THE IMPACT OF TEAM PAIR SOLO TECHNIQUE AND ROUND ROBIN TECHNIQUE ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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Abstract

This journal is based on a study which attempts to improve the students' writing ability of the seventh grade students of SMP Negeri 1 Parakan to write descriptive text using Team Pair Solo technique and Round Robin technique. The study aimed to examine the effectiveness of Team Pair Solo technique and Round Robin t echnique to improve students' ability in writing descriptive text Test and scoring system were used as the instruments to collect the data needed. Pre- test and post test were given to both experimental group and comparison group. In the treatments, the students of the experimental group were taught using team pair solo technique. On the other hand, the students of comparison group were taught using round robin technique. Posttest was given after the treatments. The t-test result showed that t_{value} was 2.64 and t_{table} for σ = 5% was 2.01. It can be clearly seen that t_{value} is higher than the critical value (2.64>2.01). It means that the hypothesis of H_1 is accepted and H_0 is refused. Based on the proven hypotheses, the writer can conclude and assume that Team Pair Solo technique and Round Robin technique are proven effective to be implemented in teaching written descriptive text for seventh grade students at secondary school.

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INTRODUCTION

Writing as one of four language skills (listening, speaking, reading, and writing) is very important in learning language. Writing activity has given an important contribution to human life, according to Harmer (2011:4), "Writing is used for a wide variety of purposes it is produced in many different forms." It can be seen in people daily life activities when they need to write memos, letter, notes, invitation, brochure, articles, application letter, and many others. Writing plays an important role in modern societies. The examples of writing activities products are books, magazine and newspaper that we read almost every day.

Writing skill at junior high school is taught based on genres. The genres that should be taught for junior high school students are descriptive and procedure. Furthermore, this final project will focus in descriptive text that needs more concrete and detail idea than procedure text. Descriptive text is one of the genres that must be taught, so that the students will know how to describe any object (person, place or thing) in their surroundings.

In writing class, the teachers should teach their students using proper technique to get students' attention. An interesting activity in writing class that can be created by proper technique will take more students' attention and they will understand the lesson well. A proper teaching technique that used by the teachers can also improve the quality of teaching and learning. To avoid of being bored and to make teaching writing comprehension more effective and interesting, in this final project, the writer compares the impact of two techniques that can be used in teaching writing comprehension; Team Pair Solo and Round Robin. Hopefully, by using those techniques the students will be more interested and enthusiastic in learning writing comprehension so that they will improve their writing skill and not to mention, they will enjoy the lesson.

Team Pair Solo and Round Robin technique are two of the techniques in cooperative learning. Those techniques involve students' participation and they have to work cooperatively with their classmates in groups. The statement about the group work is stated by Harmer (2002:260):

It is considered that writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating students, including as it does, not only writing, but also research, discussion, peer evaluation, and group pride in a group accomplishment.

Through Team Pair Solo or Round Robin technique, it is expected the students can be motivated to write descriptive text and improve their writing skill.

Literature Review

As one of the four skills, writing has given an important contribution to human life. Acquiring writing skill is more laborious and demanding than acquiring the three other skills. Writing is one of the important skills in studying language. However, as Richard and Renandya (2010: 303) stated, writing can be said as the most difficult skill among the four skills; listening, speaking, reading, and writing. Some techniques have been applied in teaching writing.

Seow (in Richards and Renandya 2010:304) states that "Writing consists of four basic stages; planning, drafting, revising, and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating and post-writing." It means that writing is not an instant activity, to improve this skill students need to do a lot of practices by using some steps/ stages.

One of text types or genres given to junior high school is descriptive text. Descriptive text is used to describe a particular person, place or thing. A good descriptive text will make the readers understand about particular things that described in text. Description is a useful tool in many kind of writing. A clear and lively description depends on close observation. We must pay attention to what we see and hear, and

to specific word choices that will make those observations vivid for our readers.

As international language, English is taught to students from elementary school, junior high school, senior high school, and it is still taught in university. According KTSP 2006 for junior high school, students should be able to use English to overcome their problems in daily life with their language skills in spoken and written forms. The seventh graders of junior high school are categorized as pre intermediate level, so they are not able to produce a long writing. The short writing is the suitable one for them.

