



**IMPROVING STUDENT'S ABILITY IN WRITING DESCRIPTIVE PARAGRAPH
THROUGH TEAM PAIR SOLO STRATEGY AT EIGHT GRADE
AT MTS HABIBULLAH, LABUHAN BATU**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
in partial fulfillment of the requirements for the (Degree of Sarjana Pendidikan) S-
1 program*

By:

RIKA RAHMAH
NIM: 34105020

Advisor

Dr. Sholihatul Hamidah Dly, S.Ag, M.Hum
NIP: 19750622 200312 2 002

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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Nomor : Istimewa Medan, 2017
Lamp : 6 (Enam) Eks Kepada Yth:
Perihal : Skripsi Bapak Dekan Fakultas Ilmu
a.n. Rika Rahmah Tarbiyah dan Keguruan
UIN-SU
Di
Medan

Assalamua'laikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Rika Rahmah** yang berjudul "**Improving Students' Ability In Writing Descriptive Paragraph Through Team Pair Solo Strategy At Eight Grade At Mts HABIBULLAH, LABUHAN BATU**", maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

Pembimbing

Dr. Sholihatul Hamidah Dly, S.Ag, M.Hum
NIP. 19750622 200312 2 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Rika Rahmah

Nim : 34105020

Jurusan/Bidang Study : Pendidikan Bahasa Inggris (PBI-1)/Strata I(S1)

JudulSkripsi : **Improving Students' Ability in Writing
Descriptive Paragraph Through Team Pair Solo
Strategy at Eight Grade at MTS
HABIBULLAH, Labuhan Batu**

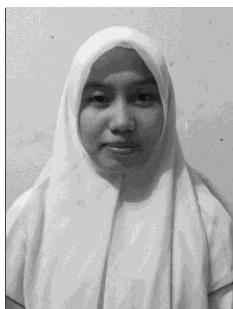
Menyatakan dengan sebenarnya bahwa skripsi ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan maka gelar yang diberikan oleh universitas batal saya terima.

Medan, 02 Mei 2017

Rika Rahmah
NIM. 34105020

ABSTRACT



RIKA RAHMAH. IMPROVING STUDENT'S ABILITY IN WRITING DESCRIPTIVE PARAGRAPH THROUGH TEAM PAIR SOLO STRATEGY AT EIGHT GRADE AT MTS HABIBULLAH, LABUHANBATU IN 2015/2016 ACADEMIC YEAR

Thesis :Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan in partial fulfillment of the requirements for the (Degree of Sarjana Pendidikan).

Key Words : Ability, Picture, Understanding Descriptive Paragraph.

This study attempts to improve student's ability at understanding writing descriptive paragraph by using Team Pair Solo strategy. The research design used Classroom Action Research. The subjects of the research were the second grade students of Islamic Junior High School (MTs) HABIBULLAH Desa Sibargot. Labuhan Batu in 2015/2016 Academic year consisted of 30 students. The research was conducted in two cycles, each cycle consisted of two meetings. Based on the data analysis, the students' ability at understanding writing descriptive paragraph by using Team Pair Solo strategy. The result of the data analysis showed that the mean of the first cycle was 41.6 and the mean of the second cycle was 62.33. the percentages of the students who got point up to 60 also grew up. In the Pre Test of cycle I, there were 4 of 30 students (13.3%) who got point 60 above. In the Post Test I, there were 12 of 30 students (40.00%) who got point above 60. It means that there was an improvement about 26.7%. In the Post Test II, there were 25 of 30 students (83.33%) who got point above 60. It mean that there was improvement about 43.33%. The total improvement of the students' score from Pre Test until the Post Test II was about 70.03%. It indicated that the implementation of using picture was found the teaching learning process run well and was effective to improve students' ability at understanding the writing descriptive paragraph. The hypotesis testing of this research denoted that the result of mean in two cycles can be seen that the t count was 5,66 with the significant level $\alpha = 2.04$. hence, the result of calculating stated that t count (5.66) > t table (2.04). Thus, alternative (H_0) stated that by using Team Pair Solo strategy as a media could increase the students' ability at understanding writing descriptive paragraph.

Advisor

Dr. Sholihatul Hamidah Dly, S.Ag, M.Hum
NIP: 19750622 200312 2 002

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This thesis was written to fulfill one of the requirement for S-1 program at Department of English Education Faculty of Tarbiyah and Teacher Training the University for Islamic North Sumatera Medan. In writing this thesis, the writer found various difficulties. This thesis would not be as it now without any helps and support from many parties. They are:

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Finally, the writer obviously realize that this thesis is not perfect, but the writer hope this thesis will be useful and give a contribution in improving the quality of education in this country.

Medan, 02 Mei 2017

The Writer

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CHAPTER I

INTRODUCTION

A. Background of study

Writing is very important to be thought in the school. Only by writing the students can give a good account of themes elves as students, and it can be ap lied in their carer when they want to look for a job such as writing application letters, instruction reports. One of the purpose of all education is teach students to think and write well so they can express their thought effectively. Expressing the ideas and thought in the written form is the goal of writing. Many of students are clever enough to understand something but they are unable to communicate their knowledge and ideas effectively. So they need to be guided in expressing it.

Description writing is the clear description of people, thing, place, object or event using elaboration of detail to communicate a sense of the subject being described. Detail use are usually sensory and selected to describe what the writer sees, hears, smells, feels, tauchs, tastes, etc, to write a good descriptive paragraph is influence by many factors such as: vocabulary, tenses, media, strategy. Strategy is learning activity that must be done by the teacher and students, so that learning objectives can be achieved effectively and efficiently.¹So strategy is one of the essential thing that must be considered in teaching. Many strategy that can be applied in teaching writing descriptive paragraph such as three steps interview, write round, the power of two, index card match and many others.

Any some factor problem why the student can't understand about writing descriptive paragraph. Students can't understand about descriptive paragraph,

¹,WinaSanjaya, *M.Pd, Straregi Pembelajaran Berorientasi Standar Proses Pendidikan, KencanaPredana Media : Jakarta, 2006, p.126*).

students can't give an example about writing paragraph, students can't reading in English, lack of vocabulary students, less able to read and writing.

Descriptive is about sensory experiences how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kind of perception.²

According to the expert literature, one kaedah data processing effort into something that can be expressed clearly and precisely what the aim to understand by people who did not directly experience it for yourself.

To do this research the writer must considers some factors to choose what kind of strategy is appropriate to be applied in the class. By looking the fact, most of the students in MTs Habibullah in desa SIBARGOT. Especially they did not know how to write a descriptive paragraph correctly, because they still confuse of making correct sentences.

It can be seen from the first interview with the students and the teacher. They shared what they feel and know about English when they write had the interview.

This strategy not very difficult for can understand. This strategy use strategy Team Pair Solo. The first strategy is team, students make a group, and all of student in group make a one descriptive paragraph and then teacher ask one of them to explained. The second strategy is pair, student make a group, but one group any two students. The last strategy is solo, one by one student make the example and explained.

² Kane (2000:352)

B. Problem of Study

Beside on the description of study background above, the problem of study can be identified as follows:

1. The students' motivation at study English is still low
2. The students' writing is still low
3. The strategy that used by the teacher has not been able to improve the students' ability at writing a paragraph.

C. Limitation of the Study

There are many strategies can be used in teaching writing descriptive paragraph. Though in this research focuses of increasing students ability at writing descriptive paragraph by using team pair solo strategy, in the eight grade at MTs Habibullah.

D. Formulation of the Study

Beside on the background of the study above, it is necessary to formulate the problem of the research as:

“Can the students ability be increased in writing descriptive paragraph by implementing the team pair solo strategy?”

E. Objective of the Study

Based on the formulation of the problem above, this study aims to determine and to describe : to know the improvement of the student's ability on writing descriptive paragraph by using team pair solo strategy.

F. The Aim of the Study

Based on the background of the study and the scope of the research, the aim of the study: isto find out whether the students ability can be increased in writing descriptive paragraph by using team pair solo strategy.

