycle Two Test

No.		Content	Organozation	Grammar	Word Choice	Mechanics
1.	Execptional					
2.	Very good	24	25	25	19	18

3.	Average	10	8	8	14	13
4.	Needs work		1	1	1	3
	Total	34	34	34	34	34

In cycle two test, the researcher also did the analysis of the data obtained. As stated above, the mean score of cycle two test was 79.14. There was the improvement from cycle one test. It increased 7.47 point from cycle one test. Diagram 4.2 showed that the students' score in good to excellent classification was 55.88%. 41.18% was in fair to good classification. The rest of 2.94% was in poor to fair classification. The result indicated that almost all students' scores increased better than their score of cycle one test.

Based on table 4.4, the students' achievement in each aspect of writing significantly increased. More than a half of the students were at very good level in all aspects. It indicated that the problems faced in cycle one about organization, grammar and mechanics could be overcome. They organized their writing well by giving the identification before the description. They also used correct grammar by paying attention to verbs used in sentences. In mechanics, though the students' achievement improved, they needed more practices in punctuating their writing and spelling verbs used so that they could produced better writing.

From the explanation of the analysis above, it could be concluded that the students' ability to write descriptive text improved from cycle one to cycle two. It was regarded from the mean score obtained and the students' achievement in each aspect of writing.

Briefly, the students' improvement seen from the mean score of all tests could be described as the following diagram:

Diagram 4.5 Students' Improvement
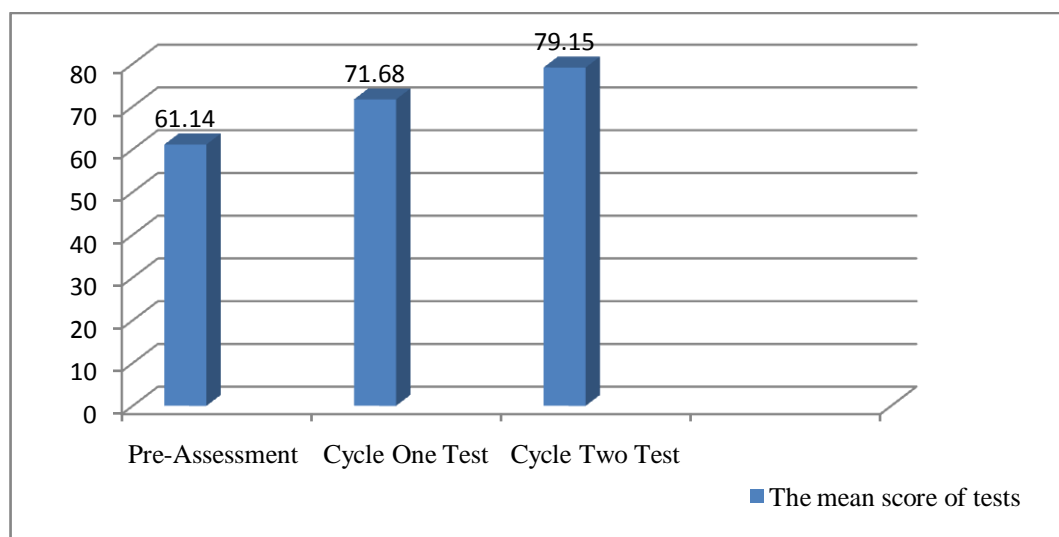
Based on the diagram above, it could be seen that the chart which described the mean score increased in each cycle. Therefore, it could be concluded that the use of picture-guessing game in implementing team-pair-solo-technique during teaching learning process improved the students' ability to write descriptive text.

4.3 Discussion

This research was firstly started by doing pre-observation in order to know the students' ability to write descriptive text from the English teacher. Then, the researcher did pre-assessment to measure how well the students wrote descriptive text at that time. The results indicated that most of the students had problem in writing, especially in content, organization of the text, grammar, word choice and

mechanics. It was supported by their pre-assessment result which was unsatisfactory.

