CHAPTER IV

RESULT AND DISCUSSION

The fourth chapter was the essential section of this study. This chapter contains the data that is obtained during the research and the discussion of the data. The result and the discussion including the answer to the research question 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 students' responses toward using cooperative-TGT in teaching writing descriptive text?

To answer the first question, the researcher needed to describe the data from the result of the observation that contains the descriptions of the implementation of the cooperative-TGT in teaching writing descriptive text.

To answer the second question, the researcher used the data from the students' writing scores that student got in every meeting.

To answer the third question, the researcher used the data from questionnaires which were given to the students in the last meeting. The researcher then describes and analyzes the data to know the students' responses toward using cooperative-TGT in teaching writing descriptive text.

A. The Description of Research Object at Glance

SMA GEMA 45 Surabaya was located on street Mayjend Sungkono 106 (Gedung Juang 45 Surabaya complex) Surabaya. The location of this school was very easy to be found, because this school toke place in the same location with history building Gedung Juang 45, so the location of the school was also very strategic. There are many kinds of public transportation that can be used to reach the location of SMA GEMA 45 Surabaya.

The school has many facilities, such as representative school building, laboratories, mosque, library, health room & school doctor, yard, parking, canteen, multimedia room, and etc. SMA GEMA 45 has comfortable classrooms, that make all of student can study and accept the lesson comfortably. During the break time, some of the students get in to canteen, and some others play around the yard because there are some trees that made the yard comfortable for playing.

All the teachers in SMA GEMA 45 Surabaya are very kind and friendly, in the same manner as schools' motto "smile, greet, and greeting". They are very competence in their fields. They dedicate their full responsibility for school. Not only the teacher, but all the school workers also dedicate their full responsibility for school. All the teachers and school workers are work together to keep the school reputation and students' quality.

All the students of SMA GEMA 45 were discipline and have good interaction with their teachers, either in the classroom or outside the class.

B. The Descriptions of the Research Finding

1. The Description of the Teacher's Activities in Implementing Cooperative-TGT (Time Game Tournament)

Cooperative-TGT was able to improve student writing competence because by using cooperative-TGT could help the student in understanding the subject and to express their idea into writing form especially descriptive text. The English teacher also believed that cooperative-TGT would help her student to improve her student's writing competence because in cooperative-TGT had some procedure that require the student to work in group, share their knowledge, and responsible to other teammate learning as well as their own.

There were three meetings in this research. Every meeting had different topic and conducted one meeting one cycle. The teacher had prepared the topic that would be used in implementing cooperative-TGT. The description of the teacher's activities was explained as follows:

a. First Cycle

Planning

The first meeting was held on May 26th, 2010. The researcher prepared the lesson plan (see appendix 2), a material used for teaching (see appendix 5), and some pieces of picture (see appendix 6) that would be given to the students and many sheets of observation checklist and field notes. Before teaching the researcher also had prepared the topic which would be used to teach descriptive text using cooperative-TGT through picture of public figure. The researcher use cooperative-TGT because she felt that cooperative learning could help the student in learning than individual learning. The researcher selected topic for this meeting under the title: My Hero.

Acting

The researcher entered the class, and started the class by greeting, praying together and then she took the attendance. There were five students who were absent that day because they followed "voice club" exercised for preparing "17 Augustus celebrations" and the class English teacher suggested to the researcher to give them home work to get their base score.

The researcher told that the students would study about descriptive text, and then she ordered the students to make groups. According to the number of students in this class, the researcher split them in five groups, each group had four students. The researcher divided students in random. When the students were moving to the group, the class becomes noisy and the researcher said to the students not to be noisy.

After they were moving to their group, the researcher explained why the students must made group, and then the researcher explained generally about TGT and how to play TGT, that TGT is kind of group work. Each group member should support the other in understanding the material. The main objective of TGT is to have the students work together to learn and be responsible for their own as well as other learning because the success of a group is depend on their team work in mastering the material. Some students looked unhappy with their group because they were not working with their friends.

