

AN UNDERGRADUATE THESIS
THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE TOWARD
STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE OF SMA
NEGERI 1 BATANGHARI EAST LAMPUNG

By:

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/ 2023 M

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Presented as a Partial Fulfillment of the Requirements
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In English Education Department

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APPROVAL PAGE

Title : THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE
TOWARD STUDENTS' WRITING SKILL AT THE
TENTH GRADE OF SMA NEGERI 1 BATANGHARI
EAST LAMPUNG

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Assalamu'alaikum, Wr. Wb

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TOWARD STUDENTS' WRITING SKILL AT THE TENTH
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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TOWARD STUDENTS' WRITING SKILL AT THE TENTH
GRADE OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.



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RATIFICATION PAGE

No. B-6118/11.28.1/D/PP.00.9/12/2023

An Undergraduate thesis entitled: "THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE TOWARD STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG", written by Arief Setiyawan, student number 1901051008, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, November 22nd 2023 at 08.00 – 10.00 p.m.

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**THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE TOWARD
STUDENT'S WRITING SKILL AT THE ELEVENTH GRADE OF SMA
NEGERI 1 BATANGHARI EAST LAMPUNG**

ABSTARCT

By:

ARIEF SETIYAWAN

The aim of this research is to find out whether there is a positive and significant influence using Team Pair Solo Technique on Students' Writing Skills at the Eleventh grade of SMA Negeri 1 Batanghari East Lampung. This research used quantitative methods and research design is a pre-experiment, this research was conducted using an experimental class and a control class. The population in this research were Eleventh grade students at SMA Negeri 1 Batanghari consisting of six classes. The sample in this research consisted of class XI.4 consisting of 31 students as the experimental class, and class XI.5 consisting of 31 students as the control class. Next, the writer used the t-test formulation to prove whether the hypothesis is accepted or rejected.

Finally, the results of data analysis from the t_{table} Paired Sample t-test formula illustrate that $t_{observed} = 5.35$ is higher than t_{table} with a significance level of 5% = 1.68 and 1% = 2.41. Thus, it can be concluded that there is a positive influence. Therefore, the Alternative Hypothesis (H_a) is accepted. With the results that there is a positive and significant influence of Team Pair Solo Teknik on the writing skills of class eleventh SMA Negeri 1 Batanghari East Lampung.

Key : *Quantitative Research, Writing Skill, Team Pair Solo*

**PENGARUH TEKNIK TEAM PAIR SOLO TERHADAP
KETERAMPILAN MENULIS SISWA KELAS SEPULUH SMA NEGERI 1
BATANGHARI LAMPUNG TIMUR**

ABSTRAK

Oleh:

ARIEF SETIYAWAN

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan Penggunaan Team Pair Solo Teknik terhadap Keterampilan Menulis Siswa. Penelitian ini menggunakan metode kuantitatif dan desain penelitian adalah pre-experimen, penelitian ini dilakukan dengan menggunakan kelas eksperimen dan kelas kontrol. Populasi penelitian ini adalah siswa kelas sepuluh SMA Negeri 1 Batanghari yang terdiri dari enam kelas. Sampel dalam penelitian ini terdiri dari kelas XI.4 yang terdiri dari 31 siswa sebagai kelas eksperimen, dan kelas XI.5 yang terdiri dari 31 siswa sebagai kelas kontrol. Selanjutnya, peneliti menggunakan rumus t-test untuk membuktikan apakah hipotesis diterima atau ditolak.

Terakhir, hasil analisis data dari rumus t_{table} Paired Sample t-test menggambarkan bahwa $t_{observed} = 5,35$ lebih tinggi dari t_{table} dengan taraf signifikan 5% = 1,68 dan 1% = 2,41. Dengan demikian, dapat disimpulkan bahwa ada pengaruh positif. Oleh karena itu, Hipotesis Alternatif (H_a) diterima. Dengan hasil bahwa terdapat pengaruh positif dan signifikan Team Pair Solo Teknik terhadap keterampilan menulis siswa kelas sebelas SMA Negeri 1 Batanghari Lampung Timur.

Kata Kunci : *Penelitian Kuantitatif, Keterampilan Menulis, Team Pair Solo*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, October 2023

The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, Oktober 2023

Penulis



ARIEF SETIYAWAN

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DEDICATION PAGE

This thesis is dedicated to:

My parents, Mr. Ali and Mrs. Giarti, whom I love and am very proud of, who have always taught me to be men who are pious, religious, good, independent and like to work hard. and also always pray for me to be facilitated in completing assignments, theses and everything. You are my motivation why I can complete all assignments, theses, and everything that I do.

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Not to forget, Chindi Yuliana Sari, a woman who has supported me from the beginning of entering college to now and beyond. Thank you for everything, hopefully we can continue to the next level, namely marriage.

MOTTO

بِالْكِتَابِ الْعِلْمَ قَيِّدُوا

"Tie knowledge with writing" (HR. at-Thabrani).

"Hanya pendidikan yang bisa menyelamatkan masa depan, tanpa pendidikan Indonesia tak mungkin bertahan."

(Najwa Shihab)

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Researchers are happy to accept criticism and corrections for this research because researchers realize that this research is not perfect. The writer hopes that people who read and work in the field of education can benefit from this research.

Metro, October 2023
The Writer



ARIEF SETIYAWAN
Student Number 1901051008

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CHAPTER I

INTRODUCTION

A. Background of Study

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.

Richard 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,

¹ Ann Raimes, *Technique In Teaching Writing Skills* (New York: Oxford University Press, 1983)., p.3

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

and so on.³ 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 main idea, in a result their writing is less organized and it affects the whole process of writing.

Writing is one of the important skills in English.⁴ Writing has become a subject in schools as a measure of academic success. Most people think that speaking has a big role in communication. In fact, Writing is an essential tool for communicating with people and, as a result, is critical to contemporary society's prosperity and survival.⁵ It is the use of symbols to communicate thoughts or ideas. 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 paragraph.

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 product. Process and product are presented in a manner that is

³ Jack C. Richards and Renandya Willy A, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002)., p.303

⁴ Setiyana, Leny, *The Effectiveness of Peer Review to Teach Writing Viewed From Students' Motivation at Ninth Grade of SMP N 1 Sekampung Academic Year 2014/2015*, (Pedagogy: Journal of English Language Teaching), p.133

⁵ Ning, Setio Wati, *Exploring the Impact of Punctuation Usage on Students' Writing Skill*, (Pedagogy: Journal of English Language Teaching), 9(2). p.108

⁶ Martin L. Arnaudet and Mary Ellen Barrett, *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

polished and comprehensible to readers.⁸ 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.⁹ 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.

Based on the preliminary research on January 12th 2023, the writer gained some data taken from the English teacher of the Eleventh grade of SMA Negeri Batanghari, Mr Ngaderi. He said that the students' problem in writing were: the students have lack confidence to write in English Language, they have problem their express to ideas in writing, the students' need many times to learn more their writing skill.¹⁰ It can be seen from the Table 1:

⁸ Caroline T. Linse and David Nunan, *Practical English in Language Teaching: Young Learners*, (New York: MCGraw-Hill Companies, 2005), p.98

⁹ Jeremy Harmer., *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.44

¹⁰ Ngaderi, *Interview to Teacher*, January 12th , SMA Negeri 1 Batanghari, 2023, (Unpublished)

Table 1
The pre-survey on January 12th, 2023 at the Eleventh graders of SMA
Negeri 1 Batanghari

Interval	Frequency	Percentages	Explanation
≥ 75	5	16.13%	Complete
≤ 75	26	83.87%	Incomplete
Total	31	100%	

Source: a conclusion drawn from the teacher archives

Based on the pra-survey research on January 12th, 2023, it can be concluded that of the 31 students who were sampled, 5 students who scored above 75 points were 16.13%, and 26 students who scored below 75 points were 83.87%. This means that students' ability to write descriptive text is still low. Many students find it difficult to learn English. In addition, to overcome the above problems, many strategies can be used in the learning process. One of them is using the Team Pair Solo technique.

Furthermore, the pre-survey revealed that students still face many problems challenges in learning English, especially in writing skill. The students have lack confidence to write in English Language, they have problems to express their ideas in writing, The students need many times to learn more their writing skill. Based on the situation above, the writer will conduct research entitled: "The influence of Team Pair Solo technique toward students' writing skills of the Eleventh grade of SMA N 1 Batanghari East Lampung".

B. Problem Identification

Based on the background above, we can identify the problems as follow:

1. The students have lack confidence to write in English Language
2. They have problems to express their ideas in writing
3. The students need many times to learn more their writing skill.

C. Problem Limitation

Based on the identification of the problems above, the problems that arise are very complex so that they need to be limited. The limitation of this problem is intended so that the discussion of the problem is not too broad. Therefore, the problem that will be examined by researchers is that writing skills are still low due to the inability of students to determine ideas to start writing and the lack of motivation of students in learning to write. The problem that will be discussed in this research is the students' writing ability which will be improved through the team pair solo technique which can stimulate students' imagination in writing skills.

D. Problem Formulation

From the limitation above, the writer formulated as follows: “Is there any positive and significant influence of Team-Pair-Solo technique towards students' writing skills at the Eleventh grade of SMA Negeri 1 Batanghari East Lampung?”

E. The Objective and Benefit of Study

1. The Objective of Study

To know the significant positive influence of using team pair solo technique on the students' writing skill.

2. The Benefit of Study

a. Theoretical benefit

The result of this research is expected to give the positive contribution toward the developing of technique in teaching learning writing skill.

b. Practical Benefit

1) For the Students

The result of this research is expected to give the positive contribution to the students for increasing their writing skill by team pair solo technique.

2) For the Teacher

The result of this research is expected to give positive contribution to the teacher for increasing the students' writing skill by team pair solo technique.

3) For the writer

The result of this research is expected to improve the quality of English teaching and learning especially in developing writing skill.

F. Prior Research

In this section, studies or studies that have relevance in terms of perspective, topic, and methodology will be presented with the research being carried out by the writer. This research is important because it can contribute to the research that will be conducted by the author and clarify the position to be achieved by this research.

Broadly, the presentation of the results of previous research related to this research will map this research among the various studies that have been done before. Thus, it will be seen the similarities and differences in this research compared to previous studies, as well as the originality of this research. In this case, the writer tries to raise 3 results of previous research as comparison material in directing and focusing the research carried out, namely:

First Prior research was conducted by Palupi, entitled "*Team Pair Solo plus picture for teaching writing descriptive text*", The purposes of this research were to describe the implementation of Team Pair Solo and pictures in teaching writing descriptive text, the difficulties the English teacher faced, and how she solved the difficulties. Based on the results of the study, it could be concluded that the use of Team Pair Solo and pictures in teaching writing descriptive text was somewhat easy to be implemented in the classroom activity and that the teacher could implement the technique and the media well. The findings of this research also showed that the technique and the media were appropriate for teaching students writing descriptive text materials.

As revealed by Mrs. Putri during the interview that Team Pair Solo and pictures were a suitable combination and were effective in teaching descriptive text materials. Further, she added that the combination of Team Pair Solo and pictures created a livelier learning atmosphere, an active learning environment, communicative, enjoyable, and not boring especially the pictures used are idol pictures.

Although Team Pair Solo and pictures were easy to implement, there were still some difficulties that the English teacher faced in the implementation of Team Pair Solo and pictures in teaching writing of descriptive text. The teacher had to be able to overcome these difficulties to make the teaching and learning process successful. Otherwise, these difficulties could somehow be serious problems. Some difficulties were revealed from the data gathered; they were crowded students and students' lack of enthusiasm. There were also some difficulties the students faced, namely, students' vocabulary mastery, students' speaking skills and pronunciation problems.¹¹

The research conducted by Palupi entitled "*Team Pair Solo plus picture for teaching writing descriptive text*" is known that the research conducted is considered feasible to use because it is included in the category of very valid and very practical due to the interest students have in techniques and media used. The similarities between this research and the research that the author will do are using the Team Pair Solo technique. The difference is in the media, namely Palupi used image media while the author does not use media.

¹¹ U. A. Palupi, "*The effectiveness of team pair solo (TPS) technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya*," Thesis, The State Islamic Institute of Palangka Raya, 2016,7

The second research was conducted by Cori Sundari, entitled "*The effect of applying Team Pair Solo strategy on the students' achievement in reading report text*". The objective of this research was to find out the effect of Applying Team Pair Solo strategy on the students' reading report text achievement. This was experimental research which conducted at SMA Negeri 11 Medan at Jalan. Pertiwi No.93, Medan, Sumatera Utara. The population of this research was the grade student's of 2016/2017 academic year which consist of 175 students distributed into 5 (five) classes. By using cluster random sampling technique, 2 classes were chosen as the sample, XI-IPA6 as the experimental group and XI IPS 1 as the control group. The experimental group was taught by using Team Pair Solo and the control group by using Lecturing method. Descriptive quantitative method was applied in this research.

In order to the data, multiple choice test consist of 40 items were administrated to the students, the result shoved that the test was higher than t-table ($11,29 > 2.00$), at $\alpha = 0,05$ and $df = 58$. It means that was accepted. There was a significant effect of applying Team Pair Solo.¹²

Research conducted by Cori Sundari entitled "*The Effect of Applying Team Pair Solo Strategy on The Students' Achievement in Reading Report Text*" is known that the research conducted is considered feasible to use because it is included in the category of very valid and very practical because of the interest students have in the techniques used. The similarities between this research

¹² Cori Sundari, *The Effect of Applying Team Pair Solo Strategy On The Students' Achievement In Reading Report Text* (Sumatera Utara: Faculty Of Teachers' Training And Education University Of Muhammadiyah Sumatera Utara, 2018).

and the research that the author will do are using the Team Pair Solo technique. The difference is in the skills, namely Palupi used reading skills while the writer uses writing skills. the difference is found in the material, namely Palupi used report text material, while the writer used descriptive text.

The third research was conducted by Resty Rahmawati entitled "*The Influence of Using Team-Pair-Solo Technique Towards Students' Writing Ability in Descriptive Text at The First Semester of The Eleventh Grade of SMA Gajah Mada Bandar Lampung in The Academic Year Of 2019/2020*"

Based on research that was carried out in SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020, the writer might draw conclusion as follows: the result of research showed that PvalueSig. (2 tailed) is $0.015 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted.