From the result above, a plan was made to conduct the use of picture-guessing game in implementing team-pair-solo technique so that the teaching and learning process of writing descriptive text could be effective. Moreover, the students' ability to write the text could improve. To know how picture-guessing game is used in implementing team-pair-solo technique and it improved the students' ability to write descriptive text, observation checklist, questionnaire, interview and test were used as instruments to obtain the data needed. They were discussed as follows:

4.3.1 Observation, Questionnaire, and Interview Results

Considering the analysis which was done in previous subchapter, the questions in the statement of problems were answered. First, the analysis result of observation, questionnaire and interview gave positive responses. In the observation result, the students' behavior during the teaching and learning process, the students' response toward picture-guessing game, and the students' response toward team-pair-solo technique were good. Based on classroom observation checklist of two actions, the students had good interest and enthusiam in learning process of the action of cycle one and became better in the action of cycle two because of the revision done. From the questionnaire result, it was also found that the students were motivated in learning writing descriptive text using picture-guessing game in team-pair-solo technique. The game and the technique helped

them in the process of writing descriptive text. Moreover, the interview result which was obtained from the English teacher strengthened the observation and questionnaire results that the students were enthusiastic and participated the activities well during the lesson.

In short, it could be said that the use of picture-guessing game in implementing team-pair-solo technique was good to teach writing descriptive text beacuse by implementing the game as a part of the technique during the teaching and learning process, the students gave positive response in each activity done. They were motivated to join the lesson. Finally, it helped them to write descriptive text better than before.

4.3.2 Test Result

The analysis result of the tests showed that the students' ability to write descriptive text improved. From the mean score of each test, there was significant improvement. The students' average score, which had not reached the minimum score in pre-assessment at the beginning, achieved more than the standard score in cycle one and improved again in cycle two. From the students' achievement in each aspect of writing, it also improved. The organization, grammar and mechanics, which were the problems faced by most of the students, became better and better. So, at the end of cycle two, they produced their writing better than before they joinned teaching writing using the game and the technique. Therefore, it could be said that the teaching and learning process using picture-guessing game in team-pair-solo technique improved the students' ability to write

descriptive text based on the analysis result of test as a distinct indicator of the improvement.

As many previous studies conducted, there were also some obstacles the researcher faced when using picture-guessing game in implementing team-pair-solo technique to teach writing. First was about the time management and students' readiness in learning process. It was because this way had never been done by the English teacher to teach the students yet. They had to adapt to it. They needed to understand the difference instruction in every step done. In addition, the characteritic of senior high school students which was active tended to be noisy. Second, related to the technique, that was team-pair-solo, the teacher need to give more attention when conducting solo step. The students tended not to focus on their work. They were rather difficult to move to work as individual after they did two activities in group, those were team and pair. However, these obstacles could be overcome so that the teaching and learning process remained to take place as expected.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the study which had been conducted. The conclusion and suggestion were explained as follows:

5.1 Conclusion

Regarding to the statement of the problem and the result of the analysis and discussion in the previous chapter, there are some conclusions which can be drawn. They are as follows:

First, picture-guessing game in implementing team-pair-solo technique is good to teach writing descriptive text. In cycle one, the teacher used the picture of Charlie Chaplin to deliver the game to teach the students descriptive text whereas she used the picture of Michael Jackson, Si Unyil and Jeng Kelin in cycle two. The use of them in implementing team-pair-solo technique can help them understand the material well, so the students can produce better descriptive texts than before at the end of the lesson. The students gave positive response by showing their interest, enthusiasm and motivation during the action. It was known from observation, questionnaire and interview done during the research.

Second, using picture-guessing game in implementing team-pair-solo technique can improve the students' ability to write descriptive text. It was shown

that the results of the tests as one of the indicators of the improvement gave distinct evidence. The students' mean score increased of 61.14 in pre-assessmet, 71.68 in cycle one test and 79.15 in cycle two test. Moreover, the improvement is supported by the results of observation, questionnaire, and interview which showed good results.

5.2 Suggestion

The study using picture-guessing game in imlpementing team-pair-solo technique to improve the students' ability to write descriptive text had been done. Some suggestions are given as follows:

First, the use of picture-guessing game in implementing team-pair-solo technique to teach writing has to be prepared well because using both the game and the technique means that there will be many steps which have to be done. The media and the clear instructions for every step need to be prepared in order to make students understand what to do and make the time more effective.

Second, because descriptive text is not only taught in senior high school level, but also in other school levels, the English teacher can use picture-guessing game in implementing team-pair-solo technique as an interesting alternative way for teaching, especially writing, or use it to teach the other kinds of text type with variation.

The last but not the least was that this research finding can give information or knowledge for readers and become reference for other researchers.

