CHAPTER I

INTRODUCTION

A. Background of the Study

English is very important in this era, not only in education but also in the others fields, such as in business, in the field of business we need English ability for communication, negotiation, and make agreement in our business, especially export and import. In addition mastering English also needed in some fields, such as culture, social and politic, because no country can stand by itself with any interaction with other country.

English as an international language has an important part in communication around the world. According to Abbot, English as an international language does not just concern with communications between native speakers and non-native speakers all over the world. In every country, one uses it to communicate with friends, family, and even with relation from others country that has different language and culture. English is a tool of communication both in oral and written. Here, to communicate means to comprehend and convey information thought and feeling, develop science and technology and culture by using English.

¹ Gerry Abbot, et al., The Teaching of English as an International Language a Practical Guide, (Great Britain: William Collins Sons and Co., Ltd., 1981), p.7

In Indonesia, English taught as second (or foreign) language and as a compulsory subject in elementary school until senior high school level. At senior high school, it has a function as a mean to help student to develop themselves in science. Because by mastering English well, it means that we have a key to open the door of science.² On the other hand, English is the language of technology; it is use as the language of computers that help to communicate with the people around the world through internet technology and e-mail.

There are four-language skills in English, there are reading, listening, speaking, and writing. Among the four-language skills, writing is an activity that organized words to form meaningful message that the writer want to show or express. Writing skill includes the following abilities; ability to write words, to arrange words into phrases, to write sentences, to write paragraph, and to compose a long text, especially descriptive text. The student at SMA GEMA 45 Surabaya considers writing as the most difficult skill. It is known from the writer's observation when the writer practices her teaching there in PPL (Praktek Pengalaman Lapangan). The teacher also admitted that her students mostly find difficulties when they do the writing, and also their motivation in learning English is still low.

² Luluspriyo, *The Importance of English in the Field of Education*, (Luluspriyo.wordpress.com/2008/08/03)

³ Bambang Yudi Cahyono, *Techniques in Teaching ESL Writing*, (Malang: State University of Malang, 2009), p.132

To make a communicative writing, basic knowledge such as grammar, vocabulary, idiom, expression, etc are needed. Beside that, it requires series of process that make the writer get involved in many activities such as imagining, organizing, drafting, editing, and reading. To help the students to decrease the student's difficulties in writing the teacher can use many kinds of teaching methods and media.

The teacher should choose the appropriate techniques and media that can help the students express their idea. Sometimes writing makes students bored and difficult to grow up the idea. Cooperative learning is one of the methods that can be used by the language teachers to achieve their goals of the teaching, which is to help student to express the idea in teaching writing.

Cooperative learning is a relationship in a group of students that requires positive interdependence (a sense of sink or swim together), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), personal interaction (discuss and sharing knowledge), and processing (reflecting on how well the team is functioning and how to function even better).

In cooperative learning students are expected to help each other to improve their understanding of a subject.⁵ Slavin stated that all cooperative learning

⁴ David W Johnson, *The Cooperative Learning*, (http://cooperativelearningcenter.mht, 2009)

⁵ Stephen Balckom, Cooperative Learning, (http://www2.ed.gov/pubs/OR/ConsumerGuides/cooplear.html, 1992)

method demand the students to share their idea, so that they work together to learn, discuss the material of the study, and to be responsible for their teammate's learning as well as their own. There are many kinds of cooperative learning that can be used by English teacher. Slavin further explained, five principal of student team learning method have been developed and extensively researched. Those are; Student Team-Achievement Division (STAD), Team Games- Tournament (TGT), jigsaw II, Cooperative Integrated Reading and Composition (CIRC), and Team Acceleration Instruction (TAI).

Cooperative strategy with Team Games- Tournament (TGT) technique, give the students chance to work in group and accustom their cooperation. In cooperative classroom, student expected to help one another to learn academic content to prepare their game and tournament in TGT. Students can share their knowledge with others and motivate others in understanding material. Many students still shy to ask about their difficulties to their teacher because they are afraid to make mistake when they asked in English.

The teacher can give good contribution in her teaching by using TGT (Team Game Tournament). Through cooperative group work, TGT allows students to grow up their spirit in learning writing. Through this technique, teaching and

⁶ Jacobs George M., et al., Cooperative Learning: a sourcebook of lesson plans for teacher education on cooperative learning, (Singapore: Kagan Cooperative Learning, 1997), p.16

⁷ Robert E. Slavin, Cooperative Learning: theory, research and practice, (USA: Allyn & Bacon A Simon & Schuster Company, 1995), p.5

learning process can be made enjoyable by using games; because games are fun then students will learn more.⁸

The teacher can give variety in learning activities to make a language lesson more interesting. Because, variety of activities can reinforces the teaching point without boring the student. Through TGT, the students will not be bore because it can make class activity more enjoyable, especially in learning writing. In Fikria's study, about the implementation of student team achievement division (STAD) for teaching writing by using comic strip, she found that STAD – other cooperative method – can improve the student's writing ability.

