

**THE INFLUENCE OF USING TEAM-PAIR-SOLO TECHNIQUE TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT
THE FIRST SEMESTER OF THE TENTH GRADE OF
SMA GAJAH MADA BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF
2019/2020**

**A Thesis
Submitted as Partial Fullfilment of the Requirement for S-1-Degree**

By:

RESTY RAHMAWATI

NPM. 1511040125



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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NPM. 1511040125

Study Program : English Education

Advisor : Meisuri, M.Pd

Co-Advisor : Nurul Puspita, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

ABSTRACT

THE INFLUENCE OF USING TEAM – PAIR - SOLO TECHNIQUE TOWARDS STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

By:

RESTY RAHMAWATI

Writing is one of language skills which is owned and used by human as an indirect communication tool and activity of contributing ideas and opinions to people around us. Based on preliminary research in SMA Gajah Bandar Lampung, there were students’ problems which happen in writing ability, especially in making descriptive text. To solve the problem, the researcher applied Team-Pair-Solo technique in learning writing in SMA Gajah Mada Bandar Lampung. This research is aimed to finding out whether there was a significant influence of using Team-Pair Solo Technique towards Students’ Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

The research methodology was experimental research design. The population of this research was students of the tenth grade of SMA Gajah Mada Bandar Lampung. The two classes were selected using cluster random sampling technique and the researcher determined X IPA 1 as experimental class and X IPA 2 as control class. Hence, the researcher used writing test as instruments to collect the data. The tests were for pre-test and post-test. After collecting the data, the researcher used SPSS to analyze the data.

From the data analysis, it was obtained that the result from independent sample t-test of Sig. (2-tailed) was 0.000 and $\alpha = 0.05$. It means that $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$ and H_a is accepted. It proved that there was a significant influence of using Team-Pair-Solo Technique towards students’ writing ability in descriptive text at the first semester of the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

Keywords: *Descriptive Text, Quasi Experimental Design, Team-Pair-Solo, Writing.*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

APPROVAL

A thesis entitled : **“THE INFLUENCE OF USING TEAM-PAIR-SOLO
TECHNIQUE TOWARDS STUDENTS’ WRITING
ABILITY IN DESCRIPTIVE TEXT AT THE FIRST
SEMESTER OF THE TENTH GRADE OF SMA
GAJAH MADA BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020”**

Student’s Name : Resty Rahmawati
Student’s Number : 1511040125
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, Raden Intan State Islamic University of Lampung

Advisor,

Co-advisor,


Meisuri, M.Pd
NIP. 198005152003122004


Nurul Puspita, M.Pd
NIP. 198907172015032004

The Chairperson of
English Education Study Program


Meisuri, M.Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721-703260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING TEAM-PAIR-SOLO TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**, by : **RESTY RAHMAWATI, NPM: 1511040125**, Study Program: English Education, was tested and defended in the examination session held on: Wednesday, September 11th, 2019.

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd

The Secretary : Dr. Nur Syamsiah, M.Pd

The Primary Examiner : Agus Hidayat, M.Pd

The First Co-Examiner : Meisuri, M.Pd

The Second Co-Examiner : Nurul Puspita, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP: 196408281988032002

DECLARATION

Hereby, I state that this thesis entitled “The Influence of Using Team-Pair-Solo Technique Towards Students’ Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories sources and they are properly acknowledged in the text.



Bandar Lampung, 2019

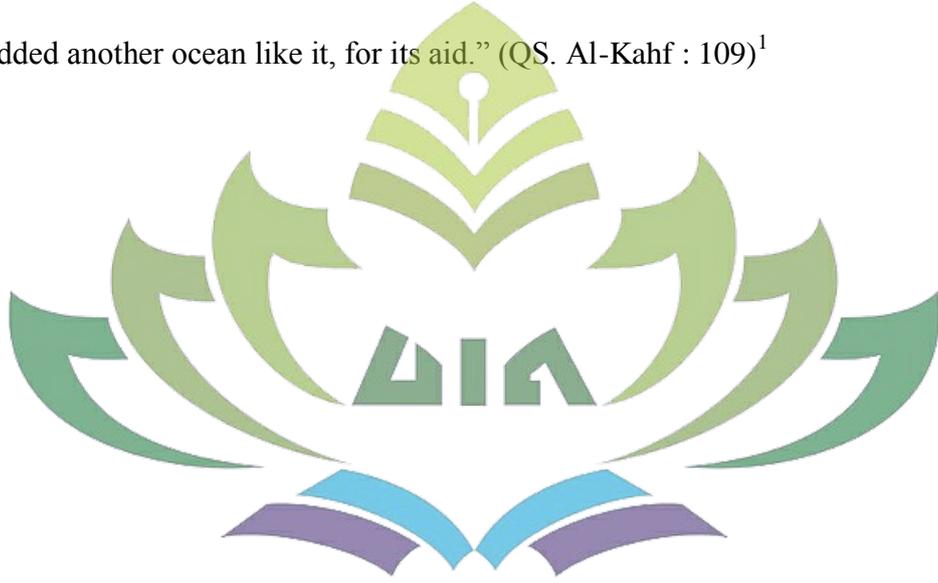
Declared by,

Resty Rahmawati
NPM. 1511040125

MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ نُنْفِدَ كَلِمَاتُ رَبِّي
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

If the ocean were ink (where with to write out) the words of My Lord, sooner would the ocean be exhausted than would the words of My Lord, even if we added another ocean like it, for its aid.” (QS. Al-Kahf : 109)¹

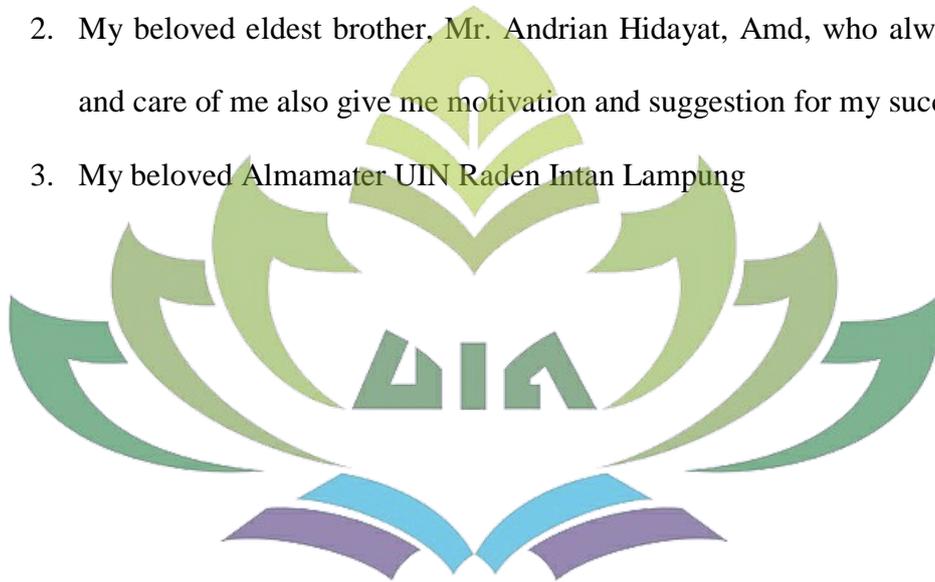


¹Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, (New Johar Offset Printers, India, 2006), p. 1506.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, My father Mr. Harsono (Alm) who always love me and support me although he doesnotbeside me right now. And my mother Mrs. Suratmi who always gives me support and motivation also pray for my success. I love them so much.
2. My beloved eldest brother, Mr. Andrian Hidayat, Amd, who always love and care of me also give me motivation and suggestion for my success.
3. My beloved Almamater UIN Raden Intan Lampung



CURRICULUM VITAE

The researcher's name is Resty Rahmawati. She was born in Bandar Lampung on 12th January 1997. She is the second child of Mr. Harsono and Mrs. Suratmi. She has one brother, his name is Andrian Hidayat. She lives on Jl. Ki Maja Gg. Kedua No. 16B, Way Halim Kedaton Bandar Lampung.

The Researcher began her school to kindergarten of TK Taruna Jaya Perumnas Way Halim in 2003 and graduated in 2004. She continued her study in elementary school at SD Negeri 2 Perumnas Way Halim in 2004 and graduated in 2010. In the same year, she continued her study in SMP Negeri 12 Bandar Lampung and graduated in 2013. After that, she continued her study to SMA Gajah Mada Bandar Lampung and graduated in 2015. Next, in the same year she continued her study in UIN Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

Besides that the researcher also worked as English Tutor and private course. Since 2017, she taught from elementary school until junior high school students. Not only taught English subject but also other subjects such as Math, Bahasa, and Science.

ACKNOWLEDGEMENT

Praise to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled, “The Influence of Using Team-Pair-Solo Technique Towards Students’ Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2019/2020” is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. Without help, support and encouragement from several people and institution, this thesis would never come into existence.

Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Head of English Education Study Program of UIN Raden Intan Lampung and the advisor, who has spent countless days to give correcting this thesis for its betterment.
3. Nurul Puspita, M.Pd, the co-advisor, who has always patiently guided, helped and countless time that has given to the researcher to finish this thesis.

4. All lectures of English Department of UIN Raden Intan Lampung, who have taught the researcher since the beginning of the study.
5. Maryadi Saputra, S.E.,M.M, the Headmaster of SMA Gajah Mada Bandar Lampung for allowing the researcher to conduct the research.
6. Muhammad Ali, S.Pd, the Assistant Principal of Academic Affairs and Curriculum for allowing to the researcher conduct the research and being helpful during the research process.
7. M. Rizal, S.Pd, the English teacher of SMA Gajah Mada Bandar Lampung for allowing the researcher to carry out the research in their institution and for giving the contribution while the researcher was conducting research there.
8. All students of tenth grade at SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020, for giving nice participation during the teaching learning process in conducting research.
9. The researcher's beloved people, Resli, Rani, Vega, Yogi, Retno, Roro, Nurul, Putri Ayu, Iga, Rismala, Ubay, Merin, Ayu, El, Uci and Fira, thanks for your love, help, and motivation given to researcher.
10. All of the researcher's friends of English Education 2015 especially B class, thank for your love, help, friendship and motivation given to researcher.
11. The researcher's KKN friends, Ulan Mawaris, Angelia Ramadhani, Sri Atika and Arini Wijayanti, thank for your friendship, love and support given to researcher.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2019
Researcher,

Resty Rahmawati
NPM: 1511040125

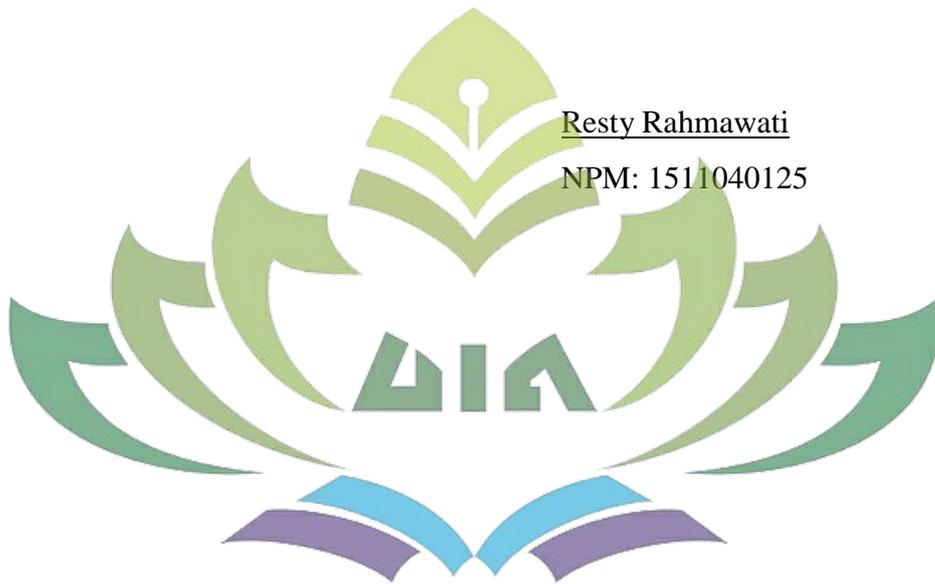


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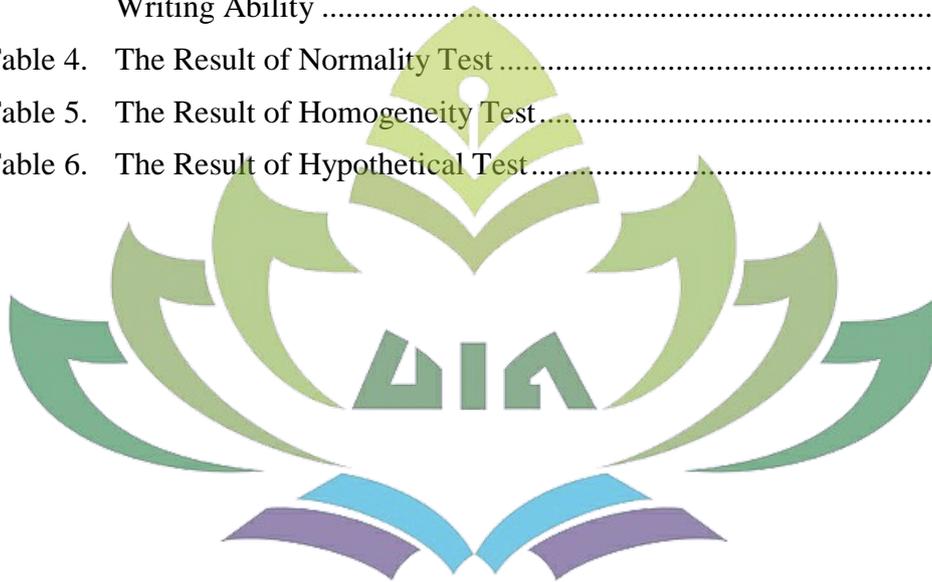
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CHAPTER I INTRODUCTION

A. Background of the problem

Writing is one of skill in which we can express idea, feeling, and also opinion in form of words, sentences and paragraph with using eyes, brain, and hand.¹ In other word, writing is a way which can be used by every people as activity to extend some ideas from a particular topic. By writing, we have indirectly expressed certain idea, opinion and knowledge and thus it will be read and understood by others. Hence, writing is a skill possessed by human to express ideas, feeling, and also opinion through words, sentences and paragraphs.

According to Horvath, writing is one of the most intricate human activities because it requires the development of ideas, capturing representations of mental knowledge and it also has impression with subjects.² It means, writing is an ability to establish someone's idea and opinion that can be poured into written form and can be understood by the reader. In addition, an author can discuss some aspects that oppose the social environment through his words. In conclusion, writing is one of language skill which is owned and used by human as an indirect communication tool. It is a fun activity of contributing ideas and opinions to people around us.

Writing is a combination of process and product. The process refers to the act of convention ideas and working on them into the good result is also known as

¹ Ann Rimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p.3

² Horvath Jozsef, *Advanced Writing in English as a Foreign Language*, (Pecs: Lingua Franca Csoport, 2001), p.5

product. Process and product are presented in a manner that is polished and comprehensible to readers.³ Furthermore, writing is one of language skills which have and it can be used to human as an indirect communication device which through several procedures that produces in written form that can be discusses then it produces according to the language used.

According to Harmer states that writing is same as other skills which is in learning writing has mechanical components such as spelling, punctuation, and also structure of well-formed sentences, paragraph, and text.⁴ In additions, there are some mechanical components that must be pay attention in writing. Furthermore, students have to already known for using these rules and mechanical components such as punctuation, structure and spelling before making a good writing.

Richard and Renandya state that writing is the most difficult skill for second language and foreign language learners. Writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.⁵ It means that writing is very difficult for some second language students because there are aspects that they need to master in writing. One of them is generating main ideas. Students are found themselves on difficult to arrange a

³ Caroline T. Linse and David Nunan, *Practical English in Language Teaching: Young Learners*, (New York: MCGraw-Hill Companies, 2005), p.98

⁴ Jeremy Harmer., *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.44

⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.303

main idea, in a result their writing is less organized and it affects the whole process of writing.

In written form, each paragraph has a variety of main ideas. A Paragraph has some of sentences that develop one central idea.⁶ According to Dorothy the most paragraphs in academic writing in English have topic sentence.⁷ In general, paragraph is group of sentences that has interrelated between sentences one with another sentence and has one topic sentence that position on the first sentence in one paragraph.

According to curriculum of senior high school, there are many kinds of texts which is should be learn in the first, second, and third grade namely descriptive, narrative, recount, report, procedure, exposition, discussion. Based on the syllabus and relevant book at the tenth grade of senior high school, descriptive text must be studied by students, so that is why, the researcher choose descriptive text for her research. (See on appendix 8)

Based on the preliminary research in SMA Gajah Mada Bandar Lampung, the researcher conducted an interview with the English teacher at that school to get the data about the students' score in writing ability. His name is Mr. Muhammad Rizal S.Pd. He said that the students' writing score was still low. He said that the most difficult skill in teaching English is writing skill. The technique which he used is Dictation technique. Besides that, there are also some difficulties

⁶ Martin L. Arnaudet and Marry Ellen Barret, *Paragraph Development A Guide for Students of English as a Second Language*, (New Jersey: Prentice Hall, 1981), p.1

⁷ Dorothy E Zemach and Carlos Islam, *Paragraph Writing from Sentence into Paragraph*, (London: Macmillan Publishers Limited, 2005), p.13

namely lack of vocabulary and difficult to develop their ideas in making writing text.⁸ The scores of students' writing ability in table 1:⁹

Table 1
The Students' Score of Writing Ability at the Tenth Grade of SMA Gajah Mada Bandar Lampung in academic year 2018/2019.

No.	Class	Score		Total
		≥ 70	<70	
1	X IPA 1	14	22	36
2	X IPA 2	15	21	36
3	X IPS 1	9	29	38
4	X IPS 2	11	26	37
5	X IPS 3	14	23	37
Total		63	121	184
Percentage		32.24%	65.76 %	100%

Source: The score from English teacher of SMA Gajah Mada Bandar Lampung

From the table above, it can be seen that the total of students in the failed category is higher than in the pass category. There are 121 students in failed category (65.76%) and 63 students in passed category (32.24%). It is implied that the success of the students in writing ability is low because the criteria of minimum mastery (KKM) in SMA Gajah Mada is 70. It can be said that many students still felt difficulties in writing ability.

The result from given a questionnaire to students, they had difficulty in writing. The students felt difficult and less motivation when they were learning writing. They found difficulties to develop ideas, lack of vocabulary, and the rules in making writing text. The teacher technique is still less interesting and

⁸ Muhammad Rizal, *Interview the English Teacher (SMA Gajah Mada Bandar Lampung)*, January 21, 2019, Unpublished.

⁹ Muhammad Rizal, *The Teacher Documentation*, January 21, 2019, Unpublished.

unattractive.¹⁰ In other word, the students writing ability is low, and also the teacher did not use appropriate technique in teaching writing.

To know these problems, the teacher should try for using techniques other than the Dictation technique to help students in learning writing. In fact, there are many ways which can be used to develop students' writing ability. One of techniques that can be used is Team-Pair-Solo technique. Kagan states that Team-Pair-Solo is one of technique of cooperative learning technique in which students do problem first as a team, then with a partner (pair), and finally on their own (solo). This technique is designed to help student in develop motivating and ideas to tackle and succeed at problem which is initially are beyond their ability. And then, all students take individual quizzes on the material, at that time they might not help each other.¹¹ It means that Team-Pair-Solo is based on the simple nation of technique in teaching learning. Obviously, one alternative to solve the problem of writing descriptive text is by using Team-Pair-Solo technique.

Team-Pair-Solo is one of the learning techniques of cooperative learning, where there is an increase in the ability of a team, then pairs, and finally individual.¹² The aims of Team-Pair-Solo are to develop thinking skills, support communication skills, and also encouraging information sharing.¹³ From the explanation above, it means that in Team-Pair-Solo the students can develop their

¹⁰ Tenth Grade Students, *Students Questionnaire*, (SMA Gajah Mada Bandar Lampung), January 21, 2019, Unpublished.

¹¹ Dr.Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 4.8

¹² *Ibid*, p. 12.6

¹³ *Ibid*, p. 6.19

ideas from another students' source in Team and then with partner that come to their mind as fast as possible in their paper.

The advantages of Team-Pair-Solo are builds a sense of positive interdependences in order to everyone to succeed, they must work together and help each out.¹⁴ Kagan states that team-Pair-Solo enables the team to pool their knowledge and skills to try the new procedure.¹⁵ It can conclude that Team-Pair-Solo will give students the confidence to overcome problems and they might not try because they see peers' success and learn from them. This technique can help students to develop their writing ability in making descriptive text.

Kessler states that students usually of different levels of second language proficiency work together on specific tasks, and all of them in group (Team) benefit from the interactive experience.¹⁶ According Trent, in the context of teaching writing, he collects a number of terms used interchangeably by the practitioners to describes some of kinds of cooperative learning as follows writing group (Team) , the partner method (Pair), helping circles, team writing, the peer tutoring and etc.¹⁷ Based on explanation above, Team-Pair-Solo is can be used in the context of teaching writing. Because this technique can improved their critical thinking through processes of team writing and pair, and also on this step the students will get an interactive experience then enrich their knowledge and ideas from persons in group and partner who will poured in making writing.

¹⁴ Erin N. Panjaitan, *the Effect of Team Pair Solo (TPS) towards Students' Reading Comprehension*, Bachelor Thesis in English Department State University of Medan, 2010, p. 19

¹⁵ Spencer Kagan and Miguel Kagan, *Op.Cit.*, p. 6.17

¹⁶ Nakamol Nudde, *Effects of Cooperative Learning on Writing Ability of Thai Secondary School Students*, A Thesis in Prince of Songkla University, 2010, p.15

¹⁷ *Ibid*, p. 16

The previous research was conducted by Yoeanita in 2014 entitled *Improving Student's Achievement in Writing Procedure Text by Using Team Pair Solo* at the tenth grade of SMA Swasta Sinar Husni Deli Serdang. Based on the writing scores, students' score kept improving in every test. In orientation test the mean score was 54.9. In the cycle I test, the mean score was 71.8. In the cycle II test, the mean score was 87.2. The students score continuously improved in each writing test and they could produce a good produce text individually. Furthermore, the students were more active and enthusiastic in writing procedure text. The result of the research showed that Team-Pair-Solo technique could improve students' achievement writing procedure text.¹⁸ It can conclude that Team-Pair-Solo technique can be used by students' to achievement in writing. The technique and skill that used in this previous research is same with the researcher but it distinguishes on kind of research design and the genre of writing text. This previous research was used classroom action-research (CAR) which this design is used to improve students' achievement in writing by used this technique. Besides the researcher was used experimental research design that to know there is influence by use this technique in making descriptive text in writing ability or not.

In addition, the second previous research was conducted by Syukriya in 2015 entitled *The Effect of Team-Pair-Solo Technique to the Eleventh Grade Students' Writing Ability of Report Text at MAN Nglawak Kertosono in Academic Year 2014/2015*. This research used experimental technique with one-

¹⁸ Yoeanita, *Improving Student's Achievement in Writing Procedure Text by Using Team Pair Solo at the tenth grade of SMA Swasta Sinar Husni Deli Serdang*, Bachelor Thesis in English Department Faculty of Language and Arts State University of Medan, 2014.

group pretest-posttest design. From the result, it was found that the obtained t-test was 5.68, whereas t-table was 2.087 at the degree of significance 1%. The t-score was higher than t-table ($5.68 > 2.087$). It meant that H_a was accepted while H_o was rejected.¹⁹ Based on explanation above, it can be conclude that there was very significant effect of Team-Pair-Solo technique at MAN Nglawak Kertosonoin in academic year 2014/2015. In other word, Team-Pair-Solo is recommended technique for that teachers used in writing activities. The differences with the researcher's research, this research was used one-group pretest-posttest design and also used report text as the genre of text while the researcher was used two group designs and was used descriptive text in teaching writing.