G. Significance of the Study

The result of this research will be expected to be useful for:

1. The principal: in supervising the English teacher to choose the appropriate team pair solo strategy in Teaching.
2. The teacher: to implement appropriate solo pair strategy in teaching especially about descriptive paragraph.
3. The students: allow them to write the descriptive paragraph.
4. As the comparison of another research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Ability in Writing Descriptive Paragraph

To support the ideas of this research, some theories and some information will be include to help the writer in designing this research.

1. Ability

There are two terms definition of ability in this research which related to the context. Jhon. M. Echols and Hasan Shadily in an English-Indonesia dictionary, ability is, Kecakapan, bakat dan Kemampuan³. It explains that ability is talent, interest and power to do something. And According to Robert N. Singer, ability is general and enduring or other qualities that are needed in order to do something⁴.

Allah also says in Holly Qur'an (Al-Kahfi:45)⁵

بَبَحِ الْأَرْضِ نَبَاتُ بِهِءِ فَأَخْتَلَطَ السَّمَاءِ مِنْ أَنْزَلْنَاهُ كَمَا أَلْدُنْيَا الْحَيَاةِ مَثَلٌ لَهُمْ وَأَضْرِبْ
مُقْتَدِرًا شَيْءٍ كُلِّ عَلَى اللَّهِ وَكَانَ الرِّيحُ تَذْرُوهُ هَشِيمًا فَأَص

Meaning : *And present to them the example of the life of this world, its being like rain which We send down from the sky, and the vegetation of the earth mingles with it and (then) it becomes dry remnants, scattered by the winds. And Allah is ever, over all things, Perfect in Ability.*

³Jhon M. Echols and Hasan Shadily, *Kamus Inggris Indonesia*, (Jakarta : PT Gramedia , 1996, p.2)

⁴Robert and Singer, *Motor Learning and Behaviors*, New York: The Florida States University, 1980, p.31)

⁵<https://alquranmulia.wordpress.com>

Beside that Allah also says in Holly Qur'an (Al-Mujadilah:11)⁶

لَ وَإِذْ أَلَّكُمُ اللَّهُ يَفْسَحُ فَأَفْسَحُوا الْمَجَالِسِ فِي نَفْسِ حُوكُمُ قِيلَ إِذَاءِ أَمْنُوا الَّذِينَ بَيَأُيُنَا
مَلُونِ بِمَا وَاللَّهُ دَرَجَاتٍ الْعِلْمِ أَوْ تَوَا وَالَّذِينَ مِنْكُمْ ءِ أَمْنُوا الَّذِينَ اللَّهُ يَرْفَعُ فَانْشُرُوا وَأَنْشُرُوا أَقِي
خَيْرُتَع

Meaning : Allah will rise up, to (suitable) ranks (and degree), those of you who believe and who have been granted (mystic) Knowledge. And Allah is well-acquainted with all ye do.

Allah also says in Holly Qur'an (Al-Alaq: 1-5)

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَعْلَمْ بِأَلْقَامِهِ ۝ عَلَّمَ الْقَلَمَ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

1. Bacalah dengan (menyebut) nama Tuhanmu yang Menciptakan,
2. Dia telah menciptakan manusia dari segumpal darah.
3. Bacalah, dan Tuhanmulah yang Maha pemurah,
4. Yang mengajar (manusia) dengan perantaran kalam[1589],
5. Dia mengajar kepada manusia apa yang tidak diketahuinya.

[1589] Maksudnya: Allah mengajar manusia dengan perantaraan tulis baca.

Allah also says in Holly Qur'an (Al-Kahfi:66)

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عَلَّمْتَ رُشْدًا ۝

⁶ <http://tafsir.web.id>

Meaning : Musa berkata kepada Khidhr: "Bolehkah aku mengikutimu supaya kamu mengajarkan kepadaku ilmu yang benar di antara ilmu-ilmu yang telah diajarkan kepadamu?"

From all the explanation above the writer can conclude that ability is skill needed to do something. The term ability is the power of the students to understand the material given by the teacher in learning process. So, the students actually need the guidance from the teacher that must have the further ability.

2. Definisi of Procedure

Procedure is a piece of the text that give is instructions for doing something, that is the text is design to describe how something is achieved through a sequence of action or steps.

B. Writing Descriptive Paragraph

1. Definition of Writing

Writing is the process of using symbol (letters of the alphabet, punctuation and space) to communicate thought and ideas in a readable form.

According to Jennice, writing is one way of making meaning from experience for ourselves and for others.⁷ Writing is an essential component of disciplinary knowledge, a practice that must be cultivated in every course as actively as any other discipline-based practice, whether an analytical approach, a research method or a laboratory or computational technique.

According to Pranoto, menulis berarti menuangkan buah fikiran kedalam bentuk tulisan atau menceritakan sesuatu kedalam tulisan kepada orang lain.⁸

⁷Jennice M. Laver, 1991. *Four Worlds Of Writing*. London press, P.23

⁸<http://Zhaminang.wordpress.com>

According to Eric Gould, Robert Di Yanni and William Smith, writing is a creative act, the act of writing is creative because its require to interpret or make sense of something: a experiences, a text and event.⁹

According to Gebhart and Dacon Rodrigues, writing is one of the most important things you do in collage.¹⁰

According to Harmer, states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be presents in learning activities.¹¹

Writing is one form of embodiment of linguistics competence that are expressed in the form of the use of written language written, other than in the form of spoken language.

2. The Process of Writing

The process of writing is the stage for the writer goes through in order to produce something in writing. This process may be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports or novels) and the medium it is written in (pen and paper, computer word files, live chat, etc). According to Jeremy Harmer¹², these cases it is suggested that the process has four main elements:

a. Planning

Before starting to write of type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually

⁹<https://duniabaca.com>

¹⁰<https://Zhaminang.wordpress.com>

¹¹<https://duniabaca.com>

¹²haremer, Jeremy. *How to teach writing*. Pearson education . P.4.5

write down any preliminary notes at all since they may do all their planning in their heads. When planning writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language. Whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas or arguments which they have decide to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (Reflecting and Revising)

Once writers 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 order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraph around or writer a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general

meaning and overall structure before concentrating on detailed features such as individuals' words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

We might decide to represent these stages in the following way:

Planning **→ Drafting** **→ Editing** **→ Final Draft**

3. Tips for Writing Easily

There are several tips to write easily, such as:

- a. Think of an experience or event in your life in which you felt a certain emotion. Then spend at least ten minutes prewriting about that experience. Do not worry at this point about such matters as spelling or grammar or putting this in the right order, instead, just try to get down as many details as you can think of that seem related to the experience.

b. This preliminary writing will help you decide whether your topic is promising enough to continue working on. If it is not, choose another emotion. If it is, do three things.¹³

1) First, write out your thesis in a single sentence, underlining the emotion you will focus on. For example, “My first day in kindergarten was one of the scariest days of my life”.

2) Second think about just what creates the conflict-the source of tension-in the story. What details can add that will build up enough tension to “hook” readers and keep them interested.

3) Third, make up a long list of all the details involved in the experience. Then arrange those details in chronological (time) order.

c. Using your list as a guide, prepare a rough draft of your paper.

4. Writing Purpose

The most effective learning of writing skills is likely to take place when students are writing real message for real audience, or at least when they are performing tasks which they are likely to have to do in their out of class life. The choice of writing tasks will depend, therefore, on why students are studying English. There are three main categories of learning which it is worth considering.¹⁴

a. English a second language (ESL)

b. English for specific purpose (ESP)

¹³LanganJhon. 2005, *College Writing Skills*, Library of Congress cataloging press. P, 202-203.

¹⁴*ibid* P.19

5. Creative Writing

According to Gaffield-Vile in the practice of English language teaching that wrote by Jeremy Hamer, creative writing is a journey of self-discovery and self-discovery promotes creative learning. When teacher set up imaginative writing tasks so that their students are thoroughly engaged, those students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments. While students are writing a simple poem about someone they care about, or while they are trying to construct a narrative or tell stories of their childhood, for example, they are tapping into their own experiences. This provides powerful motivation to find the right word to express such experiences.

