

**THE USE OF PICTURE-GUESSING GAME IN IMPLEMENTING TEAM-
SOLO TECHNIQUE TO IMPROVE THE STUDENS' ABILITY TO
WRITE DESCRIPTIVE TEXT
(An Classroom Action Research at the 7th Grade student of Junior High
School in Academic Year 2018/2019)**

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LEGITIMATION

THESIS

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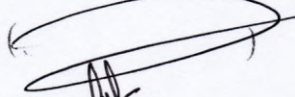
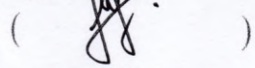

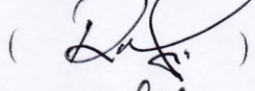
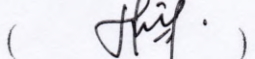
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CHAPTER I

INTRODUCTION

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

A. Background of the Study

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

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

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

Considering the existence of English in senior high school's school-based curriculum, the researcher's observation shows that most of students she taught when she was doing Field Practice at SMP Negeri 5 Cepu had difficulties in writing. They did many mistakes in grammar, spelling, punctuation, and so on. For example, a student produced *I see his is Toni* instead of *I see his, Toni*. Another student produced *The tipe are button, qwerty, touch screen* instead of *The types are button, qwerty and touch screen*, and many others. Some students also made report text instead of descriptive text. In addition, the average of them have not achieved the standard score criteria or KKM. These problems were also faced by the tenth grade students where she did observation for the fulfillment of final assignment of Language Teaching Theories subject. These facts indicate that writing skill is difficult to be mastered for junior high school students. Regarding the explanation above, according to Meyers (2005:2), writing itself is an action--a process of discovering and organizing your ideas, put them on paper and reshaping and revising them. In English language

education, writing is often related to composing a paragraph or a text. In fact, most of students need to be guided to compose a good text. It means that in composing a text students have to compose a text which is based on its genre and pay attention to the aspects of writing.

In this case, teachers need to use a technique or the combination of some techniques in their teaching process in order to make students success in achieving the goal of the lesson. Nowadays, games are often applied in language teaching in order to attract and help students understand in learning the materials. Many types of game are available as media in teaching learning process. They are guessing games, picture games, sound games, fact-finding games and so on. Picture-guessing game is a kind of guessing games which requires students to logically guess what the picture is. In this case, pictures help students understand the situation and memorize vocabulary.

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

with their friends. They can widely be used in teaching learning activities. Team and solo is one of cooperative learning techniques which can be an effective way to teaching writing because it guides students to work as a team first, and the outcome of the result produced by individual. Finally, each of students has his or her own responsibility to learn and understand the material. Teaching writing is not an easy task for teacher although writing has been taught from the primary educational level. The status of English as foreign language in Indonesia becomes a specter for students, including junior high school students. Therefore, a teacher needs to find a good way in teaching writing. By implementing teaching technique in the teaching and learning process, teachers can help his or her students success in their learning. Dealing with the whole explanation above, a study entitled *the Use of Picture-Guessing Game in Implementing Team-Solo Technique to Improve the Students' Ability to Write Descriptive Text* was conducted at SMP Negeri 5 Cepu. It would focus on writing descriptive text as the skill to be mastered. The reason is because most of the seventh grade students in this school have difficulty in writing descriptive text. Whereas, it has been given at the lower educational level. Furthermore, in this study, picture-guessing game was used in implementing team-solo technique to teach writing descriptive text, and then the students' improvement was investigated.