The third previous research was conducted by Mangesti in 2018 entitled "The Use of Team-Pair-Solo Technique in Teaching Writing on Descriptive Text in the SMP Muhammadiyah 1 Sentolo in academic year 2018/2019". The research was action research which it consist of planning, action, and reflection. This study consisted of two cycles. The data were collected through classroom observation, interview ad documentation. The result from the study showed that the use of Team-Pair-Solo technique gave pleasant feelings in teaching writing on descriptive text. The researcher was finding that the students got more opportunity to share their knowledge and asked the problems to others.²⁰ It means that, by using Team-Pair-Solo technique, students can be enjoyable and more active in

¹⁹ Wida Ni'Hayatusy Syukriya, *The Effect of Team-Pair-Solo Technique to the Eleventh Grade Students' Writing Ability of Report Text at MAN Nglawak Kertosono in Academic Year 2014/2015*, Bachelor Thesis in English Education Departement of University of Nusantara PGRI Kediri, 2015.

²⁰ Bayu Mangesti, *The Use of Team-Pair-Solo Technique in Teaching Writing on Descriptive Text in the SMP Muhammadiyah 1 Sentolo in academic year 2018/2019*, Thesis in English Education Department of Sarjanawiyata Tamansiswa University Yogyakarta, 2018.

teaching writing descriptive text. This research similar with the researcher's research that is same in genre of text but different in research design. This research was used action research while the researcher was used quasi experimental design.

Based on the explanation above, the researcher intended to use Team-Pair-Solo technique in teaching writing descriptive text to help the students in learning process. Therefore, this research entitled, "The Influence of Using Team-Pair-Solo Technique towards Students' Writing Ability of Descriptive Text at the Tenth Grade of SMA Gajah Mada Bandar Lampung in the Academic year of 2019/2020."

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problems as follows:

1. The students' writing ability was still low.
2. The students found difficulties to express and also develop the idea in writing text.
3. The students were lack of vocabulary
4. The students had less of motivation in making writing text.
5. The teacher technique was still less interesting and unattractive.

C. Limitation of the Problem

Based on background and identification of the problem above, the researcher focused on the Influence of Using Team-Pair-Solo technique towards

the students' Writing Ability of Descriptive Text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

D. Formulation of the Problem

From the limitation above, the researcher formulated as follows: "Is there a significant Influence of Using Team-Pair-Solo technique towards the students' Writing Ability of Descriptive Text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020?"

E. Objective of the Research

The objective of the research: to know and describe whether there is a significant Influence of Using Team-Pair-Solo technique towards the students' Writing Ability of Descriptive Text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

F. Use of the Research

The uses of the research are as follows:

- a. Theoretically: the result from this research gave information to the English teacher which team-pair-solo technique is suitable for teaching learning English in writing skill.
- b. Practically, to give the students help of making descriptive text in order to increase their ability on Learning English in writing skill.

G. Scope of the Research

The researcher determined the scope of the research as follows:

1. The Research Subject

The subject of this research was the students at the first semester of the tenth grade at SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

2. The Object of the Research

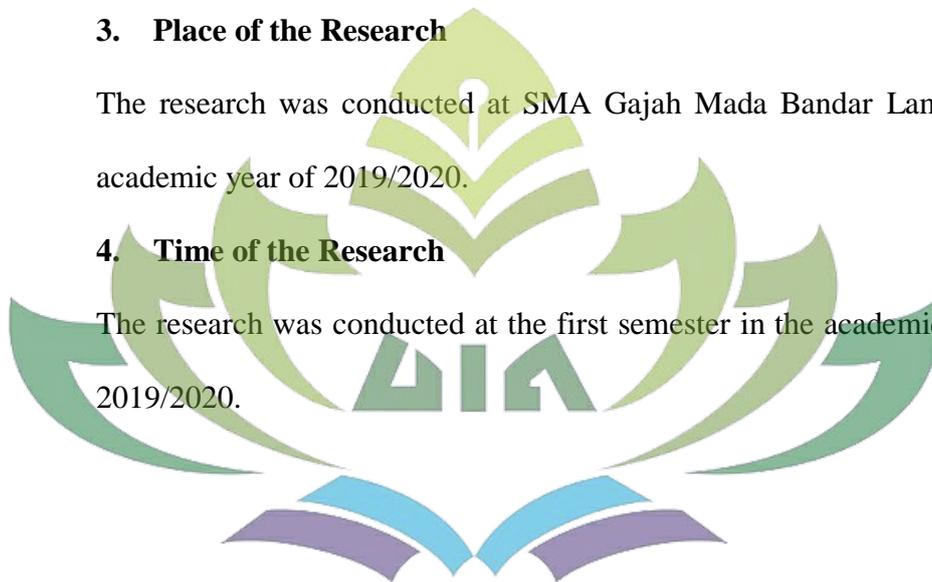
The object of the research was the use of team-pair-solo technique towards students' writing ability of descriptive text.

3. Place of the Research

The research was conducted at SMA Gajah Mada Bandar Lampung in academic year of 2019/2020.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2019/2020.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching is giving instruction guiding in study of something, providing with knowledge, and causing to know or understand.¹ Teaching is an action to transfer knowledge from the teacher to the students. Students can understand about the material that the teachers taught. And also teaching is organized activity because it has many the components and all of them relate each others. In other word, the teacher should be paid attention and very important to have a good management in teaching.

Teaching is facilitating and guiding learning, certainly the students can learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, technique style and philosophy of education.² From explanation above, it can concluded that teaching is activity where students can understand about the teacher's explanation and also it can determine with the teacher strategy, method, technique, approach, and philosophy.

Harmer states that English is foreign language which is generally taken to apply to the students who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.³ It means that everyone need to English as communication with another people in daily

¹ H. Douglas Brown. *The Principles of Language Learning and Teaching*, (White Plains, NY: Longman, 2000), p.7

² *Ibid.*,

³ Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2004), p. 39.

activities because it takes an important role in almost daily aspect of human activity such as science, social environment, technology, education, etc.

In Indonesia, English is as a foreign language. Teaching English as a foreign language is also a process of helping someone to learn English which is also the language that they use as a mother tongue or the foreign language which they use in daily life for communication that influences by thoughts of the nature of English and learning condition. Language teaching is influenced by ideas on the nature language (language theories) and the learning conditions that make learners to acquire the language (learning theories).⁴ It means that teaching English as a foreign language is process which provided to students about learning English as their foreign language and its influences by their ideas and also learning condition around the learners.

From explanation above, the researcher conclude that teaching is the process of providing knowledge to students so that the students can develop knowledge in accordance with target achieved and can understand the material which explained by the teacher. In addition, teaching English as a foreign language is also a process of learning English as their foreign language, influences by language development in each students and the students' learning condition.

B. Writing

1. Concept of Writing

Byrne states that writing is produce a chain of sentences set in a particular order and linked together in certain ways. The chain may be very short perhaps

⁴Ag.Bambang Setyadi, *Teaching English As a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p.20

only two or three sentences have been putting in order and linked together, they form a coherent whole.⁵It means that writing is the chain of the word that is related each other and thoroughly in order to give some information to the reader.

According to Harmer, writing has its ‘mechanical’ components such as handwriting, spelling, punctuation, and the building of well-formed sentences, paragraph and text.⁶ Writing is way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.⁷ It means that writing has some of rule or mechanical components that you have to pay attention and must be apply in writing to be good sentences, paragraph, and text. Moreover, writing can be used to share your ideas, knowledge, opinion, or something such as feeling from someone meaning and topic of some experience or moment.

Based on the statement above, the researcher concluded that writing is the process of composing words into sentences, arranging sentences into paragraphs into complex writings that carry the subject matter. Then writing is way to building someone’s creativity in writing. In addition, writing is someone’s ability which to express her ideas, knowledge or opinion to other people with their writing. Each writer must have a purpose with her writing, inviting, informing or understanding of the readers.

⁵ Donn Byrne, *Teaching Writing Skill*, (Essex: Longman, 1988), p.1

⁶ Jeremy Harmer, *How to Teach Writing*,(Essex: Longman, 2004),p.44

⁷ Ken Hyland, *Second Language Writing, (2nd Ed)*, (New York: Cambridge Language Education, 2003), p.9.

2. Aspects of Writing

According to Tribble, there are five fundamental aspects which have to fulfill in writing activity. The five aspects of writing are as the criteria of good writing, such as content, organization, vocabulary, language, and mechanics.

1. Content : the ability of develop the writing thoughts express, content related to the topic.
2. Organization : the ideas obviously stated and supported, logically sequenced, connective in appropriately way.
3. Vocabulary : the selection of words that matches with the topic or content.
4. Languages : the ability to use of structure forms and syntactical pattern.
5. Mechanics : the use of graphic convection of language such as punctuation, spelling, and capitalization.⁸

Based on explanation above, the researcher can conclude that there are five aspects in writing which must be known in to be good writing and it used in scoring writing ability. They are content, organization, vocabulary, languages and mechanics.

3. Concept of Writing Ability

Writing is a complex process, which the students not only express thoughts to be understand in a written form but also to recognize writing ability of students to make a writing acceptably. Writing ability is the skill of a writer to

⁸ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

communicate and share information to readers.⁹ In other word, writing is process where the students know their writing ability to make a good writing. It is ability of each person to express ideas or information to the readers as a communication related to the topic in written form.

Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.¹⁰ It means that by writing, the student can pour and explore their ideas and thought in written from, also they are can write something as much as possible.

To be a good writer, students must require more attentions on their writing. A writer has to master the components of language, such as spelling, vocabulary, punctuation, and grammar to be successful in writing. All of the components above will influence the writer to make good sentences.¹¹ Harmer states that if we want to our students to be a good writing in English, we need to teach them how to use punctuation conventions correctly.¹² In other word, before you create or write something you must be paid attention about the rule and components that should be known and master it in writing. There are some components of language in writing, includes: spelling, punctuation, grammar then vocabulary.

4. Writing Process

Stephen states that in writing process, it is essential to learn the basic writing process, at the same time it is useful to be aware of the elements that

⁹Sanggamsiahan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.22

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (White Plains, NY: Longman, 2000) p.337

¹¹*Ibid*, p.365

¹² Jeremy Harmer, *Op Cit*, p.49

contribute to good writing.¹³ It means that, before we begin to create something, we must know about the stage or process correctly in order to get the good result on writing.

Writing Process is step of a writer goes through in order to create something in writing form. This process may be affective by the step of writing. There are four steps or stages of writing process they are planning, drafting, editing, and final version.¹⁴ According to Linse, they are some process of writing which are prewriting, writing, revising, editing, and the last publishing.¹⁵ The writer concludes that the stages of writing process are prewriting (planning), drafting, editing and publishing (final version).

1. Prewriting (planning)

Planning in writing is the writer must select or choosing the general topic. Harmer states that in planning, you must decide about the topic or object before process of writing. It is stage where the students think about what they are want to write on the content.¹⁶ In addition, the planning is the first stage of writing process which the students decide to choose the topic or object to be the content of writing.

2. Drafting

Drafting is the next step of writing process which after getting some ideas and topic in planning, drafting is begun. According to

¹³ Stephen Bailey, *Academic Writing a Handbook for International Students*, (London & New York: Routledge, 2006),p.1

¹⁴ Jeremy Harmer, *Op. Cit.*, p.4

¹⁵ Caroline T. Linse, *Practical English Teaching Young Learners*, (New York: Mc. Grauhill Companies, 2005), p.102

¹⁶ Jeremy Harmer, *Loc. Cit.*,

Harmer, drafting mention to the first step in writing. After the writers choose the topic, then they search and write some things of information related to the topic.¹⁷ It can conclude that drafting is construct concept of your ideas in the draft and generate these ideas properly.

3. Editing

Oshima and Hogue state that after you write a draft, the next step is revised it. When you revise, you modify what you have written in order to develop it.¹⁸ Besides that Harmer states that when the writers make a product. The writers need advice and criticism from someone as a reader so that the writer knows where the error is. It can help the writer to edit their written text.¹⁹ In other word, in editing or revising you can change, modify, reorganize or delete your ideas in your writing.

4. Publishing (final version)

Once the students have revised their draft, making the changes and rearrange they consider to be necessary, they produce their final version. Finally, the writers are now ready to send the written text to its intended readers.²⁰

Based on the explanation above, the researcher concluded that writing has four stages which include: the first step is planning or prewriting, in this step the writer decide about the topic that will be poured in writing. The second process is drafting, it is process which the writer construct the concept of ideas in the draft.

¹⁷ Jeremy Harmer, *Op.Cit.*, p.5

¹⁸ Alice Oshima and Ann Hogue, *Writing Academic English*, (White Plains, NY: Longman, 1999) p. 11

¹⁹ Jeremy Harmer, *Loc. Cit.*,

²⁰ *Ibid.*,

Then the third process is editing or revising, in editing process the writers can deleting, change, modify or reorganize their ideas in drafting. And the last is final version (publishing).

C. Text

1. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.²¹ It means that text is full meaning of linguistic unit such as morpheme, phrase, clause, sentence and also discourse which it gives message to someone in spoken or written text.

Peter and Megan state that text can be classified and organized in a multitude of ways: everyday, formal, entertaining and informational. Traditionally, different types of texts have been identified according to established conventions: literary and factual.²²

a. Literary text

Literary texts might include the range of texts that reflect and interpret individual and social life, whether real or imaginary. Literary texts can deal with everyday experience in a way that lifts readers beyond the everyday.²³

b. Factual text

Factual texts from the point of view of schooling include those texts that have the primary aim of communicating knowledge as it has

²¹Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

²²Peter Knapp and Megan Watkins, *c*, 2005), p. 29.

²³*Ibid.*,

been educationally defined, classified and constructed. Many factual texts such as technical descriptions, explanations, and procedures tend to be driven by purpose and seek to be efficient and effective in their transmission.²⁴

From the explanation above, the researcher conclude that text is meaningful of language unit that is mediated completely not only by written text but also spoken text. There are two types of text which includes literary text and factual text. Literary texts often use to create images minds, such as novels, poems, dramas, narrative. Besides, factual texts aim of communicating knowledge as it has been educationally defines, such as essays, arguments, persuade, etc.

2. Genre of Text

Text is divided into two types there are factual and literary text. Texts also classified into genres on the basis of the intent of communicator. There are some genres of text, includes:

a. Expository text

Expository text in which the focus is on either the analysis into constituent elements of given concepts, or their composition from constituent elements.

b. Argumentative text

Argumentative text, the focus is on the evaluation of relations between concepts. Those utilized to promote the acceptance or evaluation of certain belief or ideas as true and false, value and negative. Conceptual

²⁴ Peter Knapp and Megan Watkins, *Op. Cit.*,

relations such as reason, significance, volition and opposition should be frequent.²⁵

c. Narrative text

Narratives are stories about person or a group of people overcoming problems. It shows how people react to experiences, explore social and cultural values and entertain the audience. Also aim to get and retain the attention the reader or listener of the story.²⁶

d. Descriptive text

Descriptive text is the text to describe person, place, or thing. Generic structures of descriptive text are identification and description.²⁷

Based on the explanation above, it can be concluded that there are many kinds genre of text in teaching writing for students of high school and each senior student must be able to understanding the generic structure and language feature of the text. In this research, the researcher focused on descriptive text.

D. Concept of Descriptive Text

1. Definition of Descriptive Text

Oshima and Hogue state that descriptive text is a text which appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. A good description is like a “word picture” that the readers can imagine the object, place,

²⁵Basil Hatim, *Interdisciplinary Journal for the Study of Discourse*, 1991 Vol. 11; Iss. 2, *The pragmatics of argumentation in Arabic: The Rise and Fall of a Text Type*, of University of Arizona, available on <https://booksc.xyz/book/42110942/cba8a7> , accessed on Wednesday 13th, March 2019.

²⁶Dini Utami M, *An Analysis of Students' Ability in Writing Narrative Texts*, a Journal of English and Education 2013,1(2),16-22 on English Education Study Program of Indonesia University of Education), available on <https://media.neliti.com/media/publications/192451-EN-an-analysis-of-students-ability-in-writi.pdf> , accessed on Wednesday 13th, March 2019. p.17

²⁷Mark Anderson, *Text Types in English*, (Southyourra: Mamillan, 2003), p.8

or person in their mind.²⁸ Siahaan and Shinoda state that description is a written English text in which the writers describe an object. In this text, the object can be a concrete or abstract object. It can be a person, an animal, a plant and another thing.²⁹ In addition, descriptive text is a text which describe something (object) in accordance with the facts that seen or through the sensory response.

Buscemi states that description is kind of writing used for presenting a verbal portrait of a person, or thing. This writing is used when the writers give information and to make vivid writing.³⁰ Descriptive text is giving information about something which described. It can be concrete object such as person, or things. It can also be an abstract object such as an opinions, hates, ideas, etc.³¹ It can concluded that descriptive text can give information about something such as person, thing, or places which the reader will imagine these object as it if real (living picture).

2. Generic Structure of Descriptive Text

Descriptive text has two generic structures, they are identification and description:

1. Identification : the identification identifies the phenomenon to be described.

²⁸ Oshima hogue, *Op. Cit.*, p.50

²⁹ Sanggam Siahaan and Kusno Shidoha, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89

³⁰ Santi Buscemi , *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc, 1990), p.78-79.

³¹ Sanggam siahan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.119

2. Description : describes parts, qualities, and characteristics of the person, place or thing to be described.³²

It means that descriptive text consist of two generic structures, which identification is to introduce the reader about the object or phenomenon that will explain, before tell about more details the object in the next paragraph. While description is located in the second paragraph and so on, contains the properties inherent in something that you have introduced in the first paragraph.

3. Language Features of Descriptive Text

In describing a particular object, the descriptive text has to use some language features as follows: Focus on specific participant. Which is having one clear object that is to be described and it uses attribute and identifying process.

- a) Use attributes and identifying processes

Attributive process is used to assign the quality of object. It used in active clause such as “it has white fur”. Besides, identifying process is used in passive clause such as “the white fur is owned by the cat”, it use adjective to modify noun.

- b) Frequent use of epithets and classifiers in nominal group

For examples: wooden train, beautiful girl, big house, etc

- c) Use of simple present tense

³² Helvira Y, Fatimah T, Adzanil, *Teaching Writing Descriptive Text By Using Collaborative Technique*, (English Department The Faculty of Teacher Training and Education Bung Hatta University), available on <http://ejournal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path%5B%5D=2438> , accessed on 3rd, March 2019, p.4

In making descriptive text, the writer must use simple present tense, because everything that is described should be true.³³

Below is the example of descriptive text:

Rafflesia Arnoldi

Rafflesia Arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It is an almost extinct plant that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle. It cannot be planted by human since it grows naturally. It has a wide and large leaves. The leaves can be three meters length. It usually has five big size leaves. The leaves are usually pattered and colorful. The most color is maroon and it contains white spots to make it interesting to look at. The mid part is trunk. This part is the highest part. It can be two or three meters height. This part soars up to the sky since this plant grows up following the suns light. Actually, it cannot be called as "trunk" since it is the leaf that has a form like a trunk. It is harder than the other leaves and it is only one without branches. When we approach it, it has a bad smell. The smell is carrion-like. It spread up to ten meters surround. The bad smell functions to protect itself from any disturbance such as animals, insects, etc.³⁴

³³ Reszy Yuli, Yuli Triana, *Teaching Writing A Descriptive Text by Using Environmental Observation Strategy*, Program Study Bahasa Inggris Universitas Negeri Padang, available on <http://ejournal.unp.ac.id/index.php/jelt/article/view/1167> , accessed on Wednesday 6th, March, 2019.

³⁴ Sanggam Siahaan and Khusno Shidoha, *Op.Cit.*, p. 92-93

E. Team-Pair-Solo

1. Concept of Team-Pair-Solo

Cooperative learning offers many alternative techniques for working in group. Some of them can be used in teaching writing such as roundtable, round robin, think-pair-share, team-pair-solo and so on.³⁵ In this research, the researcher focused on Team-Pair-Solo technique in teaching writing descriptive text.

According to Kagan, Team-Pair-Solo is one of cooperative learning technique where students discussing a problems in a team first, next in their partner and the last on individually. This technique is considered to help student in develop motivate and ideas to attempt and succeed at problem which is initially were beyond their ability. After this all students took individual quizzes related to material, at that time they might not help each other.³⁶ It means that Team-Pair-Solo is one technique of cooperative learning in which the students discuss in a team or group, then with partner and finally solo or individually.

Team-Pair-Solo (TPS) is a technique which can help students to compose their own task well through considering other students' suggestion and help.³⁷

There are three steps of team-pair-solo technique: first discussing and expressing

³⁵ Ika Kurniawati, *The Use of Picture Guessing Game in Implementing Team-Pair-Solo Technique to Improve The Students' Writing Ability to Write Descriptive Text*, (Semarang: English Department Faculty of Languages and Arts Semarang State University, 2013), p.24 available on <https://lib.unnes.ac.id/17104/1/2201409032.pdf> , accessed on Thursday 7th, March 2019.

³⁶Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 4.8

³⁷ Santi Purwanti and Ima Chusnul, *The Effectiveness of Using Team Pair Solo in Teaching Writing Descriptive Text*, SELL Journal Vol. 2, ISSN 2528-6595, (Jombang, IMI & STKIP Jombang, 2017), p.3.

ideas in a team, then with a partner and finally on their own.³⁸ The aims of team-pair-solo technique are to develop thinking skills, support communication skills, and also encouraging information sharing.³⁹ Hence, by applying team-pair-solo technique, teacher can encourage the students to participate in the classroom activities as well as encourage them to discussing and developing their ideas into good writing without being afraid of making mistake.

As a technique which started with teamwork, the term of “team-building” closely adhere to this technique. Robert E. Slavin states that cooperative learning (CL) refers to variety of teaching technique and method in which students work in small group to help one another learn academic content. In cooperative classroom, students are expected to help each other to discuss and help each other, to assess each other’s current knowledge and fill in gaps in each other’s understanding, so that the interest and active students in the learning process could be improved not only individually but also in groups or together. Writing groups can be greatly motivating for students.⁴⁰ Kagan states that team is a process of exchange a heterogeneous students into a team. It is the process by which different student come to know, trust, and respect their teammates”.⁴¹ It can be concluded that by using “Team or group” in teaching learning process, especially writing, this technique can build students motivating in making writing and also can improve

³⁸ Cook Jane, *Effective Teaching Strategies that Work with All Students Session 2*, (Willimantic: EASTCONN 2007), p.9.

³⁹ Spencer Kagan and Miguel Kagan, *Op. Cit.*, p. 6.19.

⁴⁰ Robert slavin, *Cooperative Learning Theory; Research and Practice*, (New York: The Hopkins University, 1995), p.2

⁴¹Dr.SpencerKagan and Miguel Kagan, *Op. Cit.*, 10.1

students' knowledge and interest in learning process. Because in "team" students can shared their thinking and ideas with other students in together or groups.

Working in pairs or groups, moreover, encourages students to be more involved and enables them to focus on the task. This makes a situation in which students must swap over their ideas. Pair and group work activities can involve not only brainstorming but also writing together and correcting one another's writing as well. The members of a pair or a group can work together on piece of writing.⁴² It means that working in pairs or groups can encourage students about new knowledge and ideas from other students, and because writing together may be a type of responsibility or reward-sharing task.

Based on explanation above, it can be concluded that Team-Pair-Solo is the techniques to teaching writing by using writing group (team) and pair that help students to get ideas before writing which help them to develop and generate the ideas in writing. When the teacher applied Team-Pair-Solo technique, the students could exchange their ideas with other students and more responsible on task especially in writing. This technique made teaching-learning process more enjoyable and build the students more active. It means that, Team-Pair-Solo made students more active, interest and also motivate in writing.

2. Advantages of Team-Pair-Solo

There are many advantages of applying Team-Pair-Solo technique as follows:

⁴² Train Thi Ly, *Using Pair and Group Work in Teaching Writing*, available on <http://www.nzdl.org/gsd/collect/literatu/index/assoc/HASH6481.dir/doc.pdf> , accessed on Thursday 28th, February 2019. p.3

- a. It can develop social skill, to pool students' knowledge and skill and to construct individual accountability.
- b. By acquiring social skill, the students become more polite, cooperative respectful, responsible and able to make their mind up conflicts and charge of their impulses.
- c. Build a sense of positive interdependences in order for everyone to succeed, they must work together and resolve each other out.
- d. Gives students the confidence to engage in problems they might now otherwise have attempted as they see their peers successes and learn from them.
- e. Writing together may a type of responsibility or reward-sharing task. The feeling of security that helps the write more assertively in turns stimulates their creativity.
- f. Writing team or pair can helps them remember to include a topic sentence, supporting sentences, and concluding sentences in paragraph.⁴³

It can be concluded that, by using Team-Pair-Solo technique, the students become more active, respectful and also motivated students in writing. The students worked together to exchange their ideas on a writing topic. Writing,

⁴³Sumarsih and Dedi Sanjaya, *Improving The Students' Achievement on Writing Descriptive Paragraphs Through The Application of Team Pair Solo*, available on <https://jurnal.unimed.ac.id/2012/index.php/ellu/article/view/355> , accessed on Monday 4th, February 2019.p.6

exchanging and correcting one another's papers in team is more interesting to students to build their knowledge or idea in their writing.