There is always a danger that students may find writing imaginatively difficult. Having 'nothing to say' they may find creative writing a painful and demotivating experience, associated in their minds with a sense of frustration and failure. A lot will depend upon how we encourage them. It is also important not to expect whole compositions from the very first. We need to build up creative writing hit by bit, starting with phrases and sentences before expecting whole composition.¹⁵

6. Paragraph

Paragraph is basic units of organization in writing in which a group related sentence develop on main idea. A paragraph can be as one sentence or as long as ten sentence.¹⁶

¹⁵ Harmer Jeremy, 2003, *Practice of English Language Teaching*. Longman. P.12

¹⁶aliceoshom and hogue, op.cit.

According to Oshima and Ann, a paragraph has three major structural parts, a topic sentences, supporting sentence. Paragraph consist of topic sentences, supporting sentence and concluding sentence. The topic sentence states the main idea of the paragraph, supporting sentences developed the topic sentence by giving reason, example, facts, and quotation. The concluding sentence signals the end of the paragraph and leaves the reader with important point to remember.¹⁷

a. Definition of Paragraph

Paragraph is a piece of a written text containing several sentences in a context. According to Leggett, paragraph is a piece of writing consisting of several sentences about a main topic and central idea. While according to Oshima and Hogue, Paragraph is the miniature on of essay. It mean that it is a smaller text than an essay, but both of them resemble to each other in their formal features. A paragraph is a short place of writing with a beginning, a middle and an ending. A good way to think about how to organize a paragraph is to think about how you walk to your friends.¹⁸ Similarly, they state that a paragraph as a piece of text containing several sentences and the miniature of an essay as a bigger text function as the unit of that essay and the length of that paragraph is relative, but the this definition implicitly indicate to a moderate or reasonably number of sentences that depend on the necessity of the data to elaborate the main topic and the controlling idea in the number of sentences. So, a paragraph

¹⁷ Oshima.1991. *Introduction to Academic Writing*.New York, Addison Wesley Publishing Company in. P. 17-18.

¹⁸Oshima and Hogue.*how to write a paragraph*. Teacher created resources. P.20

is a piece of writing possessing several sentences about a certain main topic and a certain controlling idea.¹⁹

b. Unit of the Paragraph

The unit of the paragraph are the sentences that can be divided into three parts :

- 1). Introductory, actually called by the topic sentences. The function is to introduce one main topic and one controlling idea.
- 2). Body, it contains of several sentences. They function to elaborate, prove, disprove or define the topic sentence and they are called as the supporting sentences, each supporting sentences can have one or more sub-supporting sentences. Each of them is directly related to its supporting sentences, but indirectly related to the topic sentences.
- 3). Ending, it is also called the concluding sentences. It functions to complete the paragraph. This sentences is formulated by restating the topic sentences with synonyms or some related words. Another way to write the concluding sentences is by summarizing the main points discussed in the body of a paragraph.

c. Types of Paragraphs

The type of the paragraph as a productive language skill is classified according to the specific purpose of the writer put in the text to be communicated to the speakers.

¹⁹SiahaanSanggam, 2008, *Issues in Linguistics*. GrahaIlmu, P.215-216

- 1) Narration, is a type which the writer tries to recount and even (object)of his world experience in order his readers can see, feel, smell, hear and taste it is he can.
- 2) Description, the writer tries to analyze and explain an object with a purpose to reveal out its aspects and the nature of their interrelationship vividly.
- 3) Expository, the writer tries to show the (new) truth of a fact of an object in order the readers believe or disbelieve something related to the object they are experiencing.
- 4) Argumentation, in addition to only convincing the readers to believe or disbelieve the truth of the fact of an object in addition to only convincing the readers to believe or disbelieve the truth of the fact of an object, the also has a goal to persuade the readers in order to take the certain course of action related to the new truth expose to them.

A paragraph as a written text in a process of meaning negotiation in a communicative interaction may have any of the four types of the goal.

7. Punctuation

The use of punctuation marks can be very complex. Each punctuation mark can be used in many ways. Here are punctuation marks that are most commonly used when writing and the most typical ways they are used. The punctuation consist of²⁰

- a). Full stop (.) which used: At the end of a sentences (statement) and for the abbreviation.

²⁰Dewi,Utami, 2012, *How to Write,Medan*: Latansa Press, P.102

- b). Comma (,) which used: Between three or more series items in a list. After adverb phrase or adverb clause that come before the main clause. Before coordinate conjunction to combine two independent clause in compound sentence, before and after transition. Separates extra (non-restrictive) words, phrase or clauses from the rest of sentences. Separates an introductory clause with the quotation in direct speech. Separates a take question from the statement, and Separates a mild interjection (well, yes, no, why)
- c). Semicolon (;) which used: Between closely related independent clauses which not joined by coordinating conjunction, Between independent clauses joined by conjunction adverb. And separates item in a list when at least of the item contains a comma.
- d). Colon (:) which used: To introduce a list, To introduce an additional explanation. Between hour and minutes, and after salutation of a formal latter.
- e). Apostrophe (') which indicates: The place in a contraction where letter or letters have been committed possession.
- f). Quotation marks (“ ”) which used: To enclose the exact words of a speaker or writer (direct quotation), and the slang words or special words referred as term.
- g). Hyphen (-) which used: to arrange the compound word, and to arrange the compound word separated by preposition.
- h). Bracket (), which used to enclose the additional information (word, phrases and clause) in the sentence.

- i). Question mark (?), which used at the end of exclamatory sentences, and to express sense of urgency or very strong emotion to end imperative sentences and statements with an exclamatory mark.

8. Strategy

Strategy is a specific of approaching a problem or task, mode of operation for achieving a particular and, glamour design for controlling and manipulating certain information. They are conceptualized that might very from moment to moment, or day to day, or year to year. Strategies very intra individually; each of us has a number of possible ways to solve a particular problem, and we choose one-or several in sequence-for a given problem. As we turn to a study of styles and strategies in second language learning, we can benefit by understanding these “layer of onion”, or points on a continuum, ranging from universal properties of learning to specific intra individual variations in learning.²¹

Strategy is used in the world of military to win the war, but in the world education, strategy is a plan that contain a set of activity to achieve the goal of education.²²

9. Team Pair Solo Strategy

The purpose of research conducted a study of this class action is to know the description the description of the planning, implementation, strength and weaknesses of the implementation of writing descriptive paragraph with the team pair solo strategy.

²¹ Doughias Brow, 2000. *PrincipiesOf Language Learning And Teaching*. Longman. P.113

²² WinaSanjaya. 2011. *StrategiPembelajaranBerorientasiStandar Proses Pendidikan*, Medan : KencanaPrenada Media.P.126

²³<https://duniabaca.com>

This study comprised three cycles, each cycle consisting of planning, implementation, observation, and reflection as the reference for the next cycle. Instruments used in this study are the observation sheet, booklet, and questionnaire. From the findings and data processing, it can be concluded that for the cycle of descriptive writing of the type of Team Pair Solo strategy.

Team pair solo is a powerful cooperative learning strategy for use in the classroom with ELLS and native speakers alike. This strategy is a great way to reinforce mainstream curriculum objectives while developing language proficiency. The procedure of Team Pair Solo strategy, students are asked to work in groups to begin with to either brainstorm ideas, share prior knowledge, discuss ways to solve a problem, or any number of other group activities. They then split into pairs to further refine these ideas before working independently to create an individual response to the task.

The process can then be reversed as Team Pair Solo where the individual response is taken back to the pair to be peer reviewed, discussed and critically evaluated, up-leveled and fine tuned, before finally being shared with the team.

The advantages of Team Pair Solo strategy, can be increased ability student in writing paragraph. Make students brave speak English in class with their friends. Make students understand about descriptive paragraph, improve students confidence in speaking English. Students have their own satisfaction with the experience of learning to use strategy.

