#### **CHAPTER IV**

#### RESEARCH FINDING AND DISCUSSION

#### A. Research Preparation

Before the research was done, the research had to be prepared. Its purpose was in order to achieve the result of the research can be achieved maximally. Well, the preparations that were done by the researcher were as follows:

- The researcher prepared the list of students' name of class VIIA MTs Sudirman Karangsari Magelang.
- 2. The researcher arranged of team consisting of 3-4 students in each team.
- 3. The researcher distributed worksheets containing the given material. These worksheets are used to be discussed in team work.
- 4. The researcher prepared the paper contains some questions and answer key for quizzes in games of tournament's tables. And also 30 cards with the box.
- 5. The researcher prepared the paper of grouping tournament's tables and game score.

#### **B.** Implementation

This classroom action research was done into three cycles. Each cycle consists of four steps; they are planning, implementation, action, and reflection. Well, the implementations of each cycle were as follows:

#### 1. First cycle

Cycle I was done on Wednesday -Thursday, April 14 - 15, 2010. Well, the steps that were done by the researcher in the cycle were:

#### a. Planning

In this stage the researcher did the activities as follows:

- 1) The researcher made a lesson plan.
- 2) The researcher prepared the arrangement of team list consisting of 3-4 students in each team.

- 3) The researcher distributed worksheets containing the material given. These worksheets were used as discussing material in team work.
- 4) The researcher prepared the paper contains some questions and answer key for quizzes in games of tournament's tables. And also 30 cards with the box.
- 5) The researcher prepared the paper of grouping tournament's tables and game score.

# b. Acting

In this stage thing had been planned in the planning will be done according to the schedule that had been arranged. In this stage did teaching scenario that had been planned with the researcher. The teaching scenario as follows:

- 1) The researcher explained the material descriptive text, including; the definition (social function), generic structure and significant lexicogrammatical features.
- 2) After teaching the lesson, researcher divided students to the heterogeneous team and managed their seats. So that they could work collaboratively. Tell the students that they would be working in team for several weeks and play academic games.
- 3) The researcher distributed the worksheets containing English certain organization of descriptive text. And the researcher suggested students to work in pairs within their groups and had them check their work among students. The researcher suggested students to teach each other when one of them found difficulties in understanding the material that was given.
- 4) The researcher distributed worksheets' answer key. So that they could check their own works.
- 5) If there were questions from the students about the topic, the researcher had them ask for help from their peer within the team.
- 6) The researcher walked around the class to control the students' works.
- 7) Team leader reported the successfulness or the obstacle of the team they had experienced in doing worksheets. And team leader had to ensure that all members of the team understand the given material and were able to do the worksheets given.
- 8) The researcher's roles were as a source or a facilitator if it was needed.

- 9) After doing the worksheets, the researcher assigned the students to participate in tournament. Here, they had to work individually and competed to do the worksheets in tournament table with the other member from other team. After completing the tournament, they were assigned to check their works.
- 10) The researcher appreciated their works by giving reward to the team for their work in tournament.
- 11) The researcher could disperse the team and the students could sit back to their own desk.
- 12) Teacher asked students to make paragraph of descriptive. After the students finishing their writing, the researcher asked them to collect their result.

#### c. Observing

- 1) The researcher did not explain clearly before she divided students into group.
- 2) The researcher distributed the worksheet to students without explain the procedure of TGT technique.
- 3) There were many students that confused with the material that was given, because the researcher did not explain it before. The researcher only asked the students to answer the worksheet and gave them the answer key.
- 4) There were some students did no do the worksheet, they did not discuss, some students walked around the class and disturbed other group.
- 5) The class was very crowded.

#### d. Reflecting

- 1) The teaching that was done by the researcher was not maximal. The researcher only asked to the students to described the form and the content of the class without gave the guidance to them. So the students got confusion how to describe it.
- 2) The students' activity in learning process was not maximal. It was caused many students did not pay attention to the researcher. It still there where many students spoke with their friend during teaching learning process. Beside that, there were many students that did not understand the instruction that was given by the researcher.