B. Reasons for Choosing the Topic

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

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

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

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

C. Research Questions

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

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

D. Purposes of the Study

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

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

E. Significance of the Study

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

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

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

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

F. Outline of the Report

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

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

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

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

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

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

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Previous Studies

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

not. In addition, a journal of language teaching and research made by Deguang Zhu (2012) entitled *Using Games to Improve Students' Communicative Ability* also shows that from the analysis done, teaching and learning English by means of language games is more effective and efficient to improve students' communicative ability than the traditional one. From the studies above, it can be concluded that the use of media can help students understand the materials taught by their teacher, and for teachers, media can help them to improve students' ability while teaching English. Other studies of the use of cooperative learning and its techniques were also held. A journal of English language teaching made by Luu Trong Tuan (2010) entitled *Infusing Cooperative Learning into An EFL Classroom* shows the result that the course evaluations were positive and most of students (89.19%) in the experimental group made strong statements about how much cooperative learning improved their understanding of the course material. There is a final project made by Rosita Amalia (2011) entitled *the Use of Team-Pair-Solo in Reading Comprehension*. In this study, the researcher finds out that the t-value (7.43) was higher than t-table (2.03). It means that there was a significant difference between the students taught using team-pair-solo and those not. Moreover, a final project made by Anggita S. Hapsari (2011) entitled *the Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text* shows

that roundtable technique gives significant progress in students' achievement in writing hortatory exposition text. Based on these studies, there are many techniques of cooperative learning available which can be used in the teaching and learning activities. Furthermore, some studies talking about writing had been also conducted. Etik Sugiyarti (2006) conducted a study entitled *Grammatical Errors in Descriptive Writing Made by the Tenth Grade Students of SMAN 1 Sukorejo*. The result shows that she found seven grammatical errors in production verb group, arrangement between subject and verb, the use of article, the use of preposition, pluralization, the use of pronoun, and the use of conjunction. This study is supported by the findings of a journal of English language teaching made by Somchai Watcharapunyawong and Siriluck Usaha (2013) entitled *Thai EFL Students' Writing Errors in Different Text Types: the Interference of the First Language* which shows that EFL students made writing errors and L1 interference surely existed. To reduce writing errors, many approaches or strategies are applied. These journals show the use of them in teaching. A journal of English language teaching made by Hossein Hashemnezhad and Sanaz Khalili Zangalani (2010) entitled *the Effects of Processing Instruction and Traditional Instruction on Iranian EFL Learners' Writing Ability*

shows that the results of statistics confirmed hypotheses 1 and 2 and shows that both

11

groups performed significantly better in their post-tests, and therefore, it can be indicated that both of instructions were effective in improvement of EFL learners' writing ability, in general. In addition, a journal of theory and practice in language studies made by Luu Trong Tuan (2011) entitled *Teaching Writing through Genre-based Approach* gives contribution in teaching EFL students in writing. It shows that the research findings demonstrate that a genre-based approach based on the three phases of the teaching-learning cycle had created a great impact on these student participants. From all the studies above, it can be concluded that there are many ways which teachers can do to help students successful in their learning. In teaching, to make students get more understanding, teachers may be assisted by media, techniques, strategies and so on. Regarding these findings, therefore, the researcher conducted a study by using picture-guessing game in implementing team-solo technique to improve the students' ability to write descriptive text.

B. Theoretical Background

As the basis of doing this study, some theories which are closely related to the topic of the study are presented in this session. The theories will support the implementation of the study that is the use of picture-guessing

game in implementing team-solo technique to improve the students' ability to write descriptive text. The followings are some of the theories.

12

1. Language Learning and Teaching

Language as a means of communication plays an important role in human life. People use language to express their feelings, ideas, thoughts and convey messages to others. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is systematic. Language is a set of arbitrary symbols. The symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer. Language is used for communication and operates in a speech community or culture. It is essentially human, although possibly not limited to human. All people acquire language in much the same way; both language and language learning have universal characteristics. (Brown, 2000:5) Learning is a process of knowing something and further knowing to do something. Kimble et. al. (1963:133) quoted by Brown (2000:7) state that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Learning

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

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

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

2. General Concept of Writing

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

a. Definitions of Writing

Writing is one of language skills which has to be mastered in order to use language successfully. Like speaking, writing is a way to produce language.