The researcher gave the material of descriptive text, and she presents the material by explaining the component of descriptive text such as: identification and description. She continues by giving further explanation about the language features of descriptive text, then gave the students chance to ask about material which understandable.

After explaining the component and the generic structure of descriptive text, the researcher asked the students to see the picture of public figure on their material. The picture is a picture of Commander Soedirman (see appendix 6), under the picture followed by biography and the descriptive text about Commander Soedirman. It was divided into two paragraphs that are identification and description. The researcher asked them to discuss the picture and the text with their group teammates. Some students were discussed the material with their group; they were interest with the picture in the material. The picture entitled Commander Soedirman, consist of Soedirman picture and there were biography and a text under the picture. The researcher gave comment on the student's discussions and she also answered the questions from the students.

After the student ready to begin the game, the researcher gave another paper to each group, the paper consist of Kartini's picture (see picture a.1) and the researcher ordered them to make a description about the picture in a form of paragraph.



Picture a.1 picture for group work

The researcher walked around the class to make sure that all students had done their job well. Most of them were enthusiast to do their best. They were given twenty minutes to do the test; they were enthusiast in doing their work because they had known that their score would cumulate with their other team members to get point for their team. But the students could not do on time, and then researcher gave them more long time to do their test. After few minutes, she ordered students to collect their work.

After the students collecting their test, the researcher, indirectly correct the student's work, because to correct all the student's writing would need long time. So the researcher would inform to the students whose group got the higher score in the next meeting.

Observing

In this case, the researcher played role as a teacher and the real teacher as observer. Here the researcher used the observation checklist (see appendix 7) and field note to collect the data as much as possible (see appendix 10), its mean during the implementation of cooperative-TGT, the researcher only described the teacher and the student's activity, but after the implementation of the action finished, the

researcher describe the condition of the classroom in field note. In this cycle, some of the students did not pay attention to the teacher. The researcher got difficulties to ask the students to spend their game time as well as possible. They still made their time for joking.

Reflecting

In this meeting, the researcher found that there were some important points that should be given more attention. The first was about TGT. Some students were still confused about the rules, how to play TGT. In this case the researcher should explain more deeply to them. The researcher would explain step by step that TGT had five procedures; there were class presentation, teams, game, tournament and team achievement. She also explained that TGT was kind of group work, each group member should support the other in understanding material. The second was about student's desirability. Some of the students didn't give their enthusiastic during learning English because they had taught that English was difficult and complex. In this case the researcher should motivate them. The next was about the group member. Some students felt uncomfortable because they must sit in group table not with their friend. In this problem the researcher should explain them that all the students are same so no different between one to another.

to prepare every member of the group to follow the tournament because tournament was one of the procedures of the TGT.

♦ Acting

The researcher entered the class then started the lesson by saying greeting and checking the student's attendance list. In this meeting two students were absent. After taking the attendance, the researcher ordered the students to make group as their previous group.

After the students were already in their group, the researcher informed what group which got the higher score and then said that when they were working in a group, they have to active and help their team member to understand the material. Before the lesson begins, the researcher tried to have conversation to stimulate students and give motivation in order the students got more spirit learning English. Beside that the researcher also tried to understand them that they had to more cohesive with their group.

The researcher began to explain the rule of the TGT clearly and more detailed about the procedure of the TGT. She also gave a chance for students to ask about the rule of TGT in order the students got more and deep understanding about TGT. The researcher then explained the interrelated topic that would be reminded the students about

b. Second Cycle

Planning

The second cycle was held on June 1st, 2010. In this stage the researcher tried to make improvement of the student's writing based on the result of the first test in the first meeting. There were some important points which the researcher must do in this cycle. The first was about TGT. Here the researcher would explained more deeply about the rule in TGT and how to play it, in order the students got clear understanding what they would do in TGT. The Second was about student's desirability. Here the researcher would give motivation to the students in order the students got motivation in learning English. The last was about group member, because the member of the group was divided in random, so some of the students felt uncomfortable. Here the researcher would understand them that all the students were same and no different with whom they would sit in group.