- 3) The students' work in learning process was still minimal. It could be seen from the less of students' interest and respond in the teaching using TGT. Only few of students asked to the researcher about the meaning of the parts, qualities, and characteristics that had not been known.
- 4) The students' writing result was still poor. There were many missing words.

#### 2. The Second Cycle

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, so it is needed another action in order the next cycle makes some improvement of the quality. Cycle II was done on Wednesday -Thursday, April 21 - 22, 2010. Well, the steps that were done by the researcher in the cycle were:

## a. Planning

- 1) The researcher Arranged the lesson plan based on the teaching material
- 2) The researcher improved the teaching strategy
- 3) The researcher improved the explanation about the rules of TGT.
- 4) The researcher made sure the students were understand the procedure of TGT
- 5) The researcher prepared the reward

# b. Acting

In this step what had been planed in the planning would be done according to the schedule that was arranged. In this step the researcher did the teaching scenario that had been planned by researcher.

The teaching scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II was done improvements that were not complete in the cycle I. The activities in teaching learning process were:

- 1) The researcher explained the material, and also explained the procedure of TGT clearly. In this cycle the researcher chosen the theme my favorite things and used the real things surrounding classroom as a media.
- 2) The researcher asked the students about their problems on the previous lesson
- 3) The researcher explained the students' problem and discusses.
- 4) The researcher helped the students to translate the difficult words they found.

- 5) The researcher asked the students their understanding about TGT that had been given in the day before.
- 6) The researcher asked the students to back in their groups and work cooperatively
- 7) The researcher asked the students to participate in tournament
- 8) The researcher asked the students to write a descriptive text after they work in tournaments
- 9) The researcher guided the students in writing descriptive paragraph.
- 10) After the students finishing their writing, they were asked to collect their writing to the researcher

#### c. Observing

- 1) The researcher conveyed the teaching purpose very well, but the researcher spoke too fast and less communicative with the students, but the researcher gave motivation students well.
- 2) The researcher's ability in transferring material was good enough.
- 3) The researcher explained the material clearly but too fast.
- 4) Before the researcher asked the students to write, she stimulated to the students by giving the question to them about the meaning of things around them in English.
- 5) The researcher more paid attention to the students that had difficulties in writing, she touched how to make a good descriptive text.
- 6) The researcher encouraged the students in order they were confident to write.
- 7) The students enthusiastically developed. It could be seen that many students asked the researcher about the part, qualities, and characteristics and the generic structure of descriptive text. If there were components that the students did not know, they asked to the researcher what the meaning of it in Indonesian language.
- 8) The students enjoyed playing in tournaments' table.
- 9) Students liked working cooperatively and competing in tournaments.
- 10) There were no students made a noise because the researcher could manage the class.

### d. Reflecting

- 1) The teaching that was done by the researcher less maximum. The researcher motivated the students about the important of the cooperative discussion among students would benefit each other. In this point, the knowledge was seen as something that was constructed from cooperative efforts to learn, understand and solve problems.
- 2) The students' activity in learning process was maximum enough. They were more interested with TGT. They wanted to play tournament again. But, it still be found that there were few of students played with their friends, because they thought that writing was very difficult.
- 3) Many students asked to the researcher about the lexicogrammatical. For example, Inayah asked to the students "Mom, what is that adjective, verb, and what the function?" But, still found the students do not want to listen to their friends that asked to the researcher, so they do not know what their friends' question.

#### 3. The Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The result from observation tells that the students got improvement score, but they still had some missing words, so it is needed another action in order the next cycle is better. Cycle III was done on Wednesday -Thursday, April 28 - 29, 2010. Well, the steps that were done by the researcher in the cycle were:

#### a. Planning

- 1) The researcher arranged the lesson plan based on the teaching material
- 2) The researcher prepared the teaching material
- 3) The researcher prepared the picture of artist to stimulate their imagination
- 4) The researcher prepared the sheets of observation
- 5) The researcher prepared students' attendance list

#### b. Acting

The researcher and the students were done the same activities with the second cycle. The activities in teaching learning process were:

- 1) The researcher explained about the material, although it had been explained on the day before. In this cycle the theme was someone special.
- 2) The researcher asked the students about their problems on the previous lesson
- 3) The researcher explained the students' problem.
- 4) The researcher helped the students to translate the difficult words they found.
- 5) The researcher asked the students their understanding of procedure of TGT that had been given in the day before.
- 6) The researcher used their friends and pictures of an artist that will be described.
- 7) The researcher asked the students observed her.
- 8) The researcher asked the students to write a descriptive text according to their classmate, her or his performance
- 9) The researcher guided the students in writing
- 10) After the students finishing their writing, they were asked to collect their writing to the researcher.