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Appendix 1

STUDENTS' CODE

NO.	NAME	CODE
1	AHMAD NUR FAUZI	S1
2	ANDHI PRASETYO	S2
3	ARYA GANANG PRATIDINA	S3
4	ARYAN MAY SANJAYA	S4
5	ASTRID ISMI FITRIANI	S5
6	DELI TIO SAPUTRI	S6
7	DESTI CAHYA PUTRI	S7
8	DHIAN KURNIAWAN	S8
9	DIAN ADI PANGESTU	S9
10	EKA SEPTY ALICIA PUTRY	S10
11	EVA NAHGIYAH	S11
12	FINA FEBRIYANA	S12
13	FITRIA DIAN RAHMAYANTI	S13
14	GALUH DIAH PRATIWI	S14
15	INDRI WULAN SARI	S15
16	ISNA KHASANAH	S16
17	LAELY ASOFA	S17
18	M. MAULANA ISHAK	S18
19	MEGA FATIKASARI	S19
20	MEYLLA EKA RAHARWATI	S20
21	MITA DAFIYANTI	S21
22	MUHAMMAD DICKY HERMAWAN	S22
23	NA'ILINA QONIAH	S23
24	NANING PUTRI HARMANTIA	S24
25	NAUFAL ASFAR	S25
26	NINDITA PUSPA	S26
27	NOFI NUR ATIQOH	S27
28	NOVI NUR KHASANAH	S28
29	NURUL AFRIANI	S29
30	NURUL UZLIFAH	S30
31	RANNY FELICA UTAMI	S31
32	SAEFUL ARIF	S32
33	SANDYARTI DIAN PRATIDINA	S33
34	SETYA MURTI AJI KUSUMA	S34
35	TEGUH SANTOSO	S35
36	WAKHIDUN	S36
37	WIDYA NURHAS REZA DIANAH	S37
38	YONATAN ADI KUSUMA	S38

Appendix 2

LESSON PLAN

School : SMA Negeri 1 Subah

Subject : English

Class/Semester : X / 2

Topic : Descriptive Text

Cycle : Writing

Time Allocation : 4 x 45 minutes

A. Competence Standard

12. Writing

Expressing the meaning of short functional text and simple essays in the form of *narrative, descriptive* and *news item* in the context of daily life and to access knowledge

B. Basic Competence

12.2. Writing

Accurately, fluently, and acceptably, expressing the meaning and the rethorical steps in simple essays in the context of daily life and to access knowledge in the form of *narrative, descriptive* and *news item*

C. Indicator

1. Comprehending the parts of speech such as adjective and verb (present tense).
2. Expressing simple sentences used in descriptive text.
3. Producing descriptive text.

D. Learning Objective

1. Students are able to comprehend the parts of speech such as adjective and verb (present tense).
2. Students are able to express simple sentences used in descriptive text.
3. Students are able to write descriptive text.

E. Learning Material

Descriptive text
Picture-guessing game about Charlie Chaplin

F. Methods/Technique

Cooperative Learning: Team-pair-solo

G. Learning Activities

Cycle One

Learning Activity	Activities			Time Allocation
Opening	- The teacher greets the students. - The teacher checks the attendance list. - The teacher tells the learning objective.			10'
Core	Face-to-Face	Structural Assignment	Individual Assignment	
Exploration	- The teacher asks the previous material. - The teacher explains about picture-guessing game and its rule. - The teacher asks the students to make a group of six. - The teacher conducts picture-guessing game as building			75'

Elaboration	knowledge of the field. - The teacher asks the students to guess based on the clues given. - The teacher asks the students to make a group of two or in pair. - The teacher gives instruction to the students to list as much as information in pair after doing picture-guessing game. - The teacher asks the students to discuss and write the information in the form of complete sentences.	- The teacher asks the students to make a descriptive text from the information collected by individual.		
Confirmation				

	- The teacher asks some students to read their work. - The teacher gives reward. - The teacher asks the students to submit their work.				
Closing	- The teacher summarizes the today's lesson together with the students. - The teacher asks the students whether there is a question about the material. - The teacher informs the learning plan for the next meeting. - The teacher greets the students.				5'