After the writer applied team-pair-solo technique, the technique made students more active and motivate in making descriptive text. It can improve 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 writer 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 Eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2019/2020.¹³

Research conducted by Resty Rahmawati entitled “*The Influence of Using Team-Pair-Solo Technique Towards Students' Writing Ability in Descriptive Text at The First Semester of The Eleventh Grade of Sma Gajah Mada Bandar Lampung in The Academic Year Of 2019/2020*” it is known that the research conducted is considered feasible to use because it is included in the category of very valid and very practical because of the interest that students have in the techniques used. The similarities between this research and the research that will be carried out by the author are using the Team Pair Solo technique and Descriptive Text Material. The difference is that Resty Rahmawati use Writing Ability while the writer uses writing skills.

¹³ Resty Rahmawati, *The Influence Of Using Team-Pair-Solo Technique Towards Students' Writing Ability In Descriptive Text At The First Semester Of The Eleventh Grade Of Sma Gajah Mada Bandar Lampung In The Academic Year Of 2019/2020*, (Lampung : Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Lampung), 2019.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. Definition 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 only two or three sentences have been putting in order and linked together, they form a current whole.¹⁴ It 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.¹⁵ 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.¹⁶ 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.

¹⁴ Donn Byrne, *Teaching Writing Skills* (Essex: Longman, 1988). p.1

¹⁵ Jeremy Harmer, *How to Teach Writing*.(Edinburgh Gate: Longman, 2004) p.44

¹⁶ Ken Hyland, *Second Language Writing*, 2nd ed. (New York: Cambridge Language Education, 2003). p.9

Based on the statement above, the writer 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.

a. Process of Writing

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 contribute to good writing. 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.¹⁷ 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 affected by the content (Subject Matter) of the writing, the type of writing, and the medium it is written in. But in all suggested that the process has four main elements:¹⁸

¹⁷ Stephen Bailey, *Academic Writing a Handbook for International Students* (London & New York: Routledge, 2006). p.1

¹⁸ Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2004), p.4

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.¹⁹ It is stage where the students think about what they are want to write on the content. 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 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.²⁰ It can conclude that drafting is construct concept of your ideas in the draft and generate these ideas properly.

3) Editing

Once writer have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a

¹⁹ Ibid.

²⁰ Ibid, p.5

particular sentence. More skilled writer tends to look at issues of general meaning and overall structure before concentrating on detail features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.²¹

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.²²

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

b. Compositions of Writing

According to Douglas, the upshot of the compositional nature of writing has produced writing pedagogy that focused students on how to generate ideas, how to organize them coherently, how to use

²¹ *Ibid.*

²² *Ibid.*

discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.²³

A good deal of attention was placed on “model” compositions that students would emulate and on how well a student’s final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammar
- 5) Mechanical considerations (spelling and punctuations).²⁴

Regarding on the statement above, it is crucial to remember that the writing process is an important factor in determining the final product. Aside from that, the ultimate product of writing must meet a number of criteria in writing compositions, including content, organization, language, grammar, and mechanical considerations.

2. Types of Writing

In generally, there are three kinds of writing namely academic writing, personal writing, and creative writing. Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing. It should be noted that creative writing is the kind of writing such as stories, poetries, etc.

²³ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd ed. (The United States of New York: Longman, 2001). p. 335

²⁴ Ibid.

Then, personal writing is kind of writing such as letter or e-mails. Beside that, creative writing and personal writing are informal and academic writing is formal.

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

a. Description

Descriptive writing related to the senses, that tell how something looks, feels, smells, tastes, and sounds. A good description is like a “word picture” that the readers can imagine the object, place, or person in their mind. It means that description has principal purpose to describe the object from specific until general character to make the reader are able to imagine in their mind based on the writer’s elaboration in his writing.

b. Narration

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.

c. Argumentation

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

d. Exposition

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

e. Report

Report is one kinds of writing that has purpose to provide generalism information of the object. It doesn't have purpose to tell a stories, procedure or arguments.

Essentially, those are some types of academic writings which are necessary to be mastered by the students. The students should be able to write some types of text based on its social functions, generic structures and language features. However, this research will be focused in writing descriptive text.

3. Descriptive Writing

a. Definition of Descriptive Text

Alice 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, or person in their mind.²⁵ Description is kind of writing used for presenting a verbal portrait of a person, or

²⁵ Alice Oshima ,and A. Hague, *Introduction to Academic Writing* (The United State of America: Longman, 2007) p.61

thing. This writing is used when the writers give information and to make vivid writing.

Descriptive text is giving information about something which described. It can be concrete object such as person, or things. It can conclude 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).

b. 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.
- 2) Description : Describes parts, qualities, and characteristics of the person, place or thing to be described.²⁶

It means that descriptive text consists of two generic structures, which identification is to introduce the reader about the object or phenomenon that will explain, before talk 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.

²⁶ Adzani, Helvira Y, Fatimah T, *Teaching Writing Descriptive Text By Using Collaborative Technique* (Padang: English Department The Faculty of Teacher Training and Education Bung Hatta University, 2019). p.4

Below is the example of Descriptive Text:

The Stairway

When I was two or three years old, I lived in a house that had a strange, atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her every time. I went to my room, for my room was the first room beyond the stairs on the second floor. The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her I glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memories.²⁷

4. Teaching Writing

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.²⁸ Therefore, writing is

²⁷ Alice Oshima and A. Hague, *Introduction to Academic Writing* (The United State of America : Longman, 2007) p.61

²⁸ Trudy Wallace, *Teaching, speaking, listening, and writing*, (Geneve: The International Bureau of Education-IBE, 2004) EP14, p.7

one of important skill that have to be mastered by all off students in schools. Automatically, to make students are able to master writing skill, it needs a teaching activity that is guided by the teacher.

Teaching can be defined as “the action of a person who teaches; the profession of a teacher”, “teaching is imparting knowledge or skill”.²⁹ Also, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.³⁰ So, teaching refers to a professional skill of the teacher guides the students in the class that has principal purpose to make students can success in learning materials. It’s also considered as a role of teacher.

Speaking and writing skills are both productive skills but do not have the same similarities when the teaching. They are different in both compositions and the way of teaching. The compositions of speaking that is taught by teacher more focus on pronunciation, accuracy, fluency. The activities that are usually used are conversations, monologue, role play, speech, etc. While the compositions in teaching writing are grammar, punctuation and paragraph structure. Then, the way that is used in teaching writing such as write a simple sentence, write a paragraph or write a certain text.

²⁹ Definitions of Teaching, taken in part from B. O. Smith’s *Definition of Teaching* in http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt, p.2

³⁰ H. Douglas Brown, *Principles of Language Learning and Teaching*. (The United States of New York: Longman, 2000), 4th edition, p.7

Harmer elaborated that “writing has always been used as a means of reinforcing language that has been taught”.³¹ It can be noted that the teacher can has students to write sentences using recently learnt grammar. Then, students can be asked to write paragraph or longer compositions to practise certain recently focused om aspects of language or paragraph and text construction. The reinforcement writing here will be able to guide the students improve their skill.

5. Writing Assessment

Assesment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students’ performance. Basically, the purpose assessment is to guide the instruction so that the teacher might know better as to what to address in the classroom. Unlike an evaluation, assessment does not arrive at a grade for students.³² Assessment is used to collect information on a learner’s language ability or achievement.³³ In the class, assessment can be conducted to diagnose the students’ problems, to judge the academic performance, to provide feedback to students and to plan instruction. Assessment also provides data that can be used to measure students’ progress, identify problems, suggest instructional solutions, and evaluate

³¹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

³² Dedi, Irwansyah, *Meaningful Assessment for Writing at Islamic Universities*,

(Pedagogy: Journal of English Language Teaching), (4)1. p.2

³³ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p. 21

course effectiveness.³⁴ This reflection enables the learners to take more control of their learning and to be responsible.

In order to know students' writing skill, the writer measures the students' writing skill by asking them to make descriptive text. The reasearcher is instructing the students to make a simple composition which was determined. Moreover, the writer uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

Table 2
Element Score of Writing³⁵

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.

³⁴ *Ibid.*

³⁵ J.B Heaton, *Writing English Language Test*. London; longman.2011.p.146

Vocabulary	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice usage but meaning not lost.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

B. Concept of Team Pair Solo

1. Definition 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. In this research, the writers 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 problem 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 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 ideas in a team, then with a partner and finally on their own.

Team-Pair-Solo engages application-level thinking; Agreement Circles develops evaluative thinking. The use of a range of structures delivers a differentiated thinking skills curriculum because each structure

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

³⁷ Santi Purwanti and Ima Chusnul Chotimah, "The Effectiveness of Using Team Pair Solo Strategy in Teaching Writing Descriptive Text for the Second Grade Students in SMPN 2 Peterongan," *SELL Journal* 2, no. 1 (2017). p.75

fosters different kinds of thinking.³⁸ 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. Cooperative learning 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. Kagan states that team is a process of exchange a heterogeneous student into a team.³⁹

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

³⁸ Spencer Kagan and Miguel Kagan, *Cooperative Learning*. (San Clemente: Kagan Publishing, 2009)p.6.19

³⁹ Ibid. p.10.1

students more active. It means that, Team Pair Solo made students more active, interest and also motivate in writing.

2. Advantage of Team Pair Solo

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

- 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.⁴⁰

⁴⁰ Sumarsih and Dedi Sanjaya, *Improving The Students' Achievement on Writing Descriptive Paragraphs Through The Application of Team Pair Solo*, accessed on Monday 4th, February 2019,p.6

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.

3. Disadvantage of Team Pair Solo

There are several disadvantages of applying Team-Pair-Solo technique 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.⁴¹

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 writer gave additional rules and agreement reached before teaching learning process on progress.

⁴¹ *Ibid.*

Once these techniques start working, the teacher should monitor 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' behaviour then give students feedback. Another thing which can reduce this weakness in team pair solo technique: the teacher asks one student as a leader in team in order to 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

There are many 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

- 1) The team work activities were the first step during which:
- 2) Groups are formed (one group consist of four until six students)
Task is explained and task sheet are given (what to do/how to do it)
- 3) A list of topics administered
- 4) Topic is chosen by groups
- 5) Discussion is carried out
- 6) Finally, roles are assigned

At this stage, students are engaged, through the use of quick dialogs an activity, 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 is carried 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.⁴² In addition, Sutarno says the procedures or steps of Team Pair Solo technique as follows:

- 1) Team Step

⁴² Beyhan Schurman, *The Writer Stuff'' Guiding Written Assignment from Start to Finish*. (Atilim: DELSU Atilim University, 2009).p.6

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.

2) Pair Step

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

3) Solo Step

- a) The students organized and developed the sentences into some paragraphs
- b) The students start to compose a text through the process of writing.
- c) Starting from writing the rough draft, revising, writing the second draft then revising it, and writing the final draft.⁴³

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

- 1) In first meeting, the teacher explains about descriptive text, generic structure, language features and also five aspects of writing.
- 2) The teacher elaborates the technique that used in teaching descriptive text.

⁴³ Sutarno, "Integrating Roundtable Brainstorming Into Team Pair Solo Technique For Improving Students" 1, no. 1 (2015). p.13

C. Theoretical Framework and Paradigm

1. Theoretical Framework

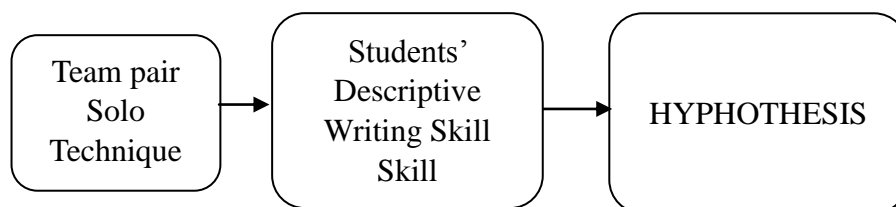
Theoretical framework is the conceptualization how to correlate between theory and factors which are identified as important problem.⁴⁴

There are two variable in this research. They are independent variable (X) and dependent variable (Y). The independent variable is team pair solo and the dependent variable is writing skill.

2. Paradigm

Research paradigm is the draft that shows thinking pattern of the writer, and the correlation between variables which are researcher. Based on the theoretical framework above, the writer describes the paradigm as following:

Figure 1
The Description of Research Paradigm



Based on the figure above, it can be seen that if the Team Pair Solo technique is complete and students's descriptive writing skill is high, so there is a positive and significant influence of using Team Pair Solo technique toward the students' descriptive writing skill. Conversely, if the Team Pair Solo technique is incomplete and students's descriptive writing skill is low, so there is no a positive and significant influence of

⁴⁴ *Pedoman Penulisan Skripsi*, karya ilmiah, IAIN Metro, 2018

using Team Pair Solo technique toward the students' descriptive writing skill.

D. Hypothesis

1. Hypothesis Formulation

Cresswell explains that hypothesis is prediction the writer makes about the expected relationship among variables in quantitative research.⁴⁵ There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Null Hypothesis (Ho)

There is no a positive and significant influence of using Team Pair Solo technique toward the students' descriptive writing skill at the Eleventh grade of SMA Negeri 1 Batanghari

b. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Team Pair Solo technique toward the students' descriptive writing skill at the Eleventh grade of SMA Negeri 1 Batanghari.

⁴⁵ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis”.⁴⁶ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If $t_{\text{observed}} > t_{\text{table}}$, So H_a is accepted and H_o is rejected
- b. If $t_{\text{observed}} < t_{\text{table}}$, So H_a is rejected and H_o is accepted

⁴⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHOD

A. Research Methodology

In this research the writer uses a quantitative design to investigate whether there is any positive and significant influence of Team Pair Solo technique toward students' writing skill at the Eleventh grade of SMA Negeri 1 Batanghari East Lampung.

Furthermore, Ary mentioned that there are three kinds of experimental design namely pre-experimental, true experimental, and quasi-experimental.⁴⁷ Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. They are used for instances, when intact classrooms are used as the experimental and control groups. Thus, true experimental designs have the greatest internal validity, and the pre-experimental designs have the least internal validity.