Besides using cooperative TGT also use the attractive media as combination to motivate and help the students to improve their writing. One of the attractive media is picture. Lado stated that, picture provides a great deal of information at a glance, but when used to illustrate the meaning of a particular expression, they can be misleading. In Eny's study, about the influence of using picture in teaching narrative on the student's writing ability, she found that by using pictures the student's writing ability can be improved. Based on the data that the

⁸. Marianne Celce Murcia and Lois McIntost, *Teaching English as a Second or Foreign Language*, (Los Angeles: University of California, 1979), p.53

⁹ ibid., p.318

¹⁰ Robert Lado, Language Tasting, (London: Longman Group. Ltd, 1961), p. 194

writer has found, the writer can conclude that by using TGT as a strategy and picture as media students writing ability can be improved.

According to Finnocchiaro, there are three kinds of pictures that can be used by English teacher in teaching writing; there are picture of situational as teaching aid, picture of individual person and object, a series picture in one chart. 11

Rames stated that some resources of picture are worth learning in teaching EFL writing. 12 Picture provides a shared experience for students in the class and lead to a variety of language activities. Besides arising many language activities of what the students are seeing about the people, like sharing experience and discussing about the people, some pictures of famous people will activate their memories and their background knowledge about what they can tell about the characters. Thus, picture of public figures provide some valuable resources. Another reason is that the picture can help the student in describing what his or her image to help them do with the material particularly descriptive text. With this combination, the researcher expected that TGT and picture of public figures can be implemented in the teaching of writing especially descriptive text.

¹¹ Marry Finnocchiaro, *Teaching Children Foreign Languages*, (New York: Mc Graw-Hill Book Company, 1964), p. 100

¹² Bambang Yudi Cahyono, *Techniques in Teaching ESL Writing*, (Malang: State University of Malang Press, 2009), p. 44

By all statement above, it can be concluded that cooperative-TGT in teaching writing descriptive through picture of public figure as media represents the effort to facilitate student in learning how to write easily. It is hopefully can increase the student writing ability.

B. Research Questions

Based on the background the writer formulated the research questions in order to give clear interpretation as follows:

- 1. How was cooperative-TGT can be implemented in teaching writing descriptive text?
- 2. How are the students writing after being taught by using cooperative-TGT?
- 3. How are the student's responses toward using cooperative-TGT in teaching writing descriptive text?

C. Object of the Study

Based on the research questions above, three objectives have to be achieved.

These two objectives are:

1. To describe how was cooperative-TGT can be implemented in teaching writing descriptive text.

- 2. To know students writing results in describing picture by using cooperative-TGT.
- To find out and describe the student's responses toward the implementation of cooperative-TGT in teaching writing descriptive text.

D. Significance of the Study

The significant of the study as follows:

1. For the teacher

The result of this study is hopefully to be a very meaningful information and reference for the English teacher in providing an alternative method and alternative media in teaching writing as a foreign language.

2. For the student

For the student can be motivated their enthusiasm to learn English more and by having cooperative-TGT through picture of public figures in teaching writing descriptive text, it expected that the quality of their writing will be improved.

E. Scope and Limitation of the Study

There are kinds of text in the senior high school levels. Those are; recount, narrative, procedure, news item, report, hortatory exposition, spoof, analytical

exposition, explanation, review, and description. However this research is focused on the implementation of cooperative-TGT in teaching writing descriptive text in the first grade of senior high school. In this study use the picture of public figures because it can be use for share experience and increase student's interest in teaching writing process. This research will be conducted at SMA GEMA 45 Surabaya.

F. The Definition of Key Term

To give the right direction and to avoid the ambiguity, misunderstanding, and misinterpretation, some definitions are presented:

1. Cooperative learning method

Cooperative learning method is one of the learning method which the student work together, share the idea in group and the group is consist of heterogeneous students.

2. TGT (Team Games- Tournament)

Team game tournament is one of the team learning strategies for review and mastery learning of material, which students are playing in a form game and tournament to collect scores for their teams.

3. Writing

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (know as writing system). 13

4. Descriptive text

Descriptive text is a kind of text that describes a particular person, place or thing.

13 en.wikipedia.org/wiki/writing