In this cycle the researcher had prepared lesson plan (see appendix 3) and some pieces of picture that would be used in this cycle (see appendix 11). In this cycle the researcher would use picture under the topic "My Idol". Not only gave new topic and lesson, the researcher also had prepared the tournament for the students. So the students had

descriptive text, the generic structure and also grammatical feature especially personal pronoun (see appendix 12).

The researcher reminded the students about the generic structure of descriptive text that had been taught in the first cycle. Then the researcher gave brief explanations about grammar in descriptive text. She also said that some of the students still doing mistake in the grammar aspect. Students were listening about the researcher explanations because they realize that they usually made mistake in this part. After giving explanations, she gave ten minutes for each group to discuss about grammatical feature.

After discussing, the researcher said that they would do a game; the name of the game was "WHO AM I". In this game each group has to make description about one of their team member. They can write their friend's appearance from what he or she wear, the shape of their face, about the attitude in the class etc. Then they must challenging the other group by throwing the paper to other group and the group that received the paper must answer the name of the student that was described in the paper, if the group can't answer the question their point would decrease and the team who gave the question would get the point from their opponent, this game spent thirty minutes.

After the game was over, the researcher informed to the students that they would have tournament in TGT. The researcher divided the class became five tournament tables because the class consist of twenty five students, Then the researcher wrote on the whiteboard who were must sit on the tournament table 1, 2, 3, 4, and 5. The students start to change their seat, from the group formations into the tournament formations. In the previous meeting there were five students absent so in this meeting the researcher split them in to each group and they had to sit on the last tournament because they had not base score yet.

When they had settled in the tournament tables, they were presented with the picture with the guide for doing the exercise and they must make a descriptive paragraph according to what they have seen in the picture.

They were given twenty minutes to do the test; they were enthusiast in doing their work because they knew that their score will be cumulated with their other team member to get points for their team.

The time is up, and then researcher ordered the students to collect the task. As the previous meeting the researcher would not directly had discussed the material which would be taught. The researcher and the real teacher prepared the lesson plan (see appendix 4) and some pieces of picture under the topic "My President" (see appendix 15). The researcher also prepared the certificate for the winner group.

♦ Acting

This was the last meeting. The researcher entered the class and prayed together, then checked the attendance list. In this meeting there were no students absent. Then the researcher said to the students that this was the last meeting for the descriptive material and also the last meeting for they using TGT for the descriptive material.

The researcher ordered students to set their chair for the group work. All of the students quickly changes from the original seat places to the group seat. After the students moving to the group seat, the researcher explained about the language feature, then gave ten minutes for the students to discuss and understand the material with their group work. Before the discussion take place the researcher did not forget to remain the students that they had not to shy when they shared their idea in group discussion. After student's discussion, the researcher asked students to get ready because they would have tournament table and this was the last tournament. The researcher wrote the name who

correct the student's task. Then she promises that she would give the student's score in the next meeting.

Observing

In this cycle, the students played the rule of TGT better than before. The topic motivated them to write. Most of the students understood what they had to do, it was proven when team section takes place, they showed cooperative behavior although in previous meeting they still felt uncomforted in group, but in this meeting all students discuss and try to understand the material well and help each other. Sometimes there were some students dominated their group in discussion, but the researcher as the teacher always reminded them to gave a chance for their teammate to be active in discussion section to get sure that all the group members had got understood material well. In this meeting all the students have to do tournament and they could play their tournament well, even they have to change their seat from group formation but they can enjoy the activity.