In this research, the writer conducts pre-experimental with Pretest - Posttest design that uses two class namely class X.2 and class X.5, where class X.2 is an experimental class by conducting a pre-test before treatment and conducting a post-test after treatment. Then for class X.5 as the control class which carried out the pre test and post test. The design is follows:⁴⁸

⁴⁷ Donal Ary, *Introduction to Research In Education*. (USA : Wadsworth, Cengage Learning,2010), p.302

⁴⁸ *Ibid*, p.304

Table 3
Pre-Test – Post-Test Design

Pre-Test	Independent	Post-Test
Y ₁	X	Y ₂
Y ₁	-	Y ₂

The purpose of this research is to investigate whether there is the influence of Team Pair Solo technique toward students' writing skill. Firstly, the writer conducts the pre-test of the control class and the experiment class in the first meeting to measure the students' writing skill. Secondly, the writer conducts a treatment experiment using Team Pair Solo technique in teaching writing experiment class. Thirdly, the writer conducts the post-test in the end meeting to measure the students' writing skill after the treatment is given. Finally, the writer analyzes the data of students' post-test control class and experiment class score to investigate whether there is the influence of Team Pair Solo technique toward the students' writing skill.

B. Population, Sample, Sampling Technique

1. Population

Ary assumes that “a population is all members of any well-defined class of people, events, or objects”.⁴⁹ Meanwhile, Jack R. Fraenkel explains that the term population refers to all members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.⁵⁰ It means that population is all members of group such as people, objects, or events that is determined in research.

⁴⁹ *Ibid*, p.148

⁵⁰ Jack Fraenkel R, *How to Design Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

In this research, the population is all of Eleventh grade of SMA Negeri 1 Batanghari. There are 185 students of Eleventh grade of SMA Negeri 1 Batanghari.

2. Sample

A sample is small group that is observed or portion of a population.⁵¹ A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁵²

It can be concluded that sample is the small group of elements that is observed. Related to sample discussion, the sample of this research is the students at the Eleventh graders which consist of six classes. The writer takes two classes namely Class X.4 and Class X.5 at the Eleventh grade of SMA Negeri Batanghari as a sample.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who participate in a research study.⁵³ In this research, the writer uses a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The writer chooses Class X.4 as an experimental class and Class X.5 as a control class because their low score in writing.

⁵¹ Donal Ary, *Introduction to Research*, p.148

⁵² Jack Fraenkel R, *How to Design Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

⁵³ Ibid.

C. Operational Definition of Variables

An operational definition scribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.⁵⁴ In quantitative research, operational definitions are used to specify how variables will be measured in the study. By using operational definitions, researcher can proceed with investigation that might not otherwise be possible. There are two kinds of variables, namely:

1. Independent Variable

Independent variable is those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.⁵⁵ Independent variable in this research is Team Pair Solo technique. It is a cooperative learning technique that has principal purpose to ask students work in group, all of members in the group have take turn interview each other in two group about a certain topic before doing a project.

The writer will measure independent variable by using observation. Then, the writers determine some indicators that should be attained by students in Team Pair Solo technique (independent variable) are as follows:

- a. The students are able to duty in group.
- b. The students are able to communicate and interact to each other in group.

⁵⁴ Donal Ary, *Introduction to Research*, p.36

⁵⁵ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p.60

- c. The students are able to contribute and share ideas in a group
- d. The students are able to be more confidence in participation.

2. Dependent Variable

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.⁵⁶ It means that dependent variable is the outcome or result of the influence of the independent variable. Descriptive writing skill is the dependent variable in this research. It is one kinds of text that has principal purpose to describe the object (person, thing or place) from look at the appearance or find the factual data of the object.

The writer will measure dependent variable by using test. The writer gave the test by asking them to write a descriptive text with a given topic. It will be implemented to the students at the Eleventh grade of SMA Negeri 1 Batanghari.

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in writing descriptive (dependent variable) are:

- a. The students are able to express and explore their background knowledge probing and ideas through written language.
- b. The students are able to arrange a good sentence grammatically.
- c. The students are able to write and organize a descriptive text with an appropriate structure.

⁵⁶ Donal Ary, *Introduction to Research*, p.37

- d. The students are able to use spelling and punctuation correctly.

D. Data Collecting Technique

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that “instrument includes test and questionnaire, observation schedule and any other tool used to collect data”.⁵⁷

Whereas, this research is experiment design research with applying pre-test and post-test group design. So, the writer uses test as data collection method to measure students’ descriptive text with a certain topic. After that, the teacher evaluates their writing test to give scores of pre-tests and post-test.

a. Pre-Test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-Test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students’ achievement in the class or is there any significant different

⁵⁷ Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA : Falmer Press, 2005), p.94

between the pre-test score before a treatment and post-test score after treatment is given.

2. Documentation

Kunto explains that documentation is a method that is used to find data about things or variable in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, etc.

The writer uses this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMA Negeri 1 Batanghari.

E. Research Instruments

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To get the data related to the research problems, the writer designed with indicator which have been decided. Moreover, the writer used pre-test and post-test instrument.

In order to know students' writing skill, the writer measures the students' writing skill by asking them to make descriptive text. The writer is instructing the students to make a simple composition which is determined. Moreover, the writer uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

Table 4
Instrument Blue Print

No.	Variables	Indicator	Measurement
1.	Variable X (Team Pair Solo)	- Student able to finish writing in Team Pair Solo Technique - They understand to express their idea in writing descriptive text.	Observation
2.	Variable Y (Writing Skill)	- Student able to write descriptive text - Student able to use vocabulary, grammar, content, language, and mechanics	Writing Test/Composing

F. Data Analysis Technique

According to Ary, furthermore, to investigate whether there is the influence of Team Pair Solo Technique toward students' writing skill, the writer uses the pre-experimental design in the form of t-test by using pre-test post-test design. According to Donal Ary, the formulation of t-test as below:

$$= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note:

t : t ratio

\bar{D} : average difference

$\sum D^2$: different score squared, then summed

$(\sum D)^2$: difference scored summed then squared

N : number of pairs⁵⁸

⁵⁸ Donald Ary. *Introduction to Research.*, p. 177

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMA Negeri 1 Batanghari

SMA Negeri 1 Batanghari was established in 1993, which was approved by the Minister of National Education led by Mr. Wardiman Djojonegoro.

SMA Negeri 1 Batanghari was officially opened based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 300070/0/1993 dated June 20, 1993 with the students of SMA Negeri 1 Batanghari, as the name implies because at that time the school was established in the autonomous region of Batanghari District, East Lampung Regency, Lampung Province, had Batanghari District in the village of Nampirejo and finally according to the Decree of the Minister of National Education of the Republic of Indonesia Number 02/1993 dated June 20, 1993, the name is SMA Negeri 1 Batanghari until now.

The first decade (1993 to 2000) SMA Negeri 1 Batanghari concentrated on quantity and quality trying to catch up and compete with superior schools in Lampung Province in particular and outside Lampung in general.

The following are the names of the principals in charge of SMA Negeri 1 Batanghari and the year of duty:

Table 5
The History of Principals in SMA Negeri 1 Batanghari
East Lampung

No.	Name	Year
1.	Drs. Abdullah Makmur H. A	1993 – 1997
2.	Drs. Jahidin Husein	1997 – 2000
3.	Drs. Slamet Sudianto	2000 – 2004
4.	Drs. Ketut Sutarta	2004 – 2012
5.	Siman Ragil S. Pd	2012 – 2013
6.	Drs. Nengah Surata	2013 – 2014
7.	Drs. Budi Rahayu, M.M	2014
8.	Suripto S. Pd	2014 – 2019
9.	Drs. Mujiono, M. Pd	2019 – now

Source: SMA Negeri 1 Batanghari Website

The geographical location of this school is a school that is in the middle of a resident's house, namely on Captain Harun Street, Nampirejo Village 47A, Batanghari District. To the south of SMA Negeri 1 Batanghari is bordered by residential areas. To the north it is bordered by residential areas. In the east it is bordered by Jln. Captain Harun and the settlement. To the west it is bordered by the residents' rice fields and a river in the valley behind the school.

b. Vision, Mission, and Purpose of SMA Negeri 1 Batanghari

1) Vision

To become a school with achievements based on faith and piety.

2) Mission

- a) Endeavor to launch various student development programs both in the academic and non-academic fields to produce graduates who are moral, knowledgeable, skilled, and have a nationality based on faith and piety.
- b) Develop curriculum content according to school character, but with national standards.
- c) Include educators and education staff to always attend training or workshops so that they become professional staff.
- d) Organizing peer teaching training to produce an enjoyable, enjoyable and meaningful learning process that is based on Spiritual Quantum Learning.
- e) Endeavour to procure complete educational facilities from simple to sophisticated such as the use of ICT.
- f) Striving for the development of a school website as an effective means of promotion.
- g) Empower various parties to form synergistic relationships in raising funds to improve school quality towards national standards.
- h) Ensuring the implementation of transparent and accountable school management.
- i) Striving for the implementation of a valid and authentic assessment or testing system

- 3) Purpose
- a) The creation of teachers who are proportional in their fields of study.
 - b) Producing graduates who are militant, qualified and responsible in practicing his knowledge.
 - c) The creation of a beautiful, clean and beautiful school environment so that the teaching and learning process can run smoothly well and it worked.
 - d) Students can live independently.
- c. School Identity of SMA Negeri 1 Batanghari
- Name of School : SMA Negeri 1 Batanghari
- NPSN/NSS : 10805998 / 301120402007
- Address : Jln. Kapten Harun 47 A Kec. Batanghari, Lampung Timur, Lampung.
- Postal Code : 34181
- Phone : 0852 6745 9668
- E-mail : sman01batanghari@gmail.com
- Website : <https://sman1batanghari.sch.id/>

d. The condition of SMA Negeri 1 Batanghari

1) Buildings of SMA Negeri 1 Batanghari

Table 6
Building of SMA Negeri 1 Batanghari

No.	Room Name	Condition		Total
		Good	Bad	
1.	Headmaster's Room	√	-	1
2.	Vice Headmaster's Room	√	-	1
3.	Staffroom	√	-	1
4.	Library	√	-	1
5.	Teacher's Room	√	-	1
6.	Classroom	√	-	17
7.	Computer Room	√	-	1
8.	Chemistry Lab	√	-	1
9.	Physics Laboratory	√	-	1
10.	Basketball Court	√	-	1
11.	Headmaster's Toilet	√	-	1
12.	Teacher's Toilet	√	-	1
13.	Library's Toilet	√	-	1
14.	Student's Toilet	√		1
15.	OSIS Room	√		1
16.	Warehouse	√		1
17.	Mosque	√	-	1
18.	Canteen	√	-	5
19.	School Medical Room	√	-	1

2) Conditions of Teachers and Official Employers in SMA Negeri 1 Batanghari.

Conditions of teacher and official employers in SMA Negeri 1 Batanghari have been good enough for learning process. The numbers of teacher and official employers in SMA Negeri 1 Batanghari can be identified as follows:

Table 7
Teacher Educational Background

MA/SMA	S1	S2
-	32	2

While the total and condition of the educational staff of SMA Negeri 1 Batanghari can be seen in the following table:

Table 8
Teacher Staff Background

SMP	MA/SMA	D3	S1	S2
4	5	1	3	-

Based on the entire working time, the condition of the teaching staff and education of SMA Negeri 1 Batanghari can be seen in the following table:

Table 9
The Condition of Educators/Educational Staf in View of Period Entire Work

No.	Energy	Total Working Time						Total
		<20th	20-29th	30-39 th	40-49 th	50-59 th	>59th	
1.	Teacher	10	16	6	-	-	-	32
2.	Staff	-	4	-	-	-	-	4
	Total	10	20	6	-	-	-	36

Meanwhile, in terms of age, the state of education staff at SMA Negeri 1 Batanghari can be seen in the following table:

Table 10
The Condition of Educators/Educational in Term of Age

No.	Energy	Total Working Time						Total
		<20th	20-29th	30-39 th	40-49 th	50-59 th	>59 th	
1.	Teacher	-	-	3	5	23	1	32
2.	Staff	-	-	-	-	4	-	4
	Total	-	-	3	5	27	1	36

3) Number of Students at SMA Negeri 1 Batanghari

The number of students in SMA Negeri 1 Batanghari is that can be identified as follows:

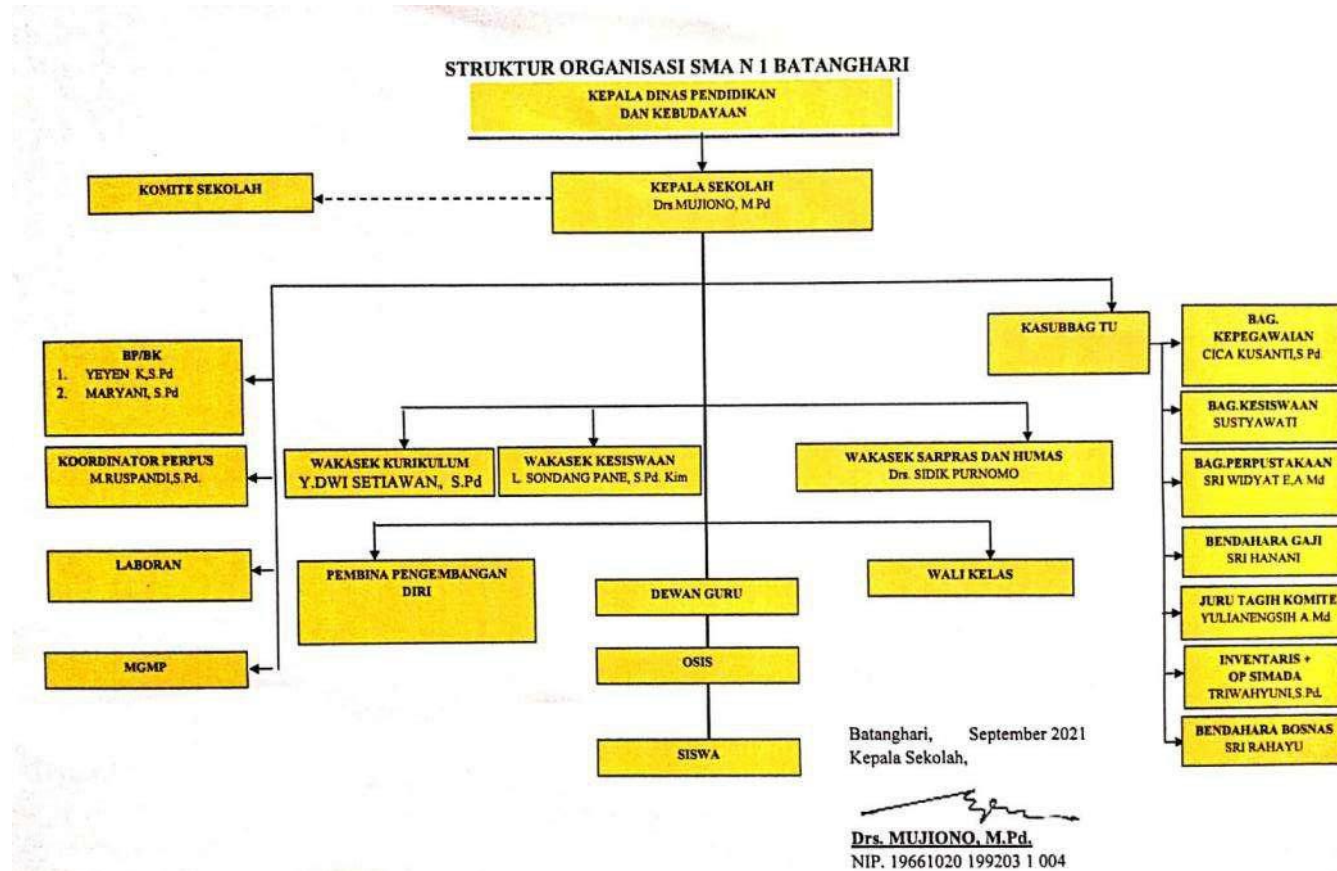
Table 11
The numbers of Students in SMA Negeri 1 Batanghari