According to Meyers (2005:2),

Writing is much like speaking—a way to discover and communicate your ideas. Unlike speaking, however it doesn't happen all at once. You cannot see and hear your readers, so you must think about their reactions. You must choose a subject that will interest them and try to present it in an interesting way. You must present your ideas in a logical order. You must read what you write and then rewrite it until you express your meaning strongly and clearly. You cannot do all of these things at once. Writing is not only oriented on the product, but also on the process. By means of the writing process, the product is generated. Sokolik in Nunan (2003:88) states:

Writing is both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads. The process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product—an essay, letter, story, or research report. From the theories above, it can be concluded that writing is a process of generating and organizing ideas which are presented in the form of sentences or paragraphs that are comprehensible to readers.

b. Components of Good Writing

It has been stated that writing is also a way to produce language. It means that writing has to be comprehensible to readers in order to convey the message in it.

Harmer (2003:248) argues that by practising writing frequently your mastery of grammar, functions and and lexis used can increase. It means that our knowledge

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

First, it is called coherence. Boardman (2002:31) states that it is made up of sentences that are ordered according to a principle which changes depending on the type of paragraph that is being written. The types of ordering are the chronological ordering, spatial ordering, and logical ordering. In other words, in a paragraph, the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth as stated by Oshima and Hogue (1999:40) in Hapsari (2011:13). The second component is called cohesion. Boardman (2002:36) says that a paragraph has cohesion when all the supporting sentences “stick together” in their support of the topic sentences. In connecting sentences to each other, we need what it is

called cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms. The third is unity. Boardman (2002:44) also states a paragraph has unity when all the supporting sentences relate to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses about one topic.

The last component is called completeness. Boardman (2002:47) states that completeness of a paragraph can be achieved when all the major supporting sentences fully explain the topic sentence, and all the minor supporting sentences explain each major supporting sentence. Based on the explanation above, it can be concluded that a product of writing is considered as good if there are coherence, cohesion, unity and completeness in it. Then, it is to be readable and comprehensible.

c. Teaching Writing

As one of the four language skills, writing like the other skills, is taught in schools and is considered as the most difficult skill to be mastered in learning English. In the realization, therefore, teaching writing is not so easy as just asking students to write something. To result a good product of writing, teaching writing needs to be oriented not only to the product, but also to the process of writing. Harmer (2004:5-6) explains that writing is a recursive process. It means that in the process of planning, drafting,

revising and editing, we will often re-plan, re-draft and re-edit before we get the product of writing. It deals with Meyer's opinion (2005:2-3) that:

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

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

d. Teaching Writing in Junior High School

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

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

3. General Concept of Text

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

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

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

a. Genre of Text

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

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

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

b. Definition of Descriptive Text

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

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

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

- (1) Identification : identifies phenomenon to be described.
- (2) Description : describes parts, qualities, characteristics.

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

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

4. General Concept of Media

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

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

Gerlach and Ely (1980:297) further classify media in some categories: (1) picture which consists of any event, photograph, or object. It may be larger or smaller than the thing represents; (2) audio recording which is in the form of magnetic tape, disc, motion picture and soundtrack, which is the reproduction of actual event or soundtrack; (3) motion picture which is a coloured or black and white moving image generated from live action or graphic representation;

(4) television which includes all types of audio video electronic distribution system which eventually appears on its monitor; and (5) real things, simulation and model, that is all people, events, objects, and demonstration of real things are constructed with other media which become a model.

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

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

a. General Concept of Game

When doing teaching, teachers sometimes use games as media in delivering the material in order to make it fun. Hadfield (1998:4) defines "game as an activity with rules, a goal and an element of fun". Another definition says that Games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of a long day to send students away feeling cheerful about their English class. (Harmer, 1991:101)

In addition, Phillips (1997:85) in quoting Al Zaabi (2007) states that games in the language classroom helps children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. From the definitions above, games can be used to as alternative media in delivering material in the teaching and learning process in order to get students' interest and understanding.

b. Picture-Guessing Game

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

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

Dealing with the statement above, picture-guessing game then is a variation of many kinds of guessing games. In this game, picture becomes the thing to be guessed. This game requires students to logically guess what the picture is based on the clues given. The implementation of picture-guessing game is explained as the

followings: (1) the teacher gives explanation about picture-guessing game; (2) the teacher gives a general clue before showing the first part of the picture.; (3) the teacher continues the next clues, while showing the parts of the picture, until the picture is guessed.; (4) to guess the picture, each team has to send a representative by raising his or her hand; and then (5) When the picture is guessed, it is the end of the game.