Arends (2007:344) states:

The cooperative learning model requires student cooperation and interdependence in its task, goal and reward structures. The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development.

Cooperative learning is a method that makes the students learn how to communicate, socialize and respect each other in group. They can share their opinions or ideas and then discuss with the members of group to decide the best opinion to solve the problem. In cooperative learning activity students are more active than the teacher. The students are expected to conduct and manage the situation, they are demanded to think creatively and independently. In this study, the cooperative learning techniques used by the writer are Round Robin technique and Team Pair Solo technique.

RESEARCH METHOD

In this research, the writer chose true experimental design which uses pretest-posttest control group design. The writer used this design because she used two classes, one was as experimental group and the other was as control or the comparison group; and subjects were assigned randomly to each group.

The study was conducted in SMP N 1 Parakan. Population of the study was seventh grade students of SMP N 1 Parakan in the academic year 2012/ 2013. There were eight classes of the seventh grade students of SMP N 1 Parakan. On the average, each class consisted of 25 students. All of them were given same materials in teaching and learning process. The samples of the study are two classes of seventh grade students of SMP N 1 Parakan. The first class was 7-3 as an experimental class and the second class was 7-2 as a comparison class. The writer chose the sample based on the consideration: these classes were given the same English material by the same English teacher; these classes had the same average in English achievement; the students had been studying English for the same period.

In this study, the writer used test and scoring system as instruments, then analyzed the result of the experiment using t-test formula. It is used to know whether there is any significant difference between the students who were treated by using Team Pair Solo technique and those who were treated by using Round Robin technique. Before computing the t-test value, the writer had to find the normality and homogeneity of experimental and comparison group's pre-test to find out that the data was normally distributed and homogeneous. If the t-value is higher than t-table, it means that there is a significant difference between two means. On the other hand, if the t-value is lower than t-table, it means that there is no significant difference between two means.

RESULT AND DISCUSSION

Result of the Test

The data were obtained from students' achievement of writing descriptive text. The following is the table that shows the average scores for pre-test and post-test for all aspects of students' mastery.

Table 1. The Result of Pre-test and Post-test Average Scores of the Experimental and Comparison Group

Group	Mean (X) of Pre-test	Mean (X) of Post-test	The Difference between Pre-test and Post-test
Experimental	66.08	80.48	14.4
Comparison	68.32	75.44	7.12
The Difference between Pre-test and Post-test	2.24	5.04	

According to table 4.3, it could be seen that the difference in average between the pre-test of experimental and comparison group is 2.24. The difference in average between the post-test of experimental and comparison group is 5.04, the difference between pre-test and post-test of experimental group is 14.4, and the difference between pre-test and post-test of comparison group is 7.12.

In classifying the score, the writer used the measurement of the students' achievement.

Table 2. Table of Criteria Assessment

Students' Mastery	
Criteria of Assessment	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

(Harris 1969:134)

To make the difference easier to be understood, the writer applied the percentage scores of pre-test and post-test of both groups using the criteria assessment into the chart as follows:

Chart 1. The Percentage of Experimental Group Score
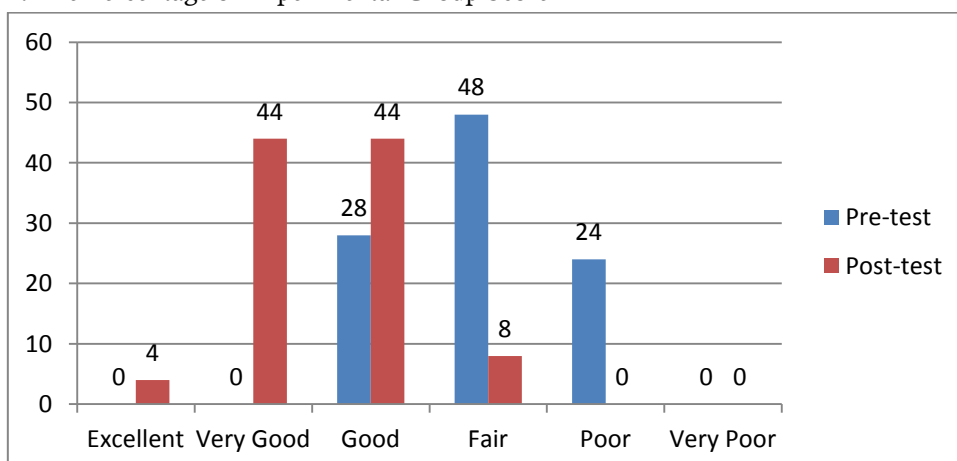
The chart 1 describes about the pre-test and post-test result of experimental group. From the chart, it is shown that the result of post-test is better than pre-test. In pre-test there were 24% of students who got "poor" criteria, and only could reach "fair" and "good" criteria. In post-test 4% got "excellent" and the rest increased from "poor" and "fair" to "good" and "very good".