No.	Class	IPA	IPS	Total
1.	X	92	93	185
2.	XI	77	75	152
3.	XII	69	73	142
Total		238	241	479

e. Organization structure of SMA Negeri 1 Batanghari

Figure 2

The Organization Structure of SMA Negeri 1 Batanghari



2. Description of Result Data Research

a. The Result of The Students' Pre-Test

The Data of Variable Reading Comprehension based on Pre-Test and Post-Test scores in the Experimental and Control class in English subjects.

1) The Result of the Students' Pre-Test

The writer conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The Result of Students' Experimental Class Pre-Test can be identified as follows:

Table 12

The Pre-test Result of the Experimental Class (X.4) at the Eleventh Graders of SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AHS	20	12	12	16	3	63
2.	AP	19	16	13	15	4	67
3.	AA	20	13	13	15	3	64
4.	AK	25	17	13	17	5	77
5.	AS	21	17	13	20	4	75
6.	BAP	20	13	13	16	3	65
7.	ACL	21	13	13	17	4	68
8.	DFAD	19	14	11	18	4	66
9.	DP	20	13	13	15	3	64
10.	DA	21	13	13	17	3	67
11.	EAR	20	13	13	16	3	65
12.	ESR	20	13	13	17	4	67
13.	ER	22	15	13	17	5	72
14.	FAR	20	12	13	17	3	65
15.	FR	24	17	13	21	4	79
16.	GAS	20	16	13	20	4	73
17.	IK	20	13	13	17	4	67

18.	JN	21	13	13	17	4	68
19.	KF	20	13	12	15	3	63
20.	MA	19	13	12	17	3	64
21.	MBN	20	13	13	17	3	66
22.	MSM	26	17	13	17	3	78
23.	NS	22	16	13	16	5	72
24.	NP	22	15	10	17	5	69
25.	RA	22	14	12	16	5	69
26.	RF	23	15	13	17	5	73
27.	RJ	26	17	13	17	5	78
28.	SP	19	12	12	15	3	61
29.	TF	19	13	13	17	3	65
30.	V	20	17	13	17	4	71
31.	YR	22	17	13	17	4	73
Total							2134
Average							69
The Highest Score							79
The Lowest Score							61
The number of the students who got 75 more							4

Source: The Result of Students' Experimental Class Pre-Test on July 25th, 2023.

Based on the table above, the writer measured the class interval using Sugiono's formula as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 79 - 61$$

$$= 18$$

$K = 1 + 3.3 \log n$

$$= 1 + 4.954 = 5.954$$

$$= 6$$

$P = \frac{R}{K}$

$$= \frac{18}{6} = 3$$

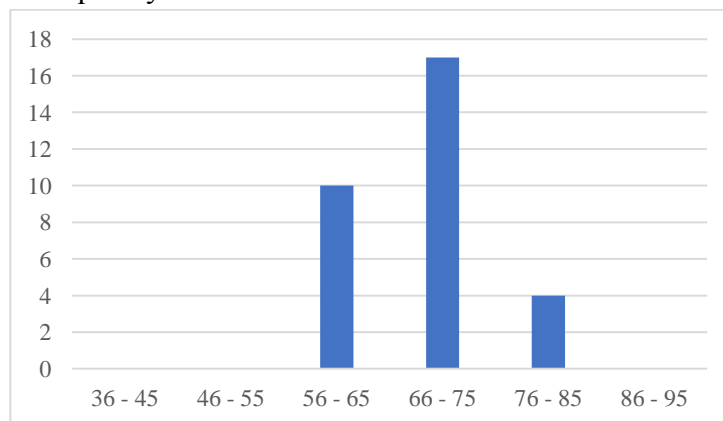
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 13
Frequency Distribution as the Result of Experimental Class Pre-Test at the Eleventh Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages%
36 – 45	0	Very Poor	0%
46 – 55	0	Poor	0%
56 – 65	10	Poor	32%
66 – 75	17	Fair	55%
76 – 85	4	Good	13%
86 – 95	0	Very Good	0%
	31		100%

Based on the table of frequency distribution above, it can be inferred there was four students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the student's reading comprehension is poor.

Graph 1
Frequency of Student's Score in Pre-Test Class X.4



The graph of table frequency distribution above described that the result of the student's scores of pre-test class X.4 (experimental class). There were 0 student (0%) got score 36-45. Furthermore, there were 0 student (0%) who got score 46-55, and then 10 students (32%) who got score 56-65, there were 17 students (55%) who got score 66-75, there were 4 students (13%) who got score 76-85, and 0 student (0%) got score 86-95. From the data above, it can be seen that students writing skill in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follow:

Table 14

The Pre-test Result of the Control Class (X.5) at the Eleventh Graders of SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AMZG	20	13	13	17	4	67
2.	APP	21	13	13	17	4	68
3.	AMN	20	13	13	17	3	66
4.	AS	20	13	13	16	4	66
5.	AM	20	13	13	17	4	67
6.	ALMPM	26	17	13	17	5	78
7.	AWS	26	17	17	19	4	83
8.	CTN	24	17	17	18	4	80
9.	DAA	21	13	13	16	4	67
10.	DES	26	17	13	17	5	78
11.	EF	21	17	13	17	4	72
12.	EFY	17	12	13	15	3	58
13.	EF	26	17	13	17	4	77
14.	FH	20	13	13	19	4	69
15.	FNF	18	17	13	18	4	70
16.	HFS	20	17	13	16	4	70

17.	INH	20	17	13	17	4	71
18.	JPS	21	14	13	17	3	68
19.	KAZ	21	13	13	17	3	67
20.	MMK	17	12	13	15	3	58
21.	MFM	21	17	13	17	3	71
22.	NFR	26	17	13	17	5	78
23.	NN	18	17	13	17	4	69
24.	NS	26	17	13	17	5	78
25.	RP	21	13	13	19	4	70
26.	RA	20	13	13	17	3	66
27.	RS	19	13	13	17	4	66
28.	SDR	21	13	13	17	4	68
29.	TA	21	13	12	16	3	65
30.	VAM	25	17	13	17	5	77
31.	ZFAR	21	13	13	17	3	67
Total							2134
Average							69
The Highest Score							79
The Lowest Score							61
The number of the students who got 75 more							4

Source: The Result of Students' Control Class Pre-Test on July 26th, 2023.

Based on the table above, the writer measured the class interval using Sugiono's formula as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 83 - 58$$

$$= 25$$

$K = 1 + 3.3 \log n$

$$= 1 + 4.954 = 5.954$$

$$= 6$$

$P = \frac{R}{K}$

$$= \frac{25}{6} = 4,16$$

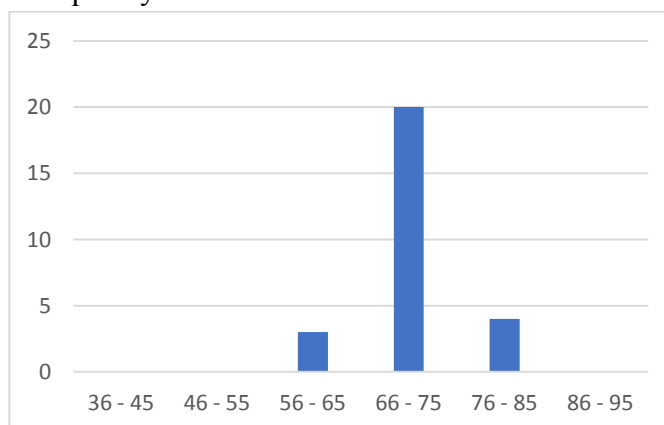
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 15
Frequency Distribution as the Result of Control Class Pre-Test at the Eleventh Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages%
36 – 45	0	Very Poor	0%
46 – 55	0	Poor	0%
56 – 65	3	Poor	10%
66 – 75	20	Fair	64%
76 – 85	8	Good	26%
86 – 95	0	Very Good	0%
	31		100%

Based on the table of frequency distribution above, it can be inferred there was eight students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill in pre-test class X.4 (Control Class) is very low.

Graph 2
Frequency of Student's Score in Pre-Test Class X.5



The graph of table frequency distribution above described that the result of the students scores of pre-test class X.4 (control class). There were 0 student (0%) got score 36-45. Furthermore, there were 0 student (0%) who got score 46-55, and then 3 students (10%) who got score 56-65, there were 20 students (64%) who got score 66-75, there were 8 students (26%) who got score 76-85, and 0 student (0%) got score 86-95. From the data above, it can be seen that students writing skill in pre-test was unsatisfied.

2) The Result of the students' Post-Test

The writer was conducted the post-test on August 8th-9th, 2023. The writer has done the post-test to measure the students' writing skill after the treatment (the implementation of team pair solo technique) was given. The post-test which was used in this research is also writing test. The result of post-test can be identified as follow:

Table 16
The Post-test Result of the Experimental Class (X.4) at the Eleventh
Graders of SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AHS	20	16	13	17	4	70
2.	AP	24	17	17	17	4	79
3.	AA	22	17	13	15	5	72
4.	AK	22	17	13	15	5	72
5.	AS	27	19	20	22	5	93
6.	BAP	22	17	13	15	3	70
7.	ACL	22	17	17	17	4	77

8.	DFAD	21	20	17	16	4	78
9.	DP	19	20	17	16	4	76
10.	DA	19	17	13	19	3	71
11.	EAR	23	17	17	19	4	80
12.	ESR	22	16	17	20	5	80
13.	ER	21	16	15	17	13	72
14.	FAR	19	17	17	14	3	70
15.	FR	24	16	17	19	4	80
16.	GAS	24	18	17	16	4	79
17.	IK	18	17	15	17	3	70
18.	JN	23	18	17	15	4	77
19.	KF	17	13	15	17	3	66
20.	MA	21	18	15	19	4	77
21.	MBN	21	18	15	18	4	76
22.	MSM	26	20	17	20	4	87
23.	NS	21	17	17	21	4	80
24.	NP	21	18	15	18	4	76
25.	RA	21	18	15	18	4	76
26.	RF	22	18	17	22	5	84
27.	RJ	21	17	17	21	5	81
28.	SP	20	17	17	13	3	70
29.	TF	21	18	17	18	4	78
30.	V	23	19	18	23	4	87
31.	YR	27	19	18	25	4	93
Total							2397
Average							77
The Highest Score							93
The Lowest Score							66
The number of the students who got 75 more							21

Source: The Result of Students' Experimental Class Post-Test on August 8th, 2023.

Based on the table above, the writer measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 93 - 66 \\
 &= 27
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 4.954 = 5.954 \\
 &= 6 \\
 P &= \frac{R}{K} \\
 &= \frac{27}{6} = 4,5
 \end{aligned}$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

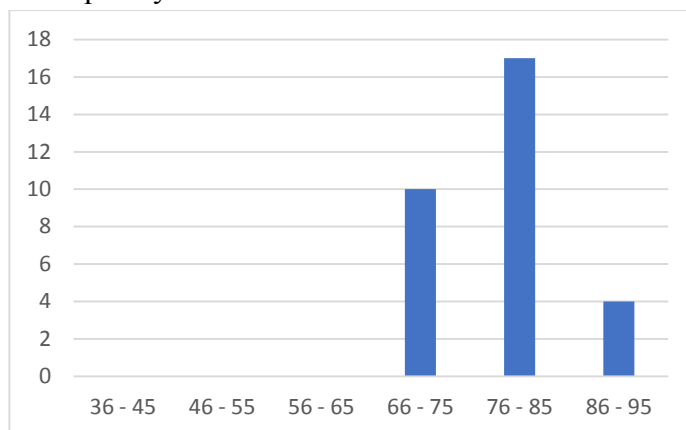
Table 17
Frequency Distribution as the Result of Experimental Class Pre-Test at the
Eleventh Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages%
36 – 45	0	Very Poor	0%
46 – 55	0	Poor	0%
56 – 65	0	Poor	0%
66 – 75	10	Fair	32%
76 – 85	17	Good	55%
86 – 95	4	Very Good	13%
	31		100%

Based on the table of frequency distribution above, it can be inferred there was 21 students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill in post-test class X.4 (Experimental Class) was increase very good.

Graph 3

Frequency of Student's Score in Post-Test Class X.4



The graph of table frequency distribution above described that the result of the student scores of post-test class X.4 (experimental class). There were 0 student (0%) got score 36-45. Furthermore, there were 0 student (0%) who got score 46-55, and then 0 student (0%) who got score 56-65, there were 10 students (32%) who got score 66-75, there were 17 students (55%) who got score 76-85, and 4 students (13%) got score 86-95. From the data above, it can be seen that students writing skill in pre-test was good.