Reflecting

In second meeting, the game and the tournament was played well than in the first meeting. Almost the student's scores were increased (see appendix 14), from the observation checklist (see appendix 8) and field note (see appendix 10) all of the students had known what they had to do, so the game and tournament could run smoothly. The researcher as the teacher also tried to motivated them to active when discussion section take place, because some students still felt shy to express their idea and also ask about the material which they hadn't understand yet.

c. Third Cycle

Planning

The third cycle was held on June 2nd, 2010. This was the last meeting. Like in the previous meeting, the researcher had explained about tournament in TGT (Team Game Tournament), then in this meeting the students would have tournament table. As the previous meeting, the researcher would not informed who sit on the tournament table 1 were students who got high score and tournament table 2 were students who got low score. The researcher only wrote on the whiteboard who would sit on the tournament table 1, 2, 3, 4, and 5. The researcher used the previous reflecting as guideline for preparing the third planning. The researcher with the real teacher would try again to motivated students in order they would not shy when they would shared their idea in discussion. The researcher and the real teacher also

Students had already known what they had to do, they rearrange their seat. When they had settled in the tournament tables, they were presented to a picture with a guide for doing the tournament. Each group had different picture, and they must made a descriptive paragraph according to what they have seen in the picture. They were given twenty five minutes to do the test. They were enthusiast in doing their work because they knew that their score will be cumulated with their other team member to get points for their team. While doing the task, some students were finding difficulty in vocabulary, so they open their dictionary to find the meaning of the new vocabulary.

In this tournament, students could finish their task on time, so the researcher can correct student's task directly and calculating all score each group. After correcting the task, the researcher ordered the students to change their seat from tournament table seat to the group seat. After students rearrange their seat, the researcher informed what group was got the higher score and asked one student each group to come forward to receive the certificate.

Observing

The students played the tournament very well, because all students have knew how to play tournament. The students were more comfortable and active in their discussion compared with the previous meeting. They also could finish their task better. For the last observation in this cycle, beside the researcher did some observation using observation checklist, field notes, and student's writing assessment forms, here the researcher also distributed a questionnaire to the students to know the student's responses toward the use of TGT in teaching writing descriptive text during three meetings in the classroom.

Reflecting

From the observation checklist (see appendix 9) and field note (see appendix 10), the students showed some improvements when the researcher explaining the material, the students gave more good attention for the researcher explanation, and also the class activity more conducive because they were more controlled then before. They also became active in discussion section although some students dominated their group or silent, but all of students had tried to give good contribution for their own group. All technique and suggestion

had been applied, and the result of the technique could assist the students to improve their writing ability.

2. The Result of Student's Writing Ability

To know the student's improvement in writing descriptive text, the researcher gave test after the discussion. The game and tournament were done to get the student writing test. The result was analyzed using scoring system based on TGT. The improvement will be known by presenting the student's score on their descriptive writing from the first meeting until the third meeting.

The researcher determined the individual base score in which the score derived from the student's test. After deciding the base score, the researcher began counted the result of the student's writing then compared with their base score. It was important because by analyzing the result of the student's writing could be seen the student's improvement both individual and team. The detail analyses of each test are as follows:

a. First Meeting

In the first meeting, most of the students had known how to play TGT, only little students which still ignore the activity in TGT, but they still have willingness to listen their friend discussion. When the discussion time had done, the game was started. The topic of the game was "My

Hero" and the test was the form of order to make paragraph based on the picture which given to each group. The picture was the picture of Kartini in which Kartini was one of public figure that all people know her, and under the picture there was some clue for students to make a descriptive paragraph according to the picture. The writing below was the writing of one of the student in the "Historical Team":



R.A. Kartini

R.A. Kartini was born in 21 April 1879 and died in 17 September 1904. She is a National heroine. Her religion is Islam. She have one spouse. His name Raden Adipati Jayadiningrat.

She have a sweet smile. She is friendly to everyone. She have a beautiful face. She is a pioneer heroine in Indonesia. She use a hair bun and always use kebaya as her staylist. She is smart n' firm to her compass.