H. Learning Sources
- Power Point slides
- Internet
- Dictionary
- Worksheet

I. Assessment
- Written: Cycle one test
- Observing students' activities

Batang,   April 2013

Teacher

Ika Kurniawati Khasanah

NIM. 2201409032

CHARLIE CHAPLIN

**Who
is he?**

LESSON PLAN

School : SMA Negeri 1 Subah

Subject : English

Class/Semester : X / 2

Topic : Descriptive Text

Cycle : Writing

Time Allocation : 4 x 45 minutes

J. Competence Standard

12. Writing

Expressing the meaning of short functional text and simple essays in the form of *narrative, descriptive* and *news item* in the context of daily life and to access knowledge

K. Basic Competence

12.2. Writing

Accurately, fluently, and acceptably, expressing the meaning and the rethorical steps in simple essays in the context of daily life and to access knowledge in the form of *narrative, descriptive* and *news item*

L. Indicator
1. Comprehending the parts of speech such as adjective and verb (present tense).
2. Expressing simple sentences used in descriptive text.
3. Producing descriptive text.

M. Learning Objective
1. Students are able to comprehend the parts of speech such as adjective and verb (present tense).
2. Students are able to express simple sentences used in descriptive text.
3. Students are able to write descriptive text.

N. Learning Material

Descriptive text
Picture-guessing game about Michael Jackson, Unyil, Jeng Kelin

O. Methods/Technique

Cooperative Learning: Team-pair-solo

P. Learning Activities

Cycle Two

Learning Activity	Activities			Time Allocation
Opening	- The teacher greets the students. - The teacher checks the attendance list. - The teacher tells the learning objective.			10'
Core	Face-to-Face	Structural Assignment	Individual Assignment	
Exploration	- The teacher asks the previous material. - The teacher explains about picture-guessing game and its rule. - The teacher asks the students to make a group of six. - The teacher conducts picture-guessing game with three pictures as building knowledge of the field. - The teacher asks the students to guess based on the clues given. - The teacher asks			75'

Elaboration	the students to make a group of two or in pair. - The teacher gives instruction to the students to list as much as information in pair after doing picture-guessing game. - The teacher asks the students to discuss and write the information in the form of complete sentences.	- The teacher asks the students to make a descriptive text from the information collected by individual.		
Confirmation	- The teacher asks some students to read their work. - The teacher gives reward. - The teacher asks the students to submit their work.			
Closing	- The teacher summarizes the today's lesson together with the students. - The teacher asks the students whether there is a		5'	

	question about the material.	
	- The teacher informs the learning plan for the next meeting.	
	- The teacher greets the students.	

Q. Learning Sources
- Power Point slides
- Internet
- Dictionary
- Worksheet

R. Assessment
- Written: Cycle two test
- Observing students' activities

Batang,   April 2013

Teacher

Ika Kurniawati Khasanah

NIM. 2201409032

MICHAEL JACKSON

Who is he?

SI UNYIL

Who is he?

JENG KELIN

Who is she?

Appendix 3
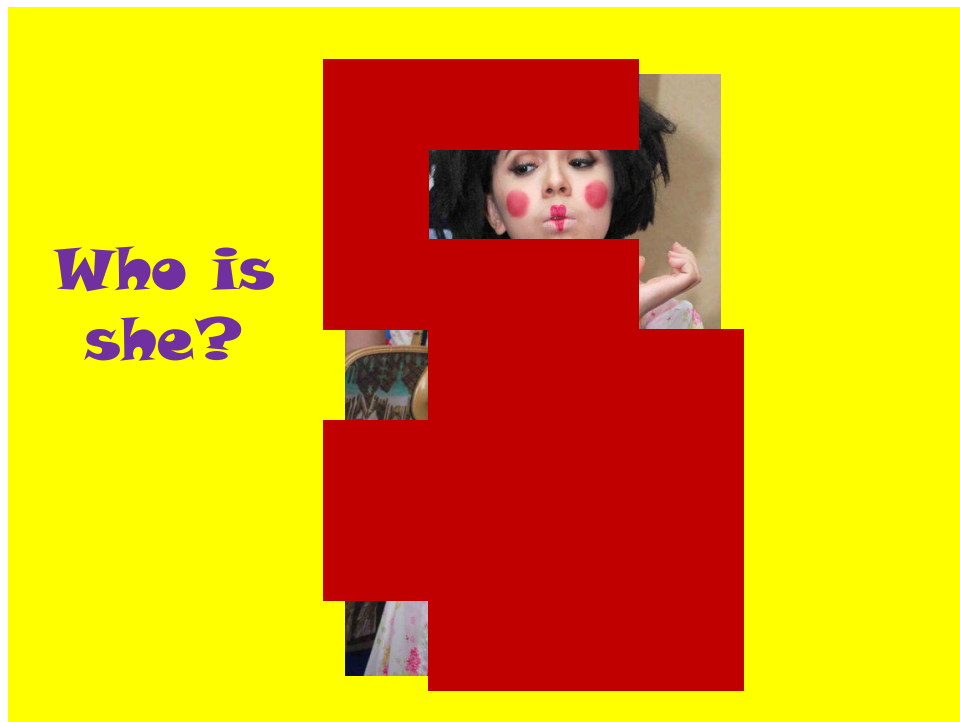
CLASSROOM OBSERVATION CHECKLIST