The writer also conducted post-test for the experimental class. The result of the students' post-test at the experimental class can be identified as follows:

Table 18
The Post-test Result of the Control Class (X.5) at the Eleventh Graders of
SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AHS	20	13	13	17	4	67
2.	AP	22	17	18	19	4	80
3.	AA	21	18	18	21	4	82
4.	AK	20	17	13	16	4	70
5.	AS	18	17	15	16	3	69
6.	BAP	23	19	17	18	5	82
7.	ACL	27	19	18	22	4	90
8.	DFAD	26	17	18	22	4	87
9.	DP	22	17	18	19	4	80
10.	DA	22	18	17	17	4	78
11.	EAR	22	17	18	19	4	80
12.	ESR	23	17	17	18	4	79
13.	ER	22	17	18	19	4	80
14.	FAR	21	17	16	15	3	72
15.	FR	21	16	15	16	3	71
16.	GAS	20	17	13	16	4	70
17.	IK	21	18	17	17	4	77
18.	JN	21	16	15	16	3	71
19.	KF	22	18	17	17	4	78
20.	MA	19	16	17	15	3	70
21.	MBN	21	17	17	15	3	73
22.	MSM	22	17	18	20	5	82
23.	NS	21	18	17	17	4	77
24.	NP	25	18	19	19	4	85
25.	RA	21	15	13	19	4	72
26.	RF	20	17	13	17	3	70
27.	RJ	25	17	16	19	4	81
28.	SP	21	16	16	15	3	71
29.	TF	20	16	15	15	3	69
30.	V	25	18	17	19	4	83
31.	YR	21	17	17	15	3	73
Total							2369
Average							76
The Highest Score							90

The Lowest Score	67
The number of the students who got 75 more	17

Source: The Result of Students' Control Class Post-Test on August 9th, 2023.

Based on the table above, the writer measured the class interval using Sugiono's formula as follows:

$$\begin{aligned} R &= \text{the highest score} - \text{the lowest score} \\ &= 90 - 67 \\ &= 23 \end{aligned}$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 4.954 = 5.954 \\ &= 6 \end{aligned}$$

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{23}{6} = 3,8 \end{aligned}$$

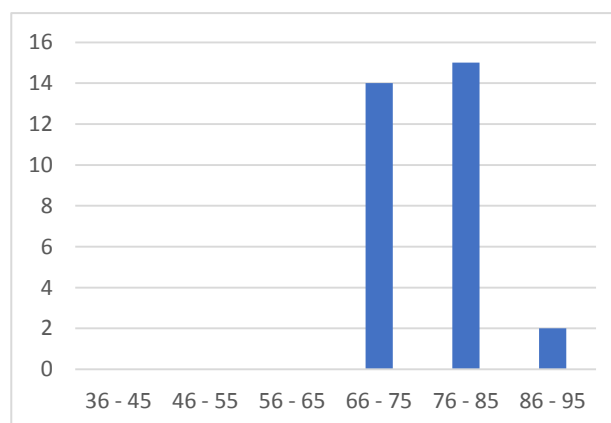
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 19
Frequency Distribution as the Result of Control Class Pre-Test at the Eleventh Graders of SMA Negeri 1 Batanghari

Interval	Frequency	Category	Percentages%
36 – 45	0	Very Poor	0%
46 – 55	0	Poor	0%
56 – 65	0	Poor	0%
66 – 75	14	Fair	45%
76 – 85	15	Good	48%
86 – 95	2	Very Good	7%
	31		100%

Based on the table of frequency distribution above, it can be inferred there was 17 students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill in post-test class X.5 (Control Class) was increase good.

Graph 4
Frequency of Student's Score in Post-Test Class X.5



The graph of table frequency distribution above described that the result of the student scores of post-test class X.5 (control class). There were 0 student (0%) got score 36-45. Furthermore, there were 0 student (0%) who got score 46-55, and then 0 student (0%) who got score 56-65, there were 14 students (45%) who got score 66-75, there were 15 students (48%) who got score 76-85, and 2 students (7%) got score 86-95. From the data above, it can be seen that students writing skill in post-test was good.

3. Hypothesis Testing

After the writer give treatment by team pair solo technique, the writer analysed the data by using Normality Test and Paired Sample T-Test in order to prove whether there was any positive and significant influence of team pair solo technique toward students' writing skill at the Eleventh graders of SMA Negeri 1 Batanghari East Lampung as follow (Ho) is accepted, if there was a positive and significant influence of team pair solo technique toward student's writing skill. And (Ho) was rejected, if there was no positive and significant influence of team pair solo technique toward students' writing skill.

a. Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the writer used SPSS 22.0 for windows with;

Ho : The data that has been collected was abnormally distributed.

Ha : The data that has been collected was normally distributed.

Normality Test Guidelines;

- 1) If the probability or Sig. (Shapiro-Wilk) $> \alpha$ (0.05), then the null hypothesis (Ho) is rejected.

- 2) If the probability or Sig. (Shapiro-Wilk) $< \alpha$ (0.05), then the null hypothesis (H_0) is accepted.

Table 20
The result of normality tests by using SPSS

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Results	Pre-Test Experiment Class	.160	31	.041	.929	31	.042
	Post Test Experiment Class	.160	31	.041	.929	31	.042
	Pre-Test Experiment Class	.156	31	.053	.924	31	.030
	Post Test Experiment Class	.165	31	.031	.937	31	.070

a. Lilliefors Significance Correction

Based on the table, could be seen that all the probability or Sig. number (Shapiro-Wilk) from the whole 2 classes were 041, 031. Since the probability or Sig. number (Shapiro-Wilk) $>$ than the α (0.05), hence the H_0 is rejected and the H_a is accepted. It means, the whole data that has been collected was normally distributed.

In addition, in order to make clear understanding, the writer have made the interpretations' table of normality test. The table as followed:

Table 21
The interpretation table of normality test

No	Class	Sig	Criteria	Category
1.	Post-Test Experimental Class	041	> 0.05	Normal
2.	Post-Test Control Class	031	> 0.05	Normal

b. T-Test

Table 22
The Authentic Table of the Differences between Experimental Class and Control Class at the Eleventh Graders of SMA Negeri 1 Batanghari

Experimental Class						Control Class					
No.	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)	X ²	No.	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)	X ²
1.	AHS	63	70	7	49	1.	AMZG	67	67	0	0
2.	AP	67	79	12	144	2.	APP	68	80	12	144
3.	AA	64	72	12	144	3.	AMN	66	82	16	256
4.	AK	77	72	-5	25	4.	AS	66	70	4	16
5.	AS	75	93	18	324	5.	AM	67	69	2	4
6.	BAP	65	70	5	25	6.	ALMPM	78	82	4	16
7.	ACL	68	77	9	81	7.	AWS	83	90	7	49
8.	DFAD	66	78	12	144	8.	CTN	80	87	7	49
9.	DP	64	76	12	144	9.	DAA	67	80	13	169
10.	DA	67	71	4	16	10.	DES	78	78	0	0
11.	EAR	65	80	15	225	11.	EF	72	80	8	64
12.	ESR	67	80	13	169	12.	EFY	58	79	21	441
13.	ER	72	72	0	0	13.	EF	77	80	3	9
14.	FAR	65	70	5	25	14.	FH	69	72	3	9
15.	FR	79	80	1	1	15.	FNF	70	71	1	1
16.	GAS	73	79	6	36	16.	HFS	70	70	0	0
17.	IK	67	70	3	9	17.	INH	71	77	6	36
18.	JN	68	77	9	81	18.	JPS	68	71	3	9
19.	KF	63	66	3	9	19.	KAZ	67	78	11	121
20.	MA	64	77	13	169	20.	MMK	58	70	12	144
21.	MBN	66	76	10	100	21.	MFM	71	73	2	4

22.	MSM	78	87	9	81	22.	NFR	78	82	4	16
23.	NS	72	80	8	64	23.	NN	69	77	8	64
24.	NP	69	76	7	49	24.	NS	78	85	7	49
25.	RA	69	76	7	49	25.	RP	70	72	2	4
26.	RF	73	84	11	121	26.	RA	66	70	4	16
27.	RJ	78	81	3	9	27.	RS	66	81	15	225
28.	SP	61	70	9	81	28.	SDR	68	71	3	9
29.	TF	65	78	13	169	29.	TA	65	69	4	16
30.	V	71	87	16	256	30.	VAM	77	83	6	36
31.	YR	73	93	20	400	31.	ZFAR	67	73	6	36
	The Result	2175	2369	272	3199		The Result	2175	2369	194	2012

Putting the data into t-test formula in order to get tobserved :

$$\begin{aligned}
 M_x &= \frac{272}{31} \\
 &= 8,77 \\
 \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{n} \\
 &= 3199 - \frac{(272)^2}{31} \\
 &= 3199 - \frac{73984}{31} \\
 &= 3199 - 2387 \\
 \sum x^2 &= 812 \\
 M_y &= \frac{194}{31} \\
 &= 6,25 \\
 \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{n} \\
 &= 2012 - \frac{(194)^2}{31} \\
 &= 2012 - \frac{37636}{31} \\
 &= 2012 - 1214 \\
 \sum y^2 &= 798
 \end{aligned}$$

Therefore, the writer counted by using the formula of t-test as

follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{8,77 - 6,25}{\sqrt{\left(\frac{812 + 798}{31 + 31 - 2}\right) \left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$= \frac{2,52}{\sqrt{\left(\frac{1610}{60}\right) \left(\frac{2}{62}\right)}}$$

$$= \frac{2,52}{\sqrt{(26,8 \times 0,032)}}$$

$$= \frac{2,52}{\sqrt{(0,857)}} = \frac{2,52}{0,428} = \mathbf{5,88}$$

Moreover, after putting the data above into formula t-test, the writer got $t_{observed}$ is 5,88.

To know the critical value of t_{table} , the writer firstly counted degrees of freedom (d.f), as follows

$$\begin{aligned} \text{d.f} &= N_x + N_y - 2 \\ \text{d.f} &= 31 + 31 - 2 \\ &= 60 \end{aligned}$$

The degrees of freedom (d.f) was 60, the writer find it in t-table.

So, it is not done interpolation.

Tabel 23
Critical Value of t_{table}

	5%	1%
d.f 60	1.67	2.39

Source: Junaidi, 2010. Titik Persentase Distribusi t, P.2

From all the data analysis above, it can be known that:

$$t_{observed} = 5.88$$

$$t_{table} = 1.68 (5\%) \text{ and } 2.41 (1\%)$$

Honestly, the writer has formulated the null hypothesis (H_0) and alternative hypothesis (H_a) are as follows:

1) Null Hypothesis (H_0)

There is no a positive and significant influence of team pair solo Technique toward students writing skill at the Eleventh graders of SMA Negeri 1 Batanghari. Furthermore, after H_a and H_0 has formulated, the writer consulted $t_{observed}$ to t_{table} and f_o to f_h as follows:

a) If $t_{observed} > t_{table}$, So H_a is accepted and H_0 is rejected.

b) If $t_{observed} < t_{table}$, So H_a is rejected and H_0 is accepted.

It means that if the $t_{observed}$ is higher than t_{table} there is a positive influence, H_a is accepted and H_0 is rejected. On the other way, if the $t_{observed}$ is smaller than t_{table} there is no a positive influence, H_a is rejected and H_0 is accepted.

2) Alternative hypothesis (H_a)

The hypothesis applied in this present research is there is a positive influence of team pair solo Technique toward students writing skill at the Eleventh graders of SMA Negeri 1 Batanghari.

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table} , or it can be written as $1.67 < 5,88 > 2.39$. It means that there is a positive influence of team pair solo Technique toward students

writing skill at the Eleventh graders of SMA Negeri 1 Batanghari.

B. Discussion

In this research, there are two variables consisting of independent variable and dependent variable. Independent variable (X) is Team Pair Solo technique and dependent variable (Y) is writing skill in descriptive text. The variables were tested by using formula of csample paired T-test to investigate whether there is a positive and significant influence of Team Pair Solo Technique towards students` writing skill at the eleventh graders of SMA Negeri 1Batanghari East Lampung.

The writer found the problems toward student`s writing skill descriptive text. One of them is the student feel dificult to express their idea in writing descriptive text. So, based on the problem, the writer gave Team Pair Solo technique to student writing descriptive text in the class. The student can be interaction and share information with their friend about the material.

Team Pair Solo is one of the techniques that used in writing skill. Team Pair Solo technique is considered as an important dominant tool in enhancing the process of learning English writing. The writer uses this technique because Team Pair Solo can make the student more active by socially supportive peers and can improve their knowledge of writing, although sometimes it need time consuming.

By using Team Pair Solo technique, the student make the pairs or group and discuss about the material especially in descriptive text. The student

collect information about the descriptive text such as; characteristics, part, quality, etc. Team Pair Solo is a way to help students who are passive in group activities could be involved in so that they can do the same work in team, pair and solo get checking arrangement. By giving written and oral comment with the team and pair, students will be helped to know their mistakes on writing and also know to solve their problem. Furthermore, in the next writing, the students are hoped to decrease their incorrect writing. So, they can produce better writing than previous one.

After the student gave this technique, their knowledge about descriptive will be increase. The students at the tenth grade of SMA Negeri 1 Batanghari East Lampung, particularly XI.4 and XI.5 had done pre- test and post- test where by before holding the post test, the writer gave them certain treatment that consisted Team Pair Solo technique. There is a significant influence of Team Pair Solo technique to them. It concludes that Team Pair Solo technique is an alternative technique that had influence on the student's writing skill in descriptive text. It could be seen by the result of pre- test and post- test. The score they had got before and after treatment was so different that in the pre-test class X.4, the average score was 69, in post –test was 77 and pre-test class X.5, the average score was 69, and post-test was 76.

Researchers have formulated the table that will be observed as follows:

1. If $t_{\text{observed}} > t_{\text{table}}$, then H_a is accepted and H_o is rejected.
2. If $t_{\text{observed}} < t_{\text{table}}$, then H_a is rejected and H_o is accepted.

Researchers have formulated alternative hypotheses (H_a) such as "There is a positive and significant influence of the Solo Team Pair Technique on the writing skills Eleventh grade of SMA Negeri 1 Batanghari."