The disadvantages make Team Pair Solo strategy, the first students difficult for understanding about this strategy. They complained about writing too much.

10. The Definition of Descriptive Paragraph

According to the expert literature, one kaedah data processing effort into something that can be expressed clearly and precisely whit the aim to understand by people who did not directly experience it for yourself.

According to Semi, *“tulisan yang tujuannya memberikan perincian atau detail tentang objek sehingga dapat member pengaruh pada imajinasi pembaca atau pendengar bagaikan ikut mendengar, melihat, merasakan atau mengalami secara langsung objek tersebut.*

So, it can be conclude that Writing Descriptive Paragraph is documented the description are concerned with details, the larger and the more precise the better descriptive writing will be. Some categories should be considered area, place, shape, materials ect.

Usually descriptive paragraph cover the following:

- a. Describing people (physical, character)
- b. Describing place (town, cities, village)
- c. Describing object (animal, thing)
- d. Describing landscape (natural scenes)
- e. Describing habits and condidition (behavior, customs,)
- f. Describing process (how thing work)

Example of Describing People :

My Friend and Her Shoes

I have a close friend. She is beautiful, attractive, and trendy. She always want to be a trend setter of the day. She always pay much attention on her appearance, recently, she bought a new stylish foot legs design by YongkiKomaladi. This shoes really matches on her.

Her shoes wonderful, when she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright colour, and brand represent her as a smart women of the day, she really have perfect appearance.

Example of describing place :

Kuta Bali

Kuta is exciting tourist area on the southern of Bali. It is located in southwestern Bali, just minutes from the air port, Kuta is one of the world's most famous beaches. It first attracted Western surfers with it world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sandy beach.

Kuta, in addition to being the sunset site number one, is also the center of night life activities. Kuta, has a shopping mecca, with its line of shops, boutiques, and galleries. Restaurants line up the streets as well as the beachfront hotels. Ranging from a small, in expensive home stay to a luxurious resort.

There are many night clubs along Jalan Legian and Jalan Panatai Kuta. The busiest time for night clubs are around from 22:00 and will close until dawn.

Example of Describing Object :

My Cat Gregory

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Example of Describing Landscape :

My Hotel Location

My hotel room looks out across a main road which runs beside the river. To the left, about half a mile down the road there is a splendid Looking castle, situated majestically on a small hill.

The road bends right past this and crosses the river over there-spanned stone bridge, entering a small village, whose church dominates the skyline.

This village is set on a small hill, and beyond there are rolling hills right to the horizon, intersected by one or two three-lined valleys.

So, we can conclude that ability in writing descriptive paragraph is an power or talent in writing a paragraph which say what a person this is like. Generally, it covers areas such as : Description people, place, objects, landscape, habit or conditional and process.

C. Related Study

1. Andriani Siregar, (2003) improving students' achievement in writing descriptive paragraph by team pair solo strategy. This study was attempt to improve students' achievement in writing descriptive paragraph by team pair solo strategy. This study was conducted by using classroom action research in two cycles. Cycle one consisted of four meetings while cycle two consisted of two meetings. The subject of the research was class VIII-A MTs Habibullah. The number of the students was 30. To collect the data, the instruments were quantitative and qualitative data. The quantitative data was the scores of the students and the qualitative data was interview sheets, observation sheets and dairy notes. Beside on the writing score, students' score were improving in every test. It can be seen in orientation test, test one in cycle one, test two in cycle two. In orientation test, the mean score was 37,94 then it was improved to 65,85 in test one. In the end of cycle two, the mean score for test two was again improved to 83,41. Based on interview sheet, observation sheet, and diary notes, it was found that teaching-learning process ran well. In line with the data, it shows that the application of team pair solo strategy significantly improved students' achievement in writing descriptive paragraph.

2. Amiruddin Lubis, (2005) improving students' achievement in writing descriptive paragraph through experiential learning. This study dealt with the improvement of students' descriptive writing achievement through experiential learning. The objective of this study was to find out whether students' achievement in descriptive writing can be improved if the students are taught by using experiential learning technique. This study was conducted by using classroom action research. The subject of this study was class VII-B of MTs Habibullah, consisted of 30 student. The research was conducted in two cycles; each cycle consisted of three meetings. The instrument of data collection were writing test for the quantitative data and observation sheets and diary notes for the qualitative. The research was conduction in two cycle, each cycle consisted of two meeting. The instrument of data collection were writing test for the qualitative data and observation sheets and diary notes for the qualitative data. The mean of the students' test scores in cycle was 63,75end the mean increased to 75,95 in cycle two. By the end of the cycle there was an improvement as much as 25,56 points in the mean of the students' scores or 50,7%higher than the preliminary test. The observation sheets and diary notes showed that the research was conducted according to plan and the teaching and learning process ran well. The research findings proved that experiential learning can significantly improve students' achievement in descriptive writing.

D. Conceptual of Framework

Writing was use to pour thoughts trough writing. By writing, all of the abstracts will be more concrete. In studying the language, writing is one of the ability that must be mustered. Essentially, write it, it is not as easy to read. Good writing is writing that is born of careful thought, the choice of words that are familiar and easily understood by many people. Teach the way to write a good and true is not easy thing. Many things must be taught first. Like a good mastery of grammar, the correct choice of words, punctuation and so on. Write a descriptive paragraph, is to write a story that is identical to past stories.

Learning strategies are methods used by teachers and teaching. Make it easier for students to accept and understand the lesson, and always struggle to follow the course without getting bored. It is of course also give ease of teachers in teaching. In the learning process, teachers should use different strategies, so that the students do not fell bored while studying. Nowadays, many learning strategies that appear. In the use of strategies, teachers should always use the appropriate strategies with the material to be conveyed. Because not all of the material could use the same strategy. Running dictation is one strategy that can be used in learning to write, especially to write a descriptive paragraph.

E. Hypothesis

The students' ability writing descriptive paragraph can be increased by using team pair solo strategy.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research conducted by applying Classroom Action Research. According to Wijaya and Syahrums state the Classroom Action Research is a type of research which is held during the learning process which aimed to address the real issues in order to improve and enhance the quality of the learning process in the classroom.²³

According to Donald Ari that action research be applied to such areas as curriculum development, strategies and school reform.²⁴ The classroom action research in school is also called practioner research, teacher inquiry or teacher research. In a practical sense, action research helps the teacher to evaluate the teaching methods and curriculum as well effort to respond the students' educational needs. It concern to four steps namely; Planning, Action, Observation and Reflection.

B. Subject of Study

The subject of the research in the class eight grade students of MTs Habibullah, the total population 60 students consist of two classes, they are VIII-A, VIII-B.

The subject is taken only one class is VIII-A, which consist of 30 students. Other individuals who provide information on the subject under research was

²³ Wijaya and Syahrums, 2012, *PenelitianTindakanKelas: KonsepdanPenerapannyaDalamRuang-ruangKelas*, Medan: La Tansa Press, P.8

²⁴Ary Donald, Etc, *Instruction to Research in Education*, Wadsworth Cengage Learning United State of America, 1976, P.153

classified as information. These include the English teacher and principal of MTs Habibullah.

Table 1.

The sample of research

NO	Sample	TOTAL
1.	Male	12
2.	Female	18
TOTAL		30

C. Research of Method

The method of this research based on *Descriptive Quantitative* method. It means that the technique of analyzing data use quantitative way (how percentage of students in writing Descriptive Paragraph by the formula :

$$N = \frac{x}{y} \times 100\%) \text{ then in presenting the research result uses descriptive way.}$$

D. Instrument of Collecting Data

The data for this study is the contribution of quantitative and qualitative. The qualitative data was taken from Diary notes., Interview sheets, Observation sheet, and Documentation. The quantitative data is by administering writing evaluation.

1. The Quantitative Data

The instrument for collecting quantitative data is by administrating writing evaluation. The evaluation was conducted by the writer in order to see the students' mastery of subject they have learn. To scores the students' writing descriptive paragraph, the research use some categories, they are content,

organization, vocabulary, language use and mechanism. And the data taken from the first meeting until the last meeting.

