The Implementation of Teams Game Tournament (TGT) to Improve Students' Writing Ability of Second Grade Students in SMP Negeri 7 Padang

by Ananda Feby

The Implementation of Teams Game Tournament (TGT) to Improve Students' Writing Ability of Second Grade Students in SMP Negeri 7 Padang

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Abstract. This study aimed to determine whether the implementation of the Teams Game Tournament (TGT) can improve students' writing ability in learning English of second grade students in SMP Negeri 7 Padang. The population was second grade students in SMP Negeri 7 Padang. The sample of this research was 33 students of VIII.5 class. This type of research was quantitative. The method used was a pre-experimental design, with one group pre-test and post-test. The result of the data showed that the average students score on the post-test was (89,45) higher that the average score on the pre-test (60.24). From the t-test, the study showed that the t-test value (11,54) is higher that t-table (1,697) at a significance level of 0,05 with degree freedom (df) = 32. This result meant that there was a significant difference. This indicated that the alternative hypothesis (H1) was accepted and the nul hypothesis (H0) was rejected. Hence, it can be concluded that the implementation of Teams Game Tournament (TGT) significantly improve students' writing ability.

Keywords: Improvement, Teams Game Tournament (TGT), Writing Skill

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah penggunaan Teams Game Tournament (TGT) dapat meningkatkan kemampuan menulis siswa dalam pembelajaran Bahasa Inggris kelas dua di SMP Negeri 7 Padang. Populasi dari penelitian ini adalah siswa kelas dua di SMP Negeri 7 Padang. Subjek penelitian ini adalah 33 siswa kelas VIII.5. Jenis penelitian ini adalah Kuantitatif. Metode yang digunakan adalah penelitian pre-ekperimental. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah test yaitu pre-test dan post-test. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dari post-test adalah (89,45) lebih besar dari nilai rata-rata dari pre-test (60,24). Dari uji t-test, penelitian menunjukkan bahwa nilai uji t-test (11,54) lebih besar dari t-table (1,697) pada tingkat signifikansi 0,05 dengan derajat kebebasan (df)=32. Artinya ada perbedaan yang signifikan. Ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Hal ini dapat disimpulkan bahwa penggunaan Teams Game Tournament (TGT) secara signifikan meningkatkan kemampuan memulis siswa.

Kata kunci: Kemampuan Menulis, Peningkatan, Team Game Tournament (TGT)

1. INTRODUCTION

Writing is a crucial role for students since almost all learning processes are done by writing. Therefore, writing can be called as be a productive ability in which people generate words to reveal messages, ideas, opinions and feelings to readers through written form. Apart

from communicating indirectly, writing is also necessary for the students to complete assignments at every level of education.

Generally, students stated that writing was a difficult activity. In consequence, students become unenthusiastic and become careless. According to Yuliadi (2021), there are two factors students do not like writing; first, internal factor such as students' background knowledge, lack of knowledge in developing paragraphs, lack of practice, lack of understanding of language structures, ideas and lack of knowledge of how to develop essays in a good way. Second, external factors, those are lecturer abilities, facilities, and books. The teacher does not have right method in teaching. Teachers play the crucial role in teaching and encourage students to learn.

Moreover, students often feel bored and are not enthusiastic about acquiring writing lessons. One of the many problems in teaching writing is that the teachers only explain the lesson on the whiteboard, while students record the materials in books. As a result, students participate less in learning. The aim of teaching writing is that students are able to generate their own words, ideas and thoughts into sentences. Therefore, teachers should try to find and apply the right method when teaching writing

There a lot of methods that can be applied to solve this problem. Researcher chooses one method of cooperative learning. One form of cooperative learning is the Teams Game Tournament (TGT) method. TGT is a learning method that divides students into 4 to 8 people in a group and each member answers questions. The group that answers quickly and correctly will be the winner. Rusman (2014) explains TGT is a kind of cooperative learning in which students are placed in study groups consisting of 5 to 6 students who have distinct abilities, gender, and ethnicity or race. The TGT method is expected to motivate students and make the class more relaxed, as well as improve students' writing abilities.

2. REVIEW OF LITERATURE

Writing is forming a meaning through a series of letters, symbols, words that are connected become sentences or paragraphs. Dalman (2021), writing is a structure of conveying thoughts in the form of symbols or signs. In writing, these symbols and signs are letters which form words. One of the important things in writing is learning to make a good sentence by arranging letters into word, words to sentence, and sentences to paragraph. According to Yovie (2019), there are several components necessary for good writing process, those are language use, mechanic skills, treatment of content, stylistic

skill, and judgements skill. Some components are rumination for students when they start to write.