## c. Observing

- 1) The researcher conveyed the teaching purpose very well and the researcher spoke more slowly than before. The researcher could communicative effectively with the students. The researcher gave motivation to the students well.
- 2) The researcher's ability in transferring material was good enough.
- 3) The researcher explained the material clearly, the researcher stressed about the adjective, verb, noun phrase, and the generic structure.
- 4) Before asking the students to write, she stimulated to the students by giving the question to them about the meaning of things around them in English, example her or his friends, the researcher, or anything in the classroom.
- 5) The researcher more paid attention the students that had difficulties in writing, she touched how to make a good descriptive text again to stimulate memorize of students.
- 6) The researcher encouraged to do cooperatively in their groups and touched her or his friends that did not understand.

- 7) Teacher motivated and encouraged the students that the team got the high score would be got a reward.
- 8) Before the researcher asked to the students to write, she stimulated to the students by giving the question to them about the meaning of things that related to her body, for example the researcher asked to the students "what the meaning of mata in English?." The students answered "eyes."
- 9) The researcher more paid attention to the students that had difficulties in writing.
- 10) The researcher motivated and encouraged the students in order they be confident to write descriptive paragraph.
- 11) The students' responses in teaching process through TGT were good enough. Students said that TGT was interesting.
- 12) The students understood the procedure of TGT. They felt that learning writing through writing TGT was not boring because it could help them to understand and memorize the difficult grammar.
- 13) Students felt enjoy playing the game, most of the students participated in the tournaments.

#### d. Reflecting

- 1) The teaching that had been done by the researcher was maximal enough. The researcher motivated the students. The researcher's competence to manage and conveyed the material better than before.
- 2) The students' activity in learning process maximal enough. They were more interested in teaching and learning writing through TGT. In the cycle III it was found that only few of students that had not pay attention to the researcher because they were trouble maker in the class.
- 3) In the cycle III, it was found there many students asked to the researcher about the meaning of difficult words. For example, Radha asked to the researcher "Mom, what the meaning of kerudung in English?" The researcher suggested him to ask their friends. There was many students' enthusiasm in the teaching-learning process, because the researcher more paid attention and gave motivation to the students that had difficulties in transferring their idea.

# C. Research Finding And Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wanted to know the implementation of TGT to improve students' writing organization of descriptive text that focused on the parts, qualities, and characteristics of the objects. In this research, the researcher used classroom action research. Its purpose is to know whether there is improvement of students' writing organization of descriptive text or no after taught TGT. In these findings, the researcher presents the result of research and the analysis of the data collected which were conducted through pre-test, three times of treatment, and post-test. Pre-test was considered as the preliminary reflection. Three times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation. Post-test was the reflection. The descriptions of the result of all tests are as follows:

#### 1. The Analysis of pre-test

Before conducting this action research, a pre-test was given. The purpose of pretest was to know the students' ability in writing descriptive paragraph. Pre-test was conducted on Tuesday, 13 April 2010. They were 29 students who followed the test.

In this activity, the researcher was doing teaching practice as usual. The researcher explained descriptive text including; the definition, generic structure, and lexicogrammatical features, then she gave the example of descriptive text. In the pretest, the students were asked write a descriptive text according to their imagination. The purpose of this activity was to measure the students' ability in organizing the words. The pre-test result could be seen in the table below:

The Score of Students' Writing Result

No	Name	Pre-Test				
110		Score	Value			
1	Abdul fatah	2	Poor			
2	Agus Muafif	1	Very Poor			
3	Ahmad Dani W	2	Poor			
4	Ahmad sapaad	2	Poor			