2. The Qualitative Data

The qualitative data were taken from the diary notes, interview sheet and observation sheet. In the qualitative data, both the teacher and the students' behavior were evaluated during the process of teaching and learning.

a. Diary Notes

Diary notes were used to write down the situation when teaching and learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties and students' interest during the teaching and learning process.

b. Interview Sheet

Interview is a question and answer activity which done by research that we asked to the English teacher and the students to collect the data about the students and learning process. This interview will be conducted by interviewing the students' and also the teacher. Based on the interview, it students and learning process. This interviewing the students' and also the teacher. Based on the interview, it will be found that the teacher had a problem in teaching speaking, because some students had low in speaking English and some of them were avoid it.

c. Observation Sheet

Observation is the action of watching something carefully. The comment or remark based on something has been seen is written in the observation sheet. Observation is to be useful in the sense "an act or

instance of watching”. This distinction is, in fact, usually followed in actual usage. The use observation to mean an act of happens in the classroom during the teaching-learning process. Based on the researcher’s observation, this noted the students’ attitude during the teaching and learning process. The researcher found that the students were paying attention to the teacher when the teacher explained about descriptive paragraph.

d. Documentation

Documentation is anything written that contains information serving as proof. All of data are collected and interpreted by research and they also were support by some media, such as: photo, diary notes which related research focusing.

E. The Process of Data Collection

Actually the procedure of data collection were performed by administrating for four meetings, for two cycle. The first cycle consist of two meetings. The second cycle consist of two meetings too. In the first cycle contained four steps, they are: Planning, Action, Observation, and Reflection. There is pre test before conducting the cycle in order to get background situation of the teaching learning in the class and information of student’ ability in writing. And there was also post-test in the end of cycle. In every meeting the writer also will be conducted a test to see the students’ increasing in writing. Before conducting the cycle, the writer will interview the students and the English teacher of the class in order to get the general information of students’ difficulties in

writing. The procedure is much referred by teachers in implementing CAR by making the following chart.²⁵

1. First Cycle

The writer is conducting based on the problems that were found in pre-test. In the pre-test, it is find that students difficult to write narrative paragraph. First cycle will be conducted from meeting 1 unit meeting 2.

a. Planning

Planning is the arrangement for doing something. In planning. It is considered everything that is related to the action that will be done and it is prepared everything that will be need teaching and learning process. Any activities were done in planning they are: Preparing the topic for the test, make a lesson plan, prepare the facilities, prepare the instrument for collection data, such as diary notes, observation sheet and interview sheet.

b. Action

Action means the process of activity that was done. Action is the implementation of planning. On order hand, action is guided by planning that has been made formerly. There are some activities in action, they are: The teacher explains the topic and material, gives the students the example of descriptive paragraph, and ask the students' to write their own descriptive paragraph.

c. Observation

Observation is aimed at finding out the information that is used to be evaluated and was the basic reflection. Therefore, doing the observation

²⁵ Abdullah SaniRidwan .2012 *PenelitianTindakanKelas*. Bandung. PerdanaMulya Sarana.P.17

must be carefully. In observation, the researcher was record every action, comment, feeling and certain behavior that appear during writing descriptive paragraph. The attitudes of the students while doing their writing procedure texts.

d. Reflection

Reflection is the evaluation of the action that has been done. In reflection, the data about process, problem and difficulties that will be found. It is continued by reflection towards the effect of action. The arrangements were: Teacher asks the students to collect their work and gives them score (evaluation) Next action (the researcher revise the plan for the next cycle)

No.	Initial Name	Score	Description
1	AF	70	Successful
2	AA	30	Unsuccessful
3	AK	90	Successful
4	AR	80	Successful
5	AWY	60	Unsuccessful
6	ASY	80	Successful
7	DR	60	Unsuccessful
8	DHP	60	Unsuccessful
9	DM	40	Unsuccessful
10	FZ	40	Unsuccessful
11	GN	60	Unsuccessful
12	HMA	70	Successful
13	ISL	60	Unsuccessful
14	LKH	80	Successful
15	LR	80	Successful
16	KK	80	Successful

17	MR	70	Successful
18	MAN	30	Unsuccessful
19	MAW	90	Successful
20	MRS	30	Unsuccessful
21	NF	50	Unsuccessful
22	NH	50	Unsuccessful
23	NDP	70	Successful
24	NJH	60	Unsuccessful
25	RAZ	50	Unsuccessful
26	RFH	60	Unsuccessful
27	SA	60	Unsuccessful
28	UK	60	Unsuccessful
29	USR	90	Successful
30	YF	60	Unsuccessful
Total (Mean)		$\Sigma=1870$ (62,33)	

2. Second Cycle

The researcher conducts based on the problem that was found in pre-test. In the pre-test, it is find that students difficult to write descriptive paragraph and even they don't know what narrative is. Second cycle is conducted from meet 3 until meeting 4.

a. Planning

Planning is arrangement for doing something. In planning, it is considered everything that is related to the action that will be done and it is prepared everything that will need in teaching and learning process. Any activities were done in planning, they are: Preparing the topic for the test, make a lesson plan, prepare the facilities, prepare the instrument for collection data, such as diary notes, observation sheet and interview sheet.

b. Action

Action means the process of activity that was done. Action is the implementation of planning. On other hand, action is guided by planning that has been make formerly. There are some activities in action, they are: The teacher explain the topic and material, the teacher gives the students the example of narrative paragraph, The teacher gives some exercise to the students, The teacher asks the students to writer their own descriptive paragraph.

c. Observation

Observation is aimed a finding out the information that is used to be evaluated and was the basic reflection. Therefore, doing the observation must be carefully. In observation, the researcher was record every action, comment, feeling and certain behavior that appear during writing descriptive paragraph.

d. Reflection

Reflection is the evaluation of the action that has been done. In reflection, the data about process, problem and difficulties that will be found. It is continued by reflection towards the effect of action. The arrangements were: Teacher asks the students to collect their work and gives them score (evaluation) Concluding the research.

F. Scoring the Text

In scoring the text of this research, the researcher applied the writing scoring technique recommended by Jacobs at al. scoring technique of writing is the question in the answer are given to the students in writing form. This

technique applied five indicators of the writing descriptive paragraph. The five indicators are: content, organization, vocabulary, language use and mechanic.²⁶

1. Content

Scoring the content is beside on the students' ability to write their idea and information in the form of logical sentences. The criteria of scoring are as determined by ranges of the scores as following:

- 30-27 EXCELLENT TO VERY GOOD: Knowledgeable, substantive through development of thesis, relevant to assign topic.
- 26-22 GOOD TO AVERAGE: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
- 21-17 FAIR TO POOR: Limited knowledge of subject, little substance, in adequate development of topic.
- 16-13 VERY POOR: Doesn't show knowledge of subject, non-substantive, not pertinent, or note enough to evaluate.

2. Organization

- 20-24 EXCELLENT TO VERY GOOD: Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
- 17-14 GOOD TO AVERAGE: Loosely organized but main idea stand out, limited supported, logical but incomplete sequencing.
- 13-10 FAIR TO POOR: Non-fluent, idea confuse or disconnected, lack logical sequencing and development.

²⁶ Sara ChusingWeigle, 2002. *Assessing Writing*. United Kingdom. Cambridge University Press, P.114

- 9-7 VERY POOR: Does not communicate, no organization, or not enough evaluate.

3. Vocabulary

- 20-18 EXCELLENT TO VERY GOOD: Sophisticated range, effective word, idiom choice range, word form mastery, appropriate register.
- 17-14 GOOD TO AVERAGE: adequate range, occasional error of words/idiom form, choice, usage but meaning not obscured.
- 13-10 FAIR TO POOR: Limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscure.
- 9-7 VERY POOR: Little knowledge of English vocabulary, idiom, words form, or not enough to evaluate.