5. General Concept of Cooperative Learning

Nowadays, many teachers apply cooperative learning in their teaching and learning process. Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important... In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. (Larsen-Freeman, 2000:164) Oxford (1997) as quoted by Brown (2001:47) states that cooperative learning is more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups (than collaborative learning).

a. Team-Solo

Cooperative learning offers many alternative techniques for working in group. Some of them can be used in teaching writing. Those are roundtable, roundrobin, think-pair-share, team-solo and so on. In this part, a technique will be discussed further. Team-solo is one of cooperative learning technique proposed by Spencer Kagan. According to Kagan (2001),

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

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

In the first step of this technique, the students are usually asked to solve a problem that is beyond the ability of the lower achieving students. After each of them has successfully completed the goal, they break into pairs and the partners each in turn do a problem like the one that was solved as a team. Finally, each individual performs the similar problem alone, applying what they learned first as a team and then during pair work. The students, who initially could not solve the problem alone, now can. (Kagan, 2009: 4.7-8) Team-pair-solo has some advantages. They are to develop social skill, to pool students knowledge and skill, and to make individual accountability. By acquiring social skill, the students become more polite, cooperative, respectful, responsible, and able to resolve conflicts and to control their impulses (Kagan, 2009: 6.14). In other words, the students help, teach, and tutor each other. Using this technique pools the students' knowledge or skill. If anyone on the team knows how to do the problem, that skill gets transferred to the other teammates during the first step of this technique (Kagan, 2009: 12.6). The last but not the least advantage is that team-solo creates individual accountability.

The final way to make learning "individual" is to structure for individual performance team interaction—"me after we". After teamwork portion is complete, students independently solve problems and turn in their own worksheets.

After the team practice session, students take individual tests and quizzes. After the team reads, students write their own summaries. (Kagan, 2009:12.12)

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

6. General Concept of Action Research

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

Corey (1953:6), another of founding fathers of action research, cited in Hartoyo (2011:87) argues that action research is a process in which practitioners study problems scientifically (our italics) so that

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

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

From the definitions above, what is meant by action research in this study is a systematic inquiry conducted by a teacher or a group of teachers in the classroom setting in order to improve their practice and student outcomes in the teaching and learning process. As a systematic inquiry, action research has some phases which have to be done. The phases are implemented in a cycle. They are planning, acting, observing, and reflecting.

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

7. English Curriculum of Junior High School in Indonesia

English becomes one of subjects taught at every educational level in Indonesia. Junior high school, therefore, includes English in its curriculum. In English curriculum of junior high school, English is oriented to develop the language skills so that students are able to communicate and express in English at certain literacy level.

Talking about literacy level, it covers performative, functional, informational, dan epistemic. For junior high school, students are expected to achieve informational level, that is able to access

knowledge with language, because they are prepared to continue their education to college (BSNP:125).

Based on school-based curriculum or K13 in senior high school, students are expected to be able to comprehend and produce several texts in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking (BSNP, 2006:126). In this study, the researcher focuses on descriptive text which is specially taught in the second semester of seventh grade. In making syllabus and lesson plan as part of instruments for teaching, the researcher regards the competence standard and basic competence (BSNP, 2006:130) stated as follows:

12. expressing the meaning of short functional text and simple essays in the form of *narrative*, *descriptive* and *news item* in the context of daily life and to access knowledge and 12.2. accurately, fluently, and acceptably, expressing the meaning and the rhetorical steps in simple essays in the context of daily life and to access knowledge in the form of *narrative*, *descriptive* and *news item*.

C. Framework of the Present Study

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

The researcher would conduct action research as the method of conducting the study. The concept of action research used is proposed by Mills (2000). The reason is that action research offers a systematic way of doing the action which helps to improve not only teacher's practice or action in the classroom but also student outcomes. It starts with planning, acting, observing, and then reflecting. All those steps are implemented in what is called by cycle. Two cycles were conducted in this study. The researcher took a class of the seventh grade students of SMP Negeri 5 Cepu. The further explanation about the implementation of this study would be discussed in the next chapter.