3. Disadvantages of Team-Pair-Solo

There are some disadvantages of Team-Pair-Solo as follows:

- a. The grouping can bring about some raucous in the class and it possible to disturb the teaching learning process.
- b. Some people think about negative feeling about grouping in a class.
- c. Some students are dislike to work in group with the students who are not their friends.
- d. Lack of self-confidence, along with unwillingness, sometimes outweigh a sense of security in pair or group work.⁴⁴

It can be drawn, there are some disadvantages of Team-Pair-Solo technique namely the grouping or teamwork activity makes in the classroom noisy and can be disturb other students. Some students are dislike working in group because the students who are not their friends. In other hand, to tackle these disadvantages of this technique, the researcher gave additional rules and agreement reached before teaching-learning process on progress. Once this techniques start working, the teacher should monitoring the teaching-learning progress. Because it is important to know that each student make sure actively participates in the team stage and describe team members' behavior then give students feedback. Another thing which can reduce these weakness in team-pair-solo technique: the teacher asks one student as a leader in team in order to

⁴⁴*Ibid.*,

learning process work effectively, next the teacher should explain and elaborate the instruction in each stage clearly to avoid the students' confused when the technique is implemented.

4. The Procedure of Teaching Writing through Team-Pair-Solo Technique

Schurman states that there are steps in applying Team-Pair-Solo technique in teaching writing, there are main steps (Team, Pair and finally Solo) that should be followed. Those are:

a. TEAM

The team work activities were the first step during which:

1. Groups are formed (one group consist of four until six students)
2. Task is explained and task sheet are given (what to do/how to do it)
3. A list of topic administered
4. Topic are chosen by groups
5. Discussion are carried out
6. Finally roles are assigned

At this stage, students are engaged, through the use of quick dialogs an activities, in answering the question that divided by the teacher and what topic they would like to write about from the topic that given in questioning paper.

b. PAIR

Team work activities are followed by pair work activities and at this stage;

1. Pairs are structured
2. Roles are assigned

3. Discussion are carry out
4. Controlling idea/s are developed and selecting
5. An outline is written

During pair work activities, students work as pair to decide a controlling idea for the topic they selected. And then they have to write down the outline in a phrase format with two or three major supporting details in the time given.

c. SOLO

At this stage of the assignment process, students work individually to develop and write a paragraph in class.⁴⁵

In addition, Sutarno says the procedures or steps of Team-Pair-Solo technique as follows:

a. Team Step

In this step, the students are discussed and generated ideas, opinion and also information on the topic given and also answered some questions related the topic posed by teacher.

b. Pair Step

In this step, the students build the ideas which got from the previous step into some sentences.

c. Solo Step

1. The students organized and developed the sentences into some paragraphs

⁴⁵Beyhan Schurman, *The Writer Stuff'' Guiding Written Assignment from Start to Finish*. (Atilim: DELSU Atilim University, 2009).p.6

2. The students start to compose a text through the process of writing.
3. Starting from writing the rough draft, revising, writing the second draft then revising it, and writing the final draft.⁴⁶

Based on the two procedures above, the researcher concludes that the procedures of teaching writing descriptive text by using Team-Pair-Solo in constructions are as follows:

- a) In first meeting, the teacher explains about descriptive text, generic structure, language features and also five aspects of writing.
- b) The teacher elaborates the technique that used in teaching descriptive text.
- c) **Team Stage**
 1. The teacher forms a team or group, one group consist four until six students. The teacher formed a team by using random selection. One team has a different role: two students as leader and secretary then another student as a member of team.
 2. To determine the topics, the teacher writes nine topics in the whiteboard, next the teacher write the numbers of each topics in small of paper and roll it. After that the leader of each team took this small paper randomly.
 3. The teacher explain the rule that should be done in team or group: time duration, the leader should control their friends to

⁴⁶Sutarno, Journal Smart Volume 1 No. 1, January 2015, p. 10-16: *Integrating Roundtable Brainstorming Into Team Pair Solo Technique for Improving Students' Participation in Writing Descriptive Texts*, English Department, STKIP Muhammadiyah Pringsewu Lampung, p. 13, accessed on Friday 1st, March 2019.

work and help one another in team, after the time duration has end, the leader should ask their friend to work with partner.

4. The teacher asked to students to discussing and generating their idea related to the topic that have selected in team.

d) Pair Stage

1. After the team stage has end. The next stage is Pair. There is students' role in pair stage: one student as secretary and another as member who help each other out in controlling and developing ideas based on the topic they selected.
2. The students develop the ideas which have got from the previous step and then the students have to write down the outline in a phrase format with two or three majors supporting details in the time were given and the students begin to write some sentences.

e) Solo Stage

1. The teacher asked the students to work individually. The students have to organized and develop the sentences into some paragraphs.
2. The students composed a descriptive text through the process of writing, starting from writing the rough draft, revising, writing the second draft, then revising it, and writing the final draft.

F. Dictation

1. Concept of Dictation Technique

Dictation is a whole class activity used for teaching basic literacy skills. Dictation requires students to listen and write sentences spoken by the teacher. Dictation blends the activities of listening, writing, and checking through reading. This process appeals to the students whether they learn primarily in a visual, an auditory, or a kinesthetic way. Dictation engages students by combining the use of several senses the same time.⁴⁷ It means that dictation interest students in teaching learning process because it engages students by combining several senses and blends of four language skills in English.

Dictation can give the students many experiences dealing with writing. Dictation is an activity to write down something that someone says or reads out it is being said.⁴⁸ According to Alkire, he states that dictation can train the students to be able to distinguish error in grammar, spelling and punctuation that happen in their writing.⁴⁹ It means that dictation is an activity to write down about the teacher or someone says then you have to write down it. Dictation has many benefits which give many experiences with writing and also help students to distinguish some mechanics in writing.

⁴⁷ Paul J. Wickham. *Listen, Write and Read*. (California: Long Beach, 2013), p.8

⁴⁸ Ninik Sri Wahyuni, *The Effect of Using Dictation Technique on Students' Writing Ability at Smp Karya Bhakti Kasiyan in The 2013/2014 Academic Year*, available on <http://digilib.unmuhjember.ac.id/files/disk1/59/umj-1x-niniksriwa-2946-1-jurnal.pdf> , accessed on Wednesday 6th, March 2019.

⁴⁹ Scoot Alkire, *Dictation as a Language Device*. The Internet TESL Journal, No. 3. [online] available on <http://iteslj.org/Techniques/Alkire-Dictation.html> , accessed on Friday 8th, March 2019.

Nation states that dictation has listening input and also written output. Repetition can give listening input and spoken output. It can increase a package of English skill of learners besides their writing ability. So it helps language learning by making learners focus on phrase and clause-level construction.⁵⁰ In other word, dictation not only can develop their writing skill but also in listening and reading. It has listening input and written output. This technique can help students focus on construct phrase and clause-level.

Based on statement above, the researcher conclude that dictation technique can be applied in teaching writing where dictation refers to a person reading some text aloud so that listener can write down what is being said. It can help develop four language skills in an integrated way. In addition, dictation not only can develop their writing skill but also in listening and reading. When used in the language classroom, the students should write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made.

2. Advantages of Using Dictation

There are some advantages of using dictation as follows:

- a. Dictation fosters unconscious thinking in the new language.
- b. While dictating, the teacher can move about, giving individual attention.
- c. Dictation can help develop all four languages skills in an integrative way.

⁵⁰ Ninik Sri Wahyuni, *Ibid.*, p.3

- d. Dictation proceeds from oral language to written language.
- e. The students learn to carefully check and correct their own work. Self-correction is positively correlated with learning.⁵¹

From explanation above, the researcher conclude that there are some advantages of dictation which during and after using this technique the student more active and give unconscious thinking about new language. In addition, it can help develop all four language skills in an integrated way.

3. Disadvantages of Using Dictation

There are some disadvantages of using dictation as follows:

- a. Fairly accurate, but you still need to aware of errors or incorrect words.
- b. You can often organize your thoughts better when writing or typing.
- c. It can be cumbersome and time-consuming.⁵²

In conclusion, there are some disadvantages of dictation technique namely it is fairly accurate and aware of errors words and this technique can be time-consuming. Hence, to get solution from these advantages above, the teacher should aware in pronounce each words and sentences. The teacher should manage time effectively in teaching writing using dictation technique.

⁵¹ Ruth Montalvan. 2006. Dictation Updated: Guidelines for Teacher-Training Workshop. Available on <http://exchanges.state.gov/education/engteaching/dictatn.html?=-1> , accessed on Friday 8th, March 2019.

⁵²Nawal Benmosteva, International Journal of Academic Research and Reflection Vol. 6. No. 1, 2018 ISSN 2309-0405: *Reflections Upon Dictation as A Testing Device in AnEfl Classroom: The Pro's and Con's*, University of Tlemcen, Algeria, accessed on Saturday 9th, March 2019.

4. The Procedure of Teaching Writing through Dictation Technique

The procedure can be applied of dictation as follows:

- a. Read the text through once at normal speed
- b. Now read it again in meaningful phrases.
- c. You should be reading each phrase at normal speed without repeating, but pausing between phrases only long enough for the student to write it down.
- d. Now read through again at normal speed
- e. The student can check their paper
- f. Ask the students to correct their work by referring to the text.⁵³

In addition, Semin says there are some procedures of dictation technique, as follows:

- a. The first reading, the students informed just to listen and not take down notes
- b. The teacher read the text through second time, at a slightly slower speed
- c. The students allowed to transcribe or writing down the text.
- d. Then the teacher read the passage through a third time.
- e. During this time, the students checked their written text and made the necessary time.
- f. When the dictation process is over the teacher corrected each texts of the students.⁵⁴

⁵³ Ruth Montalvan, *Op. Cit.*,

⁵⁴ Semin Kazazoglu, *Procedia - Social and Behavioral Sciences* 70 (2013) 1338 – 1346, *Dictation as a Language Learning Tool*, Dr. English Teacher, Ministry of Education, Ankara,

Based on two procedures above, the researcher concludes that the step or procedures of teaching writing descriptive text by using Dictation are as follow:

- a. The teacher explains about descriptive text; definition, function, generic structure and language features
- b. The teacher explains about five aspects of writing
- c. The teacher reads the passage at normal speed, and the students do not take a notes
- d. The teacher reads the text through second time, at a slightly slower speed
- e. After that, the students allowed to transcribe or writing down the text, (in this stage, the teacher pausing between phrases if only long enough for the student to write it down).
- f. Then the teacher reads the passage through a third time.
- g. The teacher gives an instruction that the students have to stop in write descriptive text because time duration has limit.
- h. During this time, the students check their written text and made the necessary time by referring to the text.
- i. And finally, when the dictation process is over, the teacher correcting a written text from each student.

G. Frame Thinking

Teaching is the process of providing knowledge to students so that the students can develop knowledge in accordance with target achieved and can

understand the material which explained by the teacher. In addition, teaching English as a foreign language is also a process of learning English as their foreign language, influences by language development in each students and the students' learning condition. Writing skill is one of skill require students to represent and develop their own ideas which can be poured in written form. Writing is the process of composing words into sentences, arranging sentences into paragraphs into complex writings that carry the subject matter.

Based on the result from the teacher's interview and the students' questionnaire, the students of senior high school still find the difficulties. The teacher uses dictation technique in teaching writing. The disadvantages of dictation technique namely it is fairly accurate and aware of errors words and this technique can be time-consuming. By using this technique, apparently the students are still less interesting and unattractive in writing. So that the teacher should facilitate and encourage the students by use new technique which makes students interesting in learning English especially writing. From among the various techniques in teaching writing, Team-Pair-Solo is one of alternative technique that can be effective to be used in writing descriptive text.

By using Team-Pair-Solo technique, the students can active and motivate in learning writing. The Team-Pair-Solo technique can help students to develop and generating their ideas and knowledge in their writing easily. Besides that there are some disadvantages of Team-Pair-Solo technique namely the grouping or teamwork activity makes in the classroom noisy and can be disturb other students. Some students are dislike working in group because the students who are not their

friends. In other hand, to give solutions from these disadvantages of this technique, the researcher gave rules and agreement reached before teaching-learning process on progress.

Based on the explanation above, it can be assumed that Team-Pair-Solo can improve writing skill in the classroom. Team-Pair-Solo is an appropriate technique for teaching writing descriptive text. The researcher through that Team-Pair-Solo as an alternative writing technique is effective towards students' writing ability in descriptive text.

G. The Hypothesis

Based on the theories and explanation above, the researcher makes the hypotheses as follows"

H_0 : there is no significant influence of using Team-Pair-Solo technique towards students' writing ability in descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year 2019/2020

H_a : there is significant influence of using Team-Pair-Solo technique towards students' writing ability in descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year 2019/2020

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applied experimental research in teaching writing through Team-Pair -Solo technique towards students' writing ability in descriptive text. Ary *et al.*, states that an experimental research is the research for carrying out a study with an active independent variable, and determining the internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that by experimental research, the students can active and motivate in the teaching and learning process if the technique get the validity to increase the writing ability in descriptive text.

In the experimental, the researcher used quasi experimental research design. Creswell states that quasi experiment includes assignment, but it is not random assignment of participants to groups. The experiment cannot artificially create groups for the treatment.² It means that it does not have the chance for random task of the students to special group in different situations. The common term for this type of group of participants is intact. In other word, the researcher determined two classes of students, one class as an experimental class and the other class as a control class.

¹ Donald Ary, *et. al. Introduction to Research in Education* (8th ed), (New York: Cengage Learning, 2010), p.267

² John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed), (Boston: Pearson Education, 2012), pp. 294-295

The research design is illustrated bellow:³

G ₁	=	T1	X	T2
G ₂	=	T1	O	T2

Notes:

G1 : The first group (experiment class)

G2 : The second group (control class)

T1 : Pre-test

T2 : Post-test

X : Treatment for experimental class, teaching writing through Team-
Pair- Solo technique

O : Treatment for control class, teaching writing by using Dictation
technique

B. Variable of the Research

According to Sugiyono, research variable is basically shaped that defined by the writer to be studied so that the retrieved information about the problem then pulled the conclusion.⁴ The variables have two kinds, namely: Independent variable or variable (X), and dependent variable or variable (Y).⁵ In this research, there were have two variables, they are as follows:

1. The independent variable is Team-Pair-Solo as technique (X).
2. The dependent variable is students' writing ability of descriptive text (Y).

C. The Operational Definition of Variable

The operational definition of variable used in this research, there are as follows:

³ Donald Ary, *et. al. Op. Cit.*, p. 301

⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2014), p.38

⁵ John W. Cresswell, *Op. Cit.*, p. 115-116

1. Independent Variable (X)

Team-Pair-Solo technique in this research is a kind of technique in teaching writing ability that was used by researcher. Team-Pair-Solo is one of cooperative learning technique where students discussing a problems in a team first, next in their partner and the last on individually.

2. Dependent Variable (Y)

Writing is process where the students know their writing ability to make a good writing. It is ability of each person to express ideas or information to the readers as a communication related to the topic in written form.

D. Population of the Research

Population is the object or subject which has certain qualities and characteristics set by the writer to learn and then drawn the conclusion.⁶ The population of this research was the students of tenth grade of SMA Gajah Mada Bandar Lampung with the total number of all the students are 158 students and they are divided into five classes.

⁶ Sugiyono, *Op. Cit.*, p. 215

Table 2
The Total Number of the Tenth Grade of SMA Gajah Mada Bandar Lampung in Academic Year 2019/2020.

No.	Class	Gender		Numbers of Students
		Male	Female	
1	X IPA 1	13	23	36
2	X IPA 2	17	19	36
3	X IPS 1	16	13	29
4	X IPS 2	16	13	29
5	X IPS 3	16	12	28
Total		78	80	158

Source: Documentation of SMA Gajah Mada Bandar Lampung in academic year 2019/2020.⁷

E. Sample of the Research

According to Sugiyono, sample is part of the quantity and characteristic which is owned by population.⁸ It means that sample is several of population which represented the population that researched. From the population above, the sample of the research was two classes, one class as the experimental class and another class as control class. Control class was X IPA 2 and experimental class was X IPA 1.

F. Sampling Technique

In this research, the researcher took sample the population of the research by using Cluster Random Sampling Technique. Setyadi states that cluster random sampling is done to the population which has different group.⁹ In other word, the researcher must random the class of all the classroom of tenth grade to get the sampling for this research.

⁷ Muhammad Rizal, *Document of Students' at the Tenth Grade of SMA Gajah Mada Bandar Lampung*, 2018, Unpublished.

⁸ Sugiyono, *Op. Cit.*, p. 215

⁹ Ag. Bambang Setyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2008), p. 141

Based on the explanation above to determine the sample, the researcher used lottery. There are steps in determining sample by using cluster random sampling, as follows:

1. The researcher writes all of the class of the tenth grade on some small pieces of paper and rolls them.
2. Then the researcher puts five pieces of small paper into a bottle.
3. The researcher shakes the bottle and then takes one small piece of roll paper. It was X IPA 2 as control class and another small piece of roll paper included into the bottle again.
4. Finally, the bottle shakes again and takes one small piece of roll paper. It was X IPA 1 as experimental class.

G. Data Collecting Technique

In this research, the researcher administered test to collect data. The test was used to get the students' score of writing ability in descriptive text. It was pre-test and post-test.

1. Pre-Test

In this research, the students were given pre-test before they were given a treatment. The researcher conducted pretest in order to know and find out the students' writing ability in descriptive text. In pre-test, the researcher asked student to choose one of provided topic, they wrote descriptive text related to the topics they had chosen. The composition should not less than 100 words in 60 minutes. The researcher gave pre-

test to both classes: experimental class and control class before treatment.

2. Post-Test

The post-test was administered to know and to measure students' writing ability especially on descriptive text after treatment conducted by using Team-Pair-Solo technique in experimental class and Dictation technique in control class. Similar with pre-test, in post-test the students must choose one of topics which provided by researcher then the students wrote descriptive text related to the topic they had chosen. The composition should not less than 100 words in 60 minutes. The topic was different from pre-test.

H. Research Instrument

Instrument is a tool of facility which is used by the writer in collecting data. An instrument is tool for measuring, observing, documenting quantitative data.¹⁰ In other word, instrument is a tool of collecting data of a research. In this research, the researcher used a test as instrument. The type of instrument was instruction. In form of written test, the researcher made two instruments: pre-test and post-test. In this research, the students were asked to choose one topic for theme that provided. They wrote a descriptive text based on the instructions.

Weigel states that the cultural preferences and practices of the test takers is such one of aspects to the problem of the limit. The amount of time for students will take is largely dependent upon what they are used to. It can be 30, 40, 45, 60

¹⁰ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 7th ed, 2009), p. 90

or 180 minutes depend on what type of text they are asked to write and how many task complete.¹¹ Thus, the researcher provided 60 minutes to the students to entire the test (in pre-test and post-test) because they asked to produce one descriptive text only.

1. Pre-test instrument

Pre-test was conducted before applying the treatment.

The specification topics of pre-test:

- a) Afgan Syah Reza
- b) Pahawang Island
- c) My Motorcycle

2. Post-test

Post-test was conducted after applying the treatment.

The specification topics of post-test:

- a. Raisa Andriana
- b. Kuta Beach
- c. My Car

I. Research Procedure

In conducting this research, the researcher applied some procedures as follow:

¹¹ Sara Crushing Weigel, *Assesing Writing*, (New:York: Cambridge University Press, 2002), p.101.

1. Planning

Before the researcher applied the research procedure, the researcher arranged some plans to run the application well. There were some procedures which planned by the researcher as follows:

a. Determining Subject of the Research

The subject of the research was the students at the first semester of the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year 2019/2020.

b. Preparing the Readability Test

The researcher prepared readability test that was given to the students out of sample. So the researcher conducted readability test in 15 minutes to evaluate the test items in order to get good items which would be given in pre-test and post-test.

c. Preparing the Pre-Test

The researcher prepared test that would be given to students to find out the students' early achievement and scores of writing ability in descriptive text before applying treatment. The researcher managed to use the test instrument (readability test) that had been given before. In pre test, the composition should not less than 100 words in 60 minutes. The students assigned to write descriptive text by using generic structure and language features based on the topics that should be chosen, as follows:

- 1) Afgan Syah Reza
- 2) Pahawang Island
- 3) My Motorcycle

d. Preparing the Post-Test

The researcher prepared a kind of test that was given to the students. The researcher conducted post-test in order to know the students writing ability after apply treatment. The students assigned to write descriptive text that the composition should not less than 100 words in 60 minutes. And the students wrote descriptive text by using generic structure and language features based on the topics that were provided, as follows:

- 1) Raisa Andriana
- 2) Kuta Beach
- 3) My Car

2. Application

After made the planning, the researcher applied the research procedure that was planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave readability test to the students which out from sample (besides experimental class and control class). The test was instruction which consists of four instructions. The time allocation in conduct readability test was 15 minutes.

- b. In the second meeting, the researcher gave pre-test. The test was instruction that consisted of fifth instructions. The composition should not less than 100 words in 60 minutes.
- c. In the third until fifth meeting, the researcher conducted the treatment by applied Team-Pair-Solo technique in experimental class. While in control class, the researcher applied Dictation technique. The time allocation in one meeting was 95 minutes.
- d. In the last meeting, the researcher gave post-test. This test was writing test about descriptive text. The test was instruction that consisted of five instructions. The composition should not less than 100 words in 60 minutes.

3. Reporting

The last point in this research procedure was reporting. There were two steps in reporting, as follows:

- a. Analyzing the data received from pre-test and post-test
- b. Making a report from the findings.

J. Scoring Scale for Evaluating Students' Descriptive Text Writing Ability

In teaching writing, certainly there were some aspects that must be used to measured and evaluated the students' writing ability. According to Tribble, there are some criteria for evaluating students in writing ability, as follows:

Table 3
Scoring Scale for Evaluating Students' Descriptive Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or selections; logically sequenced (coherence); some connectives used (cohesion)
	16-12	Good to average: uneven expression, but main ideas stand out paragraph or section evident; logically sequences (coherence); some connectives (cohesion).
	11-8	Fair to poor: very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspects of the task with any effectives.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the tas
Language	30-25	Excellent to very good: confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling,

		punctuation, capitalization and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

In this research, the researcher adopted these criteria to know the result from the test.¹² The scoring was done by the teacher in the school and the researcher herself. The final score:

$$\begin{aligned} &\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Language} + \text{Mechanics} \\ &= 20+20+20+30+10= 100 \end{aligned}$$

K. Validity

Sugiyono states that validity is a matter of relevance the test measured what is claimed to be measured.¹³ Validity is a measure showing the levels of validity or validity of an instrument. Addition, a less valid instrument means to have low validity. The high validity of the instrument indicates the extent to which the data collected does not deviate from the description of the validity in question.¹⁴ It means that in the research, validity of the instrument is very important to know the instrument of test has good validity or not.

a) Content Validity

Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all

¹² Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press 1996), p. 130-131.

¹³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D* (Bandung Alfabeta, 2014), p. 172

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka, 2014), p.173.

the possible questions that could be asked about the content or skills.¹⁵ It is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialist.¹⁶ Therefore, content validity refers to the instruments from the questions that are equal with material that will be measured. The material that was taught must be suitable with the curriculum. Descriptive text was taught in the first semester of tenth grade. (See appendix 8)

b) Construct Validity

Construct validity is degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁷ According to Muijs, he states that construct validity is a somewhat of more complex problem relating to the internal structure of an instrument and the conception it is measuring.¹⁸ Cresswell states that construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.¹⁹ It means that test could be measured what needs to measured. It focused on measure students' writing ability in descriptive text. The scoring was based on the criteria of writing scoring rubrics.

