

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 took 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.

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.

The researcher walked around the class to make sure that all students had done their job well. Most of them were enthusiastic to do their best. They were given twenty minutes to do the test; they were enthusiastic 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.

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

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

would sit on the tournament table 1, 2, 3, 4 and 5 on the whiteboard. 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 known 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 than 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

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-shirt”* 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 written 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:

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.

From the observations, although the students were enthusiastic in learning 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