5	As'at Humam	2	Poor
6	Chaerul Muttaqien	4	Good
7	Dwi joko prasetyo	1	Very Poor
8	Dwiki alfan f	1	Very Poor
9	Firdiawan	1	Very Poor
10	Indri widiawan	2	Poor
11	M irwan	1	Very Poor
12	M syaeful	3	Fair
13	M solikin	1	Very poor
14	Nasrul anas	2	Poor
15	Radha bas anti	3	Fair
16	Rofi'atul ummah	3	Fair
17	Sapawi	1	Very Poor
18	Siti inayah	4	Good
19	Siti khotijah	3	Fair
20	Siti nurhayati	3	Fair
21	Siti nisrokhah	2	Poor
22	Romziyati	1	Very Poor
23	Syarifathus	2	Poor
24	Uli sangadah	2	Poor
25	Yulia	3	Fair
26	Yusrian	2	Poor
27	Lia barotut	2	Poor
28	M fahri	2	Poor
29	Dery setiadi	3	Fair
$\sum$	29	61	

$$\mathbf{m} = \frac{\Sigma x}{N}$$

$$m = \frac{61}{29}$$
$$= 2, 10$$

The mean of the students writing result of pre-test was 2.10. It means that the students' writing value was poor. Based on the observation in this activity, most of the students had difficulties in organizing the words. This was one of the students' results:

I have a classmate. His name Yati. She has white skin. She has smart.

It could be seen from one of their writing result on the above. It was found many unorganized words in the students' writing. The generic structure was not complete. There was identification but for descriptions were not complete. I have a classmate and his name yati, it shown the identification. She has smart it shown the description include the quality and she has white skin; it shown the color of her skin. The text above not yet explained the part of body, the characteristics were not complete. It was still poor because some words missing. Actually, beside the organization there was mistake in grammar. In text above for pronoun the girl, she used his, the correct answer used her. But in this case the researcher just focuses in generic structure (identification and description)

After finishing the writing, the researcher asked them to collect their writing result. They said that writing is very difficult, because they had been confused about the part, qualities, adjectives, noun, and verb. Beside that, they got difficulties in translating the Indonesia words to English.

The result of pre-test was not satisfactory yet. The researcher was aware that most the students in VII A still had difficulties to write a descriptive text. Hence, she intended to assist them to improve their writing through their skill in organizing words.

Hopefully, it could improve their ability in organizing the words in descriptive text. She considered of giving continuous improvement to get better result.

The researcher observed students in learning process in the class by using observation instrument. The observation instrument based on the based on three theoretical perspectives in cooperative learning, positive social interdependence, cognitive-developmental and behavioral learning. And this observation was done in learning process of using teams games tournament to teach writing organization of descriptive text at the seven grade of MTs Sudirman Magelang. It could be seen in the table as follows:

# Score of observation in pre-cycle

No	Indicators	None (0%)	A few (< 20%)	Half (20- 49%)	Many (50%-69%)	Majorit y (>70%)	Total Score
		1	2	3	4	5	
1	The students' attendance.					V	5
2	The students show curiosity by asking questions		V				2
3	The students are enthusiastic discuss in their group		V				2
4	The students answer teachers questions		V				2
5	The students answer peer's questions correctly		V				2
6	The students are enthusiastic in participating the game in the tournament						1
7	The students enthusiastic compete with other group to representative their group						1
8	The students help other peers to answer/complete the task	V					1
9	The students are enthusiastic doing the test				V		4
	Total score	3	8	0	4	5	20

Score 
$$= \frac{Total\ score}{\max imum\ score} x 100\%$$

$$= \frac{20}{45} x 100\%$$

Based on the results of observation in the pre test above it could be concluded that only half of the students active and enthusiastic, a half of students needed more attention from the researcher in teaching learning process. The researcher saw during teaching learning process taking place, the researcher explained the descriptive text involve identification and description after that teacher asked students make simple descriptive text. In this teaching process had passive communication. It was means when the researcher explained and half of the students just listen, other students did not pay attention. Students were not given maximum responses, especially students who sit in the backside of the class. They were still like to talk with their peers; students look bored and feel sleepy.