To get construct validity, the researcher arranged the material which appropriated in the curriculum for tenth grade of SMA Gajah

¹⁵ John W. Cresswell, *Op. Cit.*, p. 618

¹⁶ John W. Best and James V. Kahn, *Research in Education*, (7th Ed), (New Delhi: Prentice Hall, 1995), p.218

¹⁷ *Ibid.*,

¹⁸ Daniel. Muijs, *Doing Quantitative research in Education with SPSS*, (London: Sage Publications, 2007), p.66.

¹⁹ John. Cresswell, *Op. Cit.*, p.618

Mada Bandar Lampung, and then the researcher consulted the instrument to the English teacher at SMA Gajah Mada Bandar Lampung to make sure that the instrument was valid. (See appendix 4)

L. Reliability

Fraenkel and Walley state that reliability refers to consistency of the score obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Addition, Arikunto states that reliability is an understanding that an instrument is reliable enough to be used as a data-gathering tool. To get the reliability of the test, the researcher applied inter-rater reliability. It used two raters who examine the students' writing test with the intention of knowing the reliability of the test. In this research, the researcher operated statistical computation by using Statistical Program for Social Science. The test of reliability was employed by Cohen's Kappa.

The scale of the score that the researcher used, as follows:

Score 1-20	: 1
Score 21-40	: 2
Score 41-60	: 3
Score 61-80	: 4
Score 81-100	: 5

Reliability levels between rater is divided into four categories, are:

- Kappa < 0.4 : bad
- Kappa 0.4 – 0.60 : fair
- Kappa 0.60-0.75 : good

- Kappa > 0.75 : excellent²⁰

From the criteria or calculation by using reliability, the reliability of the instrument for the pre-test in experimental class was 0.897 and post-test was 0.730. It can be concluded that the instrument for pre-test and post-test had excellent reliability. In other word, the reliability of the test in the research was reliable. (See Appendices 19-20)

M. Readability

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be sold predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.²¹

To know readability of the essay instrument in writing test, the researcher followed Kouame research. Participants were asked to evaluate instructions and understandability of each item on a scale of 1-10 where 1 describes an item which is easy to read and 10 describe an item which is difficult and read. The participants may not have difficulty understanding because they take the context of the writing into consideration. After that, the researcher measured mean of each item. From the finding of Kouame's research, if the mean of all items of the

²⁰ Widhiarso, W., *Mengestimasi Reliabilitas*, (Yogyakarta: Fakultas Psikologi UGM, 2005), p.15

²¹ Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation* Vol. VI No. 14 ISSN 1556-8180 August 2010: *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p. 133, accessed on Tuesday 12th, March 2019.

instrument text has been under 4.46, the instrument is quite readable and understandable by readers or test takers.²²

Based on explanation above, it means that readability test is a test to measure the essay instrument in writing test is readable or not. In addition, the instrument should be understandable and easy to read by readers and also test takers. Because the mean of the items (instrument) of writing test above was 2.51 (lower than 4.46), it means that the instrument was readable. (See Appendix 14)

N. Data Analysis

1. Fulfillment of the Assumption

Parametric test are significant tests which assume a certain distribution of the data (usually the normal distribution), assume an interval level of measurement, and assume homogeneity of variances when two or more samples are being compared. The most common significance tests (z test, t-test, and F tests) are parametric.²³ In other word, the researcher must do some test to get a certain distribution of the data, the test such as normality test and homogeneity test.

a) Normality Test

The researcher calculates normality test to know whether the data, in experimental and control class have normal distribution or not.²⁴ The researcher

²² *Ibid.*, 134

²³ G. Davin Garson, *Testing Statistical Assumption*, (London: Statistical Associate Publishing, 2012), p.8

²⁴ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 6th ed, 2006), p.466

used statistical computation by using SPSS (*Statistical Program for Social Science*).

The test of normality is employed by Kolmogorov Smirnov-Test and Shapiro-Wilk.

The criteria of normality test:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for normality test are formulated as follows:

H_0 : the data is normality distributed

H_a : the data is not normally distributed

b) Homogeneity Test

After the researcher obtains the conclusion from normality test, the researcher calculates homogeneity test to know whether the data from experimental class and control class are homogeneous or not. The researcher operates SPSS (*Statistical Program for Social Science*) to calculate the Lavene's test.²⁵

The hypotheses for the homogeneity test are formulated as follows:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria for the homogeneity test are as follows:

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

²⁵ Daniel. Muijs, *Op. Cit.*, p.133-135

2. Hypothetical Test

After the researcher recognize that the data are normal and homogenous. The data are analyzed by using independent sample t-test in order to know the significance of the treatment effect.²⁶ The researcher operates SPSS (*Statistical Program for Social Science*) to calculate the independent sample t-test and to know there is a significant influence of use Team-Pair-Solo technique towards students writing ability in descriptive text.

The criteria acceptance or rejection of hypothesis test, they are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses are:

H_0 = there is no significant influence of using Team-Pair-Solo technique towards students' writing ability in descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

H_a = there is a significant influence of using Team-Pair-Solo technique towards students' writing ability in descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

²⁶ *Op. Cit.*, p.131

CHAPTER IV RESULT AND DISCUSSION

A. Data Description

This research was conducted on July 15th, 2019. This research was carried through six steps: readability test, pretest, three treatments and post-test. The researcher asked to headmaster and teacher for permission. The researcher administered pre-test and post-test to experimental class which was X IPA 1 while control class was X IPA 2 and then for readability test in X IPS 2.

The researcher conducted readability test on Tuesday, July 15th, 2019 in X IPS 2 at 10.30 a.m. The class consists of 29 students and the researcher gave readability test for all students because there were no students absent in this class.

In pre-test and post-test, the researcher prepared three topics about descriptive text. The topics: famous people, place and thing. From three topics of pre-test and post-test, they were valid. In accordance to the syllabus, the researcher had been consulted the instrument to the English teacher and also the topics were suitable from the syllabus at the first semester and the teacher's handbook there. (See appendix 8)

The researcher provided the pre-test on July 16th 2019 in experimental class (X IPA 1) at 07.15 a.m and in control class (X IPA 2) at 13.00 p.m. Before doing the post-test the researcher conducted the treatments to experimental class taught using team-pair-solo technique on July 23nd, 30th and on August 6th 2019 and control class taught using dictation technique on July 22rd, 29th and on August 5th 2019. After the

researcher conducted the treatments, the post-test was on August 13th at 08.15 a.m. (experimental class) and on August 12th at control class at 07.15 a.m. All of the students in experimental and control class followed the post-test.

1. Description of the Treatments in Experimental Class

a. Description of the First Treatment in Experimental Class

The researcher did the first treatment on Tuesday, July 23nd, 2019 at 07.15 a.m. Before the researcher taught a material about descriptive text, firstly the researcher did introduction steps, were: pray together before study began, greeted to the students, checked the attendance and asked the students' condition. Before began the activity, the researcher asked to the students about pre-test in the last meeting. Next, the researcher explained the general difficulties from the students' pre-test.

In while teaching, the researcher taught the material about descriptive text and five aspects of writing. Thus the researcher explained and recognize about technique that used in this class which is team-pair-solo.

In the first treatment, there was no student absent. The researcher taught descriptive text about "famous people". The researcher formed a groups, one group consisted of four students. The total group in this class was nine groups/ team. Thus, the researcher wrote nine topics in the small pieces of paper and rolled it. Next the

leader of each team took it and it was their topic. The students began to discussing and poured their ideas in team. The students more active and motivate at the team step. Although in team step, the class was quiet noisy. Some students helped one another in difficult to generating ideas and still focused on discussing in making descriptive text. After the students finished on discussing in team, the researcher asked to students to work in pairs. In pair, the students developed their idea and opinion which got from team then wrote them in paper to make an outline. Next the students began to write some sentences. And then in the last step, the students worked individually in arrange descriptive text. The teacher asked students to submit their work. Finally, the teacher asked some students to read their work in front. The researcher checked the wrongness of the students' writing.

In closing step, the researcher made conclusion about material today. Then the researcher told about the material for the next meeting. The researcher closed the lesson and said good bye.

b. Description of the Second Treatment in Experimental Class

The researcher did the first treatment on Tuesday, July 30th, 2019 at 07.15 a.m. The researcher did introduction steps, were: pray together before study began, greeted to the students, checked the attendance and asked the students' condition. For the second treatment, there were no students absent. Before began the activity, the

researcher asked to the students about material in the last meeting.

Next, the researcher explained the general difficulties from the students' writing in last meeting. Actually some students still made mistake in language, vocabulary and also mechanics.

In while teaching, the researcher taught the material about descriptive text. The topic was taught in second treatment is "Tourism place". The researcher formed a group, one group consist of four students. The total group in this class was nine groups/ team. Thus, the researcher wrote nine topics in the small pieces of paper and rolled it. Next the leader of each team took it and it was their topic. The students began to discussing and poured their ideas in team. In the second treatment, the atmosphere in the class was quiet calm. The students can be focused in discussing and arranging their ideas the team step. After the students finished on discussing in team, the researcher asked to students to work in pairs. In pair, the students developed their idea and opinion which got from team then wrote them in paper to make an outline. Next the students began to write some sentences. And then in the last step, the students worked individually in arrange descriptive text. The teacher asked students to submit their work. Finally, the teacher asked some students to read their work in front. The researcher checked the wrongness of the students' writing.

In closing step, the researcher made conclusion about material today. Then the researcher told about the material for the next meeting. The researcher closed the lesson and said good bye.

c. Description of the Third Treatment in Experimental Class

The researcher did the third treatment on Tuesday, August 6th, 2019 at 07.15 a.m. Before the researcher taught a material about descriptive text, firstly the researcher did introduction steps, were: pray together before study began, greeted to the students, checked the attendance and asked the students' condition.

In while teaching, the researcher taught the material about descriptive text and five aspects of writing. Thus the researcher explained and recognize about technique that used in this class which is team-pair-solo.

In the third treatment, there were two students absent. In while teaching, the researcher taught the material about descriptive text. The topic was taught in third treatment is "Thing". The researcher formed a groups, one group consisted of four students. The total group in this class was eight groups or team. Because of two students absent in that day, one group or team was consists of six students. Thus, the researcher wrote eight topics in the small pieces of paper and rolled it. Next the leader of each team took it and it was their topic. The students began to discussing and poured their ideas in team. In the

third treatment, the students more active and motivate in discussing and arranging their ideas the team step. After the students finished on discussing in team, the researcher asked to students to work in pairs. In pair, the students developed their idea and opinion which got from team then wrote them in paper to make an outline. Next the students began to write some sentences. And then in the last step, the students worked individually in arrange descriptive text. Some students finished their writing more quickly than previous meeting. After this, the teacher asked students to submit their work. Finally, the teacher asked some students to read their work in front. The researcher checked the wrongness of the students' writing. The result from their work was better than first and second meeting.

In closing step, the researcher made conclusion about material today. Then the researcher told about post-test for the next meeting. The researcher closed the lesson and said good bye.

2. Description of the Treatments in Control Class

a. Description of the first treatment in Control Class

The researcher did the first treatment on Monday, July 22nd, 2019 at 07.15 a.m. Before the researcher taught a material about descriptive text, firstly the researcher did introduction steps, were: pray together before study began, greeted to the students, checked the attendance and asked the students' condition. Before began the

activity, the researcher asked to the students about pre-test in the last meeting. Next, the researcher explained the general wrongness from the students' pre-test.

In while teaching, the researcher taught the material about descriptive text and five aspects of writing. In the first treatment, there was no student absent. The researcher taught descriptive text about "famous people". The researcher read some paragraph of descriptive text entitled "Agnes Monica" with normal speed and for this stage the students do not take a note. The researcher read the text through second time, at a slightly slower speed. Next, the students allowed to writing down the text. In this stage, the researcher paused between phrases if only long enough for the student to write it down. There was student which difficulties to write vocabulary that not familiar, so the researcher should read the passage with slower speed twice. Then the teacher reads the last passage through a third time. The teacher gives an instruction that they have to stop in write descriptive text. During this time, the students check their written text and made the necessary time by referring to the text. Finally the dictation process had finished, the teacher correcting a written text from each student. For the first treatment, the researcher did not ask students to submit their writing. Because of some students made a lot of wrongness. So the researcher asked to students to revise and check again their mistakes.

In closing step, the researcher made conclusion about material today. Then the researcher told about the material for the next meeting. The researcher closed the lesson and said good bye.

b. Description of the Second Treatment in Control Class

The researcher did the first treatment on Monday, 29th July, 2019 at 08.15 a.m. Before the researcher taught a material about descriptive text, firstly the researcher did introduction steps, were: pray together before study began, greeted to the students, checked the attendance and asked the students' condition.

In the second treatment, there was no student absent. The researcher taught descriptive text about "Tourism Place". The researcher read some paragraph of descriptive text entitled "Pelangi Waterfall" with normal speed and for this stage the students do not take a note. The researcher read the text through second time, at a slightly slower speed. Next, the students allowed to writing down the text. In this stage, the researcher paused between phrases if only long enough for the student to write it down. Then the researcher read the last passage through a third time and the students checked their written text. Finally the dictation process had finished, one of students read their paper in front of the class. The researcher corrected their written text and wrote the correct sentences in board to corrections their mistakes related to aspects of writing.

In closing step, the researcher made conclusion about material today. Then the researcher told about the material for the next meeting. The researcher closed the lesson and said good bye.

c. Description of the third treatment in Control Class

The researcher did the first treatment on Monday, August 5th, 2019 at 07.15 a.m. Before the researcher taught a material about descriptive text, firstly the researcher did introduction steps, were: pray together before study began, greeted to the students, checked the attendance and asked the students' condition.

In the third treatment, there was no student absent. The researcher taught descriptive text about "Thing". The researcher read some paragraph of descriptive text entitled "My Motorbike" with normal speed and for this stage the students do not take a note. The researcher read the text through second time, at a slightly slower speed. Next, the students allowed to writing down the text. In this stage, the researcher paused between phrases if only long enough for the student to write it down. Then the researcher read the last passage through a third time and the students checked their written text. Finally the dictation process had finished, the researcher asked to students to submit their paper. The researcher corrected their written text and wrote the correct sentences in board to corrections their mistakes related to aspects of writing.

In closing step, the researcher made conclusion about material today. Then the researcher told about post-test for the next meeting. The researcher closed the lesson and said good bye.

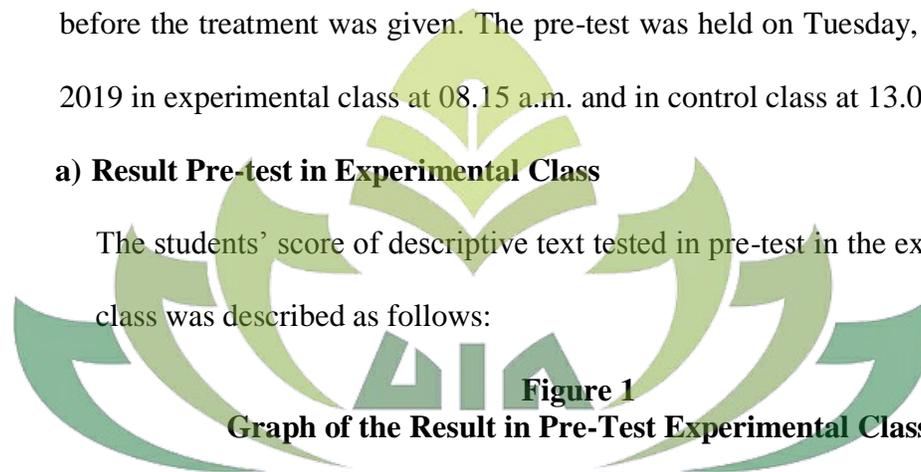
B. Data Analysis

1. Result of Pre-Test

The pre-test was conducted in order to know students' writing ability before the treatment was given. The pre-test was held on Tuesday, April 16th, 2019 in experimental class at 08.15 a.m. and in control class at 13.00 a.m.

a) Result Pre-test in Experimental Class

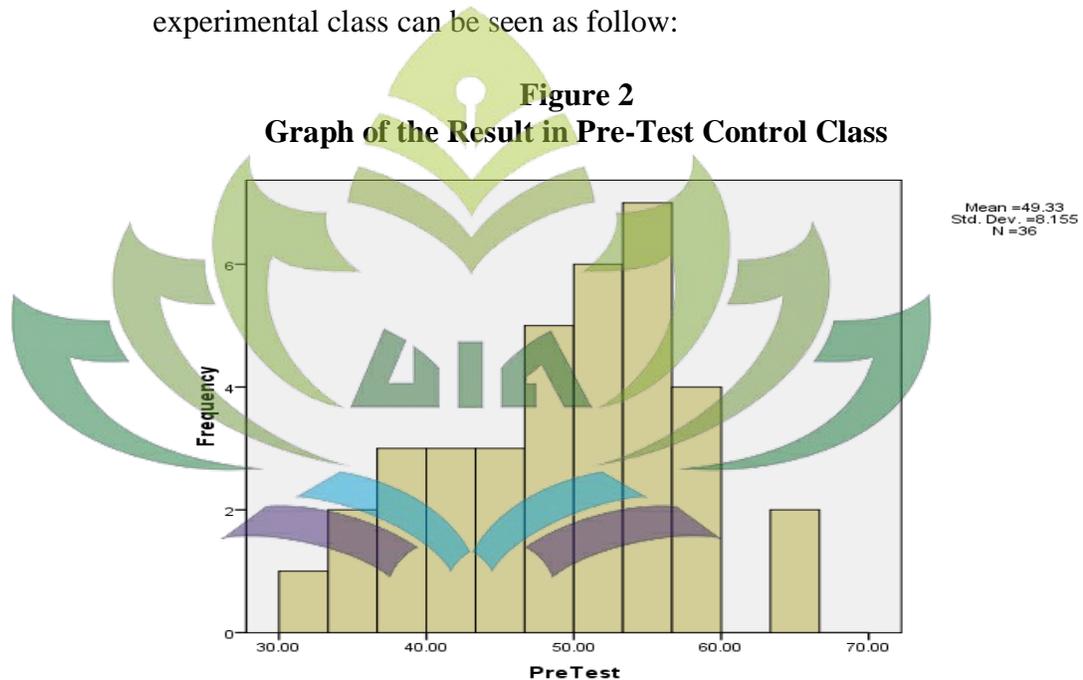
The students' score of descriptive text tested in pre-test in the experimental class was described as follows:



The result of pre-test in experimental class: N was 36, mean was 50.61, standard of deviation was 7.102, mode was 50.0, median was 50.75, minimum score was 34 and maximum score was 67. It can be seen in the appendix 21.

b) The Result Pre-Test in Control Class

The students' score of descriptive text tested in pre-test in the experimental class can be seen as follow:



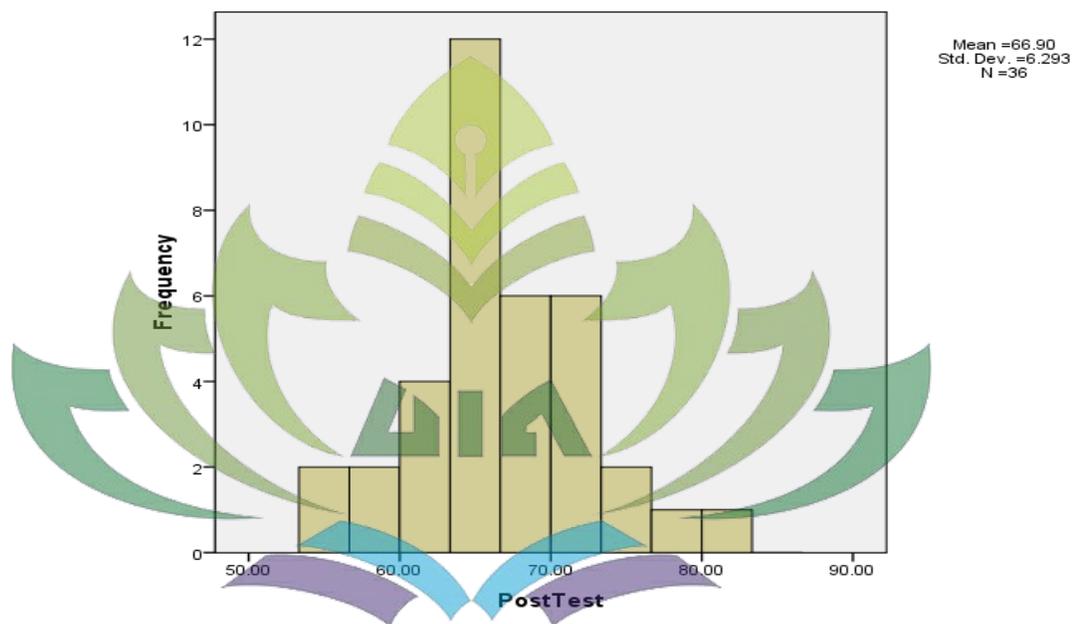
The result of pre-test in control class, N was 36, mean was 49.33, standard of deviation was 8.155, mode was 48, median was 50.75, minimum score was 32 and maximum score was 66. It can be seen in the appendix 21.

2. Result of Post-Test

a) Result Post-Test in Experimental Class

The students' score of descriptive text tested in post-test in the experimental class can be seen as follow:

Figure 3
Graph of the Result in Post-Test Experimental

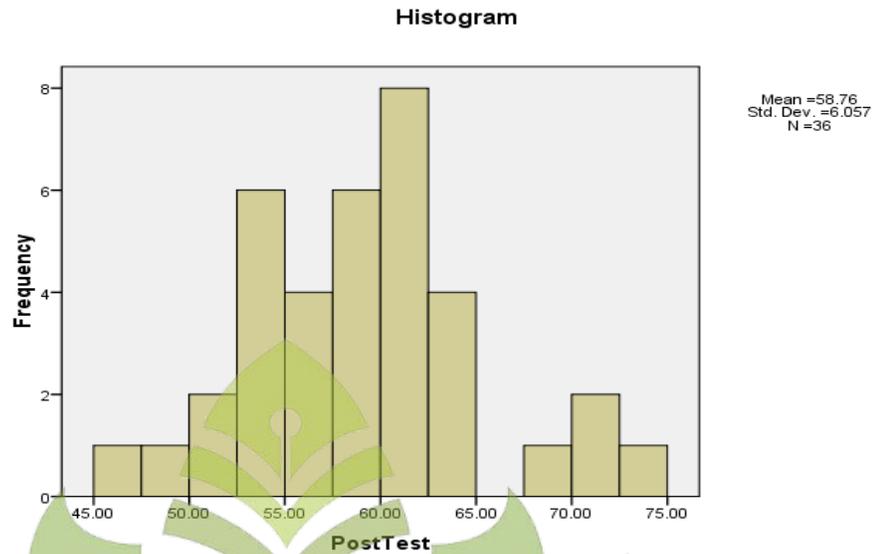


The result of post-test in experimental class, N was 36, mean was 66.90, standard of deviation was 6.29, mode was 66.5, median was 67, minimum score was 54 and maximum score was 83. It can be seen in the appendix 22.

b) Result Post-Test in Control Class

The students' score of descriptive text tested in post-test in the control class can be seen as follow:

Figure 4
Graph of the Result in Post-Test Control Class



The result of post-test in experimental class, N was 36, mean was 58.76, standard of deviation was 6.057, mode was 60, median was 58, minimum score was 46 and maximum score was 73. It can be seen in the appendix 22.

C. Data Analysis

1. Normality Test

The test had been employed to know whether the data were normally distributed or not. The researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of normality is employed by Kolmogorov Smirnov-Test. The result was as follow:

Table 4
The Result of Normality Test

		Tests of Normality		
		Shapiro-Wilk		
Score	Class	Statistic	df	Sig.
	Ex	.946	36	.076
	Cont	.946	36	.077

a. Lilliefors Significance Correction

Based on table 4, it can be drawn from the table 4 of Shapiro-Wilk that Sig. (P_{value}) in control class was 0.077 and in experimental class was 0.076. Both of the score were higher than $\alpha = 0.05$. It means that Sig. (P_{value}) $> \alpha$, and H_0 is accepted. It can be concluded that the data were in normal distribution. It can be seen in the appendix 24.