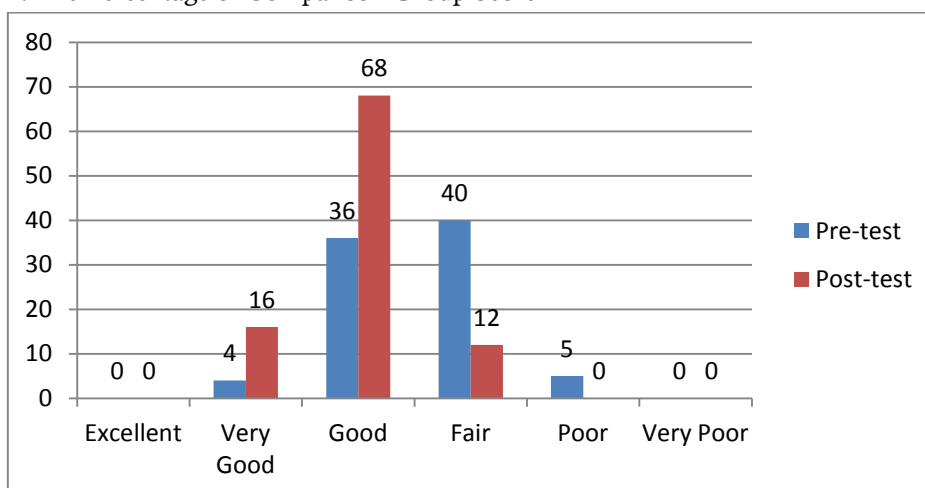**Chart 2.** The Percentage of Comparison Group Score

Chart 2 shows the achievement of the pre-test and post-test obtained by comparison group. For the pre-test achievement, students who got "very good" were only 4%, 36% for "good" and 40% for "fair" criteria. After the treatment, the percentage of the students who got "very good" and "good" increased 12% and 32%, while "fair" criteria was only 12%. For both pre-test and post-test, there were no excellent and very poor criteria based on the chart.

After getting the data of the experimental and comparison groups, the normality of those data were analyzed to make sure the data are normal. The writer used Liliefors Test to analyze the normality of the data. Result of the data analysis could be seen from the significance that was written in the table. If $D_{value} < D_{table}$, it means that the data was distributed normally. From the tables 4.1 and table 4.2, for experimental group the D_{value} was 0.1643 and for comparison group the D_{value} was 0.1389. The D_{table} for $\sigma = 0.05$ and n = 24 was 0.27. For both groups, each critical value was lower than the D table. For experimental group the D_{value} (0.1643) $< D_{table}$ (0.27) and for comparison group the D_{value} (0.1389) $< D_{table}$ (0.27). The result proven that all of the scores in the data were normally distributed.

The writer used Bartlett test to find the variance of homogeneity between the pre-test of experimental group and pre-test of comparison group. Homogeneity is important to check

whether the data of each group are homogenous or not. If $X^2_{value} < X^2_{table}$ it means that the data had the same variance and they were homogenous. From the computation using Bartlett test, the writer found that the X^2_{value} was 0.94609 and the X^2_{table} was 3.8414. Because X^2_{value} (0.94609) < X^2_{table} (3.8414), it could be said that the data had the same variance and they were homogenous.

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

Where:

$\sum X^2$ = total of quadrant score of students' post-test in experimental group.

$.\sum x$ = total score of students' post-test in experimental group.