In the end, the data confirms that $t_{table} = 5.88$ is higher than $t_{table} 1.67$ at the 5% significance level and 2.39 at the 1% significance level. So, it can be concluded that "there is a positive and significant influence of the Solo Team Pair Technique on the Writing Skills of Class X Students of SMA Negeri 1 Batanghari."

However, after conducting research and obtaining data from tests and documentation, researchers found several problems and limitations as follows:

a. Problems in implementing the Solo Team Pair Technique.

In the first treatment activity, the writer did not encounter any difficulties in managing the class. Most students are able to be active and participate fully during learning. However, at the end of the treatment activity, the writer experienced difficulty in managing the class because students lost concentration or focus. For example, when researchers asked students to write a descriptive text, most of the students seemed very busy with their friends, some even occasionally asked permission to go to the toilet in turn. Apart from that, the class is also a bit noisy.

b. Students' problems in writing skills.

Some students don't really care about vocabulary and how to arrange words into sentences. So, they have difficulty in understanding the text.

- c. This research was conducted on the understanding of class X students of SMA Negeri 1 Batanghari.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Writing is one of the forms of communicating by using written language. The one of the kinds writings is descriptive text. Descriptive text is writer tries to make the readers to image or to visualize the object that the writer described about; characteristics, part, quality, etc. One of the problems when writing descriptive text is the student feel difficult to express their idea. Team Pair Solo is one of technique that used in writing skill.

Team Pair Solo is a way to help students who are passive in an activity to get involved so they can do the same work in groups, pairs and individually to get checking arrangements. By providing written and oral comments in groups and individually, students will be helped to find out their mistakes in writing and also know how to solve the problem. Team Pair Solo can find out which students are more active in groups, pairs or individually and can improve their knowledge in writing. So, students will find it easy to express their ideas when writing descriptive text.

To investigate whether there is a positive and significant influence of Team Pair Solo technique toward students' writing skill the writer were tested by using t-test formula. After analyzing the data by using t-test formula, the writer found that the critical value of $t_{observed}$ is 5,88 Then, considering the t_{table} by using $df.60$, the writer found it in the table. So, it is not done

interpolation. It can be known that the critical value of t_{table} for the 5% level is 1.67 and for the 1% level is 2.39

From those all of the data analysis, it can be seen that $t_{observed}$ (5,35) is higher than t_{table} (5%=1.67. 1%=2.39), or it can be written as $(1.67 < 5,35 > 2.39)$. It means there is a positive influence.

Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influence of Team Pair Solo Technique toward students writing skill at the Eleventh graders of SMA Negeri 1 Batanghari.

B. Suggestion

To motivate students to learn English, interesting techniques or strategies can help motivate them. One technique is the Team Pair Solo technique. Based on the explanation above, researchers suggest the following:

1. For Teachers

Teachers should choose a great technique in teaching English, especially in writing classes so that students can more participate fully in class and understand the material presented by the teacher, because with by a great technique in teaching and learning, it can automatically improve the student motivation in the learning process and try as hard as possible to receive the material taught by the teacher.

2. For Students

- a. The students must be more active in learning English, if they do not understand the lessons taught by their teacher, they must ask their teacher.
- b. The students must be more attention to vocabulary in writing and arranging words into sentences, especially in writing skills.
- c. The students are advised to improve their writing skills.

3. For School

- a. The writer really hopes that this research can make a contribution to the school, such as good inspiration for further studies in writing skills.
- b. The school is advised to carry out further studies in implementing the Team Pair Solo Technique used by teachers in writing skills.

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APPENDICES

Appendices 1

SILABUS PEMBELAJARAN

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA (SMA Negeri 1 Batanghari)

Kelas : X (Sepuluh)

Kompetensi Inti :

K1 : Menghayati ajaran agama yang dianutnya

K2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

K3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

K4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Mengidentifikasi informasi dalam teks deskripsi tentang objek (sekolah, tempat	Teks deskripsi <ul style="list-style-type: none">Pengertian teks deskripsi	<ul style="list-style-type: none">Mengamati model-model teks deskripsi.Merumuskan pengertian dan menjelaskan isi teks deskripsi	<ul style="list-style-type: none">Tugas TulisObservasiPortofolio	2 x 40	- Buku cetak Bahasa Inggris

<p>wisata, tempat bersejarah, atau suasana, dll) yang didengar dan dibaca. 4.1. Menentukan isi teks deskripsi objek (tempat wisata, tempat bersejarah, suasana, dll) yang didengar dan dibaca.</p>	<ul style="list-style-type: none"> • Isi teks deskripsi • Ciri umum teks deskripsi • Struktur teks deskripsi • Kaidah kebahasaan 	<ul style="list-style-type: none"> • Mendaftar ciri umum teks deskripsi yang mencakup struktur dan kaidah kebahasaannya. • Mengerjakan sejumlah kegiatan secara berkelompok dan individual untuk menentukan isi dan ciri-cirinya berdasarkan struktur dan kaidah-kaidahnya. • Mengidentifikasi model teks observasi lainnya lainnya dari • berbagai sumber untuk menentukan isi dan ciri-cirinya. 			<p>kelas X - Contoh Teks Deskripsi</p>
<p>3.2 Menelaah struktur dan kaidah kebahasaan dari teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan atau suasana pentas seni daerah) yang didengar dan dibaca. 4.2 Menyajikan data, gagasan, kesan dalam</p>	<ul style="list-style-type: none"> • Struktur teks deskripsi dan contoh-contoh telaahannya. • Kaidah-kaidah kebahasaan teks eksposisi dan contoh-contoh telaahannya. • Prosedur/ Langkah 	<ul style="list-style-type: none"> • Mengamati model struktur dan kaidah-kaidah teks deskripsi. • Membaca teks deskripsi untuk ditelaah struktur dan kaidah-kaidah kebahasaannya. • Menyajikan teks deskripsi berdasarkan hasil pengamatan terhadap sebuah 			

<p>bentuk teks deskripsi tentang objek (sekolah, tempat wisata, tempat bersejarah, dan atau suasana pentas seni daerah) secara tulis dan lisan dengan memperhatikan struktur, kebahasaan baik secara lisan dan tulis.</p>	<p>menulis teks deskripsi.</p> <ul style="list-style-type: none"> • Teknik penyuntingan teks deskripsi. 	<p>objek lingkungan.</p> <ul style="list-style-type: none"> • Melakukan penyuntingan terhadap teks deskripsi teman. 			
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Appendices 2

THE LESSON PLAN 1

(Experiment Class)

The Name of School	: SMA Negeri 1 Batanghari
Class/Term	: X (Eleventh)/ 2 (second)
Subject	: English
Kind of Text	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

A. Standard Competence

Analyzing social functions, structure text, and linguistic elements in the text simple descriptive about famous people, country, and buildings historical, corresponding to the context in which it is used.

B. Basic Competence

Properly compose simple oral and written descriptive text about famous people, country, and buildings historical, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.

C. Indicators

1. Using simple present tense to describe the general object in descriptive text.
2. Writing text in the form of descriptive.

D. The Purpose of Learning

1. Students are able to use simple present tense to describe the general object in descriptive text.
2. Students are able to write a text in the form of descriptive.

E. The Material

1. Definition of descriptive text

Descriptive text is a text which says what a person or a thing is like. It's purpose is to describe and reveal a particular person, place, or thing. But in particular, the descriptive text is a text that explains about whether a person or

an object is like, whether form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2. Generic structure of descriptive text

There are two generic structure of descriptive text namely :

- a. **Identification** : (Contains about the introduction of a person, place, animal or object will be described).
- b. **Description** : contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer describes.

3. Language feature of descriptive text

- a. Specific participant : has a certain object, is not common and unique (only one). For example : Bandengan Beach, my house, Borobudur temple.
- b. The use of adjective (an adjective) to clarify the noun, for example : a beautiful beach, a handsome man, the famous place in Madiun, etc.
- c. The use of simple present tense : The sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb : verbs that show an activity (for example : run, sleep, walk, cut, etc).

4. Example of descriptive text

The Stairway

When I was two or three years old, I lived in a house that had a strange, atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her every time. I went to my room, for my room was the first room beyond the stairs on the

second floor. The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her I glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memories.

F. Teaching technique

-

G. Teaching activity activities

<ul style="list-style-type: none"> a. Pre-activity b. Teacher gives greeting to students c. Praying d. Teacher calls roll of the students e. Teacher gives warming up to students about the last topic
<p>While activity (pre-test)</p> <ul style="list-style-type: none"> a. Teacher explain what descriptive text, it's generic structure and language features of descriptive text. b. Teacher gives the students some topics about descriptive text. c. Each students chooses one of the topics which they want to write. d. Each students writes a descriptive text based on the prior knowledge. (individually) e. The teacher access the students assignment.
<p>Post-Activity</p> <ul style="list-style-type: none"> a. Teacher will provide the conclusions of the material have been learned. b. Teacher gives reflection. c. Teacher assign tasks (homework) to students. d. Teacher give closing greeting.

H. Media in learning activities

1. LCD Projector, screen, and laptop.
2. White board.
3. English Book.
4. English dictionary.

I. Evaluation

Technique : Skill-assessment

Type : Writing test

Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph.

Scoring Standard :

The Standard Score

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to	Adequate range,

Vocabulary		average	occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

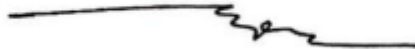
Batanghari, May 17th, 2023

English teacher of the Eleventh
grade of SMA Negeri 1
Batanghari



MURDIYANTO, S.Pd
NIP.19690317 200701 1 028

The Headmaster of SMA Negeri 1
Batanghari



Drs. MUJIONO, M.Pd
NIP. 19661020 199203 1 004

The writer



AKIEF SETIAWAN
NPM. 1901051008

Appendices 3

THE LESSON PLAN 2

(Control Class)

The Name of School	: SMA Negeri 1 Batanghari
Class/Term	: X (Eleventh)/ 2 (second)
Subject	: English
Kind of Text	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

J. Standard Competence

Analyzing social functions, structure text, and linguistic elements in the text simple descriptive about famous people, country, and buildings historical, corresponding to the context in which it is used.

K. Basic Competence

Properly compose simple oral and written descriptive text about famous people, country, and buildings historical, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.

L. Indicators

3. Using simple present tense to describe the general object in descriptive text.
4. Writing text in the form of descriptive.

M. The Purpose of Learning

3. Students are able to use simple present tense to describe the general object in descriptive text.
4. Students are able to write a text in the form of descriptive.

N. The Material

5. Definition of descriptive text

Descriptive text is a text which says what a person or a thing is like. It's purpose is to describe and reveal a particular person, place, or thing. But in particular, the descriptive text is a text that explains about whether a person or

an object is like, whether form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

6. Generic structure of descriptive text

There are two generic structure of descriptive text namely :

- c. Identification** : (Contains about the introduction of a person, place, animal or object will be described).
- d. Description** : contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer describes.

7. Language feature of descriptive text

- e. Specific participant : has a certain object, is not common and unique (only one). For example : Bandengan Beach, my house, Borobudur temple.
- f. The use of adjective (an adjective) to clarify the noun, for example : a beautiful beach, a handsome man, the famous place in Madiun, etc.
- g. The use of simple present tense : The sentence pattern used is simple present because it tells the fact of the object described.
- h. Action verb : verbs that show an activity (for example : run, sleep, walk, cut, etc).

8. Example of descriptive text

The Stairway

When I was two or three years old, I lived in a house that had a strange, atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her every time. I went to my room, for my room was the first room beyond the stairs on the

second floor. The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her I glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memories.

O. Teaching technique

The teacher uses the team pair solo technique in teaching descriptive text. This technique is divided into 3 parts, namely : Team stage, Pair stage, and Solo stage. In the Team stage, students are divided into several teams and one team consists of 4-6 students and then chooses one of the topics in the descriptive text that the teacher has provided. After that, the students were divided again from the team into pairs and then chose one of the topics of the descriptive text that the teacher had given. Finally, students are divided back into individuals and you choose one of the topics in the descriptive text that the teacher has provided. This technique aims to measure students' skills in writing descriptive text.

P. Teaching activity activities

f. Pre-activity
g. Teacher gives greeting to students
h. Praying
i. Teacher calls roll of the students
j. Teacher gives warming up to students about the last topic
While the activity (post-test)
a. The teacher explains what is descriptive text, it's generic structure

and language features of descriptive text.

- b. The teacher gives students several topics about descriptive text.
- c. The teacher applies the Team Pair Solo technique in learning.
- d. The teacher divides students into several teams and then chooses one of the topics they want to write about (4-6 students).
- e. The teacher breaks the team into pairs and then chooses one of the topics they want to write about.
- f. The teacher breaks the students into pairs again and then chooses one of the topics they want to write about.
- g. Each student writes a descriptive text based on prior knowledge. (individually)
- h. The teacher accesses student assignments.

Post-Activity

- e. Teacher will provide the conclusions of the material have been learned.
- f. Teacher gives reflection.
- g. Teacher assign tasks (homework) to students.
- h. Teacher give closing greeting.

Q. Media in learning activities

5. LCD Projector, screen, and laptop.
6. White board.
7. English Book.
8. English dictionary.

R. Evaluation

Technique : Skill-assessment

Type : Writing test

Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph.

Scoring Standard :

The Standard Score

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions,

			etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

Batanghari, May 17th, 2023

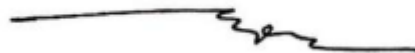
The writer

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ARIEF SETIYAWAN
NPM. 1901051008

Appendices 4

THE LESSON PLAN 3

(Experiment Class)

The Name of School	: SMA Negeri 1 Batanghari
Class/Term	: X (Eleventh)/ 2 (second)
Subject	: English
Kind of Text	: Descriptive Text
Skill	: Writing
Time Allocation	: 2 x 45 Minutes

S. Standard Competence

Analyzing social functions, structure text, and linguistic elements in the text simple descriptive about famous people, country, and buildings historical, corresponding to the context in which it is used.

T. Basic Competence

Properly compose simple oral and written descriptive text about famous people, country, and buildings historical, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.

U. Indicators

5. Using simple present tense to describe the general object in descriptive text.
6. Writing text in the form of descriptive.