4. Language use

- 25-22 EXCELLENT TO VERY GOOD: Effective complex construction, few errors of agreement, tense, number, word order/function, pronouns, preposition.
- 21-18 GOOD TO AVERAGE: Effective but simple construction, minor, problem in complex construction, several error of agreement, tense, number, word order/function, article, pronouns, preposition, but meaning seldom obscured.
- 17-11 FAIR TO POOR: Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word order/function, article, pronouns, preposition, and/or fragments, deletion, meaning confused or obscure.

- 10-5 VERY POOR: Virtually no mastery of sentences construction rules, dominated by errors, doesn't communicate, or not enough evaluate.

5. Mechanic

- 5 EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
- 4 GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscure.
- 3 FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscure.
- 2 VERY POOR: No mastery of convention, dominated of errors by spelling, punctuation, capitalizing, paragraphing, handwriting illegible, or not enough to evaluate.

G. Technique of Analysis Data

This research is used qualitative and quantitative data. The quantitative data is analyzed by the computing the score of writing evaluation. The component for scoring writing evaluation covers content, organization, vocabulary, language use and mechanics. The mean of students' score is computed in every writing evaluation in within two cycles in order to see students' improvement in descriptive paragraph.

To know the mean of the students' score in each writing evaluation, the

following formula : $M = \frac{\sum x}{n}$

To categories the number of the students who passed the successfully, the writer applied the following formula : $P = \frac{R \times 100\%}{T}$

Where : P = The percentage of those who get the point up to 70

R = The number of the students who get the point up to 70

T = The total number of the students

N = The number of the students

Qualitative data is analyzed from the diary notes, observation sheet, questionnaire sheet and interview. Diary notes are often kept on daily basis, and either short or long. They are written immediately after teaching event, when details are fresh in the mind or at the end of the day, where there is free time. Diary notes describe situation of learning process and analyzed it effectively.

Observation sheet are use method structured. In structure approach, the writer' analysis is guided by some kind observation question which are allowed by the writer to collect the data, often of a more objective kind in a systematic way.

The interview is conducted in two session. The first session is the first meeting when the first cycle had not been begun and the second session is in the end of the meeting. Interview is analyzed by using method structured. By structured interview, the question is read from a carefully prepared interview question but use in orally, interview analyzed descriptively.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

1. The Students' Ability at Understanding Descriptive Paragraph Before Treatment

There are two kinds of data used in this research, they were: the quantitative and qualitative. The quantitative data were taken from written tests, while the qualitative data were taken from interview, observation sheet and questionnaire.

A pre-test was designed in order to know the students' ability at understanding descriptive paragraph before the treatment given. This test consisted of 30 items. The students' score in pre-test can be seen on this following table :

Table 1: The Students' score for Pre-test

No	Initial Name of Students	Score	Criteria of Successful (>70)
1	AF	20	Unsuccessful
2	AA	60	Unsuccessful
3	AK	70	Successful
4	AR	60	Unsuccessful
5	AWY	20	Unsuccessful
6	ASY	60	Unsuccessful
7	DR	50	Unsuccessful
8	DHP	60	Unsuccessful
9	DM	60	Unsuccessful

10	FZ	60	Unsuccessful
11	GN	40	Unsuccessful
12	HMA	70	Successful
13	ISL	40	Unsuccessful
14	LKH	40	Unsuccessful
15	LR	10	Unsuccessful
16	KK	50	Unsuccessful
17	MR	40	Unsuccessful
18	MAN	40	Unsuccessful
19	MAW	60	Unsuccessful
20	MRS	50	Unsuccessful
21	NF	70	Successful
22	NH	70	Successful
23	NDP	10	Unsuccessful
24	NJH	30	Unsuccessful
25	RAZ	40	Unsuccessful
26	RFH	60	Unsuccessful
27	SA	30	Unsuccessful
28	UK	0	Unsuccessful
29	USR	30	Unsuccessful
30	YF	60	Unsuccessful
Total ΣX		1340	
The Mean Score		44,6	

From the table of pre-test, the total scores of students were 1340 and the number of students who took the test was 30 students, so the students' mean was:

Formula,

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1340}{30} = 44,6$$

From the analysis above, students' ability at understanding about descriptive paragraph was low. The mean of students scores were 44,6. And to look the number of students who were success full in preposition test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{26}{30} \times 100\% = 86,6\% \text{ and}$$

$$P_2 = \frac{4}{30} \times 100\% = 13,3\%$$

Table 2: Percentage of Students' Score in Understanding Descriptive Paragraph For Pre-Test

	Criteria	Total Students	Percentage
P_1	Unsuccessful	26	86,6%
P_2	Successful	4	13,3%

From the percentage of students' score in understanding descriptive paragraph for pre-test, there were four students who got successful score criteria and the percentage was only 13,3%. In other word, there were 26 students who got unsuccessful score criteria and the percentage was 86,6%. With this result, the researcher considered to conduct a plan in cycle one by implementing using example place.

2. The Treatment in Cycle I

The first cycle was done in three meetings. Preposition test was administrated in the end of teaching learning process. In this cycle, the student's descriptive paragraph mastery was measured and analyzed. The descriptions of the first cycle, they were:

a. Planning

Based on the result of pre-test which had been administrated before, it was known that the level of students' ability at understanding descriptive paragraph was low. Some problems also had been predicted. The researcher as the teacher, and the school English teacher became observer, who observed the teaching learning process by using team pair solo strategy. The researcher made lesson plan which involved scenario of teaching. The teaching material was about preposition on the topic profession, flora and fauna.

b. Action

All plans that had arranged were conducted students were taught the way of teaching understanding preposition of place well through by using pictures:

1. Explaining the procedure using team pair solo strategy.
2. Giving a topic to students.
3. Teacher asked the students to answer the questions well.
4. The students were asked to go around looking for some friends to help answer the questions which they did not know the answer.
5. Teacher asked the students to sit down in their chair and their answer.
6. Teacher and students discussed about the material.
7. Teacher closed the meeting and motivated the students to study hard

c. Observation

The teaching - learning process was effective because most the students were not noise and they were serious. Then, the interaction between teacher and students were very good. Some students were don't shy to give their idea about the descriptive paragraph which learned about our house and daily activity. When the students did the descriptive paragraph they seemed a little bit fearness. Here, the observation of was given:

Table 3: Observation for Teacher's Activities in Cycle I

No	Indicator	Aspect valued	Score
1.	Ability to open the class	Doing orientation	3
		Giving motivation to the students	4
2.	Presentation the material	Mastering the teaching material	3
		Clear Presentation	3
		Systematic Presentation	3
3.	Learning media	Using pictures media	3
		Using pictures media based on planned	3
		Pictures media learning realized systematically	3
4.	Management of the classroom	Controlling of the student	4
		Involving the students to participate in discussion	4
5.	Communicating with the students	Answer the question consistly and clearly	4
		Give occasion to think	3
		Motivate the students to ask question	3

		Give the respond to students question	3
6.	Realizing the evaluation	Ask the students to presentate the discussion result	2
		Give reward to the best group	2
7.	Ability to close the lesson	Conclude the lesson	3
		Give the task	3
		Inform the next material	4
Total			60

Based on the observation in cycle I, the teacher was rather good in introducing the media, but the time was not effective in teaching-learning process. The teacher's observation sheet was done by the observer to see the teacher's ability at using pictures. The mean score of the teacher used pictures:

$$\begin{aligned} \text{The mean score} &= \frac{\text{total score}}{7} \times 100 \\ &= \frac{60}{7} \times 100 = 8,57 \end{aligned}$$

From the result of observation was concluded that the teacher's ability at using pictures is good enough.