2. Homogeneity Test

After the researcher obtained the conclusion from normality test, the researcher did homogeneity test to know whether the data from experimental class and control class are homogeneous or not. The researcher used SPSS (*Statistical Program for Social Science*) to calculate the Lavene's test. The result is follow:

Table 5
The Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3.404	1	70	.069
	Based on Median	2.763	1	70	.101
	Based on Median and with adjusted df	2.763	1	60.774	.102
	Based on trimmed mean	3.045	1	70	.085

From the table 5, about the test of homogeneity of Variance in the column, it can be drawn that Sig. (P_{value}) = 0.069 and $\alpha = 0.05$. The conclusion that H_0 was accepted because Sig. (P_{value}) $> \alpha = 0.05$. In other word, the variance of the data was homogenous. It was calculated based on the gain of the experimental and control class. It can be seen in the appendix 24.

3. Hypothetical Test

After the researcher knew that the data were normal and homogenous. The data were analyzed by using independent sample t-test in order to know the significance of the treatment effect. The researcher used SPSS (*Statistical Program for Social Science*) to calculate the independent sample t-test and to know there is a significant influence of use Team-Pair-Solo technique towards students writing ability in descriptive text.

The criteria acceptance or rejection of hypothesis test, they are:

H_0 is accepted if sig $> \alpha = 0.05$

H_a is accepted if sig $< \alpha = 0.05$

The hypotheses are:

H_0 = there is no significant influence of using Team-Pair-Solo technique towards students' writing ability in descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

H_a = there is a significant influence of using Team-Pair-Solo technique towards students' writing ability in descriptive text at the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

Table 6
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	3.404	.069	4.902	70	.000	6.861	1.400	4.069	9.653
	Equal variances not assumed			4.902	62.974	.000	6.861	1.400	4.064	9.658

Based on the results obtained in the independent sample t-test from table 6, the value of significant generated Sig. (P_{value}) = 0.000 < α = 0.05. So, H_a was accepted and H_0 was rejected. Based on the computation, it can be concluded that there was a significant influence of using Team-Pair-Solo

Technique towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020. (See appendix 24).

D. Discussion

Based on research findings, it was found that Team-Pair-Solo technique could give influence to students' writing ability of descriptive text. At the beginning of the research, the pre-test was given to know students' achievement in writing descriptive text before given treatments. The result showed that the mean score of pre-test in experimental class was 50.61 and in control class was 49.33. It means that the mean score of pre-test between experimental class and control class were contrastive.

There were some problems students in writing. One of problem was the students felt difficult and less motivated when they were learning writing. Because when the researcher conducted the pre-test in experimental class, the researcher found that their descriptive text was not good enough. The students made some mistake: incorrect spelling, grammatical mistake, errors of punctuation, and the composition of words less than 100. It means that some students were still confused to develop their ideas and lack of vocabulary in making descriptive text. It can be seen in result of pre-test, there were no students who got score above 70 because the maximum score was 67. After the researcher conduct the treatment by using Team-Pair-Solo technique in

experimental class there were 12 students who got score above 70 and the maximum score was 83 of post-test.

Moreover another problem was the students find difficulties to express and develop the idea in writing text. It was found that when the researcher applied dictation technique in control class. This technique made students fell bored and passive. Hence, the students were only writing down at time given after the researcher read the text. For the result on their writing in first treatment, the researcher found some incorrect words and mechanics. Some students confused to wrote vocabulary which unfamiliar and made wrongness to put the correct punctuation in passage of text.

After treatment, the researcher applied the post-test. The post-test was conducted to measure the influence of using Team-Pair-Solo technique towards students writing ability in descriptive text. In post-test, the researcher asked to the students to write descriptive text. The composition should not less than 100 words in 60 minutes. The descriptive text assessed based on the aspects of writing assessment: content, organization, vocabulary, language and mechanics. The total score of writing test was 100. In post-test, the researcher decided topics be chosen by the students to write it their test, they: famous people, tourism place and thing. The topics of pre-test and post-test were the same but different kinds of topic.

Based on the result, the mean score of post-test in experimental class was 66.9, the maximum score was 83 and the mean score of post-test in

control class was 58.8, the maximum score was 73. The conclusion can be drawn that the students' post-test score in the experimental class was higher than the students' post-test in the control class.

Besides that, Team-Pair-Solo technique had influence to improve students' writing ability. Based on the result obtained in the table 6 of independent sample t-test, it was clear that the value of significant generated Sig (P_{value}) or Sig (2-tailed) of the equal variance assumed = 0.000, and $\alpha = 0.05$. It means that $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$ and H_a is accepted. It proved that there was a significant influence of using Team-Pair-Solo Technique towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

There were some phenomena and problem when team-pair-solo implemented on first until third meeting in treatments (experimental class):

1. Especially for the first meeting, that is time management or duration in applied Team stage. Students needed more time to discussing and expressing their ideas, opinion and information related to material. Hence, there were some teams who cannot accomplish their work in team on timed.
2. Secondly, when team-pair-solo was implemented, it made situation or atmosphere in class noisy and the students cannot control their voice. It can be proved on first and second meeting in experimental class. In order

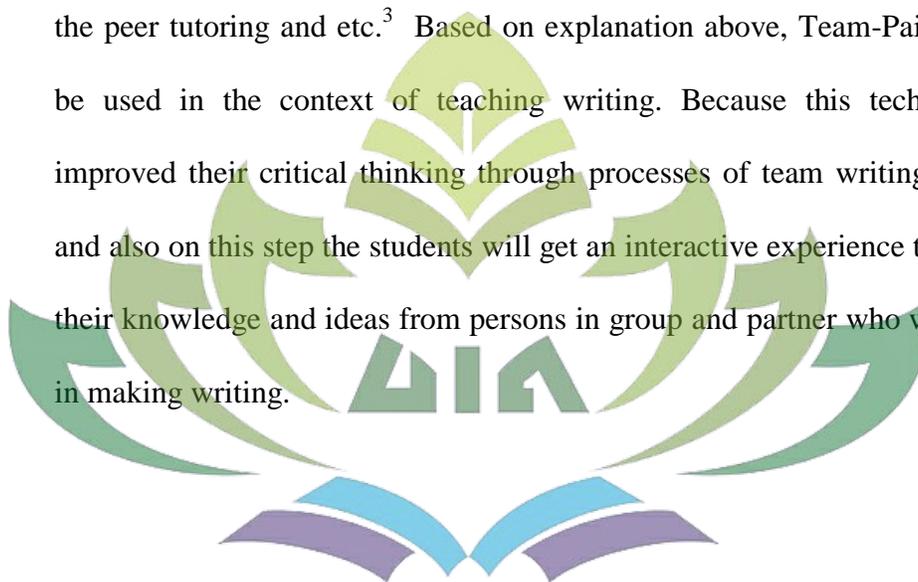
to reducing the noisy level, the researcher asked to leader from each team to control their friends also the researcher's role changed to be 'a guide on the side' creating and monitoring the conditions of learning.

3. Where this technique had applied. There were some of students' achievements: in learning, interpersonal relationship and social competence. The students were more frequent generation of new ideas and solutions. They established of friendship between peers and developed of caring also committed relationship in team. Another achievement that the students improved self-worth, increased self-confidence and supported sharing of problems one another. In addition, this technique made students more motivate and attractive in writing class. The students can work together in Team and Pair to discuss and shared their opinion one another.
4. As the result from score of writing test on post-test in experimental class, students' writing of descriptive text was better than before. The students were easy to expand their ideas in making descriptive text and also enrich in vocabulary.

Team-Pair-Solo is one of the learning techniques of cooperative learning, where there is an increase in the ability of a team, then pairs, and finally individual.¹ The aims of Team-Pair-Solo are to develop thinking skills, support communication skills, and also encouraging information sharing.

¹ Dr.Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 12.6

Kessler states that students usually of different levels of second language proficiency work together on specific tasks, and all of them in group (Team) benefit from the interactive experience.² According Trent, in the context of teaching writing, he collects a number of terms used interchangeably by the practitioners to describe some of kinds of cooperative learning as follows writing group (Team), the partner method (Pair), helping circles, team writing, the peer tutoring and etc.³ Based on explanation above, Team-Pair-Solo can be used in the context of teaching writing. Because this technique can improved their critical thinking through processes of team writing and pair, and also on this step the students will get an interactive experience then enrich their knowledge and ideas from persons in group and partner who will poured in making writing.



² Nakamol Nudde, *Effects of Cooperative Learning on Writing Ability of Thai Secondary School Students*, A Thesis in Prince of Songkla University, 2010, p.15

³ *Ibid*, p. 16

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research that was carried out in SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020, the researcher might draw conclusion as follows: the result of research showed that $P_{\text{value}} \text{Sig. (2 tailed)}$ is $0.015 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. After the researcher applied team-pair-solo technique, the technique made students more active and motivate in making descriptive text. It can improved their critical thinking through processes of team writing and pair, and also on this step the students will get an interactive experience then enrich their knowledge and idea from persons in group and partner who will poured in making writing especially in descriptive text.

Based on result, the researcher concluded that there was significant influence of using Team-Pair-Solo technique towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.

B. Suggestion

Derived from the conclusion above, the researcher would like to give some suggestion as follows:

1. Suggestion to the Teacher

- a) When the teacher wants to use this technique, the teacher should carefully set the time allocation and the members of the team. The recommendation is four students in a team. Because for six students is not affective for discussion and shared idea in team.
- b) The teacher should pay attention when team and pair step progress. In order to the students can work one another, not only trade on one or two students in team.
- c) Before the teacher applied this technique, the teacher should give clear explanation about the procedure or step of team-pair-solo technique in order to the students do not confused when the teaching-learning progress.
- d) Team-Pair-Solo technique can be used to motivate and make students attractive of the students writing ability, the English teacher should apply Team-Pair-Solo as one of the ways in teaching writing especially descriptive text.

2. Suggestion for the students

- a) The students should more pay attention and serious in teaching learning process. (Especially when the teacher explains about new material in the beginning).
- b) The students should learn and practice more to make writing text especially descriptive text.

- c) And the students should enrich of vocabulary and learn the grammatical, mechanics so it can help students to be easier when writing practice.

3. Suggestion for the Next Researcher

For the next researcher, it is recommended that they applied this technique to teach other skills, such as speaking, listening, and reading. The next researcher can use this technique to teach junior high school in different levels and skills.



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APPENDIX 1

TEACHER'S INTERVIEW RESULT

Interviewer : The Researcher
Interview : Mr. Muhammad Rizal, S.Pd
Day/Date : Monday/January 21th, 2019
Time : 10.00 AM
Place : SMA Gajah Mada Bandar Lampung

No.	Question	Answer	Conclusion
1.	Berapa lama bapak mulai mengajar Bahasa Inggris?	Saya mengajar Bahasa Inggris sekitar 25 tahun sampai sekarang ini.	Guru bahasa Inggris sudah mengajar cukup lama, sehingga memiliki pengalaman dalam mengajar Bahasa Inggris.
2.	Apakah ada kesulitan saat bapak mengajar? Jika ada, kesulitan apa yang bapak temukan pada saat mengajar bahasa Inggris?	Tentu saja ada, Kesulitan yang biasa siswa/i temui pada pelajaran Bahasa Inggris yaitu kurangnya minat mereka dalam mempelajari bahasa inggris, beberapa siswa/I sering mengeluh bahwa pelajaran bahasa inggis ini sangat sulit untuk dipahami, mereka malas untuk menghafal terkait materi yang diajarkan.	Beberapa siswa sulit memahami mata pelajaran bahasa inggris, mereka beranggapan bahwa bahasa inggris sangat sulit untuk dipahami.
3.	Apakah bapak menggunakan strategy/teknik ataupun metode khusus dalam mengajar menulis (writing)?	Iya, saya menggunakan teknik mendekte dalam mengajar aspek menulis.	Guru hanya menggunakan teknik mendekte pada saat mengajar aspek menulis.

4.	<p>Dari ke empat aspek dalam bahasa Inggris, aspek apa yang cukup sulit dilakukan oleh peserta didik dalam belajar bahasa Inggris? Apa kesulitan yang siswa temui pada aspek tersebut?</p>	<p>Dari ke empat aspek dalam bahasa Inggris, aspek yang paling sulit untuk dilakukan oleh siswa yaitu writing dan speaking. Khususnya untuk aspek writing, yang pertama yaitu kurangnya motivasi mereka dalam menulis, lalu lemahnya grammar, mechanics, dan juga kurangnya penguasaan kosa kata, siswa kesulitan dalam mengembangkan ide-ide dan opini mereka dalam sebuah text tertulis. Hal ini saya temui dari nilai writing descriptive mereka.</p>	<p>Writing merupakan salah satu aspek yang sulit. Kesulitan yang peserta didik temui yaitu kurangnya motivasi dalam menulis, lemahnya vocabulary, grammar, mechanics dan kesulitan mengembangkan ide-ide yang akan mereka tuang ke dalam tulisan.</p>
5.	<p>Apakah media yang bapak gunakan dalam mengajar bahasa Inggris?</p>	<p>Untuk tambahan media biasanya saya menggunakan LCD dan juga textbook berdasakam K13 sebagai media buku paket.</p>	<p>Guru menggunakan media textbook dan LCD.</p>
6.	<p>Berapakah KKM (Kriteria Ketuntasan Minimal) dalam pelajaran bahasa Inggris khususnya pada skill menulis?</p>	<p>Untuk KKM dalam mengajar bahasa Inggris saat ini yaitu 70. Untuk KKM pada keterampilan menulis sama yaitu 70.</p>	<p>-</p>

APPENDIX 2**STUDENTS' QUESTIONNAIRE RESULT**

Name : Nurul Fitriyah

Class : X IPS 1

Day/date : Monday 21th, January 2019

Place : SMA Gajah Mada Bandar Lampung

1. Apakah kamu menyukai pelajaran bahasa Inggris? Alasan?

Jawab: iya suka, karena cukup menarik

2. Apakah kamu suka dengan teknik mengajar yang digunakan oleh guru? Alasan?

Jawab: suka, karena Mr. Rizal mengajar dengan santai

3. Apakah kamu menganggap bahwa menulis dengan menggunakan bahasa Inggris itu sulit? Alasan?

Jawab: menurut saya sangat sulit, karena saya tidak menguasai grammar

4. Apakah kamu suka jika belajar bahasa Inggris secara berkelompok?

Jawab: tentu saja senang, karena bisa saling bekerja sama

5. Apa yang kamu inginkan agar kamu bisa mengikuti pelajaran bahasa Inggris dengan baik?

Jawab: membawa kamus, belajar dengan giat

STUDENTS' QUESTIONNAIRE RESULT

Name : Rifky Panca Arya Siregar

Class : X IPA 2

Day/date : Monday 21th, January 2019

Place : SMA Gajah Mada Bandar Lampung

1. Apakah kamu menyukai pelajaran bahasa Inggris? Alasan?

Jawab: sangat suka, karena salah satu mata pelajaran kesukaan saya

2. Apakah kamu suka dengan teknik mengajar yang digunakan oleh guru? Alasan?

Jawab: suka tapi terkadang bosan

3. Apakah kamu menganggap bahwa menulis dengan menggunakan bahasa Inggris itu sulit? Alasan?

Jawab: cukup sulit, karena kelemahan saya di skill writing, saya kesulitan mengutarakan ide-ide ke dalam tulisan dan juga saya belum menguasai grammarnya

4. Apakah kamu suka jika belajar bahasa Inggris secara berkelompok?

Jawab: suka sekali, karena bisa saling menukar pikiran dan ide-ide

5. Apa yang kamu inginkan agar kamu bisa mengikuti pelajaran bahasa Inggris dengan baik?

Jawab: menghafal kosa katanya, guru mengajarkan bahasa Inggris lebih menyenangkan lagi dan berlatih

STUDENTS' QUESTIONNAIRE RESULT

Name : Allysia Adelia Putri

Class : X IPA 1

Day/date : Tuesday 22th, January 2019

Place : SMA Gajah Mada Bandar Lampung

1. Apakah kamu menyukai pelajaran bahasa Inggris? Alasan?

Jawab: iya lumayan suka, karena seru

2. Apakah kamu suka dengan teknik mengajar yang digunakan oleh guru? Alasan?

Jawab: cukup suka

3. Apakah kamu menganggap bahwa menulis dengan menggunakan bahasa Inggris itu sulit? Alasan?

Jawab: tidak terlalu, karena saya suka membuat kalimat dalam bahasa Inggris

4. Apakah kamu suka jika belajar bahasa Inggris secara berkelompok?

Jawab: sangat suka, tapi terkadang ada siswa yang tidak bekerja sama membuat saya kesal

5. Apa yang kamu inginkan agar kamu bisa mengikuti pelajaran bahasa Inggris dengan baik?

Jawab: berlatih dan menghafal kosata kata, grammar

STUDENTS' QUESTIONNAIRE RESULT

Name : Rosiana Sinta Dewi

Class : X IPA 1

Day/date : Tuesday 22th, January 2019

Place : SMA Gajah Mada Bandar Lampung

1. Apakah kamu menyukai pelajaran bahasa Inggris? Alasan?

Jawab: tidak, sulit dan penulisan serta pengucapannya sangat berbeda

2. Apakah kamu suka dengan teknik mengajar yang digunakan oleh guru? Alasan?

Jawab: suka karena santai

3. Apakah kamu menganggap bahwa menulis dengan menggunakan bahasa Inggris itu sulit? Alasan?

Jawab: sangat sulit, kesulitan dalam mengembangkan ide-ide, gagasan dan juga tidak tahu grammar nya

4. Apakah kamu suka jika belajar bahasa Inggris secara berkelompok?

Jawab: sangat suka, karena seru jika belajar bersama-sama

5. Apa yang kamu inginkan agar kamu bisa mengikuti pelajaran bahasa Inggris dengan baik?

Jawab: ikut bimbingan, dan harus rajin belajar

APPENDIX 3

Students' Score Writing Ability at the Tenth Grade SMA Gajah Mada Bandar Lampung in Academic Year 2018/2019

Class: X IPA 1

No.	Nama Siswa	Jenis Kelamin	Nilai
1	Adrian Darmawan	L	70
2	Ahmad Asril	L	72
3	Ajeng Egha Diwani	P	65
4	Aldika Supratama	L	60
5	Allysia Adelia Putri	P	80
6	Ananta Pandi Riana	L	56
7	Anisa Zahra	P	60
8	Dea Apriliana	P	75
9	Della Rohma Fitriana	P	65
10	Dinda Renanti Faliandra	P	70
11	Egy Ari Sandi Putra	L	58
12	Fadhila Hany Salsabila	P	70
13	Fadhilah Nanda	P	75
14	Hasudungan Sihite	L	62
15	Indah Gita Cahyani	P	68
16	Kevin Ravio Silitonga	L	72
17	Marlinda	P	80
18	Muhamad Fadhil. Ac	L	68
19	Muhamad Zacky Putra P.	L	65
20	Nana Permana	L	64
21	Nofi Ambarwati	P	78
22	Ranti	P	62
23	Renaldy Hernawan	L	65
24	Revo Alvito Dienova	L	75
25	Rosiana Sinta Dewi	P	55
26	Sekar Arum Febriani	P	68
27	Shinta Ellya	P	90
28	Shiva Amanda Kirana K.	P	80
29	Shiva Karlina Dewi	P	60
30	Sigit Trianto	L	62
31	Talitha Callista Apriellina	P	60
32	Thirta Sari Mutiara Siringo R.	P	68
33	Try Icandu Putra	L	76
34	Yoga Alan Kusuma	L	58
35	Yohanes Candra	L	75
36	Zahra Nirmala	P	64

≥70 = 14 students

<70 = 22 students

**Students' Score Writing Ability at the Tenth Grade SMA Gajah Mada
Bandar Lampung in Academic Year 2018/2019**

Class: X IPA 2

No.	Nama Siswa	Jenis Kelamin	Nilai
1	Abdul Muchlis Febriansyah	L	56
2	Agung Dewi Prasetyo	L	70
3	Ahmad Ardlian Salam	L	60
4	Anasye Dwi Putri	P	70
5	Arif Julyansyah	L	65
6	Ary Kurnia Sandi	L	70
7	Bintang Bagus Sanjuni P	L	76
8	Dwi Raharjo	L	60
9	Dwiriska Putrinanda	P	55
10	Eka Sahputri	P	68
11	Erika Sarniko Sitinjak	P	60
12	Esra Dwi Cantika Napitupulu	P	66
13	Fadila Azzahra	P	65
14	Fadilla Chairunnisa Fitri	P	68
15	Farhan Faturrahman	L	78
16	Febri Anggara	L	70
17	Firdan Azmi	L	75
18	Fitria	P	90
19	Habib Mustofa	L	65
20	Herlidia Br Siregar Ritonga	P	88
21	Hermawan	L	68
22	M. Azmii Saputra	L	55
23	M. Fajar Mursalim	L	64
24	Meysha Adelia Putri	P	70
25	Miftahul Jannah	P	80
26	Nela Noviyanti	P	64
27	Nur Apriyanti	P	56
28	Priska Cindya Ayuwandari	P	68
29	Rahmat Alvian	L	72
30	Restu Aryansyah Putra	L	68
31	Rifky Panca Arya Siregar	L	90
32	Sancia Angelita Patresia	P	72
33	Saputri	P	64
34	Siti Fatimah Azzahra	P	68
35	Theresia Maretha Silalahi	P	80
36	Virzza Rahmaliyadi	P	68

≥ 70 = 15 students

< 70 = 21 students

**Students' Score Writing Ability at the Tenth Grade SMA Gajah Mada
Bandar Lampung in Academic Year 2018/2019**

Class: X IPS 1

No.	Nama Siswa	Jenis Kelamin	Nilai
1	Abdillah Ahmad Laoda	L	90
2	Abdul Mukti	L	80
3	Agung Ramdani	L	66
4	Aldi Ramadhan	L	67
5	Amalia Rifda Taurizka	P	58
6	Andi Saputra	L	50
7	Aura Mutia Afifah	P	56
8	Ceceng Ajiji Akbar	L	50
9	Chandry Kumara Tungga Z	P	50
10	Dede Nadia Putri	P	60
11	Diki Permata	L	40
12	Dinda Puspita	P	65
13	Ditto Setya Putra	L	40
14	Dwiki Agus Syahputra	L	70
15	Erwin Hidayat	L	45
16	Fanza Zacky Falentino	L	55
17	Farhan Aziz	P	65
18	Feby Zul Ihda	P	65
19	Hadiyah Intan Mutiara	P	70
20	Haqky Ramadhani	L	50
21	Heni Amalia	P	56
22	Intan Permata Sari	P	70
23	Lg Yora Praditho	L	45
24	M. Arief Isnaini	L	40
25	M. Lanang Sadewo	P	68
26	Marcella Guevara Stefanus	P	75
27	Mauli Nadiya	P	56
28	Meila Selvia Lusita	P	54
29	Muhamad Anggit Affandi	L	55
30	Muhamad Rido Alfero	L	60
31	Muhammad Phadel	L	68
32	Nurul Fitriyah	P	70
33	Rizki Rahmad Saputra	L	72
34	Tasya Sabila	P	60
35	Umi Fadilah	P	50
36	Yukebeth Ana Wika	P	60
37	Yusinta Neta Bela	P	70
38	Daffa Satria	L	56

≥ 70 = 9 Students

< 70 = 29 Students

**Students' Score Writing Ability at the Tenth Grade SMA Gajah Mada
Bandar Lampung in Academic Year 2018/2019**

Class: X IPS 2

No.	Nama Siswa	Jenis Kelamin	Nilai
1	Adhar Syamsu Tazri	L	50
2	Aditya Mahesa Rama Yuda	L	60
3	Aldino Ramadhani	L	60
4	Andre Yudayansah	L	67
5	Della Putri Aprilia	P	80
6	Desi Komariah	P	85
7	Dimas Syaefulloh	L	78
8	Dwi Gita Pratiwi	P	68
9	Elza Miranda	P	45
10	Fadilla Aulia	P	56
11	Faid Trianto	L	60
12	Ferdy Saputra	L	66
13	Fitri Andriani	P	90
14	Icha Anisa Oktanaya	P	60
15	Indah Tri Wulandari	P	57
16	Intan Permatasari	P	80
17	Iqbal Maulana	L	60
18	Janifor Rohman Dewo M.	L	70
19	Kharisma	P	72
20	Luthfiyyah Agustina	P	70
21	M. Imam Abdurohim	L	90
22	M. Iqbal Ramadhan	L	75
23	M. Rizky Saputra	L	50
24	Mega Xenifa Putri	P	65
25	Muhammad Rino	L	60
26	Muhammad Risky Maulana	L	45
27	Nio Riansyah	L	56
28	Rabani Angelina	P	50
29	Riski Sulisty	L	56
30	Rizki Khairul Aziz	L	72
31	Sandra Rahmawati	P	60
32	Sari Wulandari	P	65
33	Sekar Ayu Pratiwi	P	50
34	Tia Alifiani	P	45
35	Vidia Amalia Pratiwi	P	50
36	Wita Ayu Astuti	P	50
37	Yupantri M. Iqbal	L	45

≥ 70 = 11 Students

< 70 = 26 Students

**Students' Score Writing Ability at the Tenth Grade SMA Gajah Mada
Bandar Lampung in Academic Year 2018/2019**

Class: X IPS 3

No.	Nama Siswa	Jenis Kelamin	Nilai
1	Aan Setiawan Romadhon	L	50
2	Adelia Arnisa Zulyanti	P	56
3	Aditya Pratama	L	65
4	Aldino Bayu Pranata	L	70
5	Andwi Susantika	P	72
6	Anggi Nada Harahap	P	50
7	Ari Apriandini	L	65
8	Assyifa	P	68
9	Aziza Fitri Desviana	P	70
10	Bagas Setiawan	L	65
11	Bima Daffa Nugraha	L	70
12	Chetrin Cintia Putri	P	76
13	Dela Amelia	P	46
14	Desi Amanda Sari	P	40
15	Dimas Saputra	L	46
16	Febriani Ratu Liu	P	65
17	Genta Octo Dinata	L	68
18	Gilang Mayhendra Putra	L	55
19	Gita Safitri	P	58
20	Jerian Pratama	L	40
21	Kendriansyah Pramudita	L	56
22	M. Rafi Chairani Abmar	L	70
23	M. Rian Farandhi	L	60
24	M. Shiam Al Ghifari	L	65
25	Maria Florentina Sihite	P	70
26	Menny Andasari	P	80
27	Muhamad Fajar	L	90
28	Muhammad Sandy Atmaja	L	68
29	Paksi Tri Nugraha	L	85
30	Puja Dwi Pratiwi	P	70
31	Rahma Nurhaliza	P	55
32	Sarmiyati	P	60
33	Selli Devia Sari	P	65
34	Silvia Anggraini Sinaga	P	72
35	Tia Agustina	P	70
36	Trie Angraini	P	56
37	Yoandta Arieston Sagara	L	75

≥ 70 = 14 Students

< 70 = 23 Students

APPENDIX 4

EXPERT VALIDATION FORM FOR WRITING TEST

Directions:

For each question, please give your response by ticking (√) a box representing your choice.