From the writing example above, it shows that most of the students having difficulty when they use to be (grammar); for example, "She have one spouse" it should be "She has a spouse". The other example was "She use a hair bun" it should be "She wears a hair bun".

To determine score on the TGT, the researcher used ESL composition profile (see appendix 13), provides descriptive content, organization, vocabulary, language use, and mechanic writing on the student's writing descriptive text. Below were the individual base score of the students in which the score derived from the student's test in the first meeting:

Team	Name	Base Score
First Group	Student A	65
	Student B	65
	Student C	69
	Student D	75
	Student E	65
Historical Group	Student A	62
	Student B	68
	Student C	80
	Student D	67
	Student E	67
Mantap Jaya Madridtista Group	Student A	74
	Student B	78

	Student C	63
	Student D	65
	Student E	63
Republic Group	Student A	67
	Student B	65
	Student C	64
	Student D	74
	Student E	64
Star Group	Student A	70
	Student B	80
	Student C	65
	Student D	71
	Student E	66

Based on the tables above, the group that got higher score was "star" group, the "historical" on the second range, the "mantap jaya madridtista" group stay on the third range, the "first" group on the forth range and the "republic" group on the last range.

b. Second Meeting

In the second meeting, the game entitle "who am 1" played well. In this game each group tried to make description of one of their team member and other group must guess who is in the description. The students could enjoy the activity. Although some students still keep silent but most of the students were more active than in the previous meeting.

In this meeting, the students had to play tournament. Every group member would sit in the different tournament table depend on their score. In this tournament the test was in the form of order to make paragraph based on the picture given to each tournament table. The picture was under the topic "My Idol" and under the picture there was an instruction for the students to make a descriptive text according to the picture. Every tournament table has different picture. (See appendix 11)

Below was one of the student's writing in the test:

Afgansyah Reza

Afgan is celebrity. He was born on May 27th 1989 in Indonesia. He was 20 year old. He is a singer, and actor.

Afgan is a familiar singer. He has use glasses, watch and red T-shirt.

He is very smart and handsome. He is friendly and good looking people.

He has dimple and girl vary like it. Him hobby is swimming, he have him father and mother tyod Yahya and Lola Purnama. He chosen the beautiful, she is Olivia Jesen Lubis.

From the writing example above, it shows that some students still make mistake when they use grammar and also parallel sentence, for example: "He has use glasses, watch and red T-shirf" it should be "He uses glasses, watch, and wears red T-shirt". Some students also still made mistake in use pronoun, for example: "Him hobby is swimming" it should be "His hobby is swimming". Those are some examples of the wrong sentence that made by student.

In this meeting, the counting of the TGT score is as same as the previous meeting. The student's score in this tournament was writen down on the score sheet in the form of tables based on the table in the tournament. (See appendix 14)

c. Third Meeting

At the third meeting, the test was in the form of order to make paragraph based on the picture given to each students on the tournament table (See appendix 15). The picture was under the topic "My President" and under the picture there was an instruction for the students to make a descriptive according to the picture. One of student's writing in the test was added. The writing was:

Soekarno

Soekarno is a famous president. He was born in JUNE 6 1901 Blitar and died in June 21 1970. He was the president 1st of Indonesia force during the country's fight for Independence from Dutch in the 1945.

Soekarno is president of Indonesia. He has strong body. He has short black hair. He usually use velvet cup on his head and coat cover his body. He looks very handsome, firm which make people around him comfort and save He is charismatic and he like use white coat. He also has strong view which can make all people respect to him.

In the student writing above, the content is mostly detail about descriptive text.

Still same as the first meeting, after analyzing and counting the student's score, the researcher write down on the score sheet (see appendix 16), then counting the student's score in the tournament. After she count all the score and write it in the team summary sheet (see appendix 17), then she showed to the students the table of removal sit based on the high score each tournament table (see appendix 18), then she inform to the students whose team got the high score based on the score from the first meeting until the last meeting, and the team that got the high score was "First" group on the first range, "Republic" group on the second

range, "Mantap Jaya Madridtista" group on the third range, "Star" group on the forth range and "Historical" group stay on the last range.