Cycle   :

Day and Date :

Observer   :

Students' Behaviour during Teaching and Learning Process

in the Classroom

No.	Number of Items	Criteria	Categories
1.	Giving attention to the teacher's explanation	- Almost all students pay attention to the teacher's explanation about the lesson.	High
		- Almost (or) a half of the whole students pay attention to the teacher's explanation about the lesson	Medium
		- Only several students pay attention to the teacher's explanation about the lesson.	Low
2.	Giving comments or questions about the teacher's explanation	- More than a half of the whole students give comments or questions about the teacher's explanation	High
		- Almost (or) a half of the whole students give comments or questions about the teacher's explanation.	Medium
		- Only several students give comments or questions about the teacher's explanation.	Low
3.	Being enthusiastic about the teacher's instruction	- Almost all students pays attention when the teacher gives instructions.	High
		- Almost (or) a half of the whole students pays attention when the teacher gives instructions.	Medium
		- Only several students pays attention when the teacher gives instructions.	Low

No.		Criteria	Categories
4.	Doing their work appropriate with the instruction	- Almost all students do their work appropriate with the instruction	High
		- Almost (or) a half of the whole students do their work appropriate with the instruction.	Medium
		- Only several students do their work appropriate with the instruction.	Low
5.	Helping motivate their friends	- There are many students who motivate their friends.	High
		- There are some students who motivate their friends	Medium
		- There are only few students who motivate their friends.	Low
6.	Being enthusiastic about picture-guessing game.	- Almost all students enjoy playing picture-guessing game.	High
		- Almost (or) a half of the whole students enjoy playing picture-guessing game.	Medium
		- Only several students enjoy playing picture-guessing game.	Low

Students' Responses toward the Learning Media (Picture-Guessing Game)

No.	Number of Items	Criteria	Categories
7.	Observing the pictures seriously	- Almost all students observe the pictures seriously.	High
		- Almost (or) a half of the whole students observe the pictures seriously.	Medium
		- Only several students observe the pictures seriously.	Low
8.	Interested in trying to guess the picture	- All students focus on each clue given.	High
		- Almost (or) a half of the whole students focus on each clue given.	Medium
		- Only several students focus on each clue given.	Low
9.	Actively, having discussion with	- There are many students who actively have discussion with friends	High

	friends	-	to guess what the picture is.	
		-	There are some students who actively have discussion with friends to guess what the picture is.	Medium
		-	There are only very few students who actively have discussion with friends to guess what the picture is.	Low
10.	Participating in guessing the pictures	-	Each representative from five or all groups raise their hands to try to guess the picture.	High
		-	The representative from three or four groups raise their hands to try to guess the picture.	Medium
		-	Only two, one or no representative raises his or her hand to try to guess the picture.	Low

Students' Resposes toward Team-Pair-Solo Technique

No.	Number of Items		Criteria	Categories
11.	Being enthusiastic in making a group of six.	-	All students have been in group of six less than three minutes.	High
		-	Almost all students have been in a group of six less than three minutes.	Medium
		-	Almost (or) a half of students have been in a group of six less than three minutes.	Low
12.	In team, helping each other to accomplish the task	-	All members in team help each other to accomplish the task.	High
		-	Almost (or) a half of the team members help each other to accomplish the task.	Medium
		-	Only several members in team help each other to accomplish the task.	Low
13.	Cooperatively, observing and analyzing every cut of picture	-	Almost all students observe and analyze every cut of picture in their team.	High
		-	Almost (or) a half of the whole students observe and analyze every	Medium