In addition, teacher also observed teaching-learning process of students. It was conducted by the teacher and together with observestudents' activities which were prepared. The result of students' observation on cycle I as follow:

Table 4: Students' observation Sheet for Cycle I

No	Indicator	Activity Can be Shown		Explanation	
		Yes	No	Yes %	Criteria
		Score	Score		
1	Listen or attend the teachers explanation	24	6	80,00%	Very good
2	Read the text or other reference	12	18	40,00%	Less
3	Respond the teachers question and the opinion	11	19	36,66%	Less
4	Listen or attend the other students' explanation	26	4	86,66%	Very good
5	Ask question to the other students or the teacher	10	20	33,33%	Less
6	Write the relevant learning	26	4	86,66%	Very good
7	Respond the other students question and the opinion	8	22	26,66%	Less
8	Work together in learning process or in group	15	15	50,00%	Good
9	Give the opinion clearly	7	23	23.33%	Less

Criteria:

Less : 0-50,

Good : 50-74 ,

Very Good : 75-100

Based on table 5, the indicator for attending the teacher's explanation was very good. For reading the text of other reference, there were 12 students followed this activity. The criteria was less. Then, for responding the teacher's question and the opinion was less. There were 11 students followed this activity. For listening or attending the other students' explanation was really very good. The indicator for asking question to the other students or the teacher, There were only 10 students followed this activity. But, for writing the relevant learning, it was so different. It was very good was followed by 26 students. Unfortunately, for responding the other students' question and the opinion, it was really less, It was followed by 8 students. For working together in learning process or in group, it was similar with the criteria before. There were only 15 students followed this activity. And the last, for giving the opinion clearly, there were only 7 students followed and the criteria was less.

d. Reflection

The researcher evaluated the teaching-learning process in the end of meeting of first cycle. The researcher as teacher asked the students about their difficulties and problems to understand the lesson. The evaluation of three meetings became the reflection to the researcher in making second cycle. The second cycle was held to achieve the improvement score of the students.

The evaluation could be from the students' result test and observation of the attitude and also from the teacher's notes. From the data, the researcher decided to continue to the second cycle in order to get the better result.

2.1. Research Findings in Cycle I

The research gave test in the end of cycle I. It was found that the means of students' score kept improving from pre-test until post test of the cycle I. Here the data analysis as follow;

Table 5: The Students' score for Post test I

No	Initial Name of Students	Score	Criteria of Successful (>70)
1	AF	70	Successful
2	AA	30	Unsuccessful
3	AK	90	Successful
4	AR	80	Successful
5	AWY	60	Unsuccessful
6	ASY	80	Successful
7	DR	60	Unsuccessful
8	DHP	60	Unsuccessful
9	DM	40	Unsuccessful
10	FZ	40	Unsuccessful
11	GN	60	Unsuccessful
12	HMA	70	Successful
13	ISL	60	Unsuccessful
14	LKH	80	Successful
15	LR	80	Successful
16	KK	80	Successful
17	MR	70	Successful
18	MAN	30	Unsuccessful
19	MAW	90	Successful
20	MRS	30	Unsuccessful

21	NF	50	Unsuccessful
22	NH	50	Unsuccessful
23	NDP	70	Successful
24	NJH	60	Unsuccessful
25	RAZ	50	Unsuccessful
26	RFH	60	Unsuccessful
27	SA	60	Unsuccessful
28	UK	60	Unsuccessful
29	USR	90	Successful
30	YF	60	Unsuccessful
Total ΣX		1870	
The Mean Score		62,33	

From the table of post test I, the total score of students was 1870 and the number of students who got successful was 12 students, so the students' mean was:

Formula,

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1870}{30} = 62,33$$

From the analysis above, students' ability at understanding descriptive paragraph was still low even though there was improvement of the mean score of students. The mean score of students was 62,33. And to look the number of students' who were competent in preposition of place test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{18}{30} \times 100\% = 60,00\% \quad \text{and}$$

$$P_2 = \frac{12}{30} \times 100\% = 40,00\%$$

Table 6: Percentage of Students' score at Understanding Descriptive Paragraph For Post test I

	Criteria	Total Students	Percentage
P_1	Unsuccessful	18	60,00%
P_2	Successful	12	40,00%

From the table analysis, the students' ability at understanding descriptive paragraph was still low. From the percentage of students' score in understanding descriptive paragraph for post test I, there were 12 students who got successful score and the percentage was only 40,00%. The other one, 18 students got unsuccessful score and the percentage was 60,00%. It could conclude that the students' ability at was still low. Post test of cycle I is categorized unsuccessful. The result of standard of criteria successful (SKM) minimum was > 70 score. Students' ability at understanding descriptive paragraph on the topics our home and daily activity was classified unsuccessful.

3. The Treatment and Research Finding in Cycle II

3.1. The Treatment in Cycle II

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow;

a. Planning

In the cycle II, by using pictures still was applied in teaching learning process. In the first cycle the students was not given card match as the media. But, in this cycle the students gave more effective time and card match to make them active moving, fun doing competition, and brave share their idea. In this cycle, the teacher would be active in monitoring all groups in steps by using team pair solo strategy and improve their interaction between teacher and students. The teacher would be more active in giving explanation. And time would be managed effectively and efficiently.

b. Action

The procedures of this technique were the same as the first cycle. But in the second cycles, students divided in some groups. Every group got some text. They had to make a sentence connected to the topics. The topic was about flora and fauna.

c. Observation

The observation was done for cycle II. The students' activity during learning process had been proceeding. Where, the students were not confused how implemented by using pictures as the technique teaching learning descriptive paragraph. It helped students more direct to share their idea to identify the words

in the sentence. Most students were enthusiastic and serious when they were many students tried to make a sentence by using team pair solo strategy correctly and logically. They could express their opinion confidently together with their friends.

Here, the observation could be followed;

Table 7: Teacher's Observation Sheet Cycle II

No	Indicator	Aspect valued	Score
1.	Ability to open the class	Doing orientation	4
		Giving motivation to the	4
		Students	
2.	Presentation the material	Mastering the teaching material	3
		Clear Presentation	4
		Systematic Presentation	4
3.	Learning media	Using Pictures	4
		Using media based on planned	4
		By using pictures learning realized systematically	4
4.	Management of the classroom	Controlling of the student	3
		Involving the students to participate in discussion	4
5.	Communicating with the students	Answer the question consistly and clearly	4
		Give occasion to think	3
		Motivate the students to ask question	3
		Give the respond to students question	4
6.	Realizing the evaluation	Ask the students to	3

		presentate the discussion result	
		Give reward to the best group	4
7.	Ability to close the lesson	Conclude the lesson	4
		Give the task	3
		Inform the next material	3
Summarized			69

Based on the observation on cycle II, the teacher was very good in introducing media and the time was effective in teaching-learning process. The teacher's observation sheet was done by the observer to the teacher for seeing the teacher's ability at by using team pair solo strategy. The mean score of the teacher used text. From the teacher observation concluded that the teacher's ability by using team pair solo strategy is very good.

In addition, teacher also observed teaching-learning process of students. It was conducted by the teacher and observer to observe students' activity which was prepared. The result of teacher observation on cycle II as follow:

Table 8: Students' Observation Sheet for Cycle II

No	Indicator	Activity Can be Shown		Explanation	
		Yes	No	Yes %	Criteria
		Score	Score		
1	Listen or attend the teachers explanation	28	2	93,33%	Very good

2	Read the text or other reference	15	14	52,33%	Good
3	Respond the teachers question and the opinion	20	10	66,66%	Good
4	Listen or attend the other students' explanation	30	0	100%	Very good
5	Ask question to the other students or the teacher	11	19	36,66%	Less
6	Write the relevant learning	29	1	96,66%	Very good
7	Respond the other students question and the opinion	10	20	33,33%	Less
8	Work together in learning process or in group	26	4	86,66%	Very good
9	Give the opinion clearly	9	21	30,00%	Less

Criteria :

Less : 0-50,
 Good : 50-74 ,
 Very Good : 75-100.

d. Reflection

All students had been able to understand descriptive paragraph related to the topics. Students' ability at understanding descriptive paragraph had been improved. From the observation's result of every meeting, it could be concluded that teaching-learning process by using pictures applied could be run well.