CHAPTER III

METHODS OF INVESTIGATION

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

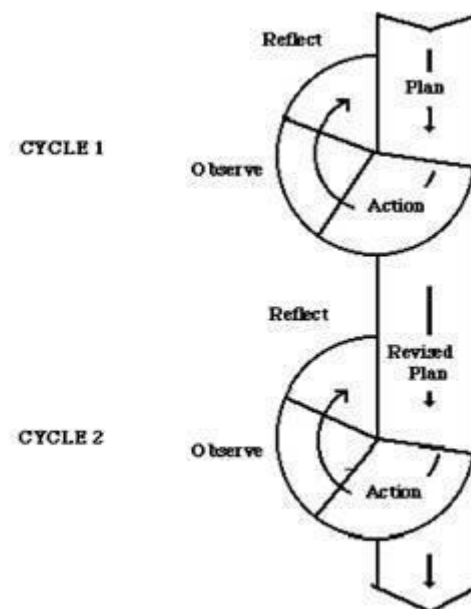
A. Research Design

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

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

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

3.1 Phases of Action Research



Source: http://www.citrenz.ac.nz/bacit/0101/0101eustace_files/image005.jpg

B. Subject of the Study

The study was conducted in SMP Negeri 5 Cepu. There are three classes of grade seven in this school. The subject of this study was class VII 1. The reason was that the average of the students' achievement was the lowest among the other classes based on the data obtained in preliminary observation.

C. Roles of the Researcher

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

D. Type of Data

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

E. Instruments for Collecting Data

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

1. Observation Checklist

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

observed are students' performance, including (1) students' behaviour

37

during teaching learning process in the classroom; (2) students' responses toward the learning media; and (3) students' responses toward team-solo technique. Each number has some items which were observed. Teacher's performance was also observed during the action in order to help her do reflection to the next action. The whole format of the observation was presented in appendix 3 and 4. The following was the example of observation checklist.

CLASSROOM OBSERVATION CHECKLIST Students' Behaviour during Teaching and Learning Process in the Classroom

No.	Number of Items	Criteria	Categories
1.	Giving attention to the teacher's Explanation	- Almost all students pay attention to the teacher's explanation about the lesson. - Almost (or) a half of the whole	High Medium

students pay attention to the
 teacher's explanation About the
 38
 lesson

- Only Several Students pay Low
 attention To the teacher's
 explanation about the lesson.

2.	Giving comments or questions about the teacher's Explanation	- More than a half of the whole students Give comments or questions About the teacher's Explanation	High
		- Almost (or) a half of the whole students Give comments or questions About the teacher's explanation.	Medium
		- Only Several Students give comments or questions about the teacher's explanation.	Low

2. Questionnaire

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

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

QUESTIONNAIRE

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

No.	Questions	Yes	No
1.	Are you happy when you joined in teaching writing descriptive text using picture-guessing game in implementing team-solo technique?		
2.	Is the use of picture-guessing game good to teach writing descriptive text?		
3.	And so on.		

3. Interview

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

TEACHER INTERVIEW SHEET

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

No.	Questions	Answers
1.	What is your opinion about the students" enthusiasm in teaching writing using picture-	

guessing game in
implementing team-
pair-solo technique?

2. What do you think
about the students"
participation in the
teaching and learning
process using
picture-guessing game in
implementing team-
pair-solo technique?

3. And so on.

4. Tests

Tests could measure the students" ability, knowledge or performance. In this study, the purpose of using test as an instrument was to support the qualitative data in pointing out the improvement of the students" ability to write descriptive text using picture-guessing game in implementing team-solo technique. In addition to the other instruments, the test was one of the indicators of improving the students" ability. The test was in the form of composition which was analyzed by writing rubric. The writing rubric was presented by Boardman and Frydenberg (2002:180). The test was administered at the end of each cycle.

There were two tests conducted after pre-assessment. They were cycle one test and cycle two test. The results of each test indicated whether or not the students' ability improved. The form of the them could be seen in appendix 7, 8, and 9.