3. The Result of the Questionnaire

In this research, the researcher also used questionnaire to collect the data which needed. She used the questionnaire to collect the data about the student's responses to the use of cooperative-TGT and the questionnaire consists of 15 questions (see appendix 1). The result of the questionnaire was analyzed to indicate the effectiveness of using cooperative-TGT in teaching writing descriptive text (see appendix 19).

Based on the result of the questionnaire, almost 60% of the students like English lesson, 64% interested and 56% had motivated in learning with using cooperative-TGT and also the other number of the questionnaire the students gave good response that using cooperative-TGT in teaching writing could help them in learning English especially in writing.

From the result of the questionnaire the researcher could conclude that cooperative-TGT could help the student in learning descriptive text because in cooperative classroom, students were expected to help each other, to discuss and argue, and to assess each other's knowledge. On working group, the students could learn how to solve a problem through

discussion in group, so all the students could motivated in learning writing.

To measure the student's responses, the researcher used the pattern:

Total earned Total stydents	X 100%	

C. The Discussion of the Research Finding

In the teaching learning process, Team Game Tournament (TGT) was applied in the teaching of descriptive text through picture of public figure. Slavin sated that Team Game Tournament (TGT) consist of five major components that are class presentation, team, game, individual improvement point and team improvement. In this case, the class activities was started by dividing the students in to team work, presenting the material, by teacher and asking the students to learn the material and giving test in form of tournament. It means that the class activities were appropriate to the procedure of TGT.

Besides using TGT as the technique, the researcher also tries to use the picture of public figure as the media, with the hope that this media can be used to help the students to understand the material well. In the learning process the

⁴¹ Robert E Slavin, Cooperative Learning Theory, Research and Practice, (USA: Allyn & Baco A Simon & Schoster Company, 1995),p.71

researcher not only use black and white picture but she also used colored picture to get the student's interest in the subject of descriptive text and the TGT method.

but there were several thing that can be noted down. In the first meeting some of the students still did not play TGT well, because some of the students still confused about the rule in TGT. About the student's desirability, some of the students didn't give their enthusiasm during learning English because they had taught the English was difficult and complex. Then about group member, some of the students did not felt comfortable with their group member because they must sit in group not with their friend. In the other hand the students got problem in producing sentence, this was caused by their little experience of writing sentence. Beside that their vocabulary was limited, low mastery of grammar led the students to make sentence which were grammatical incorrect.

Based on the problem that the researcher got in the first meeting, the researcher tried to solve the problem. The first was about the rule in TGT. In this case the researcher had explained step by step procedure in TGT (see procedure of the TGT in chapter II). The second was about student's desirability. In this case the students felt that English was difficult and complex, here the researcher had motivated them, tried to make sure them that English was easy. The next was about the group member. In this case, some of the students felt uncomfortable because they had to sit not with their close friend. In this problem the researcher

had explained them that all the students were same and no different between them.

Compared the result of the first and the second meeting got the progress.

Although the progress was only a little bit, the students had played TGT well, more comfort in their group, and they also had motivated to write. The lack of experience in making sentence was slowly reduced as the practice more often.

And the students was not practice about the pattern of descriptive language but also knew how to use it even though not very well.

On the third meeting, the result was satisfied enough. Student's vocabulary was increased; most of them could make or can express their idea in long sentence. They could produce sentence by using some new and difficult vocabulary. Although there were few students still made grammatical error on their sentence. From those data, the researcher can conclude that TGT as the technique and picture of public figure as the media can improve the student's ability to write descriptive text.

From the result can be concluded that cooperative-TGT can be implemented in teaching writing descriptive text through picture of public figure.

And there was an improvement of student's writing ability in writing descriptive text. Beside the students become more enthusiastic in learning writing especially

in writing descriptive text, and the students made improvement on their writing ability both in group and individual.