# 2. The Analysis of the First Cycle

The second cycle was about teaching and learning process and the assessment. In this activity, the researcher taught writing descriptive text by using TGT as a technique. In this cycle, the researcher divided the students in to six groups. She suggested the students to work in groups. She distributed the worksheet contain the descriptive text about classroom. She asked students to do cooperatively with their friends in their groups. If they found some difficulties the researcher had them to ask their friends. After they did and discuss the generic structure of descriptive text, they participated in the tournaments. Teacher divided 29 students become 9 tables. One table consists of 3 students that had same level. In the tournaments, they competed with their friends from other group to represent their group. They played the games that contain some questions about generic structure. After playing the game their score would be calculated with the score their team. The team that got the high score got reward.

After teaching writing descriptive text the researcher asked students to make descriptive text. Teacher would know their improving writing descriptive text after touching through TGT. After doing the test, the researcher asked the students to collect their writing result. After all of students' writing result had been collected, the researcher asked the students about the difficult words, and then she translated in to English.

After whole activity had been finished, the researcher assessed the students' writing result. The first cycle result could be seen in the table below:

The Score of Students' Writing Result

No	Name	First cycle				
NO		Score	Value			
1	Abdul fatah	3	Fair			
2	Agus Muafif	2	Poor			
3	Ahmad Dani W	3	Fair			
4	Ahmad sapaad	2	Poor			
5	As'at Humam	2	Poor			
6	Chaerul Muttaqien	4	Good			
7	Dwi joko prasetyo	2	Very Poor			
8	Dwiki alfan f	2	Poor			
9	Firdiawan	2	Poor			
10	Indri widiawan	3	Fair			
11	M irwan	1	Very Poor			
12	M syaeful	3	Fair			
13	M solikin	1	Very poor			
14	Nasrul anas	3	Fair			
15	Radha bas anti	3	Fair			
16	Rofi'atul ummah	3	Fair			
17	Sapawi	1	Very Poor			
18	Siti inayah	4	Good			
19	Siti khotijah	4	Good			
20	Siti nurhayati	4	Good			
21	Siti nisrokhah	2	Poor			
22	Romziyati	2	Poor			
23	Syarifathus	2	Poor			
24	Uli sangadah	3	Fair			
25	Yulia	4	Good			
26	Yusrian	2	Poor			
27	Lia barotut	3	Fair			
28	M fahri	3	Fair			
29	Dery setiadi	3	Fair			
Σ	29	76				

From the result, she could calculate the mean of the score students' writing result using the following formula:

$$m = \frac{\Sigma x}{N}$$

$$m = \frac{76}{29}$$

$$= 2, 62$$

From analysis above, it is clear that the mean of students' writing result of the first cycle was 2.62. It means that the students' writing value was near of fair. And this is one of the students' results in first cycle:

I have a classroom. My classroom is big and clean. It has one blackboard, cupboard. It has twenty tables and forty chairs. The wall is blue and white. It has one door and six windows.

From the text above, the researcher can analyzed that there was improving from the writing organization of descriptive text students. In the text above the generic structure were more complete than pre test. But the students who got score 3 only 11 students, it means only 40% students that got a fair value. So, it had been not achieved minimum passing grade. There was a little increase in this cycle. However, there was improvement for the students' ability although it was step by step.

Score of observation in first-cycle

		None	A few	Half	Many	Majorit	
NT	T. 1.	(00/)	(<	(20-	(50%- 69%)	У	Total
No	Indicators	(0%)	20%)	49%)	69%)	(>70%)	Score
		1	2	3	4	5	
1	The students' attendance.					V	5
2	The students show curiosity by asking the questions			V			3
3	The students are enthusiastic discuss			V			3

	in their group						
4	The students answer teachers questions			V			2
5	The students answer peer's questions correctly		V				2
6	The students are enthusiastic in participating the game in the tournament		V				2
7	The students enthusiastic compete with other group to representative their group		V				2
8	The students help other peers to answer/complete the task		V				2
9	The students are enthusiastic doing the test				V		4
	Total score	0	8	9	4	5	26

Score 
$$= \frac{Total\ score}{\max imal\ score} x100\%$$
$$= \frac{26}{45} x100\%$$
$$= 57, 8\%$$

According to the result of the observation above it could be concluded that more students joined the class enthusiastically. They paid attention to the lesson, although some students made a noise when played the game, because they were still confused with the researcher's direction and they never played game before. They tried to cheat and discussed the answer with their friends.