V. The Purpose of Learning

5. Students are able to use simple present tense to describe the general object in descriptive text.
6. Students are able to write a text in the form of descriptive.

W. The Material

9. Definition of descriptive text

Descriptive text is a text which says what a person or a thing is like. It's purpose is to describe and reveal a particular person, place, or thing. But in

particular, the descriptive text is a text that explains about whether a person or an object is like, whether form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

10. Generic structure of descriptive text

There are two generic structure of descriptive text namely :

- e. Identification** : (Contains about the introduction of a person, place, animal or object will be described).
- f. Description** : contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer describes.

11. Language feature of descriptive text

- i. Specific participant : has a certain object, is not common and unique (only one). For example : Bandengan Beach, my house, Borobudur temple.
- j. The use of adjective (an adjective) to clarify the noun, for example : a beautiful beach, a handsome man, the famous place in Madiun, etc.
- k. The use of simple present tense : The sentence pattern used is simple present because it tells the fact of the object described.
- l. Action verb : verbs that show an activity (for example : run, sleep, walk, cut, etc).

12. Example of descriptive text

The Stairway

When I was two or three years old, I lived in a house that had a strange, atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elegant, middle-aged lady leaning against the wall. I had to pass her every time. I went to

my room, for my room was the first room beyond the stairs on the second floor. The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her I glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memories.

X. Teaching technique

The teacher uses the team pair solo technique in teaching descriptive text. This technique is divided into 3 parts, namely : Team stage, Pair stage, and Solo stage. In the Team stage, students are divided into several teams and one team consists of 4-6 students and then chooses one of the topics in the descriptive text that the teacher has provided. After that, the students were divided again from the team into pairs and then chose one of the topics of the descriptive text that the teacher had given. Finally, students are divided back into individuals and you choose one of the topics in the descriptive text that the teacher has provided. This technique aims to measure students' skills in writing descriptive text.

Y. Teaching activity activities

- | |
|--------------------------------------------------------------|
| k. Pre-activity |
| l. Teacher gives greeting to students |
| m. Praying |
| n. Teacher calls roll of the students |
| o. Teacher gives warming up to students about the last topic |

While the activity (post-test)

- i. The teacher explains what is descriptive text, its generic structure and language features of descriptive text.
- j. The teacher gives students several topics about descriptive text.
- k. The teacher applies the Team Pair Solo technique in learning.
- l. The teacher divides students into several teams and then chooses one of the topics they want to write about (4-6 students).
- m. The teacher breaks the team into pairs and then chooses one of the topics they want to write about.
- n. The teacher breaks the students into pairs again and then chooses one of the topics they want to write about.
- o. Each student writes a descriptive text based on prior knowledge. (individually)
- p. The teacher accesses student assignments.

Post-Activity

- i. Teacher will provide the conclusions of the material have been learned.
- j. Teacher gives reflection.
- k. Teacher assign tasks (homework) to students.
- l. Teacher give closing greeting.

Z. Media in learning activities

9. LCD Projector, screen, and laptop.
10. White board.
11. English Book.
12. English dictionary.

AA. Evaluation

Technique : Skill-assessment

Type : Writing test

Instrument : Write a descriptive text based on the topic which you have gotten. At least two paragraph.

Scoring Standard :

The Standard Score

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions,

			etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

Batanghari, May 17th, 2023

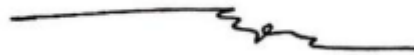
The writer

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NPM. 1901051008

Appendices 7

The Result of Students' Pre-Test at the Eleventh Graders (Class X.4) of

SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AHS	20	12	12	16	3	63
2.	AP	19	16	13	15	4	67
3.	AA	20	13	13	15	3	64
4.	AK	25	17	13	17	5	77
5.	AS	21	17	13	20	4	75
6.	BAP	20	13	13	16	3	65
7.	ACL	21	13	13	17	4	68
8.	DFAD	19	14	11	18	4	66
9.	DP	20	13	13	15	3	64
10.	DA	21	13	13	17	3	67
11.	EAR	20	13	13	16	3	65
12.	ESR	20	13	13	17	4	67
13.	ER	22	15	13	17	5	72
14.	FAR	20	12	13	17	3	65
15.	FR	24	17	13	21	4	79
16.	GAS	20	16	13	20	4	73
17.	IK	20	13	13	17	4	67
18.	JN	21	13	13	17	4	68
19.	KF	20	13	12	15	3	63
20.	MA	19	13	12	17	3	64
21.	MBN	20	13	13	17	3	66
22.	MSM	26	17	13	17	3	78
23.	NS	22	16	13	16	5	72
24.	NP	22	15	10	17	5	69
25.	RA	22	14	12	16	5	69

26.	RF	23	15	13	17	5	73
27.	RJ	26	17	13	17	5	78
28.	SP	19	12	12	15	3	61
29.	TF	19	13	13	17	3	65
30.	V	20	17	13	17	4	71
31.	YR	22	17	13	17	4	73
Total							2134
Average							69
The Highest Score							79
The Lowest Score							61
The number of the students who got 75 more							4

English Teacher of SMA Negeri 1

Batanghari



MURDIYANTO, S.Pd

NIP.19690317 200701 1 028

The writer



ARIEF SETIYAWAN

NPM.1901051008

Appendices 8

The Result of Students' Post-Test at the Eleventh Graders (Class X.4) of

SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AHS	20	16	13	17	4	70
2.	AP	24	17	17	17	4	79
3.	AA	22	17	13	15	5	72
4.	AK	22	17	13	15	5	72
5.	AS	27	19	20	22	5	93
6.	BAP	22	17	13	15	3	70
7.	ACL	22	17	17	17	4	77
8.	DFAD	21	20	17	16	4	78
9.	DP	19	20	17	16	4	76
10.	DA	19	17	13	19	3	71
11.	EAR	23	17	17	19	4	80
12.	ESR	22	16	17	20	5	80
13.	ER	21	16	15	17	13	72
14.	FAR	19	17	17	14	3	70
15.	FR	24	16	17	19	4	80
16.	GAS	24	18	17	16	4	79
17.	IK	18	17	15	17	3	70
18.	JNS	23	18	17	15	4	77
19.	KF	17	13	15	17	3	66
20.	MA	21	18	15	19	4	77
21.	MBN	21	18	15	18	4	76
22.	MSM	26	20	17	20	4	87
23.	NS	21	17	17	21	4	80
24.	NP	21	18	15	18	4	76
25.	RA	21	18	15	18	4	76

26.	RF	22	18	17	22	5	84
27.	RJ	21	17	17	21	5	81
28.	SP	20	17	17	13	3	70
29.	TF	21	18	17	18	4	78
30.	V	23	19	18	23	4	87
31.	YR	27	19	18	25	4	93
Total							2397
Average							77
The Highest Score							93
The Lowest Score							66
The number of the students who got 75 more							21

English Teacher of SMA Negeri 1

Batanghari



MURDIYANTO, S.Pd

NIP.19690317 200701 1 028

The writer



ARIEF SETIYAWAN

NPM.1901051008

Appendices 9

The Result of Students' Pre-Test at the Eleventh Graders (Class X.5) of

SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AMZG	20	13	13	17	4	67
2.	APP	21	13	13	17	4	68
3.	AMN	20	13	13	17	3	66
4.	AS	20	13	13	16	4	66
5.	AM	20	13	13	17	4	67
6.	ALMPM	26	17	13	17	5	78
7.	AWS	26	17	17	19	4	83
8.	CTN	24	17	17	18	4	80
9.	DAA	21	13	13	16	4	67
10.	DES	26	17	13	17	5	78
11.	EF	21	17	13	17	4	72
12.	EFY	17	12	13	15	3	58
13.	EF	26	17	13	17	4	77
14.	FH	20	13	13	19	4	69
15.	FNF	18	17	13	18	4	70
16.	HFS	20	17	13	16	4	70
17.	INH	20	17	13	17	4	71
18.	JPS	21	14	13	17	3	68
19.	KAZ	21	13	13	17	3	67
20.	MMK	17	12	13	15	3	58
21.	MFM	21	17	13	17	3	71
22.	NFR	26	17	13	17	5	78
23.	NN	18	17	13	17	4	69
24.	NS	26	17	13	17	5	78
25.	RP	21	13	13	19	4	70

26.	RA	20	13	13	17	3	66
27.	RS	19	13	13	17	4	66
28.	SDR	21	13	13	17	4	68
29.	TA	21	13	12	16	3	65
30.	VAM	25	17	13	17	5	77
31.	ZFAR	21	13	13	17	3	67
Total							2175
Average							70
The Highest Score							83
The Lowest Score							58
The number of the students who got 75 more							8

English Teacher of SMA Negeri 1

Batanghari



MURDIYANTO, S.Pd

NIP.19690317 200701 1 028

The writer



ARIEF SETIYAWAN

NPM.1901051008

Appendices 10

The Result of Students' Post-Test at the Eleventh Graders (Class X.5) of

SMA Negeri 1 Batanghari

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AMZG	20	13	13	17	4	67
2.	APP	22	17	18	19	4	80
3.	AMN	21	18	18	21	4	82
4.	AS	20	17	13	16	4	70
5.	AM	18	17	15	16	3	69
6.	ALMPM	23	19	17	18	5	82
7.	AWS	27	19	18	22	4	90
8.	CTN	26	17	18	22	4	87
9.	DAA	22	17	18	19	4	80
10.	DES	22	18	17	17	4	78
11.	EF	22	17	18	19	4	80
12.	EFY	23	17	17	18	4	79
13.	EF	22	17	18	19	4	80
14.	FH	21	17	16	15	3	72
15.	FNF	21	16	15	16	3	71
16.	HFS	20	17	13	16	4	70
17.	INH	21	18	17	17	4	77
18.	JPS	21	16	15	16	3	71
19.	KAZ	22	18	17	17	4	78
20.	MMK	19	16	17	15	3	70
21.	MFM	21	17	17	15	3	73
22.	NFR	22	17	18	20	5	82
23.	NN	21	18	17	17	4	77
24.	NS	25	18	19	19	4	85
25.	RP	21	15	13	19	4	72

26.	RA	20	17	13	17	3	70
27.	RS	25	17	16	19	4	81
28.	SDR	21	16	16	15	3	71
29.	TA	20	16	15	15	3	69
30.	VAM	25	18	17	19	4	83
31.	ZFAR	21	17	17	15	3	73
Total							2369
Average							76
The Highest Score							90
The Lowest Score							67
The number of the students who got 75 more							17

English Teacher of SMA Negeri 1

Batanghari



MURDIYANTO, S.Pd

NIP.19690317 200701 1 028

The writer



ARIEF SETIYAWAN

NPM.1901051008

PRE-TEST

Name : Eggi Aprilian Rusdianto

Class : X4

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

"Raffi Ahmad"

Raffi is a presenter and famous persons in Indonesia. He works on some TV show like Dasyhar and OMG. He also works as an actor. Beside being a presenters and an actors, Raffi also works as a singer.

CO : 20
OR : 13
VO : 13
GR : 16
MC : 3

65

PRE-TEST

Name : MUHAMMAD ARIFIN

Class : X⁴

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

Ayu Rosmalina or Commonly called Ayu Ting Ting
Is a dangdut Singer from Depok. HE WAS
Born on June 20, 1990. HE WAS born to Parents
Abdul Rozak and Umi Kussum. HE also has
a child named Bilqis Khumairah Razak

CO : 19
OR : 13
VO : 12
GR : 17
MC : 3

64

PRE-TEST

Name : NICOLAS SAPUTRA

Class : X.4

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

"Deddy Corbuzier"

Deddy Corbuzier is someone who once know as an Indonesian mentalist. He has a big body. He is now also a YouTuber, one of the contents is podcast which is often artists, government officials, etc.

CO : 22
OR : 16
VO : 13
GR : 16
MC : 5

72

PRE-TEST

Name : REISYA FEBRIANTI

Class : X⁴

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

"Ria Ricis"

Ria Ricis is one of the most influential people in Indonesia. She was born in Batam. 1 July 1995. She has a husband and 1 child. He is a YouTuber who has nearly 35 million subscribers.

CO : 23
OR : 15
VO : 13
GR : 17
MC : 5

73

POST - TEST

Name : Ayu Citra Lestari

Class : X⁹.

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

" Raja Ampat "

Raja Ampat is a district located in the province of west Papua. Named Raja ampat, because at that time it had 4 kingdoms- named Waigeo, Misool, Solawati, and Batanta. Raja Ampat is located on the western of the island Papua or commonly called the bird's head. raja ampat has a large area and thousands of small islands around it.

Raja ampat has hidden underwater natural beauty. No wonder Raja Ampat is one of the best underwater sights ^{in the} ~~under~~ world. Many divers from several countries want to visit Raja Ampat. The clear water and beautiful marine life make the underwater scenery look like heaven ~~of~~ on earth.

CO : 22

OR : 17

VO : 17

GR : 17

MC : 4

77

CO = 23
OR = 17
VO = 17
GR = 19
MC = 4

80

POST - TEST

Name : Eggi Aprilian Rusdianeo

Class : X4

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

"Bandung"

Bandung is one of the big cities in Indonesia. It is the capital city of West Java Province which is located in the western part of Java Island. The nickname of the city of Bandung is "Flower City". In addition, people and tourist often refer to it is "Paris Van Java".

CO = 21
OR = 18
VO = 15
GR = 19
MC = 4

77

POST - TEST

Name : MUHAMMAD ARIFIN
Class : X4

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

The City of Surabaya is the capital of the Province of ⁷East Java Indonesia, at once became largest metropolitan city in the Province Surabaya is the second largest city in Indonesia after Jakarta Surabaya is also a center for business, commerce industry and education in Java as well as the eastern Indonesia region Surabaya is located on the north coast of Java island and is bordered by the Madura Strait and Java Sea

Surabaya is known as the City of Heroes because of its history which is very calculated in the struggle arena "Surabaya" (Surabaya Youth) to defend the independence of the Indonesian nation from invaders The incident of the tearing of the Dutch flag during colonial times also occurred in Surabaya, at the Yamato Hotel, to be precise

POST - TEST

CO = 21
OR = 17
VO = 17
GR = 21
MC = 4

80

Name : Nicolas Saputra

Class : X.4 (10.4)

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

"Bandung"

Bandung is one of the big city in Indonesia. It is the capital city of West Java province which is located in the western part of Java Island. The nickname of the city of Bandung is "Flower City". In addition, people and tourist often refer "Paris Van Java".