No.	Questions	Yes	No	Comments
1.	Is the time allocation of the test quite effective?			
2.	Do the instructions and directions of the instrument appropriate?			
3.	Do the topics of the instrument appropriate?			
4.	Do the indicators in the test instruments have covered five aspects of writing of descriptive text measured?			
5.	Do the indicators in the test instruments have covered generic structure of descriptive text measured?			
6.	Does the composition of minimal word in writing descriptive text appropriate?			

General comments:

Please give any general comment or suggestion you may have concerning this test development.

.....

.....

.....

.....

Validator,

Muhammad Rizal, S.Pd

APPENDIX 5

READABILITY OF THE WRITING TEST

Name :

Class :

Berdasarkan instrumen test menulis esai, jawab pertanyaan berikut.

No.	Pertanyaan	Ya	Tidak	Skala (1-10)*	Komentar
1.	Apakah alokasi waktu yang dibutuhkan pada tes tersebut cukup efektif?				
2.	Apakah instruksi dan petunjuk pada instrumen sesuai?				
3.	Apakah topik pada instrumen sesuai?				
4.	Apakah anda memahami lima aspek dalam menulis teks deskriptif yang terdiri dari content, organization, vocabulary, language use and mechanics?				
5.	Apakah anda memahami generic structure dalam menulis teks deskriptif yang terdiri dari identification and description?				
6.	Apakah minimal komposisi kata dalam menulis teks deskriptif sesuai?				

***1 menjelaskan bahwa soal mudah untuk dibaca dan 10 menjelaskan bahwa soal sulit untuk dibaca.**

APPENDIX 6**INSTRUMENT OF PRE-TEST**

Name :

Class :

Student Number/Absence :

Time : **60 minutes**

Directions:

1. Write your name, class and student number clearly on the answer sheet/paper!
2. Work individually!

Instructions:

1. Choose one of the topics below that you are interested in:
 - a) Afgan Syah Reza
 - b) Pahawang Island
 - c) My Motorcycle
3. Write a descriptive text based on five aspects of writing, (*organization, content, vocabulary, language use and mechanics*).
4. Also by using generic structure of descriptive text, (*Identification and Description*).
5. The composition should not less than 100 words.

APPENDIX 7**INSTRUMENT OF POS-TEST**

Name :

Class :

Student Number/Absence :

Time : **60 minutes**

Directions:

1. Write your name, class and student number clearly on the answer sheet/paper!
2. Work individually!

Instructions:

1. Choose one of the topics below that you are interested in:
 - a) Raisa Andriana
 - b) Kuta Beach
 - c) My Car
3. Write a descriptive text based on five aspects of writing, (*organization, content, vocabulary, language use and mechanics*).
4. Also by using generic structure of descriptive text, (*Identification and Description*).
5. The composition should not less than 100 words.

APPENDIX 8**SYLLABUS**

Nama sekolah : SMA Gajah Mada Bandar Lampung

Kelas : X

Mata Pelajaran : Bahasa Inggris

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis berbentuk <i>describing people</i>, tempat wisata/bangunan bersejarah, dan benda sekitar dengan memberi dan meminta informasi terkait teks deskriptif pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa teks deskripsi - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Menempelkan teks di 	6 x 45 menit	<ul style="list-style-type: none"> • Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

<p>sederhana</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis berbentuk describing people, tempat wisata/bangunan bersejarah, dan benda sekitar, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>bersejarah terkenal</p> <ul style="list-style-type: none"> - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Deskripsi mengenai people, place and thing yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>Melakukan refleksi tentang proses dan hasil belajar.</p>		
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APPENDIX 9

Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Gajah Mada Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/satu
 Pertemuan ke : 1
 Alokasi waktu : 2 x 45 Menit
 Materi Pokok : Descriptive Text (person)

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana
- 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 3.4.1 Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi person
- 3.4.2 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi person
- 4.4.1.1 Peserta didik mampu menangkap makna teks deskripsi person tertulis

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sesuai dengan konteks dan penggunaannya.
2. Menulis teks berbentuk deskriptif dengan lancar, akurat sesuai dengan lima aspek dalam menulis.

E. Materi Pembelajaran

➤ Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Descriptive text can give information about something such as person, thing, or places which the reader will imagine these objects as if real.

➤ **Generic Structure**

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.)
- Description : Describes parts, qualities, characteristics, etc (berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.)

➤ **Language Feature**

- Specific participant : memiliki obyek tertentu, tidak bersifat umum dan unik (hanya ada satu) misalnya : bandengan beach, my house, borobudur temple, uncle Joko
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda) misalnya : a beautiful beach, a handsome man, the famous place in jepara dll
- Penggunaan simple present tense : Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari obyek deskripsi.
- Action verbs : terdapat kata kerja yang menunjukkan sebuah kegiatan (aktifitasnya bisa dilihat) misalnya : run, sleep, walk, cut dll.

Example of Descriptive text:

Irene Kharisma Sukandar

Irene Kharisma Sukandar is to be the most successful woman chess player in our country. Just in her age of 17, she has got many trophies and medals from both national and international titles. She is the first Indonesia's Woman Grand Master (WGM).

First she was drawn to play chess by her elder brother, Kaisar Genius Hakiki. Although she begins to play chess at relatively senior age of 7, her talent becomes evident early on.

For Irene, playing chess is something good to do. She disagrees with many Indonesian people who associate chess with a lack of productivity, for example as a game for the unemployed. She proves that she earns many things from that game. By playing she received RP 500 million in bonus prize money for her contribution to her province at the national games.

Irene, who is still noted as a student at Nusantara Senior High School Jakarta, enjoys reading, swimming, and learning Mandarin language. She does those activities when she is not notching up international chess titles.

F. Teknik Pembelajaran

Teknik : Team-Pair-Solo

G. Media dan Sumber Belajar

1. Media: papan tulis, spidol, penghapus dll
2. Sumber:
 - a. Buku/Textbook, kamus, gambar dll
 - b. Internet : <https://www.quipper.com/id/blog/un/bahasa-inggris-un-sma/contoh-descriptive-text-lengkap-dengan-struktur-dan-fungsi/>

H. Langkah-Langkah Kegiatan Pembelajaran

No.	Kegiatan	Alokasi Waktu
1.	Pendahuluan <ul style="list-style-type: none"> • Guru memberi salam • Guru dan siswa berdoa bersama-sama sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran siswa • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Guru bertanya kepada siswa tentang materi di 	7 Menit

	pertemuan sebelumnya	
2.	<p>Kegiatan Inti</p> <p>1) Mengamati (Observing)</p> <ul style="list-style-type: none"> Guru memberikan penjelasan mengenai materi yang akan dibahas yaitu deskriptif text dan lima aspek dalam menulis Guru mengenalkan kepada siswa mengenai teknik team-pair-solo yang akan digunakan dalam proses pembelajaran deskriptif text <p>2) Menanya (Questioning)</p> <ul style="list-style-type: none"> Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi terkait deskriptif text <p>3) Mengumpulkan Data (Exploring)</p> <ul style="list-style-type: none"> Guru membentuk sebuah grup, tiap grup terdiri dari 4-6 orang Guru menuliskan beberapa topic di papan tulis, dan siswa pada tiap grup harus memilih salah satu topic yang akan mereka bahas di dalam grupnya. Guru memberikan penjelasan mengenai aturan dan tahapan yang harus mereka lakukan di dalam masing-masing grup. Guru meminta siswa untuk berdiskusi dan menuangkan ide/gagasan mereka terkait topic yang dipilih. <p>3) Mengasosiasi (Associating)</p>	<p>78 menit</p> <p>5 menit</p> <p>2 menit</p> <p>25 menit</p> <p>35 menit</p> <p>10 menit</p>

	<ul style="list-style-type: none"> • Siswa secara berpasangan saling mengembangkan ide dan gagasan mereka, lalu menuliskan dalam sebuah outline dan selanjutnya mulai menulis beberapa kalimat • Guru meminta siswa secara individu untuk praktik menulis, menyusun dan mengembangkan kalimat-kalimat menjadi beberapa paragraf <p>4) Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Setelah selesai, siswa secara individu mengumpulkan hasil tulisan mereka. • Guru meminta beberapa siswa untuk mengomunikasikannya di depan kelas. 	
3.	<p>Penutup</p> <ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya terkait descriptive text • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan selanjutnya • Siswa dan guru mengucapkan salam perpisahan 	5 menit

I. Penilaian

Bentuk Instrument : Writing test

Teknik : Menulis

Instrument : Terlampir

J. Pedoman Penilaian

Scoring Scale for Evaluating Students' Descriptive Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or selections; logically sequenced (coherence); some connectives used (cohesion).
	16-12	Good to average: uneven expression, but main ideas stand out paragraph or section evident; logically sequences (coherence); some connectives (cohesion).
	11-8	Fair to poor: very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspects of the task with any effectives.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number

		of mistake in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the tas
Language	30-25	Excellent to very good: confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

The Final Score:

1. Content	: 20
2. Organization	: 20
3. Vocabulary	: 20
4. Language	: 30
5. <u>Mechanics</u>	: <u>10</u> +
Total	: 100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung, 2019
Mahasiswi Peneliti,

Muhammad Rizal, S.Pd.

Resty Rahmawati
NPM. 1511040125

An. Kepala SMA Gajah Mada,

Muhammad Ali, S.Pd



Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Gajah Mada Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/satu
 Pertemuan ke : 2
 Alokasi waktu : 2 x 45 Menit
 Materi Pokok : Descriptive Text (place)

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana
- 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 3.4.1 Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif berbentuk deskripsi tempat wisata
- 3.4.2 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif berbentuk deskripsi tempat wisata
- 4.4.1.1 Peserta didik mampu menangkap makna teks deskripsi tempat wisata tertulis

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sesuai dengan konteks dan penggunaannya.
4. Menulis teks berbentuk deskriptif dengan lancar, akurat sesuai dengan lima aspek dalam menulis.

E. Materi Pembelajaran

➤ **Definition of Descriptive Text**

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Descriptive text can give information about something such as person, thing, or places which the reader will imagine these objects as if it real.

➤ **Generic Structure**

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.)
- Description : Describes parts, qualities, characteristics, etc (berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.)

➤ **Language Feature**

- Specific participant : memiliki obyek tertentu, tidak bersifat umum dan unik (hanya ada satu) misalnya : bandengan beach, my house, borobudur temple, uncle Joko
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda) misalnya : a beautiful beach, a handsome man, the famous place in jepara dll
- Penggunaan simple present tense : Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari obyek deskripsi.
- Action verbs : terdapat kata kerja yang menunjukkan sebuah kegiatan (aktifitasnya bisa dilihat) misalnya : run, sleep, walk, cut dll.

Example of Descriptive text:

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in South-east Asia. It is characterized by its tall and pointed architecture, and by the 47 m high central building inside a large complex of individual temples.

It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and

reused at remote construction sites. A temple will only be rebuilt if at least 75% of the original stones are available, and therefore only the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.

The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: "it will take months to identify the precise damage". However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.

F. Teknik Pembelajaran

Teknik : Team-Pair-Solo

G. Media dan Sumber Belajar

1. Media: papan tulis, spidol, penghapus, gambar, LCD dll
2. Sumber:
 - a. Buku/Textbook, kamus, gambar dll
 - b. Internet: <http://datapendidikanbersama.blogspot.com/2014/04/contoh-descriptive-text-temple-dalam.html>

H. Langkah-Langkah Kegiatan Pembelajaran

No.	Kegiatan	Alokasi Waktu
1.	Pendahuluan <ul style="list-style-type: none"> • Guru memberi salam • Guru dan siswa berdoa bersama-sama sebelum 	7 Menit

	<p>memulai kegiatan pembelajaran</p> <ul style="list-style-type: none"> • Guru memeriksa kehadiran siswa • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Guru bertanya kepada siswa tentang materi di pertemuan sebelumnya 	
2.	<p>Kegiatan Inti</p> <p>1) Mengamati (Observing)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan kembali mengenai materi yang akan dibahas yaitu deskriptif text dan lima aspek dalam menulis 5 menit <p>2) Menanya (Questioning)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi terkait deskriptif text 2 menit <p>3) Mengumpulkan Data (Exploring)</p> <ul style="list-style-type: none"> • Guru membentuk sebuah grup, tiap grup terdiri dari 4-6 orang. Group ditentukan melalui random selection. • Guru menuliskan beberapa topic di papan tulis, lalu menuliskan nomor –nomor topic pada kertas kecil setelah itu menggulungnya dan ketua dari masing-masing team atau grup mengambil kertas 25 menit 	<p>78 menit</p>

	<p>tersebut dan menjadi topic yang akan mereka bahas di dalam grupnya.</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai aturan dan tahapan yang harus mereka lakukan di dalam masing-masing grup. • Guru meminta siswa untuk berdiskusi dan menuangkan ide/gagasan mereka terkait topic yang dipilih. <p>3) Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> • Siswa secara berpasangan saling mengembangkan ide dan gagasan mereka, lalu menuliskan dalam sebuah outline dan selanjutnya mulai menulis beberapa kalimat • Guru meminta siswa secara individu untuk praktik menulis, menyusun dan mengembangkan kalimat-kalimat menjadi beberapa paragraf <p>4) Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Setelah selesai, siswa secara individu mengumpulkan hasil tulisan mereka. • Guru meminta beberapa siswa untuk mengomunikasikannya di depan kelas. 	<p>35 menit</p> <p>10 menit</p>
<p>3.</p>	<p>Penutup</p> <ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya terkait descriptive text 	<p>5 menit</p>

	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan selanjutnya • Siswa dan guru mengucapkan salam perpisahan 	
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I. Penilaian

Bentuk Instrument : Writing test

Teknik : Menulis

Instrument : Terlampir

J. Pedoman Penilaian

Scoring Scale for Evaluating Students' Descriptive Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or selections; logically sequenced (coherence); some connectives used (cohesion)
	16-12	Good to average: uneven expression, but main ideas stand out paragraph or section evident; logically sequences (coherence); some connectives (cohesion).
	11-8	Fair to poor: very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used

		(cohesion).
	4-0	Inadequate: fails to address this aspects of the task with any effectives.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the tas
Language	30-25	Excellent to very good: confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

The Final Score:

1. Content	: 20
2. Organization	: 20
3. Vocabulary	: 20
4. Language	: 30
5. <u>Mechanics</u>	: 10 +
Total	: 100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswi Peneliti,

2019

Muhammad Rizal, S.Pd.

Resty Rahmawati
NPM. 1511040125

An. Kepala SMA Gajah Mada,

Muhammad Ali, S.Pd



Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Gajah Mada Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/satu
Pertemuan ke	: 3
Alokasi waktu	: 2 x 45 Menit
Materi Pokok	: Descriptive Text (things)

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana
- 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 3.4.1 Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi benda
- 3.4.2 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi benda
- 4.4.1.1 Peserta didik mampu menangkap makna teks deskripsi benda tertulis

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- a. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sesuai dengan konteks dan penggunaannya.
- b. Menulis teks berbentuk deskriptif dengan lancar, akurat sesuai dengan lima aspek dalam menulis.

E. Materi Pembelajaran

a) Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Descriptive text can give information about something such as person, thing, or places which the reader will imagine these objects as if real.

b) Generic Structure

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.)
- Description : Describes parts, qualities, characteristics, etc (berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.)

c) Language Feature

- Specific participant : memiliki obyek tertentu, tidak bersifat umum dan unik (hanya ada satu) misalnya : bandengan beach, my house, borobudur temple, uncle Joko
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda) misalnya : a beautiful beach, a handsome man, the famous place in jepara dll
- Penggunaan simple present tense : Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari obyek deskripsi.
- Action verbs : terdapat kata kerja yang menunjukkan sebuah kegiatan (aktifitasnya bisa dilihat) misalnya : run, sleep, walk, cut dll.

Example of Descriptive Text:

My Favorite Phone

I have a favorite phone. I bought it last year by using the money that I earn from my job as a writer. It was the second phone that I bought by using my own savings. I have been waiting for two months since its initial introduction on March. Finally it is available at the official store in my town.

My favorite phone is an android based smartphone. The android version is 7.1.2 or it is also known as Android Nougat. It is very reliable for me to play various of recent android-based game such as Mobile Legends and AoV since it is supported by 1.40 GHz Octa-core Max CPU with 3 GB RAM and 32 GB internal memory. Beside that, my phone is also supported by 4100 mAH lithium-ion polymer battery so I can play my favorite games for a long duration without even

worry of running out of power. It is also very sophisticated since it is equipped with fingerprint scanner that allow me to unlock the phone quickly by only placing one of my finger on the pad. I always satisfy with the quality of photo taken by this phone because it has 13 MP rear or back camera and 5 MP front camera.

The color of my phone is black. The size (width x height x depth) is 70 x 139.2 x 8.7 millimeters. The total weight of the phone is 150 grams. It is very comfortable to be held with one hand, because it is not too large. The fingerprint scanner pad is located on the back of the phone. It is circular and the place is at the top center next to the rear camera. The back or rear camera is located at the top left on the backside of the phone. There is a flashlight next to the back camera. The phone external speaker is located on the bottom side of the phone along with the USB socket for the charger which located in the middle. The internal speaker of the phone is located on top-middle of the front side of the phone, and next to it is the front camera. The screen is 5 inches with HD quality. I apply a screen protector on it. The size of the screen protector is smaller than the screen, but it covers at least 80% of the screen. There are three action buttons displayed on the bottom side of the screen, they are: menu button, home button and back button.

F. Teknik Pembelajaran

Teknik : Team-Pair-Solo

G. Media dan Sumber Belajar

1. Media: papan tulis, spidol, penghapus dll
2. Sumber:
 - a. Buku/Textbook, kamus, gambar dll
 - b. Internet: <http://www.bigbanktheories.com/15-contoh-descriptive-text-tentang-berbagai-benda-kesayangan/>

H. Langkah-Langkah Kegiatan Pembelajaran

No.	Kegiatan	Alokasi Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberi salam • Guru dan siswa berdoa bersama-sama sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran siswa • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Guru bertanya kepada siswa tentang materi di pertemuan sebelumnya 	7 Menit
2.	<p>Kegiatan Inti</p> <p>1) Mengamati (Observing)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai materi yang akan dibahas yaitu deskriptif text dan lima aspek dalam menulis • Guru mengenalkan kepada siswa mengenai teknik team-pair-solo yang akan digunakan dalam proses pembelajaran deskriptif text <p>2) Menanya (Questioning)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi terkait deskriptif text <p>3) Mengumpulkan Data (Exploring)</p> <ul style="list-style-type: none"> • Guru membentuk sebuah grup, tiap grup terdiri dari 4-6 orang. Group ditentukan melalui random selection. • Guru menuliskan beberapa topic di papan tulis, lalu menuliskan nomor –nomor topic pada kertas kecil setelah itu 	<p>78 menit</p> <p>5 menit</p> <p>2 menit</p> <p>25 menit</p>

	<p>menggulungnya dan ketua dari masing-masing team atau grup mengambil kertas tersebut dan menjadi topic yang akan mereka bahas di dalam grupnya.</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai aturan dan tahapan yang harus mereka lakukan di dalam masing-masing grup. • Guru meminta siswa untuk berdiskusi dan menuangkan ide/gagasan mereka terkait topic yang dipilih. <p>3) Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> • Siswa secara berpasangan saling mengembangkan ide dan gagasan mereka, lalu menuliskan dalam sebuah outline dan selanjutnya mulai menulis beberapa kalimat • Guru meminta siswa secara individu untuk praktik menulis, menyusun dan mengembangkan kalimat-kalimat menjadi beberapa paragraf <p>4) Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Setelah selesai, siswa secara individu mengumpulkan hasil tulisan mereka. • Guru meminta beberapa siswa untuk mengomunikasikannya di depan kelas. 	<p>35 menit</p> <p>10 menit</p>
<p>3.</p>	<p>Penutup</p> <ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya terkait descriptive 	<p>5 menit</p>

	<p>text</p> <ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang perihal post-test yang akan dilaksanakan pada pertemuan selanjutnya • Siswa dan guru mengucapkan salam perpisahan 	
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I. Penilaian

Bentuk Instrument : Writing test

Teknik : Menulis

Instrumen : Terlampir

J. Pedoman Penilaian

Scoring Scale for Evaluating Students² Descriptive Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or selections; logically sequenced (coherence); some connectives used (cohesion)
	16-12	Good to average: uneven expression, but main ideas stand out paragraph or section evident; logically sequences (coherence); some connectives (cohesion).
	11-8	Fair to poor: very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical

		sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspects of the task with any effectives.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the tas
Language	30-25	Excellent to very good: confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

The Final Score:

1. Content	: 20
2. Organization	: 20
3. Vocabulary	: 20
4. Language	: 30
5. <u>Mechanics</u>	: 10 +
Total	: 100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswi Peneliti,

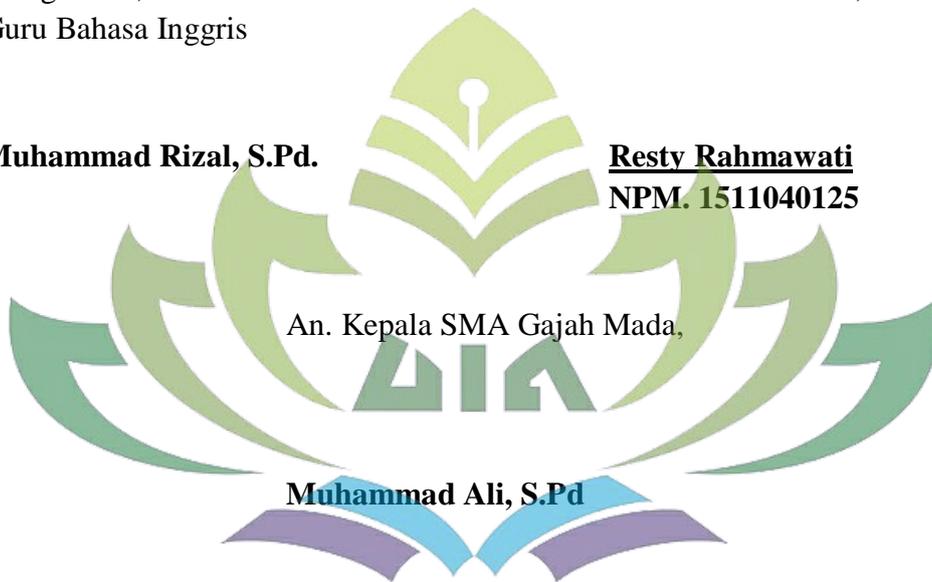
2019

Muhammad Rizal, S.Pd.