# 3. The Analysis of Second Cycle

At the previous observation, some of the students said that they had difficulties in translating the Indonesia words into English. They felt confused and got lazy to ask the students about parts, qualities, and characteristics of the object.

In this cycle, the researcher explained in more details about descriptive text and also explained clearly the procedure of TGT. The groups and the tournaments table were still same at the previous cycle. And the steps of teaching and learning were same but the material was different. At the previous cycle the material focused on their class. In this cycle the material focused on describe person. After teaching and learning using TGT the researcher asked the students to write a descriptive text. After the students finishing their writing, the researcher assessed their result. After whole activity had finished, the researcher assessed the students' writing result. The second cycle result could be seen in the table below:

The Score of Students' Writing Result

No	Name	Second	cycle
NO		Score	Value
1	Abdul Fatah	3	Good
2	Agus Muafif	3	Fair
3	Ahmad Dani W	3	Good
4	Ahmad Sapaad	3	Fair
5	As'at Humam	3	Fair
6	Chaerul Muttaqien	5	Excellent
7	Dwi joko prasetyo	3	Fair
8	Dwiki Alfan F	3	Fair
9	Firdiawan	3	Fair
10	Indri Widiawan	3	Good
11	M Irwan	2	Poor
12	M Syaeful	4	Good
13	M Solikin	2	poor
14	Nasrul Anas	3	Fair
15	Radha Basanti	4	Good
16	Rofi'atul Ummah	4	Good

17	Sapawi	2	Very Poor
18	Siti Inayah	4	Good
19	Siti Khotijah	4	Good
20	Siti Nurhayati	4	Good
21	Siti nisrokhah	3	Fair
22	Romziyati	3	Fair
23	Syarifathus	3	Fair
24	Uli Sangadah	4	Fair
25	Yulia	4	Good
26	Yusrian	3	Poor
27	Lia Barotut	3	Fair
28	M Fahri	4	Good
29	Dery Setiadi	3	Fair
Σ	29	94	

From the students' writing result, she could calculate the mean of the score using the following formula:

$$m = \frac{\sum x}{N}$$

$$m = \frac{94}{29}$$

$$= 3, 24$$

The analysis above showed that the mean score of students' writing result of the second cycle was 3.24. It means that the students' writing value was near of good. The result of the second cycle was better than the previous one. In the text above the generic structure was more complete than previous one. And then the students got the score 3 increase to be 14 students, it means 50% students got a fair value. There was a little increasing in this cycle. However, there was improvement for the students' ability although it was step by step.

# Score of observation in second-cycle

		None	A few	Half	Many	Majorit	
No	Indicators	(0%)	(< 20%)	(20- 49%)	(50%- 69%)	y (>70%)	Total Score
		1	2	3	4	5	
1	The students' attendance.				v		4
2	The students show curiosity by asking the questions				V		4
3	The students are enthusiastic discuss in their group				V		4
4	The students answer teachers questions			V			3
5	The students answer peer's questions correctly			V			3
6	The students are enthusiastic in participating the game in the tournament			V			3
7	The students enthusiastic compete with other group to representative their group			V			3
8	The students help other peers to answer/complete the task			V			3
9	The students are enthusiastic doing the test				V		4
	Total score	0	0	15	16	0	31

Score 
$$= \frac{Total\ score}{\max imum\ score} x 100\%$$

$$= \frac{31}{45} x 100\%$$

Based on the result of observation above, it could be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well, but in the last time in the lesson, the bell made students did not concentrate to the lesson as they wanted to go to canteen soon. The researcher said that they would go to take a rest soon after did the test.

In this cycle the researcher analyzed and gave more attentions to five students who got value poor in the first cycle. They had some difficulties in memorizing the generic structure and they would not to participate in discussing work sheets. It might be caused by their lack of motivation in learning English. The researcher gave more attentions with try to be friendly with them. Because the difficulty was faced by student to memorize the vocabulary, understand generic structure and translate Indonesian word to English. Hence, the researcher and teacher were collaborative to arrange lesson plan and improve the result students' score previous cycle.