		cut of picture in their team.	
		- Only several students observe and analyze every cut of picture in their team.	Low
14.	In team, actively having discussion to guess the picture	- Almost all students intensively having discussion to guess the picture in their team.	High
		- Almost (or) a half of the whole students intensively having discussion to guess the picture in their team.	Medium
		- Only several students intensively having discussion to guess the picture in their team.	Low
15.	Being enthusiastic in making a group of two or pair	- All students have been in group of two less than one minute.	High
		- Almost all students have been in a group of two less than one minute.	Medium
		- Almost (or) a half of students have been in a group of two less than one minute.	Low
16.	Actively, involved in pair group discussion.	- Almost all students are involved in pair group discussion.	High
		- Almost (or) a half of the whole students are involved in pair group discussion.	Medium
		- Only few students are involved in pair group discussion.	Low
17.	In pair, sharing ideas	- Almost all groups which members share ideas in gathering the information.	High
		- Almost (or) a half of all groups which members share ideas in gathering the information.	Medium
		- Only few groups which members share ideas.	Low
18.	In pair, helping each other	- There are many students who help each other to list or collect the information obtained.	High
		- There are some students who help	Medium

			each other to list or collect the information obtained.	
		-	There are only few students who help each other to list or collect the information obtained.	Low
19.	Individually, composing descriptive text	-	All students individually compose descriptive text at the end of activity.	High
		-	Almost (or) a half of the whole students individually compose descriptive text at the end of activity.	Medium
		-	Only few students still work with friends to compose descriptive text at the end of activity.	Low
20.	Focusing on doing their own individual work	-	Almost all students just focus on doing their individual work.	High
		-	Almost (or) a half of the whole students just focus on doing their individual work.	Medium
		-	Only few students just focus on doing their individual work.	Low

Appendix 4

TEACHER OBSERVATION CHECKLIST

Cycle :

Day and Date :

Observer :

No.	Number of Items	Y	N
1.	**The teacher plans well and sets clear objectives.** f) Preparation for teaching is done. g) Materials are ready. h) Objectives are communicated clearly at the beginning of the teaching process. i) There is good structure to the teaching and learning process. j) The lesson is summarized at the end.		
2.	**The teacher shows good knowledge and understanding.** c) Subject material is appropriate to the lesson. d) Knowledge is made relevant		
3.	**The teaching methods used enable all students to learn effectively.** a) The ideas of students are drawn upon. b) A variety of activities and questioning techniques is used. c) Explanation and instruction are clear and specific. d) The teacher involves all students, listens to them and responds appropriately.		
4.	**The teacher manages and treats the students well.** a) The students are praised regularly for their good effort and achievement. b) All students are treated fairly either as individual or group.		
5.	**The teacher makes effective use of time and resources.** a) Time is well utilised and the learning is maintained for the full time available. b) Appropriate learning resouces are used.		

Appendix 5

QUESTIONNAIRE

Name   :

Number/Class   :

Answer the following question by choosing 'Yes' or 'No'.

No.	Questions	Yes	No
1.	Are you happy when you joined in teaching writing descriptive text using picture-guessing game in applying team-pair-solo technique?		
2.	Is the use of picture-guessing game good for teaching writing descriptive text?		
3.	Does team-pair-solo technique help you in the process of writing descriptive text?		
4.	Is the use of picture-guessing game in team-pair-solo technique help you write decriptive text well and correctly?		
5.	Do you have any difficulty when you joined in the teaching writing descriptive text using picture-guessing game in applying team-pair-solo technique? *		
6.	Are you motivated to study during the teaching and learning process?		
7.	Is the teacher's instructions clear during the teaching process?		

8.	Is the teacher's choice of using picture-guessing game in applying team-pair-solo technique appropriate to teach writing descriptive text?		
9.	Do you prefer to this technique to teach descriptive text?		
10.	According to your opinion, is there any advantage you get when joining in teaching writing descriptive text using picture-guessing game in applying team-pair-solo technique? *		

Give comment to questions which signify (*).