Resty Rahmawati
NPM. 1511040125

An. Kepala SMA Gajah Mada,

Muhammad Ali, S.Pd



APPENDIX 10**Lesson Plan for Control Class****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah : SMA Gajah Mada Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/satu
 Pertemuan ke : 1
 Alokasi waktu : 2 x 45 Menit
 Materi Pokok : Descriptive Text (person)

A. Kompetensi Inti

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

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

3.4.1 Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi person

3.4.2 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi person

4.4.1.1 Peserta didik mampu menangkap makna teks deskripsi person tertulis

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- a. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sesuai dengan konteks dan penggunaannya.
- b. Menulis teks berbentuk deskriptif dengan lancar, akurat sesuai dengan lima aspek dalam menulis.

E. Materi Pembelajaran

➤ Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Descriptive text can give information about something such as person, thing, or places which the reader will imagine these objects as if real.

➤ Generic Structure

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.)
- Description : Describes parts, qualities, characteristics, etc (berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.)

➤ Language Feature

- Specific participant : memiliki obyek tertentu, tidak bersifat umum dan unik (hanya ada satu) misalnya : bandengan beach, my house, borobudur temple, uncle Joko
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda) misalnya : a beautiful beach, a handsome man, the famous place in jepara dll
- Penggunaan simple present tense : Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari obyek deskripsi.

- Action verbs : terdapat kata kerja yang menunjukkan sebuah kegiatan (aktifitasnya bisa dilihat) misalnya : run, sleep, walk, cut dll.

Example of Descriptive text:

Irene Kharisma Sukandar

Irene Kharisma Sukandar is to be the most successful woman chess player in our country. Just in her age of 17, she has got many trophies and medals from both national and international titles. She is the first Indonesia's Woman Grand Master (WGM).

First she was drawn to play chess by her elder brother, Kaisar Genius Hakiki. Although she begins to play chess at relatively senior age of 7, her talent becomes evident early on.

For Irene, playing chess is something good to do. She disagrees with many Indonesian people who associate chess with a lack of productivity, for example as a game for the unemployed. She proves that she earns many things from that game. By playing she received RP 500 million in bonus prize money for her contribution to her province at the national games.

Irene, who is still noted as a student at Nusantara Senior High School Jakarta, enjoys reading, swimming, and learning Mandarin language. She does those activities when she is not notching up international chess titles.

F. Teknik Pembelajaran

Teknik : Dictation

G. Media dan Sumber Belajar

1. Media: papan tulis, spidol, penghapus dll
2. Sumber:
 - a. Buku/Textbook, kamus, gambar dll

- b. Internet : https://www.quipper.com/id/blog/un/bahasa-inggris_un-sma/contoh-descriptive-text-lengkap-dengan-struktur-dan-fungsi/

H. Langkah-Langkah Kegiatan Pembelajaran

No.	Kegiatan	Alokasi Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberi salam • Guru dan siswa berdoa bersama-sama sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran siswa • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Guru bertanya kepada siswa tentang materi di pertemuan sebelumnya 	10 Menit
2.	<p>Kegiatan Inti</p> <p>1) Mengamati (Observing)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai materi yang akan dibahas yaitu descriptive text. • Guru memaparkan lima aspek dalam menulis yaitu content, vocabulary, organization, language and mechanics. <p>2) Menanya (Questioning)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi terkait 	70 menit 10 menit

	<p>descriptive text.</p> <p>3) Mengumpulkan Data (Exploring)</p> <ul style="list-style-type: none"> • Guru membacakan sebuah paragraf berbentuk teks deskriptif berbentuk deskripsi people/famous person dengan kecepatan normal • Guru membacakan kembali sebuah paragraf tersebut dengan lebih lambat dari yang sebelumnya dan siswa mulai menuliskan kembali paragraph yang telah dibacakan oleh guru • Saat siswa menulis di lembar mereka, guru melanjutkan membaca paragraph tersebut sekali lagi • Guru memberikan instruksi bahwa mereka harus berhenti menulis <p>4) Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengidentifikasi pengeditan untuk penggunaan tata bahasa, penulisan ejaan dan tanda baca sehingga menjadi teks deskriptif yang benar <p>5) Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Setelah proses mendekte berakhir siswa mengkomunikasikan hasil yang telah mereka tulis di depan kelas sebagai proses akhir sementara guru mengoreksi hasil tulisan siswa 	<p>5 menit</p> <p>35 menit</p> <p>10 menit</p> <p>10 menit</p>
3.	<p>Penutup</p> <ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat- 	10 menit

	<p>manfaatnya terkait descriptive text</p> <ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan selanjutnya • Siswa dan guru mengucapkan salam perpisahan 	
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I. Penilaian

Bentuk Instrument : Writing test

Teknik : Menulis

Instrument : Terlampir

J. Pedoman Penilaian

Scoring Scale for Evaluating Students' descriptive Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or selections; logically sequenced (coherence); some connectives used (cohesion)
	16-12	Good to average: uneven expression, but main ideas stand out paragraph or section evident; logically sequences (coherence); some connectives (cohesion).
	11-8	Fair to poor: very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to

		follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspects of the task with any effectives.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the tas
Language	30-25	Excellent to very good: confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
	Mechanics	10-8
7-5		Good to average: occasional errors in spelling, punctuation, capitalization and layout.
4-2		Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
1-0		Very poor: fails to address this aspect of the task with any effectiveness.

The Final Score:

1. Content	: 20
2. Organization	: 20
3. Vocabulary	: 20
4. Language	: 30
5. Mechanics	: 10 +
Total	: 100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswi Peneliti,

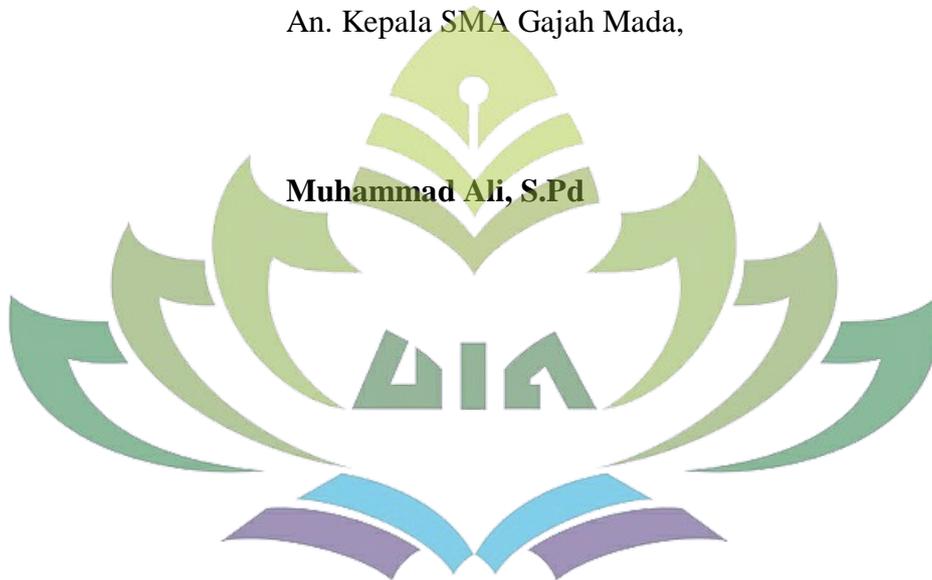
2019

Muhammad Rizal, S.Pd.

Resty Rahmawati
NPM. 1511040125

An. Kepala SMA Gajah Mada,

Muhammad Ali, S.Pd



Lesson Plan for Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Gajah Mada Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/satu
 Pertemuan ke : 2
 Alokasi waktu : 2 x 45 Menit
 Materi Pokok : Descriptive Text (place)

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana
- 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 3.4.1 Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif berbentuk deskripsi tempat wisata
- 3.4.2 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif berbentuk deskripsi tempat wisata
- 4.4.1.1 Peserta didik mampu menangkap makna teks deskripsi tempat wisata tertulis

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sesuai dengan konteks dan penggunaannya.
2. Menulis teks berbentuk deskriptif dengan lancar, akurat sesuai dengan lima aspek dalam menulis.

E. Materi Pembelajaran

➤ Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Descriptive text can give

information about something such as person, thing, or places which the reader will imagine these objects as if real.

➤ **Generic Structure**

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.)
- Description : Describes parts, qualities, characteristics, etc (berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.)

➤ **Language Feature**

- Specific participant : memiliki obyek tertentu, tidak bersifat umum dan unik (hanya ada satu) misalnya : bandengan beach, my house, borobudur temple, uncle Joko
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda) misalnya : a beautiful beach, a handsome man, the famous place in jepara dll
- Penggunaan simple present tense : Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari obyek deskripsi.
- Action verbs : terdapat kata kerja yang menunjukkan sebuah kegiatan (aktifitasnya bisa dilihat) misalnya : run, sleep, walk, cut dll.

Example of Descriptive text:

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in South-east Asia. It is

characterized by its tall and pointed architecture, and by the 47 m high central building inside a large complex of individual temples.

It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only be rebuilt if at least 75% of the original stones are available, and therefore only the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.

The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: "it will take months to identify the precise damage". However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.

F. Teknik Pembelajaran

Teknik : Dictation

G. Media dan Sumber Belajar

1. Media: papan tulis, spidol, penghapus, gambar, LCD dll
2. Sumber:
 - a. Buku/Textbook, kamus, gambar dll
 - b. Internet: <http://datapendidikanbersama.blogspot.com/2014/04/contoh-descriptive-text-temple-dalam.html>

H. Langkah-Langkah Kegiatan Pembelajaran

No.	Kegiatan	Alokasi Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberi salam • Guru dan siswa berdoa bersama-sama sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran siswa • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Guru bertanya kepada siswa tentang materi di pertemuan sebelumnya 	10 Menit
2.	<p>Kegiatan Inti</p> <p>1) Mengamati (Observing)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai materi yang akan dibahas yaitu descriptive text. • Guru memaparkan lima aspek dalam menulis yaitu content, vocabulary, organization, language and mechanics. <p>2) Menanya (Questioning)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi terkait descriptive text. 	<p>70 menit</p> <p>10 menit</p> <p>5 menit</p>

	<p>3) Mengumpulkan Data (Exploring)</p> <ul style="list-style-type: none"> • Guru membacakan sebuah paragraf berbentuk teks deskriptif berbentuk deskripsi tempat wisata/ popular place dengan kecepatan normal • Guru membacakan kembali sebuah paragraf tersebut dengan lebih lambat dari yang sebelumnya dan siswa mulai menuliskan kembali paragraph yang telah dibacakan oleh guru • Saat siswa menulis di lembar mereka, guru melanjutkan membaca paragraph tersebut sekali lagi • Guru memberikan instruksi bahwa mereka harus berhenti menulis <p>4) Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengidentifikasi pengeditan untuk penggunaan tata bahasa, penulisan ejaan dan tanda baca sehingga menjadi teks deskriptif yang benar <p>5) Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Setelah proses mendekte berakhir siswa mengkomunikasikan hasil yang telah mereka tulis di depan kelas sebagai proses akhir sementara guru mengoreksi hasil tulisan siswa 	<p>35 menit</p> <p>10 menit</p> <p>10 menit</p>
<p>3.</p>	<p>Penutup</p> <ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya terkait descriptive text • Siswa dan guru memberikan umpan balik 	<p>10 menit</p>

	<p>terhadap proses dan hasil pembelajaran</p> <ul style="list-style-type: none"> • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan selanjutnya • Siswa dan guru mengucapkan salam perpisahan 	
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I. Penilaian

Bentuk Instrument : Writing test

Teknik : Menulis

Instrument : Terlampir

J. Pedoman Penilaian

Scoring Scale for Evaluating Students' Descriptive Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
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	7-5	Very poor: inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or selections; logically sequenced (coherence); some connectives used (cohesion)
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	11-8	Fair to poor: very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used

		(cohesion).
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	7-5	Very poor: no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the tas
Language	30-25	Excellent to very good: confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

The Final Score:

1. Content	: 20
2. Organization	: 20
3. Vocabulary	: 20
4. Language	: 30
5. <u>Mechanics</u>	: 10 +
Total	: 100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswi Peneliti,

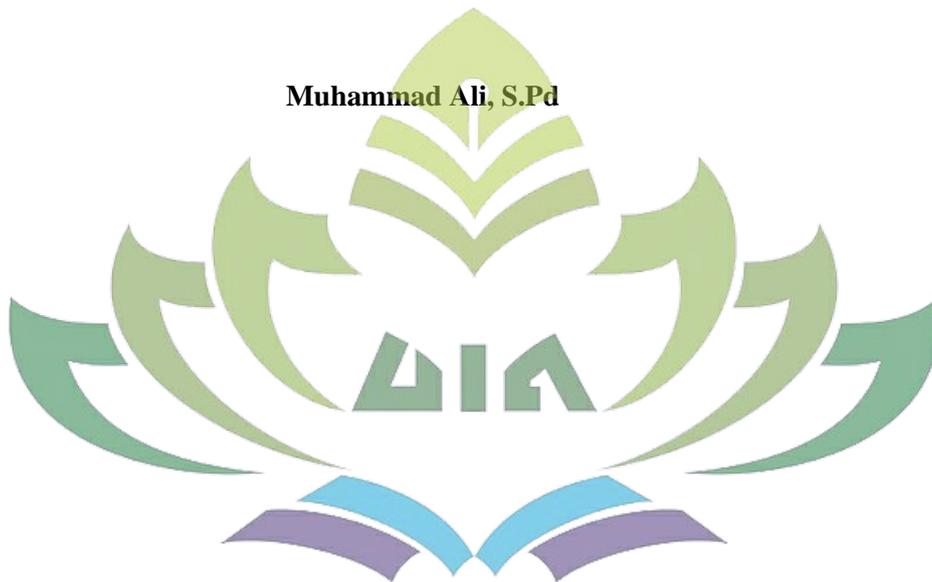
2019

Muhammad Rizal, S.Pd.

Resty Rahmawati
NPM. 1511040125

An. Kepala SMA Gajah Mada,

Muhammad Ali, S.Pd



Lesson Plan for Control Class**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah	: SMA Gajah Mada Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/satu
Pertemuan ke	: 3
Alokasi waktu	: 2 x 45 Menit
Materi Pokok	: Descriptive Text (things)

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana
- 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 3.4.1 Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi benda
- 3.4.2 Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskripsi benda
- 4.4.1.1 Peserta didik mampu menangkap makna teks deskripsi benda tertulis

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sesuai dengan konteks dan penggunaannya.
- 2) Menulis teks berbentuk deskriptif dengan lancar, akurat sesuai dengan lima aspek dalam menulis.

E. Materi Pembelajaran

➤ Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Descriptive text can give information about something such as person, thing, or places which the reader will imagine these objects as if it real.

➤ **Generic Structure**

- Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seorang yang akan dideskripsikan.)
- Description : Describes parts, qualities, characteristics, etc (berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.)

➤ **Language Feature**

- Specific participant : memiliki obyek tertentu, tidak bersifat umum dan unik (hanya ada satu) misalnya : bandengan beach, my house, borobudur temple, uncle Joko
- Penggunaan adjective (kata sifat) untuk memperjelas noun (kata benda) misalnya : a beautiful beach, a handsome man, the famous place in jepara dll
- Penggunaan simple present tense : Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari obyek deskripsi.
- Action verbs : terdapat kata kerja yang menunjukkan sebuah kegiatan (aktifitasnya bisa dilihat) misalnya : run, sleep, walk, cut dll.

Example of Descriptive Text:

My Favorite Phone

I have a favorite phone. I bought it last year by using the money that I earn from my job as a writer. It was the second phone that I bought by using my own savings. I have been waiting for two months since its initial introduction on March. Finally it is available at the official store in my town.

My favorite phone is an android based smartphone. The android version is 7.1.2 or it is also known as Android Nougat. It is very reliable for me to play various of recent android-based game such as Mobile Legends and AoV since it is supported by 1.40 GHz Octa-core Max CPU with 3 GB RAM and 32 GB internal memory. Beside that, my phone is also supported by 4100 mAH lithium-ion polymer battery so I can play my favorite games for a long duration without even worry of running out of power. It is also very sophisticated since it is equipped

with fingerprint scanner that allow me to unlock the phone quickly by only placing one of my finger on the pad. I always satisfy with the quality of photo taken by this phone because it has 13 MP rear or back camera and 5 MP front camera.

The color of my phone is black. The size (width x height x depth) is 70 x 139.2 x 8.7 millimeters. The total weight of the phone is 150 grams. It is very comfortable to be held with one hand, because it is not too large. The fingerprint scanner pad is located on the back of the phone. It is circular and the place is at the top center next to the rear camera. The back or rear camera is located at the top left on the backside of the phone. There is a flashlight next to the back camera. The phone external speaker is located on the bottom side of the phone along with the USB socket for the charger which located in the middle. The internal speaker of the phone is located on top-middle of the front side of the phone, and next to it is the front camera. The screen is 5 inches with HD quality. I apply a screen protector on it. The size of the screen protector is smaller than the screen, but it covers at least 80% of the screen. There are three action buttons displayed on the bottom side of the screen, they are: menu button, home button and back button.

F. Teknik Pembelajaran

Teknik : Dictation

G. Media dan Sumber Belajar

1. Media: papan tulis, spidol, penghapus dll
2. Sumber:
 - a. Buku/Textbook, kamus, gambar dll
 - b. Internet: <http://www.bigbanktheories.com/15-contoh-descriptive-text-tentang-berbagai-benda-kesayangan/>

H. Langkah-Langkah Kegiatan Pembelajaran

No.	Kegiatan	Alokasi Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberi salam • Guru dan siswa berdoa bersama-sama sebelum memulai kegiatan pembelajaran • Guru memeriksa kehadiran siswa • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Guru bertanya kepada siswa tentang materi di pertemuan sebelumnya 	10 Menit
2.	<p>Kegiatan Inti</p> <p>1) Mengamati (Observing)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai materi yang akan dibahas yaitu descriptive text mengenai deskripsi thing/ benda • Guru memaparkan lima aspek dalam menulis yaitu content, vocabulary, organization, language and mechanics. <p>2) Menanya (Questioning)</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi terkait descriptive text. <p>3) Mengumpulkan Data (Exploring)</p> <ul style="list-style-type: none"> • Guru membacakan sebuah paragraf berbentuk teks deskriptif mengenai deskripsi benda/thing dengan kecepatan normal • Guru membacakan kembali sebuah paragraf tersebut dengan lebih lambat dari yang sebelumnya dan siswa mulai menuliskan 	<p>70 menit</p> <p>10 menit</p> <p>5 menit</p> <p>35 menit</p>

	<p>kembali paragraph yang telah dibacakan oleh guru</p> <ul style="list-style-type: none"> • Saat siswa menulis di lembar mereka, guru melanjutkan membaca paragraph tersebut sekali lagi • Guru memberikan instruksi bahwa mereka harus berhenti menulis <p>4) Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengidentifikasi pengeditan untuk penggunaan tata bahasa, penulisan ejaan dan tanda baca sehingga menjadi teks deskriptif yang benar <p>5) Mengkomunikasikan (Communicating)</p> <ul style="list-style-type: none"> • Setelah proses mendekte berakhir siswa mengkomunikasikan hasil yang telah mereka tulis di depan kelas sebagai proses akhir sementara guru mengoreksi hasil tulisan siswa 	<p>10 menit</p> <p>10 menit</p>
<p>3.</p>	<p>Penutup</p> <ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya terkait descriptive text • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang perihal post-test pada pertemuan selanjutnya • Siswa dan guru mengucapkan salam perpisahan 	<p>10 menit</p>

I. Penilaian

Bentuk Instrument : Writing test

Teknik : Menulis

Instrumen : Terlampir

J. Pedoman Penilaian

Scoring Scale for Evaluating Students' Descriptive Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or selections; logically sequenced (coherence); some connectives used (cohesion)
	16-12	Good to average: uneven expression, but main ideas stand out paragraph or section evident; logically sequences (coherence); some connectives (cohesion).
	11-8	Fair to poor: very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspects of the task with any effectives.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary, uncomfortable frequent

		mistake in word/idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the tas
Language	30-25	Excellent to very good: confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

The Final Score:

1. Content	: 20
2. Organization	: 20
3. Vocabulary	: 20
4. Language	: 30
5. <u>Mechanics</u>	: 10 +
Total	: 100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswi Peneliti,

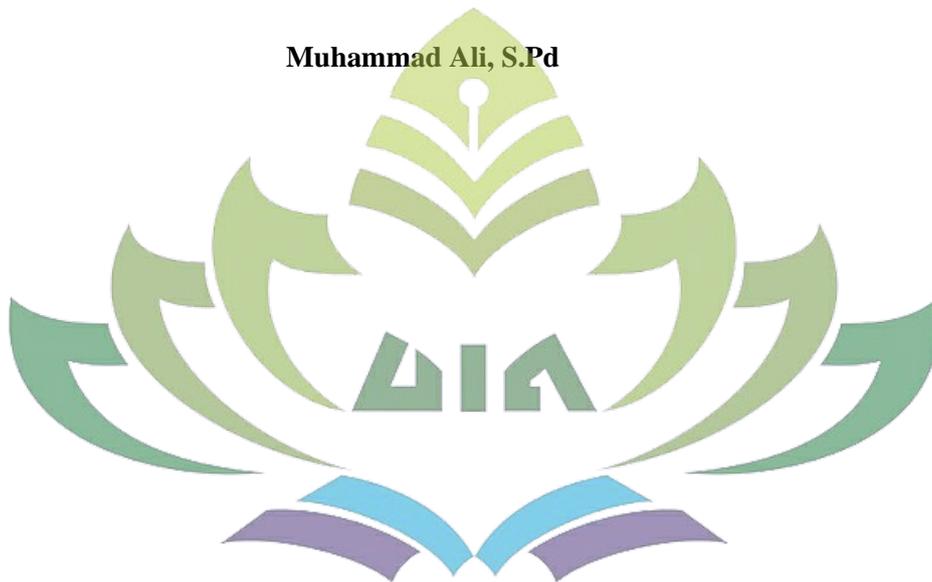
2019

Muhammad Rizal, S.Pd.