#### 4. The Analysis of Third Cycle

In this cycle, the researcher reviewed the previous lesson and the steps of teaching and learning are same. At previous cycle students were difficult to memorize part of body. In this cycle the researcher stressed in worksheet and game used the picture of artist to help them described a person. She suggested the students to work in groups. She distributed the worksheet contain the descriptive text about person. She asked students to do cooperatively with their friends in their groups. If they found some difficulties the researcher had them to ask their friends. After they did and discussed the generic structure of descriptive text, they participated in the tournaments. After teaching writing descriptive text the researcher asked students to make descriptive paragraph. Teacher would know their improving writing descriptive text after touch through TGT. After doing the test, the researcher asked the students to collect their writing result. After whole activity had been finished, the researcher assessed the students' writing result. The third cycle result can be seen in the table below:

The Score of Students' Writing Result

No	Name	Third	l cycle
NO	Name	Score	Value
1	Abdul fatah	4	Excellent
2	Agus Muafif	3	Fair
3	Ahmad Dani W	4	Excellent
4	Ahmad sapaad	3	Fair
5	As'at Humam	4	Good
6	Chaerul Muttaqien	4	Excellent
7	Dwi joko prasetyo	4	Good
8	Dwiki alfan f	4	Good
9	Firdiawan	3	Fair
10	Indri widiawan	4	Good
11	M irwan	3	Fair
12	M syaeful	4	Good
13	M solikin	3	Fair
14	Nasrul anas	4	Good
15	Radha basanti	5	Excellent
16	Rofi'atul ummah	5	Excellent
17	Sapawi	3	Fair
18	Siti inayah	4	Excellent
19	Siti khotijah	4	Excellent
20	Siti nurhayati	5	Excellent
21	Siti nisrokhah	4	Good
22	Romziyati	4	Good
23	Syarifathus	3	Fair
24	Uli sangadah	5	Excellent
25	Yulia	4	Excellent
26	Yusrian	3	Fair
27	Lia barotut	4	Fair
28	M fahri	5	Good
29	Dery setiadi	4	Good
Σ	29	113	

From the students' writing result, she could calculate the mean of the score using the following formula:

$$\mathbf{m} = \frac{\sum x}{N}$$

$$m = \frac{113}{29}$$
$$= 3, 9$$

The analysis above shows that the mean of students' writing result of the third cycle was 3.9. It means that the students' writing value was good. And then the students got the score 3 were increase to be 9 students, but students who got the score 4 was 17 students. It means 65% students got a value good. It was better than previous one. There was an improvement in this cycle. The researcher concluded that the problems with the improvements of students' writing using TGT were solved by the discussion.

# Score of observation in pre-cycle

		None	A few	Half	Many	Majorit	
No	Indicators	(0%)	(<	(20-	(50%-	У	Total
No	mulcators	(0%)	20%)	49%)	69%)	(>70%)	Score
		1	2	3	4	5	
1	The students' attendance.					V	5
2	The students show curiosity by asking the questions			V			4
	The students are enthusiastic discuss in their group					V	5
4	The students answer teachers questions				V		4
5	The students answer peer's questions correctly				V		4

6	The students are enthusiastic in participating the game in the tournament				V		4
7	The students enthusiastic compete with other group to representative their group					V	5
8	The students help other peers to answer/complete the task				V		4
9	The students are enthusiastic doing the test					V	5
	Total score	0	0	3	16	20	39

Score 
$$= \frac{Total\ score}{\max imum\ score} x 100\%$$
$$= \frac{39}{45} x 100\%$$
$$= 86, 7\%$$

Based on the result of observation above, it could be concluded that the majority of the students joined the class enthusiastically. All activities in the third cycle could run well. It could be seen from their responses. There wee no noisy. While the researcher was presenting the lesson, majority of the students were paying attention to her. The students played the game orderly, when did their test, they were calm and paid attention to the researcher, they tried to answer the questions correctly and enthusiastically.

### 5. The Analysis of Post-Test

In the last activity, the researcher conducted post-test. At the first, the researcher taught writing by using TGT. In this post-test, they had to do a test. In this activity, the researcher asked the students to write a descriptive text according to objects around them.