The situation during the learning process was very vividly, actively, and conductively then the interaction between teacher and the students were better than of in first cycle where by using team pair solo strategy had been successfully worked in helping students in adding their at understanding descriptive paragraph.

Based on the reflection of this cycle, it was not needed to conduct the third cycle. The cycle of this research could be stopped because the students' ability at understanding descriptive paragraph had been developed. After conducting these two cycles, students were interviewed in order to get their opinion, respond and perception about the applying by using team pair solo strategy understanding descriptive paragraph.

3.2. Research Finding in Cycle II

The researcher gave the test in the last meeting of cycle II. It was found that the mean score of students kept improving from pre-test until post test of the cycle I and 2. Here the data analysis as follow;

Table 10: The Students' score for Post test II

No	Initial Name of Students	Score	Criteria of Successful (>70)
1	AF	80	Successful
2	AA	60	Unsuccessful
3	AK	80	Successful
4	AR	80	Successful
5	AWY	60	Unsuccessful
6	ASY	80	Successful
7	DR	80	Successful
8	DHP	80	Successful

9	DM	80	Successful
10	FZ	70	Successful
11	GN	80	Successful
12	HMA	80	Successful
13	ISL	80	Successful
14	LKH	80	Successful
15	LR	90	Successful
16	KK	90	Successful
17	MR	80	Successful
18	MAN	90	Successful
19	MAW	90	Successful
20	MRS	80	Successful
21	NF	80	Successful
22	NH	80	Successful
23	NDP	60	Unsuccessful
24	NJH	70	Successful
25	RAZ	80	Successful
26	RFH	60	Unsuccessful
27	SA	90	Successful
28	UK	80	Successful
29	USR	60	Unsuccessful
30	YF	80	Successful
Total ΣX		2500	
The Mean Score		83,33	

From the table, the students' ability at understanding descriptive paragraph on the topic flora and fauna through using team pair solo strategy. The standard of criteria maximum was achieved by mean 83,33 from the total score of students was 2500 divided the number of students who took the test was 30 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2500}{30} = 83,33$$

From the analysis above, students' ability at understanding descriptive paragraph. The mean score of students was 83,33. And to look the number of students' who were competent at understanding descriptive paragraph was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{5}{30} \times 100\% = 16,66\% \quad \text{and}$$

$$P_2 = \frac{25}{30} \times 100\% = 83,33\%$$

Table 11: Percentage of Students' score at Understanding Descriptive Paragraph For Post test II

	Criteria	Total Students	Percentage
P_1	Unsuccessful	5	16,66%
P_2	Successful	25	83,33%

From the table analysis, the students' ability at understanding descriptive paragraph. The mean score of students was 83,33. From the criteria, 25 students got success score and the percentage was 83,33%. The other one, 5 students got unsuccessful score and the percentage was 16,66%. It could conclude that the students' ability at understanding descriptive paragraph. Post test cycle II was categorized successful. The result of standard of (SKM) criteria success minimum

> 70 score achieved. Students' ability at understanding descriptive paragraph on the topic, flora and fauna was classified successful.

4. The Improvement of Students' Ability From Each Cycle

The result of the students' score in cycle I and cycle II can be seen based on this following data :

Table 12: The Improvement of Students Score for Pre test, Cycle I, and Cycle II

Meeting		Students Who Get Score > 70	Percentage
Pre-test	I	4	13,3%
Cycle I	III	12	40,00%
Cycle II	V	25	83,33%

The result showed the improvement of students' score from the pre-test to post test cycle II. In the pre test, there was only 13,3% (4 students) who got point >70. In the post test of cycle I there was 40,00 % (12 students) who got point >70. It means that there was improvement 26,7%. The post test of cycle II, there was 83,33% (25 students) who got point >70. The improvement was about 43,33%. And the total improvement of the students' score from pre-test to post test of cycle 2 was 70,03%. It can be concluded that by using team pair solo strategy as media worked effectively and efficiently in helping students' ability at developing their understanding descriptive paragraph for eight grade MTs Habibullah Sibargot in

Labuhan Batu. This teaching-learning has applied successfully and able to improved students' ability at understanding about descriptive paragraph.

B. The Hypothesis Testing

The result of this research was revealed in score form. Then to know the hypothesis of this research accepted or not, it can be seen on this following table:

**Table 12: The Statistics Analysis of The Students' score
Cycle I and Cycle II**

No	Cycle 1	Cycle 2	<i>D</i>	<i>D</i> ²
	Score	Score		
1	70	80	10	100
2	30	60	30	900
3	90	80	-10	100
4	80	80	0	0
5	60	60	0	0
6	80	80	0	0
7	60	80	20	400
8	60	80	20	400
9	40	80	40	1600
10	40	70	30	900
11	60	80	20	400
12	70	80	10	100
13	60	80	20	400
14	80	80	0	0

15	80	90	10	100
16	80	90	10	100
17	70	80	10	100
18	30	90	60	3600
19	90	90	0	0
20	30	80	50	2500
21	50	80	30	900
22	50	80	30	900
23	70	60	-10	100
24	60	70	10	100
25	50	80	30	900
26	60	60	0	0
27	60	90	30	900
28	60	80	20	400
29	90	60	30	900
30	60	80	20	400
Total			520	17200

C. Discussion on Research Finding

The result was indicated that there was an improvement on the students' ability at understanding descriptive paragraph through using Team Pair Solo strategy. The mean score of the first cycle was 62,33. It was low. The mean score

of second cycle was 83,33. It was indicated that the scores and the mean score in second cycles were better than first cycle. The percentage of students who got point >70 also grew up. In the pre-test, the students who got point >70 were only 4 students (13,3%). In the posttest of cycle I students who got point >70 there were 12 students (40,00%). It means that there was improving about 26,7%. The post test of cycle II, students who got point>70 there were 83,33% (25 students) who got point >70 and the improvement was about 43,33%. For the total improvement of the students' score from pre-test to post test of cycle 2 was 76,43%. In other words, the students' ability was become better in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the teacher' notes, interview, and observation. All of these data were indicated that the students gave their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the writing paragraph was taught by using Team Pair Solo strategy could create a new atmosphere in classroom, where the teaching-learning process more enjoyable.

Based on the explanation about the analysis of the result above, the researcher states that the writing descriptive paragraph by using Team Pair Solo strategy. Students' ability understanding descriptive paragraph and can speak in English at the school.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it could be concluded that:

1. The teaching descriptive paragraph by using Team Pair Solo strategy could develop the students' ability at understanding descriptive paragraph, students at eight grade of MTs Habibullah Desa Sibargot Labuhan Batu in the extend 83,33%.
2. The result of the data analysis showed that there was an improving on the students' ability at understanding descriptive paragraph from each cycle. It was seen from the mean score of pre-test was 44,6. Where, there were 4 students got successful score criteria or it was only 13,3% and 26 students got unsuccessful score criteria or it was 86,6%. After doing cycle I through example descriptive paragraph, there was an improving of the mean score of students was 62,33. Where, 12 students got successful criteria score or it was only 40,00% and 18 students got unsuccessful criteria score or it was 60,00%. Then, doing repairing for second cycle after reflection on the first cycle, there was improvement of students' mean score was 83,33. Where, 25 students got successful criteria score or it was 83,33%. In other words, the students' ability at understanding descriptive paragraph was improved.
3. Based on the interview, observation, and teacher's notes, they showed that the expression and excitement of the students were also improved.

4. By using Team Pair Solo strategy makes students to be active, enthusiastic, and joyful to develop writing paragraph in teaching-learning process.

B. Suggestions

The suggestions of this research were :

1. For the principal, in order to motivated and support the English teacher by providing the media to implement and strategy in teaching especially in writing descriptive paragraph.
2. For English teacher should be creative in developing the teaching learning activities in classroom and making the class alive. To help the students in understanding English, especially in writing descriptive paragraph.
3. For students must always practice writing paragraph, for them to study hard and more seriously study English.
4. For others researchers, the result of this study can be used as the comparison in examining in the same problem.

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