Nx = the number of the students in experimental group.

The computation of score deviation of experimental group's post-test is as follows:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$
$$= 162896 - \frac{(2012)^2}{25}$$
$$= 162896 - \frac{4048144}{25}$$
$$= 162896 - 161925.76$$
$$= 970.24$$

The computation of score deviation of comparison group's post-test is as follows:

$$\sum x^2 = 143500 - \frac{(1886)^2}{25}$$
$$= 143500 - \frac{3556996}{25}$$
$$= 143500 - 142279.84$$
$$= 1220.16$$

After getting all data, the result can be put into the formula of *t*-test:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$
$$= \frac{80.48 - 75.44}{\sqrt{\left[\frac{970.24 + 1220.16}{25 + 25 - 2}\right]\left[\frac{1}{25} + \frac{1}{25}\right]}}$$
$$= \frac{5.04}{\sqrt{\left[\frac{2190.4}{48}\right]\left[\frac{2}{25}\right]}}$$
$$= \frac{5.04}{\sqrt{[45.63][0.08]}}$$
$$= \frac{5.04}{\sqrt{3.6504}}$$
$$= \frac{5.04}{1.91}$$
$$= 2.64$$

After calculating *t*-test, the writer used the critical value of *t*-table to check whether the difference is significant or not. For σ = 5% and the number of the students (df) was 25+25-2= 48, it was obtained from the formula $\sum Nx + \sum Ny - 2$. The writer found the *t*-table = 2.01. Based on

After the data were considered as normal and homogenous, the writer applied the *t*-test. In order to know the *t*-test, it is needed to find the mean score and score deviation of the post-test of the two groups. To find the score deviation of experimental and comparison group the writer used formula:

the computation, the writer found the *t*-value was 2.64. Because *t*-value (2.64) > *t*-table (2.01), it could be concluded that there is a significant difference between experimental and comparison group.

DISCUSSION

After doing the experiment and analyzing the result statistically, the writer could conclude that there is an improvement to the students' ability in writing descriptive text using Team Pair Solo technique and Round Robin technique to the seventh grade students of SMP N 1 Parakan. Based on the computation result, the t-value (2.64)>the t-table (2.01), it proved that the difference is statistically significant. From this study, it can be concluded that there is significant difference between comparison and experimental group.

The aim of this study is to know if there is significant difference in improving writing a descriptive text between the group who was taught by using Team Pair Solo technique and the group who was taught by using Round Robin technique in seventh grade students of SMP N 1 Parakan in academic year 2012/ 2013.

From both groups there is an improvement, but based on the analysis the result of experimental group is higher than the result of comparison group. The post-test average scores (mean) of comparison and experimental group were 75.44 and 80.48. It can be said that teaching by using Team Pair Solo technique is more effective to improve students' writing ability than using Round Robin technique.

CONCLUSION

Based on the result of the study that had been discussed on previous chapter, there was an improvement in both comparison and experimental group after they got the treatment. In the experimental group which was taught using Team Pair Solo technique, their pre-test's mean score was 66.08 and their post-test's mean score was 80.48. While in the comparison group which was taught using Round Robin technique, their pre-test's mean score was 68.32 and their post-test's mean score was 75.44. The two techniques that used by the writer to teach comparison and experimental group were effective to improve students' ability in writing descriptive text. However, it could be seen that the post-test's mean score of experimental group was higher than comparison group. It proven that the students' improvement in experimental group was higher than comparison group. The t-test result showed that t-value was 2.64 and t-table for $\sigma = 5\%$ was 2.01. It proven that there was a significant difference between teaching writing descriptive text by using Team Pair Solo technique and Round Robin technique, because t-value (2.64)> t-table (2.01). Based on the result of the study, the writer concluded that Team Pair Solo technique was more effective than Round Robin technique to improve students' ability in writing descriptive text.

Using Team Pair Solo technique in teaching writing descriptive text is more effective than Using Round Robin technique, because in Team Pair Solo technique the students can share and develop their idea more frequent. At the first time students can share and get the ideas from the group, secondly they work in pairs so they can add the idea by sharing with their partner who has work in different group and finally they can write their own descriptive text individually by using the ideas they've got from previous activities.

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