The activity was totally run well and smoothly. The students did the researcher's instruction anthusiastly. They were more interested to write, because they could see the object around them directly. After the students finishing their writing, they collected it to the researcher. Then the researcher assessed their writing result. After whole activity had been finished, the researcher assessed the students' writing result. The third cycle result could be seen in the table below:

The Score of Students' Writing Result

No	Name	Post cycle		
		Score	Value	
1	Abdul fatah	5	Excellent	
2	Agus Muafif	4	Good	
3	Ahmad Dani W	4	Excellent	
4	Ahmad sapaad 4		Good	
5	As'at Humam	4	Good	
6	Chaerul Muttaqien	5	Excellent	
7	Dwi Joko Prasetyo	5	Good	
8	Dwiki Alfan F	4	Good	
9	Firdiawan	3	Fair	
10	Indri Widiawan	4	Good	
11	M Irwan	3	Fair	
12	M Syaeful	4	Good	
13	M Solikin	in 3 Fa		
14	Nasrul anas	unas 4 Goo		
15	Radha bas anti	5	Excellent	
16	Rofi'atul ummah	5	Excellent	
17	Sapawi	4	Fair	
18	Siti Inayah	5	Excellent	
19	Siti Khotijah	5	Excellent	
20	Siti Nurhayati	5	Excellent	
21	Siti Nisrokhah	4	Good	
22	Romziyati	4	4 Good	
23	Syarifathus	3	Fair	
24	Uli sangadah			
25	Yulia	5	Excellent	

26	Yusrian	4	Fair
27	Lia barotut	4	Fair
28	M fahri	5	Good
29	Dery setiadi	4	Good
$\sum$	29	123	

From the students' writing result, she could calculate the mean of the score using the following formula:

$$m = \frac{\Sigma x}{N}$$

$$m = \frac{123}{29}$$

$$= 4.24$$

The mean of students' writing result was 4.24. It means that the students' value was good. The mean of the students' writing score was also better than the previous score one. It was higher than her target. The researcher felt that using TGT to improve students' writing organization that included the parts, qualities, and characteristics of the objects was successful. The students' use of the target language increased as well as their motivation to write. TGT also contributed for them to write a descriptive text.

# 6. The Analysis of the Whole Meetings

Comparison percentage students enthusiastic in response teaching learning process using teams games tournament on pra cycle, cycle I, cycle 2 dan cycle 3.

No	Cycle	Total Score	Percentage
			(%)
1	Pra cycle	20	44, 4%
2	Cycle 1	26	57, 8%

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Comparison the average of students score on pra cycle, cycle 1, cycle 2, cycle 3 and post test.

No	Cycle	Mean
1	Pra-cycle	2,10
2	Cycle 1	2,62
3	Cycle 2	3,24
4	Cycle 3	4,0
5	Post test	4,24

As whole the meetings ran well. There were some significant improvements from cycle one to cycle three.

In the pre test, all of the students had been doing the test, and the average result was 2, 10 in this activity, the researcher still used conventional method. She did not use TGT to teach writing organization of descriptive text. In the teaching learning process, only half of the students were active and enthusiastic to the lesson. Another half of students did not give response maximally, especially the students who sat down in the backside. They like talk with their pairs. The students looked bored and sleepy.

In the first cycle, the average result was 2, 61. The researcher began using TGT to teach the students. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with the researcher and the teacher's direction. It made the class noise, it was caused that they never played the game in class before. But it could be overcame giving direction more slowly and clearly.

In the second cycle, the average result was 3, 24. The teaching learning process in this cycle had not many differences with the previous one. The researcher just analyzed and gave more attention to some students that still had lower score.

In the third cycle, the average result was 4, 0. Before the lesson began, the researcher asked the students to give more pay attention to the lesson. Because the materials were quite difficult, the researcher would give reward to the students who could answer the question correctly, but the researcher would give punishment if they make a trouble. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle ran well. According to the researcher, it caused by their interesting playing the game in tournament. They liked receiving the reward and were afraid with punishment if they made trouble in the class.

In the last meeting, there was post test. The average of result was 4, 24. It was higher than result in the pre test. It showed that there was some significant improvement in students' achievement. Furthermore, there was also improvement from cycle 1 until cycle 3.