Comment:

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Appendix 6

INTERVIEW SHEET

NO.	QUESTIONS	DESCRIPTION
1.	What is your opinion about the students' enthusiasm in teaching writing using picture-guessing game in implementing team-pair-solo technique?	
2.	What is your opinion about the students' participation in the teaching and learning process using picture-guessing game in implementing team-pair-solo technique?	
3.	What is your opinion about the use of picture-guessing game in implementing team-pair-solo technique to teach writing descriptive text?	
4.	What is your opinion about the way to teach the students using picture-guessing game in implementing team-pair-solo technique?	

| 5. | What difficulty do you find in the teaching and learning process using picture-guessing game in implementing team-pair-solo technique? | |

Appendix 7

PRE-ASSESSMENT

School   : SMA Negeri 1 Subah   Name   :

Day and Date :   No./Class   :

Instruction

Make a descriptive text with your own words in 40 minutes. The topic is 'My Favourite Character'. Pay attention to the generic structure of it.

Appendix 8

CYCLE ONE TEST

School   : SMA Negeri 1 Subah   Name   :

Day and Date :   No./Class   :

Instructions

1. Write a descriptive text about Charlie Chaplin.
2. Pay attention to the generic structure of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because **'God'** knows everything you do.

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Look at the picture!

Appendix 9

CYCLE TWO TEST

School   : SMA Negeri 1 Subah   Name   :

Day and Date :   No./Class   :

Instructions

1. Write a descriptive text about Jeng Kelin.
2. Pay attention to the generic structure of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because **'God'** knows everything you do.

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Look at the picture!

Appendix 10

BOARDMAN AND FRYDENBERG'S WRITING RUBRIC

SCORING		ASPECT OF GOOD WRITING	
Exceptional: 25-23 Very good: 22-20 Average: 19-17 Needs work: 16-0		**Content/Ideas**	
		• Has excellent support • Is interesting to read • Has unity and completeness • Adheres to assignment parameters	
Exceptional: 25-23 Very good: 22-20 Average: 19-17 Needs work: 16-0		**Organization**	
		Paragraph	Essay
		• Has topic sentence with clear controlling idea • Has supporting sentences • Has concluding sentence • Has coherence and cohesion	• Has introductory paragraph with clear controlling thesis statement • Has body paragraphs with good organization • Has concluding paragraph • Has coherence and cohesion
Exceptional: 25-23 Very good: 22-20 Average: 19-17 Needs work: 16-0		**Grammar/Structure**	
		• Demonstrates control of basic paragraph (e.g., tenses, verb forms, noun forms, preposition, articles) • Shows sophistication of sentence structure with complex and compound sentences	
Exceptional: 15-14 Very good: 13-12 Average: 11-10 Needs work: 9-0		**Word Choice/Word Form**	
		• Demonstrates sophisticated choice of vocabulary items • Has correct idiomatic use of vocabulary items • Has correct forms	
Exceptional: 10 Very good: 9-8 Average: 7-6 Needs work: 5-0		**Mechanics**	
		• Has good paragraph format • Demonstrates good control over use of capital letter, periods, commas, and semicolons • Demonstrates control over spelling • Does not have fragments, comma splices, or run-on sentences	

Appendix 11

PRE-ASSESSMENT SCORES X 8

NO.	NAME	ASPECTS					TOTAL
		C	O	G	WC	M	
1	**S1**	**0**	**0**	**0**	**0**	**0**	**0**
2	S2	10	10	9	6	3	38
3	S3	13	12	10	6	4	45
4	S4	14	14	13	6	4	51
5	S5	19	18	17	11	5	70
6	S6	17	17	17	7	6	64
7	S7	17	18	18	10	7	70
8	S8	13	14	13	6	3	49
9	S9	20	17	15	10	4	66
10	S10	17	17	17	8	4	63
11	S11	17	16	17	6	3	59
12	S12	17	17	15	10	4	63
13	S13	20	20	19	11	7	77
14	S14	19	18	17	10	7	71
15	**S15**	**0**	**0**	**0**	**0**	**0**	**0**
16	S16	19	19	17	10	6	71
17	S17	17	17	14	7	6	61
18	S18	17	17	13	7	3	57
19	S19	17	19	17	10	6	69
20	S20	16	16	14	7	5	58
21	S21	19	17	17	10	6	69
22	S22	17	17	17	8	3	62
23	S23	17	17	16	7	6	63
24	S24	20	19	19	10	7	75
25	**S25**	**0**	**0**	**0**	**0**	**0**	**0**
26	S26	17	17	14	7	4	59
27	S27	16	17	17	8	3	61
28	S28	17	15	15	8	4	59
29	S29	20	17	17	10	7	71
30	S30	17	13	13	9	6	58
31	S31	18	18	18	10	7	71
32	**S32**	**0**	**0**	**0**	**0**	**0**	**0**
33	S33	20	18	20	10	7	74
34	S34	15	14	13	7	3	52
35	S35	14	12	12	7	4	49
36	S36	10	12	10	6	3	41
37	S37	17	17	17	10	4	65
38	S38	14	15	10	6	3	48
TOTAL							2079