Resty Rahmawati
NPM. 1511040125

An. Kepala SMA Gajah Mada,

Muhammad Ali, S.Pd



APPENDIX 11

The Students' Name in Experimental Class

No.	Name	Gender	Code
1	Aan Saptya Hadi	M	E-1
2	Adinda Putri Gusmara	F	E-2
3	Amelia Kartika Wijayanti	F	E-3
4	Ananda Tri Hapsari	F	E-4
5	Aneska Denadah	F	E-5
6	Aziz Chan Sultansyah B	M	E-6
7	Dara Tista	F	E-7
8	Devina Sari	F	E-8
9	Faisal Akbar Nugroho	M	E-9
10	Fani Patricia Dewi	F	E-10
11	Fatiha Zealni Zendi	F	E-11
12	Febri Aji Saputra	M	E-12
13	Fenyastuti Tahir	F	E-13
14	Ferdian	M	E-14
15	Ferika Fernandez	F	E-15
16	Hengky Ramadani Wijaya	M	E-16
17	Hosea Yizreel Manik	M	E-17
18	Indah Mitra Ayu Lestari	F	E-18
19	Irma Citra Febriani	F	E-19
20	Iyusnita Boru Siregar Ritonga	F	E-20
21	M. Fadilah	M	E-21
22	Muhammad Naufal Ramadhan	M	E-22
23	Nabilah Ainda Nirmala Puspa Bahari	F	E-23
24	Oksy Nadian Putri	F	E-24
25	Ridho Ferdiansyah	M	E-25
26	Rindu Salsabil Nabilah	F	E-26
27	Sahat Mangatur Tua Manurung	M	E-27
28	Sakinah Aulia	F	E-28
29	Sarah Mayasari	F	E-29
30	Sifitri Wulandari	F	E-30
31	Tara Silvia	F	E-31
32	Tegar Rizki Adiguna	M	E-32
33	Triana Selvia Putri	F	E-33
34	Yosa Divalent Ardiansyah	M	E-34
35	Yuni Khafifah Putri	F	E-35
36	Zahra Amelia	F	E-36

APPENDIX 12

The Students' Name in Control Class

No.	Name	Gender	Code
1	Ali Marwah Ams	M	C-1
2	Aliya Aryati	F	C-2
3	Aliza Permata Sari	F	C-3
4	Anugrah Ersha Avindo	M	C-4
5	Arsy Novita Sari	F	C-5
6	Bagus Alief Al Fudjrie	M	C-6
7	Bettari Amalinda	F	C-7
8	Carissa Novira Putri	F	C-8
9	Cecep Gunawan	M	C-9
10	Cici Puspita Sari	F	C-10
11	Derra Anjelie	F	C-11
12	Desti Nurhalizah	F	C-12
13	Dila Rosalia	F	C-13
14	Dini Yoswandi	F	C-14
15	Eka Susanti	F	C-15
16	Febby Mutiara Putri	F	C-16
17	Ilham Nusa Bakti	M	C-17
18	Intan Selfiana	F	C-18
19	Kaka Hersant Pristia	M	C-19
20	Muhammad Tri Ferdiansyah	M	C-20
21	Nadia Eksa Anisa Puri	F	C-21
22	Putri Yani	F	C-22
23	Qeisyaa Arsyil Majid	M	C-23
24	Raeska Ramadhony	F	C-24
25	Rajendra Tagore Suganda	M	C-25
26	Ramadan Sukma Putra	M	C-26
27	Randi Kurniawan	M	C-27
28	Revany Julia Debora	F	C-28
29	Risky Krisna Mukti	M	C-29
30	Salsabilla Izzati	F	C-30
31	Sayidina Ratri Banyuaji	F	C-31
32	Silva Agnes Munica	F	C-32
33	Sri Suryanti	F	C-33
34	Vania Eveline Simanjuntak	F	C-34
35	Vinca Rahmawati	F	C-35
36	Wanda Setiawan	M	C-36

APPENDIX 13

The Students Name of Readability Test

No.	Name	Gender	Code
1	Ade Septiyani	F	T-1
2	Adilla Aprilia	F	T-2
3	Adittyia	M	T-3
4	Al Atsyar Tazzaka Anriko	M	T-4
5	Alamsyah Raden B.	M	T-5
6	Andika Firma Nanda	M	T-6
7	Apriliya Herawati	F	T-7
8	Arianda	M	T-8
9	Arisa Susanti	F	T-9
10	Bagas Fadillah Pratama	M	T-10
11	Della Jhopita Putri	F	T-11
12	Fa'iq Ardra Khautsar	M	T-12
13	Fariq Syah Putra	M	T-13
14	Hendika Jaya Putra	M	T-14
15	Ikrima Lutfiyani Alkautsar	F	T-15
16	Intan Tri Wulandari	F	T-16
17	Lintang Rahmadini	M	T-17
18	M. Raehan Al Farizzi	M	T-18
19	Melliana Citra	F	T-19
20	Muhamad Rizki Fauzi	M	T-20
21	Pajar Riki Prattama	M	T-21
22	Ratih Ayu Wulan Rimadhani	F	T-22
23	Setia Dwi Rahma Safitri	F	T-23
24	Sidiq Barlianzah	M	T-24
25	Sultan Syah Albar	M	T-25
26	Tri Wulan Dari	F	T-26
27	Wahyu Cahyo Purnomo	M	T-27
28	Winda Novitriyani	F	T-28
29	Yusna Dini Maulia	F	T-29

APPENDIX 14

The Result of Readability

No.	Name	Questions and Scale						Total	Average
		1	2	3	4	5	6		
1	T-1	1	3	3	2	2	3	14	2.33
2	T-2	2	2	2	1	2	2	11	1.83
3	T-3	1	3	2	3	3	2	14	2.33
4	T-4	2	2	2	4	4	2	16	2.67
5	T-5	1	1	4	4	2	3	15	2.5
6	T-6	2	3	1	5	7	4	22	3.67
7	T-7	2	2	3	4	2	3	16	2.67
8	T-8	2	1	2	4	2	2	13	2.17
9	T-9	1	1	2	2	2	4	12	2
10	T-10	4	2	5	3	3	5	22	3.67
11	T-11	1	1	2	2	2	2	10	1.67
12	T-12	2	2	4	5	5	2	20	3.33
13	T-13	1	5	6	3	8	1	24	4
14	T-14	3	2	2	1	2	3	13	2.17
15	T-15	1	2	1	3	3	2	12	2
16	T-16	2	1	2	2	5	1	13	2.17
17	T-17	1	1	1	1	1	2	7	1.17
18	T-18	1	2	2	2	3	4	14	2.33
19	T-19	2	3	3	3	2	2	15	2.5
20	T-20	2	2	3	4	3	4	18	3
21	T-21	1	2	2	3	3	5	16	2.67
22	T-22	2	1	2	3	2	2	12	2
23	T-23	1	1	2	3	3	1	11	1.83
24	T-24	3	4	4	3	3	3	20	3.33

25	T-25	1	2	4	2	2	1	12	2
26	T-26	1	5	6	4	1	1	18	3
27	T-27	3	3	4	4	3	1	18	3
28	T-28	2	3	3	3	3	2	16	2.67
29	T-29	1	1	2	2	3	3	12	2
Total									72.67
Mean									72.67/29
									2.51

Based on finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹ Because the mean of the items (instrument) of writing test above was 2.51 (lower than), it means that the instrument was readable.

¹ Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation* Vol. VI No. 14 ISSN 1556-8180 August 2010: *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p. 133, accessed on Tuesday 12th, March 2019.

APPENDIX 15

Score Pre-Test of Experimental Class

No.	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	12	13	12	12	10	11	12	13	2	3	48	52	50
2	E-2	13	13	12	13	11	11	12	11	3	4	51	52	51.5
3	E-3	10	10	9	8	11	9	11	12	3	3	44	42	43
4	E-4	10	11	12	14	10	9	12	12	5	4	49	50	49.5
5	E-5	13	14	15	15	10	11	14	14	6	5	58	59	58.5
6	E-6	13	13	16	17	11	10	10	12	6	6	56	58	57
7	E-7	11	11	12	9	12	12	12	13	4	4	51	49	50
8	E-8	15	13	11	12	11	10	13	12	6	5	56	52	54
9	E-9	9	9	10	10	11	9	9	9	3	3	42	40	41
10	E-10	10	11	12	12	12	10	13	12	4	4	51	49	50
11	E-11	12	12	12	13	12	9	12	10	5	5	53	49	51
12	E-12	11	11	9	8	9	11	10	12	5	4	44	46	45
13	E-13	8	9	8	8	10	8	9	9	3	2	38	36	37
14	E-14	12	12	11	13	11	11	12	12	4	4	50	52	51
15	E-15	14	13	11	12	11	12	13	12	4	6	53	55	54
16	E-16	12	12	13	10	15	11	11	12	5	5	56	50	53
17	E-17	10	10	12	12	11	9	12	13	5	6	50	50	50
18	E-18	15	14	16	15	13	11	13	14	7	7	64	61	62.5
19	E-19	13	12	9	9	11	11	14	12	6	6	53	50	51.5
20	E-20	8	8	9	10	11	10	12	9	4	4	44	41	42.5
21	E-21	7	7	8	9	9	8	9	7	2	2	35	33	34
22	E-22	13	13	11	13	12	13	12	13	7	6	55	58	56.5
23	E-23	14	15	12	17	15	15	16	16	7	7	64	70	67
24	E-24	11	11	12	11	11	9	12	10	5	6	51	47	49
25	E-25	13	12	12	13	9	10	11	9	6	6	51	50	50.5
26	E-26	15	13	10	12	10	12	14	16	7	7	56	60	58
27	E-27	12	11	12	11	11	11	13	12	5	5	53	50	51.5
28	E-28	11	12	12	13	10	12	13	11	4	4	50	52	51
29	E-29	17	15	12	12	15	16	15	15	6	7	65	65	65
30	E-30	11	11	12	10	12	11	9	9	4	5	48	46	47
31	E-31	10	11	12	12	11	12	10	11	4	4	47	50	48.5
32	E-32	9	9	9	10	8	9	11	12	4	3	41	43	42
33	E-33	11	9	9	9	10	11	11	10	4	3	45	42	43.5
34	E-34	10	9	11	12	12	9	12	12	3	4	48	46	47
35	E-35	12	16	15	13	11	13	12	12	6	6	56	60	58
36	E-36	11	10	14	13	10	10	12	13	4	6	51	52	51.5
TOTAL		418	415	414	422	399	386	428	423	168	171	1827	1817	1822

R1: The Researcher

R2: The English Teacher

APPENDIX 16

Score Pre-Test of Control Class

No.	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	11	12	11	11	10	12	13	12	6	6	51	53	52
2	C-2	9	9	8	10	8	9	9	7	4	3	38	38	38
3	C-3	8	8	9	8	7	8	6	6	2	2	32	32	32
4	C-4	15	15	13	13	14	13	16	16	7	6	65	63	64
5	C-5	9	9	9	8	10	10	11	12	3	4	42	43	42.5
6	C-6	12	12	11	9	11	9	12	12	5	5	51	47	49
7	C-7	12	13	13	14	12	13	13	14	6	7	56	61	58.5
8	C-8	12	10	9	9	10	12	13	11	6	4	50	46	48
9	C-9	8	9	9	8	8	8	12	11	3	2	40	38	39
10	C-10	11	12	12	11	10	10	12	9	4	5	49	47	48
11	C-11	12	14	15	16	16	14	15	15	7	8	65	67	66
12	C-12	11	12	11	12	13	12	12	12	7	6	54	54	54
13	C-13	10	9	9	8	9	9	11	12	4	3	43	41	42
14	C-14	12	12	11	12	13	12	14	13	5	5	55	54	54.5
15	C-15	9	9	10	11	12	11	12	9	4	5	47	45	46
16	C-16	10	12	11	12	12	13	15	11	5	4	53	52	52.5
17	C-17	13	12	13	13	13	11	10	13	5	4	54	53	53.5
18	C-18	8	8	8	9	8	7	7	7	3	2	34	33	33.5
19	C-19	12	11	12	12	11	12	11	13	5	3	51	51	51
20	C-20	11	12	13	12	12	13	12	12	4	3	52	52	52
21	C-21	13	13	13	12	10	12	15	14	3	3	54	54	54
22	C-22	14	14	15	14	13	13	12	13	6	4	60	58	59
23	C-23	10	8	5	6	9	8	9	9	2	3	35	34	34.5
24	C-24	13	13	12	11	9	9	12	11	4	4	50	48	49
25	C-25	11	12	13	11	11	9	11	10	4	4	50	46	48
26	C-26	12	9	8	11	9	10	12	13	4	3	45	46	45.5
27	C-27	10	10	11	12	11	12	12	9	3	3	47	46	46.5
28	C-28	12	11	11	12	13	14	10	12	6	6	52	55	53.5
29	C-29	11	12	14	11	14	12	12	15	5	4	56	54	55
30	C-30	9	9	12	10	9	9	12	9	3	4	45	41	43
31	C-31	12	12	12	11	12	12	13	14	6	7	55	56	55.5
32	C-32	11	12	12	12	14	13	14	14	6	6	57	57	57
33	C-33	11	10	12	13	12	11	11	14	5	5	51	53	52
34	C-34	12	12	12	15	12	13	13	14	7	7	56	61	58.5
35	C-35	9	9	8	8	8	6	11	12	3	3	39	38	38.5
36	C-36	11	11	10	12	12	10	12	14	4	5	49	52	50.5
Total		396	397	397	399	397	391	427	424	166	158	1783	1769	1776

R1: The Researcher

R2: The English Teacher

APPENDIX 17

Score Post-Test of Experimental Class

No.	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	13	14	14	14	13	13	14	15	7	7	61	63	62
2	E-2	14	15	16	15	15	13	14	17	7	6	66	66	66
3	E-3	14	13	12	14	10	15	13	9	7	7	56	58	57
4	E-4	10	13	12	13	12	12	15	16	5	6	54	60	57
5	E-5	16	14	16	15	14	14	20	19	7	7	73	69	71
6	E-6	13	14	14	15	13	14	18	16	6	8	64	67	65.5
7	E-7	16	17	14	15	14	13	16	19	6	7	66	71	68.5
8	E-8	12	14	12	13	12	14	17	18	7	5	60	64	62
9	E-9	12	12	13	14	12	14	17	16	7	7	61	63	62
10	E-10	15	16	14	16	14	15	20	21	7	8	70	76	73
11	E-11	15	14	15	14	12	15	22	22	7	7	71	72	71.5
12	E-12	13	12	10	13	12	12	13	16	5	5	53	58	55.5
13	E-13	15	13	12	10	12	10	14	13	5	4	58	50	54
14	E-14	15	14	14	14	12	14	16	15	3	4	60	61	60.5
15	E-15	16	15	15	16	15	15	18	18	8	7	72	71	71.5
16	E-16	12	12	14	16	15	13	17	16	6	7	64	64	64
17	E-17	16	16	17	16	18	19	24	24	8	8	83	83	83
18	E-18	15	15	14	15	14	14	17	18	8	7	68	69	68.5
19	E-19	16	17	8	14	14	12	19	20	8	7	65	70	67.5
20	E-20	15	16	16	17	13	14	18	17	8	7	70	71	70.5
21	E-21	14	15	13	14	16	14	16	16	7	8	66	67	66.5
22	E-22	15	14	12	15	15	14	17	16	8	7	67	66	66.5
23	E-23	15	17	16	17	17	16	23	23	8	8	79	81	80
24	E-24	16	15	17	16	15	18	18	21	8	7	74	77	75.5
25	E-25	12	16	14	15	16	17	15	14	7	6	64	68	66
26	E-26	14	15	13	16	14	14	17	17	7	6	65	68	66.5
27	E-27	15	16	13	15	14	16	15	16	7	7	64	70	67
28	E-28	16	13	16	14	16	17	18	17	7	6	73	67	70
29	E-29	15	16	16	15	17	16	18	20	8	8	74	75	74.5
30	E-30	15	16	17	15	14	15	18	15	8	7	72	68	70
31	E-31	15	13	14	13	15	13	14	16	7	8	65	63	64
32	E-32	13	15	14	15	13	18	16	17	5	7	61	72	66.5
33	E-33	15	14	12	13	14	12	17	16	7	7	65	62	63.5
34	E-34	14	13	14	14	16	15	16	15	7	5	67	62	64.5
35	E-35	16	16	14	14	13	15	20	22	8	8	71	75	73
36	E-36	14	12	16	14	12	12	17	17	7	7	66	62	64
Total		517	522	503	524	503	517	617	623	248	243	2388	2429	2408.5

R1: The Researcher

R2: The English Teacher

APPENDIX 18

Score Post-Test of Control Class

No.	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	12	14	14	13	13	14	17	15	5	6	61	62	61.5
2	C-2	13	14	12	13	14	13	15	15	5	6	59	61	60
3	C-3	12	9	10	9	10	8	12	13	5	4	49	43	46
4	C-4	17	15	15	16	14	16	14	15	8	8	68	70	69
5	C-5	12	14	12	11	12	11	13	14	4	5	53	55	54
6	C-6	11	13	11	12	12	13	12	12	5	6	51	56	53.5
7	C-7	15	13	12	14	13	13	13	15	6	6	59	61	60
8	C-8	14	14	14	15	11	11	14	13	5	6	58	59	58.5
9	C-9	15	15	14	12	10	9	11	12	5	7	55	55	55
10	C-10	14	14	12	14	12	16	13	12	5	4	56	60	58
11	C-11	15	16	14	15	14	14	20	19	7	7	70	71	70.5
12	C-12	14	13	13	15	13	12	12	15	6	7	58	62	60
13	C-13	12	12	11	11	12	13	13	11	6	6	54	53	53.5
14	C-14	13	14	12	13	13	12	16	15	6	7	60	61	60.5
15	C-15	12	12	13	12	11	13	12	13	5	3	53	53	53
16	C-16	15	14	15	13	12	11	12	15	4	4	58	57	57.5
17	C-17	17	16	13	15	11	13	15	15	5	6	61	65	63
18	C-18	10	9	11	10	12	11	14	12	3	4	50	46	48
19	C-19	12	13	14	14	15	11	13	12	4	5	58	55	56.5
20	C-20	16	15	12	14	13	14	12	13	5	6	58	62	60
21	C-21	12	12	12	14	13	12	14	15	6	6	57	59	58
22	C-22	16	16	15	16	12	14	20	22	8	7	71	75	73
23	C-23	12	13	13	14	12	12	15	12	4	5	56	56	56
24	C-24	14	14	13	14	13	12	15	15	6	4	61	59	60
25	C-25	12	13	10	13	11	9	12	14	5	5	50	54	52
26	C-26	12	11	14	13	12	11	13	13	5	4	56	52	54
27	C-27	14	12	13	13	14	14	13	14	6	6	60	59	59.5
28	C-28	14	11	15	14	12	12	14	12	5	5	60	54	57
29	C-29	11	12	12	14	13	14	16	15	5	6	57	61	59
30	C-30	10	12	11	11	12	12	15	13	4	4	52	52	52
31	C-31	17	16	14	14	12	13	12	14	6	8	61	65	63
32	C-32	15	15	13	15	14	14	15	13	7	7	64	64	64
33	C-33	15	14	13	14	15	13	15	16	7	5	65	62	63.5
34	C-34	16	15	16	16	13	15	18	18	8	8	71	72	71.5
35	C-35	10	12	12	12	11	14	13	12	5	6	51	56	53.5
36	C-36	14	12	14	12	14	12	17	14	7	7	66	57	61.5
Total		485	479	464	480	450	451	510	508	198	206	2107	2124	2115.5

R1: The Researcher

R2: The English Teacher

APPENDIX 19

The Result of Reliability of Pre-Test in Experimental Class

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
R1 * R2	36	100.0%	0	.0%	36	100.0%

R1 * R2 Crosstabulation

Count

		R2			Total
		2	3	4	
R1	2	2	0	0	2
	3	1	30	0	31
	4	0	0	3	3
Total		3	30	3	36

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.897	.101	7.022	.000
N of Valid Cases		36			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

APPENDIX 20

The Result of Reliability of Post-Test in Experimental Class

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
R1 * R2	36	100.0%	0	.0%	36	100.0%

R1 * R2 Crosstabulation

Count		R2			Total
		3	4	5	
R1	3	4	2	0	6
	4	0	28	1	29
	5	0	0	1	1
Total		4	30	2	36

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.730	.146	5.349	.000
N of Valid Cases		36			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

APPENDIX 21

The Result Pre-test in Experimental Class and Control Class

A. Result Pre-Test in Experimental Class

STATISTICS		
PreTest		
N	Valid	36
	Missing	0
Mean		50.6111
Std. Error of Mean		1.18374
Median		50.7500
Mode		50.00 ^a
Std. Deviation		7.10243
Variance		50.444
Skewness		.056
Std. Error of Skewness		.393
Kurtosis		.511
Std. Error of Kurtosis		.768
Range		33.00
Minimum		34.00
Maximum		67.00
Sum		1822.00

Result Pre-Test in Control Class

STATISTICS		
PreTest		
N	Valid	36
	Missing	0
Mean		49.3333
Std. Error of Mean		1.35913
Median		50.7500
Mode		48.00 ^a
Std. Deviation		8.15475
Variance		66.500
Skewness		-.317
Std. Error of Skewness		.393
Kurtosis		-.169
Std. Error of Kurtosis		.768
Range		34.00
Minimum		32.00
Maximum		66.00
Sum		1776.00

APPENDIX 22

The Result Post-test in Experimental Class and Control Class

A. Result Post-Test in Experimental Class

Statistics PostTest		
N	Valid	36
	Missing	0
Mean		66.9028
Std. Error of Mean		1.04877
Median		66.5000
Mode		66.50
Std. Deviation		6.29265
Variance		39.597
Range		29.00
Minimum		54.00
Maximum		83.00
Sum		2408.50

B. The Result Post-Test in Control Class

Statistics PostTest		
N	Valid	36
	Missing	0
Mean		58.7639
Std. Error of Mean		1.00957
Median		58.7500
Mode		60.00
Std. Deviation		6.05745
Variance		36.693
Range		27.00
Minimum		46.00
Maximum		73.00
Sum		2115.50

APPENDIX 23

**Students' of Pre-test and Post-test Gain in Experimental Class
and Control Class**

No.	Code	Pre-test	Post-test	Gain	No.	Code	Pre-test	Post-test	Gain
1	E-1	50	62	12	1	C-1	52	61.5	9.5
2	E-2	51.5	66	14.5	2	C-2	38	60	22
3	E-3	43	57	14	3	C-3	32	46	14
4	E-4	49.5	57	7.5	4	C-4	64	69	5
5	E-5	58.5	71	12.5	5	C-5	42.5	54	11.5
6	E-6	57	65.5	8.5	6	C-6	49	53.5	4.5
7	E-7	50	68.5	18.5	7	C-7	58.5	60	1.5
8	E-8	54	62	8	8	C-8	48	58.5	10.5
9	E-9	41	62	21	9	C-9	39	55	16
10	E-10	50	73	23	10	C-10	48	58	10
11	E-11	51	71.5	20.5	11	C-11	66	70.5	4.5
12	E-12	45	55.5	10.5	12	C-12	54	60	6
13	E-13	37	54	17	13	C-13	42	53.5	11.5
14	E-14	51	60.5	9.5	14	C-14	54.5	60.5	6
15	E-15	54	71.5	17.5	15	C-15	46	53	7
16	E-16	53	64	11	16	C-16	52.5	57.5	5
17	E-17	50	83	33	17	C-17	53.5	63	9.5
18	E-18	62.5	68.5	6	18	C-18	33.5	48	14.5
19	E-19	51.5	67.5	16	19	C-19	51	56.5	5.5
20	E-20	42.5	70.5	28	20	C-20	52	60	8
21	E-21	34	66.5	32.5	21	C-21	54	58	4
22	E-22	56.5	66.5	10	22	C-22	59	73	14
23	E-23	67	80	13	23	C-23	34.5	56	21.5
24	E-24	49	75.5	26.5	24	C-24	49	60	11
25	E-25	50.5	66	15.5	25	C-25	48	52	4
26	E-26	58	66.5	8.5	26	C-26	45.5	54	8.5
27	E-27	51.5	67	15.5	27	C-27	46.5	59.5	13
28	E-28	51	70	19	28	C-28	53.5	57	3.5
29	E-29	65	74.5	9.5	29	C-29	55	59	4
30	E-30	47	70	23	30	C-30	43	52	9
31	E-31	48.5	64	15.5	31	C-31	55.5	63	7.5
32	E-32	42	66.5	24.5	32	C-32	57	64	7
33	E-33	43.5	63.5	20	33	C-33	52	63.5	11.5
34	E-34	47	64.5	17.5	34	C-34	58.5	71.5	13
35	E-35	58	73	15	35	C-35	38.5	53.5	15
36	E-36	51.5	64	12.5	36	C-36	50.5	61.5	11
Sum		1822	2408.5	586.5	Sum		1776	2115.5	339.5
Mean		50.61111	66.90278		Mean		49.33333	58.76389	
Mode		50	66.5		mode		52	60	

APPENDIX 24

DATA ANALYSIS

1. The Result Normality Test of the Experimental Class and Control Class

Tests of Normality

class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	Ex	.101	36	.200 [*]	.946	36	.076
	cont	.094	36	.200 [*]	.946	36	.077

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

2. The Result of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
score	Based on Mean	3.404	1	70	.069
	Based on Median	2.763	1	70	.101
	Based on Median and with adjusted df	2.763	1	60.774	.102
	Based on trimmed mean	3.045	1	70	.085

3. The Result of Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	3.404	.069	4.902	70	.000	6.861	1.400	4.069	9.653
	Equal variances not assumed			4.902	62.974	.000	6.861	1.400	4.064	9.658



Documentation Research in SMA Gajah Mada Bandar Lampung