F. Procedure of Collecting Data

In this action research, a cycles were conducted to collect the data. Each cycle consisted of four phases: planning, acting, observing and reflecting. Before doing the cycles, lesson plan which contained the material taught was prepared. The lesson plan made was based on school-based curriculum. It could be seen in appendix 2. Furthermore, the following activities were conducted.

1. Pre-observation

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

2. Pre-Assessment

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

3. Cycle One

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

a. Planning

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

- (1) The teacher prepared lesson plan based on school-based curriculum.
- (2) The teacher prepared the media, that was picture-guessing game.
- (3) The teacher prepared observation checklist to obtain the data needed.

- (4) The teacher planned the use of picture-guessing game in implementing team-solo technique in the teaching and learning process.
- (5) The teacher prepared the supporting tools: LCD, camera.

b. Acting

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

- (1) The teacher greeted the students and checked the attendance list.
- (2) The teacher asked the students to make a group of six.
- (3) The teacher gave building knowledge of the field by conducting picture-guessing game.
- (4) The teacher asked the students to guess based on the clues given.
- (5) The teacher asked the students to move to a group of two or team.
- (6) The teacher gave instruction to the students to list as much as information in pair after doing picture-guessing game.
- (7) The teacher asked the students to write the information in the form of complete sentences.
- (8) The teacher asked the students to make a descriptive text as a first draft from the information collected by individual.

- (9) The teacher asked some students to read their work.
- (10) The teacher gave reward.
- (11) The teacher asked the students to submit their work.
- (12) The teacher and the students made a conclusion of the lesson.

c. Observing

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

d. Reflecting

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

4. Cycle One Test

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

5. Cycle Two

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

The weaknesses found were firstly in grouping as a team, the students spent much time and made uncontrolled noise. Second, the way the students wrote the text related to generic structure and grammar, especially simple present tense, and punctuation had not been as expected yet. Third, in solo, there were several students who did not focus on their own work.

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

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

6. Cycle Two Test

Cycle two test was conducted at the end of cycle two. As the cycle one test, the improvement of the students' ability of writing descriptive text was known. It could be seen if the cycle two test result increased from the cycle one test result. In this test, the teacher gave every student a worksheet to do the test. Each student wrote a final draft of descriptive text they previously made as first draft in cycle two.

Individually, they had to compose a text with the topic *The Student*. They were given 40 minutes in this test.

7. Observation

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

8. Questionnaire

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

9. Interview

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

G. Procedures of Analyzing Data

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

1. Analyzing Observation Result

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

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

2. Analyzing Questionnaire Result

Questionnaire was analyzed to find out the opinion about the students' interest, the relevance, the advantages, the students' achievement and the sustainability toward the action. There were ten items of questionnaire that described the criteria. First, the analysis began with calculating the percentage of each item. It was known how

many percentage the students who answered *Yes* or *No*. After all items were

51

calculated, the data obtained were described. Then, the conclusion was drawn toward the five criteria based on the description.

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

3. Analyzing Interview Result

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

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

4. Analyzing Test Result

The result of tests was analyzed by doing analytical scoring. The analytic scale proposed by Boardman and Frydenberg (2002:180) was used. It could be seen in appendix 10. There were five components to

52

be measured. They were content, organization, grammar or structure, word choice and mechanics. The total score obtained was one hundred. After all scores were obtained, they were categorized based on Harris'' (1969) classification of achievement level. The classification was described as follows:

Table 3.1 Harris's Scoring Classification

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

The Lowest Score

After collecting the the data, the next step was analyzing them. The testachievement was analyzed by finding the mean score of each test. To knowwhether or not there was improvement, the researcher saw the mean

53

score of eachtest whether or not the score achieved KKM (Kriteria Ketuntasan Minimal) or thestandard score criteria of 70.00. The formula of calculating the mean was shownas follows:

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

$\sum x$ = the total scores

N = the number of students

H. Procedures of Reporting the Results

The qualitative data would be reported by describing or explaining the result of observation, questionnaire, and interview while the quantitative data from tests of a cycle would be reported by doing informal statistic calculation.