Bandung's natural characteristics are a cool city. Bandung is a average temperature of 23°C which is considered by most Indonesians. In Bandung are many villos for tourist to visit. The air is basically very fresh makes people want to live there.

CO = 22
OR = 18
VO = 17
GR = 22
MC = 5
84

POST - TEST

Name : REIGYA FEBRIANTI

Class : X-4

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

"Surabaya"

Surabaya is the capital in East Java Province. Surabaya is the second largest metropolitan city in Indonesia. The city of Surabaya has an international airport, namely Juanda International Airport. Surabaya also has 3 main ports, namely Tanjung Perak Port and Ujung Port.

Surabaya is known as the city of heroes. Because the city of Surabaya witnessed the history of the struggle of the Indonesian people to fight for independence rights in the hands of the Dutch state. One of the heroes who is always remembered is Bung Tomo. He kindled the spirit of the warrior to fight the invaders.

PRE-TEST

Name : *RISNANDIA SAPUTRI*

Class : *X-3*

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

RIA RINCIS IS A CONTENT CREATOR WHO IS KNOWN TO BE CHEERFUL AND ALWAYS SMILES IN ALL OF HER CONTENT. HE WAS BORN IN BATAM ON 1 JULY 1995. HE HAS THREE SIBLINGS NAMELY OKI SETIANA DEWI, SHINDY KURNIA PUTRI, AND SASTROMARTODJO. SHE IS MARRIED TO A HUSBAND NAMED TEUKU RUSHARIANDI AND ALREADY HAS A CHILD NAMED CUT RAIFA ARAMOANA.

CO : 19

OR : 13

VO : 13

GR : 17

MC : 4

66

PRE-TEST

Name : NINA - NIVANOR

Class : X.5

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

"Iko Uwais"

Iko Uwais is an actor from Indonesia. He was born on 12 February 1983. He is Indonesia actor who often plays abroad. Apart from being an actor, he is also often a stuntman, choreographer, etc

CO : 18
OR : 17
VO : 13
GR : 17
MC : 4

69

PRE-TEST

Name : kharisma azzufo zahro

Class : X'S

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

"Raffi ahmad"

Raffi is famous artist in Indonesia. He was born, 17 February 1987 in Bandung, West Java. He is the first child of three children, from the couple Munawar Ahmad (Aim) and Amy Zanita. Her two siblings are named Syahani Sadiqah and Nisya Ahmad.

CO : 21

OR : 13

VO : 13

GR : 17

MC : 3

67

PRE-TEST

Name : Enggar Pihiansyah

Class : X.5

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

"Ayu ting ting"

Ayu ting ting is a dangdut singer from Depok.

he was born on June 20, 1990. his height is

160 cm. she has long straight hair

CO : 17

OR : 12

VO : 13

GR : 15

MC : 3

58

PRE-TEST

Name : Akbar Putra Pratama

Class : X^B

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Raffi Ahmad	b. Ria Ricis
c. Deddy Corbuzier	d. Ayu Ting Ting
e. Iko Uwais	f. Rossa

Answer :

"Ria Ricis"

Her full name is Ria Yulita a.k.a Ria Ricis. She was born in Batam on July 1, 1995. She has 3 siblings. They are (Oki) Setiana (Dewi), Shindy (Kurnia) Putri, and Sastromatodjo.

CO : 21
OR : 13
VO : 13
GR : 17
MC : 4

68

POST - TEST

CO : 25
OR : 17
VO : 16
GR : 19 81
MC : 4

Name : RISNANDIA SAPUTRI

Class : X.5

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

" BANDUNG "

~~All~~ All Capital?

BANDUNG IS A CITY LOCATED IN WEST JAVA, WHICH IS ALSO THE CAPITAL OF WEST JAVA. THE CITY OF BANDUNG IS FAMOUS FOR ITS NICK NAME "PARIS VAN JAVA" BECAUSE THE CITY HAS COLL. AIR AND IS BEAUTIFUL. MANY LOCAL TOURISTS OFTEN VISIT THE CITY OF BANDUNG TO REFRESH. EVEN MANY TOURISTS FROM ABROAD WHO VISIT THE CITY OF BANDUNG.

THE CITY OF BANDUNG HAS MANY GREAT TOURIST ATTRACTIONS THAT ARE FREQUENTLY VISITED. THESE NATURAL ATTRACTIONS, SUCH AS THE KAWAH PUTIH, TANGKUBAN PERAHU, RANCA BALI TEA GARDEN, ETC. FOR ARTIFICIAL TOURIST ATTRACTIONS SUCH AS BANDUNG SQUARE, JALAN ASIA AFRIKA, GEDUNG SATE, ETC. EVEN THE STREETS IN BANDUNG ARE SOMETIMES USED AS TOURIST SPOTS FOR OUTSIDERS.

CO = 21
OR = 18
VO = 17
GR = 17
MC = 4

77

POST - TEST

Name : Nika Nikanor

Class : X.5

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

Jakarta

Jakarta is capital of the Republic Indonesia . Jakarta is located on the island of Java . Jakarta is also one of the most populated city in Indonesia . The number of tall buildings in every corner of the city of Jakarta .

Jakarta is also divided into several regions , namely central Jakarta , West Jakarta , East Jakarta , North Jakarta , South Jakarta . There are famous building in Jakarta City . One of them is the Monas . Monas was built to commermorate and perpetuate the struggle of the Indonesian people 1945 .

CO : 22
OR : 18
VO : 17
GR : 17
MC : 4

78

POST - TEST

Name : KHARISMA AZZULFA ZAHRO

Class : 4-5

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

"Bandung"

Bandung is a city located in West Java, which is also the capital of West Java. The city of Bandung is famous for its nick name "Paris Van Java" because the city has cool air and is beautiful. Many local tourists often visit the city of Bandung to refresh. Even many tourists from abroad who visit the city of Bandung.

The city of Bandung has many great tourist attractions that are frequently visited. These natural attractions such as the Kawah Putih, Tangkuban Perahu, Ranca Bai tea garden, etc. For artificial tourist attractions such as Bandung Square, Jalan Drio, Afrika, Gedung Sate, etc. Even the street in Bandung are sometimes used as tourist spots for outsiders.

CO: 23

OR: 17

VO: 17

GR: 18

MC: 4

79

POST - TEST

Name : ERVGGAR FITRI KANSYAH

Class : X.5

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

"BANDUNG"

Bandung is a city in west java. (bandung) was born in 1933. (Bandung) is the center of the economy, trade, education, and health in west Java Province. The city of Bandung has a mayor, which is currently held by Mr. Ridwan Hamil.

(The city of flowers is the nickname of the city of Bandung because at that time, the city of Bandung was considered very beautiful because there were many trees and flowers that grew there. In the 1990s, Bandung was voted the safest city in the world. In addition, the city of Bandung ~~was~~ is also known as a shopping city, due to the many malls or shopping places. Even today, the city of Bandung also wants to add to the nickname as the city of culinary.

POST - TEST

CO : 22

OR : 17

VO : 18

GR : 19

MC : 4

80

Name : Albar Putra Pratama

Class : X³

Direction : Write a descriptive text based on the topics bellows (At least two paragraph)

a. Jakarta	b. Lombok
c. Bali	d. Palembang
e. Lampung	f. Bandung

Answer :

" Raja Ampat "

Raja Ampat is a district on the island of Papua that has extraordinary under water natural beauty. Many divers from all over the world visit there. Raja Ampat also has thousands of small island and atolls that surround it.

Raja Ampat saves beautiful underwater life. Nearly 75% of coral reef species in all oceans are here. Home to 540 types of coral, more than 1,000 types of reef fish, and 700 types of mollusks. This makes it the most diverse living library for the world's coral reefs and underwater biota.

Appendices 11

Documentation of Research









Appendices 12



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5182/In.28/J/TL.01/10/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMA NEGERI 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ARIEF SETIAWAN**
NPM : 1901050033
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING TEAM PAIR SOLO TECHNIQUE TOWARDS THE STUDENTS' WRITING SKILLS

untuk melakukan prasurvey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Oktober 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

Appendices 13



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI A"



Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 email: sman01batanghari@gmail.com
NPSN:10805998

SURAT KETERANGAN

Nomor: 800/PL/016/V.01/SMA.01/2023

Berdasarkan Surat Ketua Jurusan Tardis Bahasa Inggris Institut Agama Islam Negeri Metro Nomor: B-5182/In.28/J/TL.01/11/2022 Tanggal 30 November 2022 dalam hal permohonan Izin Pra-survey.

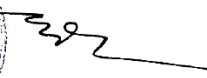
Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : ARIEF SETIYAWAN
NPM : 1901051008
Jurusan : Tardis Bahasa Inggris
Judul Skripsi : "THE INFLUENCE OF USING TEAM PAIR SOLO
TECHNIQUE TOWARDS THE STUDENTS WRITING SKILLS"

Telah melaksanakan Pra-Survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 12 Januari 2023.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 13 Januari 2023
Kepala Sekolah,


Drs. MUJONO, M.Pd
NIP. 19661020 199203 1 004

Appendices 14



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Hingmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iam@metrouniv.ac.id

RATIFICATION PAGE

No:

The Research Proposal entitled: THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE TOWARDS STUDENTS' WRITING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG written by: Arief Setiyawan, Student Number: 1901051008, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on April 12th, 2023 at 13.00 – 14.30 p.m.

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SURAT TUGAS

Nomor: B-3945/In.28/D.1/TL.01/07/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ARIEF SETIYAWAN**
NPM : 1901051008
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA NEGERI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE TOWARD STUDENTS' WRITING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 Juli 2023



Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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Nomor : B-3944/In.28/D.1/TL.00/07/2023
Lampiran :-
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA NEGERI 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3945/In.28/D.1/TL.01/07/2023, tanggal 04 Juli 2023 atas nama saudara:

Nama : ARIEF SETIYAWAN
NPM : 1901051008
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE TOWARD STUDENTS' WRITING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.




Wassalamu'alaikum Wr. Wb.

Metro, 04 Juli 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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	PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN SMA NEGERI 1 BATANGHARI "TERAKREDITASI A" <small>Jln. Kapten Harun 47 A Namprejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com NPSN : 10805998</small>	
<hr/>		
Nomor	: 800/PL/ 190 /V.01/SMA.01/2023	
Lampiran	: -	
Hal	: <u>Balasan Izin Research</u>	
Kepada		
Yth.	Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro	
Di	Tempat	
Assalamualaikum Wr.Wb		
Menanggapi surat Ibu Nomor : B-3944/In.28/D.1/TL.00/07/2023 tanggal 4 Juli 2023 tentang Izin Research, maka dengan ini kami menerangkan dengan sesungguhnya bahwa mahasiswa yang tersebut di bawah ini :		
Nama	: ARIEF SETIYAWAN	
NPM	: 1901051008	
Jurusan	: Tardis Bahasa Inggris	
Judul	: "THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE TOWARD STUDENTS WRITING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 BATANGHARI EAST LAMPUNG"	
Telah melaksanakan Research dengan Guru Bahasa Inggris dan Siswa Kelas X 4 dan X 5 di SMA Negeri 1 Batanghari pada tanggal 24 Juli s.d 9 Agustus 2023.		
Demikian surat balasan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Wassalamu'alaikum Wr.Wb		
Batanghari, 09 Agustus 2023 Kepala Sekolah,		
		
Drs. MUJONO, M.Pd NIP.19661020 199203 1 004		

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Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Arief Setiyawan
NPM : 1901051008
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 18 Oktober 2023

Ketua Program Studi TBI



Andianto, M.Pd

NIP. 1987 1102 201503 1 004

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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 November 2023
Kepala Perpustakaan



As'ad

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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IAIN METRO**

Nama : Arief Setiyawan
NPM : 1901051008

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	03 / 2022 Juni	Mr. Andi	Finalisasi Judul - Persiapkan bab 1 Syarat seminar harus ikut seminar 6x.	
2.	02 / 2022 des	Mr. Andi	- Persiapkan bab 2 + referensi - Menyesuaikan pedoman	
3.	23 / 2022 des		- Revisi Problem formulation - Persiapkan bab 3	
4.	24 / 2023 Jan		- Revisi dan Penambahan background of study. - Penambahan class control Ace Lembar.	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing

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Nama : Arief Setiyawan
NPM : 1901051008


Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	Senin, 12 Juni 2023			Desain pretest Pembinaan posttest Penerapan Revisi instrumen - Lembar Penilaian Pre-Test dan Post-Test Aca. Revisi.	  

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
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Dosen Pembimbing


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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Arief Setiyawan
NPM : 1901051008

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 6 Okt 2023	Dr. Widhiya Ninsianna, M.Hum	- Menambahkan Orisinalitas Penelitian - Revisi dan penambahan kalimat di bagian abstrak	
2.	Selasa, 10 Okt 2023	Dr. Widhiya Ninsianna, M.Hum	- Revisi Halaman Persembahan - Revisi Motto - Cantumkan sumber di bob?	
3.	Selasa, 25 Okt 2023	Dr. Widhiya Ninsianna, M.Hum	- Revisi Abstrak - Revisi Kata Pengantar - Merapikan tulisan	
4	Jumat 27 Okt 2023	Dr. Widhiya Ninsianna, M.Hum	Acc to muregasel	

Mengetahui,
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ARIEF SETIYAWAN (THE
INFLUENCE OF TEAM PAIR
SOLO TECHNIQUE TOWARD
STUDENTS' WRITING SKILL AT
THE TENTH GRADE OF SMA
NEGERI 1 BATANGHARI EAST
LAMPUNG)

by TADRIS BAHASA INGGRIS IAIN METRO

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CURRICULUM VITAE



The name of the writer is Arief Setiyawan. He was born in Umas Jaya, August 31th 2000. He is the second child of Mr. Ali and Mrs. Giarti. He studied at SD IT Bustanul Ulum. Soon after that, He continued to Junior High School at SMPN 2 Bumiratu Nuban. He stood him study at SMK Muhammadiyah 3 Metro. Then, the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (TBI)