Appendix 12

CYCLE ONE TEST SCORES X 8

NO.	NAME	ASPECTS					TOTAL
		C	O	G	WC	M	
1	**S1**	**0**	**0**	**0**	**0**	**0**	**0**
2	S2	13	10	12	7	4	46
3	S3	17	17	16	10	6	66
4	S4	16	17	17	10	5	65
5	S5	20	18	19	11	8	76
6	S6	20	19	19	11	7	76
7	S7	20	20	20	11	8	79
8	S8	17	16	16	8	4	61
9	S9	20	20	18	11	5	74
10	S10	19	19	18	11	7	74
11	S11	17	18	18	12	6	71
12	S12	20	19	19	10	7	75
13	S13	21	21	21	12	8	83
14	S14	20	20	18	12	8	78
15	**S15**	**0**	**0**	**0**	**0**	**0**	**0**
16	S16	20	20	19	11	7	77
17	S17	19	20	18	10	6	73
18	S18	17	18	17	10	4	66
19	S19	20	20	17	11	7	75
20	S20	15	16	14	7	5	57
21	S21	20	19	19	11	7	76
22	S22	20	19	18	11	5	73
23	S23	20	20	19	10	7	76
24	S24	20	20	20	11	7	78
25	**S25**	**0**	**0**	**0**	**0**	**0**	**0**
26	S26	17	17	17	9	5	65
27	S27	20	17	20	10	6	73
28	S28	19	20	19	10	6	74
29	S29	19	20	19	11	7	76
30	S30	20	20	19	11	7	77
31	S31	21	21	20	12	7	81
32	**S32**	**0**	**0**	**0**	**0**	**0**	**0**
33	S33	21	20	21	12	7	81
34	S34	16	17	17	9	5	64
35	S35	17	17	17	10	5	66
36	S36	15	17	15	8	4	59
37	S37	20	19	18	11	7	75
38	S38	18	18	17	11	7	71
TOTAL							2437

Appendix 13

CYCLE TWO TEST SCORES X 8

NO.	NAME	ASPECTS					TOTAL
		C	O	G	WC	M	
1	**S1**	**0**	**0**	**0**	**0**	**0**	**0**
2	S2	17	17	17	10	5	66
3	S3	17	17	17	10	6	67
4	S4	19	19	20	10	6	74
5	S5	21	21	20	11	8	79
6	S6	21	21	21	12	8	83
7	S7	21	21	22	12	9	85
8	S8	17	14	13	6	4	54
9	S9	22	21	21	12	8	84
10	S10	20	21	22	12	8	83
11	S11	21	19	20	12	7	80
12	S12	19	19	18	11	7	74
13	S13	21	21	22	13	9	86
14	S14	22	21	22	12	8	85
15	**S15**	**0**	**0**	**0**	**0**	**0**	**0**
16	S16	19	21	20	12	8	80
17	S17	20	21	20	11	7	79
18	S18	20	20	19	11	5	75
19	S19	22	21	21	12	8	84
20	S20	19	20	20	12	8	79
21	S21	21	21	21	12	8	83
22	S22	22	20	21	12	7	82
23	S23	21	21	22	11	8	83
24	S24	22	22	22	13	9	88
25	**S25**	**0**	**0**	**0**	**0**	**0**	**0**
26	S26	21	20	20	11	7	79
27	S27	22	19	21	12	8	82
28	S28	19	21	20	10	7	77
29	S29	22	21	22	12	8	85
30	S30	22	21	21	12	6	82
31	S31	22	21	21	12	8	84
32	**S32**	**0**	**0**	**0**	**0**	**0**	**0**
33	S33	22	22	22	12	9	87
34	S34	19	20	19	11	6	75
35	S35	19	18	18	10	7	72
36	S36	20	19	19	10	7	75
37	S37	21	21	21	12	8	83
38	S38	20	20	19	11	7	77
TOTAL							2691