Writing is one of productive abilities which need several procedures. According to Harmer (2004), to generate a great writing, the procedures should be specified, the procedures are planning, drafting, editing (revising), and final version. it can be concluded that the procedures of writing are separated into four parts such as planning, drafting, editing, and final version. Planning is the first way to determine the topic that will be used. Drafting is the way to make sketch in writing. Editing is the way to revise the draft became a systematically and effectively sentences or paragraph. Final version is the way to re-check all of the writing. in this step, the writer should provide the final touches to perfect the writing.

The researcher assessed the students' writing ability by using an analytic scoring rubric. According to Brown (2007), there are several aspects present the score criteria of students' writing ability, those are content, organization, grammar, vocabulary, and mechanic. The content is the students' writing ability that provided all the information according to the topic so that the reader understands the ideas conveyed by the writer. Organization was the students' writing ability that managsed the contents of a paragraph so as to create a coherent sentence or paragraph. Grammar was the students' writing ability that developed sentences according to correct grammar provisions. Vocabulary was the students' writing ability that used vocabulary that is appropriate to the topic and used simple vocabulary so that it was easy for readers to understand. Mechanic was the student's writing ability that created writing that complied with the provisions of word spelling, capital letters and punctuations.

Cooperative learning is one of the learning methods that involve working together to accomplish goals. According to Ali (2021), Cooperative learning is a learning method that involves cooperation between students in groups, so as to achieve success as a team. In this learning method, students are allowed to discuss and share their knowledge with others in the group. Students with low abilities may ask questions from friends who have more understanding so that all members in each group participate in learning.

The purposes of cooperative learning are providing the new innovation in learning and enhancing students' performance. According to Widyani (2019), the cooperative learning model is divided into three crucial objectives of cooperative learning, those are: first, cooperative learning aims to boost student performance in academic task. Second, cooperative learning allows students accept the diversity of students who have various backgrounds include nationality, religion, academic ability, and social level. Third, cooperative learning develops social ability such as sharing task, regarding other people's opinions, working in groups, and so on.

Teams Games Tournament is a unique step in learning that involves learning while competing. Huda (2013) also stated The TGT (Teams Games Tournament) learning model is learning where students and their group members are given the opportunity to comprehending the material first and after individual students are tested through academic games. In this model, students act as tutors to help friends who have low comprehending. Students in their groups discuss and guide each other to complete assignments. Teams Games tournament goes through several procedures to conduct this method. Mudiyanto (2017) stated that there are several procedures that must be done if we want to implement cooperative learning type TGT in writing ability namely class presentation, study groups, and academic tournament.

In addition, Team Games Tournament (TGT) has positive value as a medium for language learning. Sa'adah (2017) explained that based on the cooperative learning method, the advantage of TGT is that students participation increase from the beginning to the end of learning since this method combines games, competition and learning which gives students full attention to stimulate interest in learning. This method increases cooperation within the group. Active and fun learning will make the learning atmosphere between students and teachers more comfortable and effective.

3. RESEARCH METHOD

In this research, researcher utilized quantitative method. The method is overall research design in which planned, systematic and clear. According to Sugiyono (2016), a research method that is based on the positive ideology with the aim of researching certain populations and samples, generally samples are taken randomly, research

instruments are used for data collection, and hypotheses are tested through statistical or numerical data analysis, is called quantitative research. In quantitative research, there are several kinds of research design can be utilized by the researcher.

The researcher utilized pre-experimental design. Creswell (2014) stated that pre-experimental research design is that the researcher only studies one group. This research was designed to not have a control group to compare with the experimental group. In this research, in the first stage the researcher assigned a pre-test to appraise students' writing abilities before implementing the treatment. In the second stage, the researcher implemented the treatment toward the students. Then, to see whether there was an improvement in students' abilities, the researcher assigned a post-test at the final stage.

4. RESEARCH FINDINGS AND DISCUSSION

Data Description

This chapter presented the result of the research entitled "The Implementation of Teams Game Tournament (TGT) to Improve Students' Writing Ability of Second Grade Students in SMP Negeri 7 Padang". The purposes of the research are to discover how Teams Game Tournament (TGT) can improve students' writing ability of second grade students in SMP Negeri 7 Padang and discover the significant influence using Teams Game Tournament (TGT) on students' writing ability of second grade students in SMP Negeri 7 Padang.

1. Pre-test

The pre-test was held at the first meeting on July 25th, 2024, from 13.00 p.m to 14.20 p.m. At the first meeting, the researcher conducted the observation to list or points of questions regarding information obtained by students and researchers during the teaching learning process in first meeting. The researcher mentioned the learning objectives and explained the material in accordance with the RPP (Learning Implementation Plan) regarding degree of comparison material. After that, the researcher gave a pre-test to class 8.5 of SMP Negeri 7 Padang, which consisted of 33 students. In pre-test, the researcher distributed two sheets of paper containing question

sheets and answer sheets which would be filled in by the students. This session lasted 30 minutes and the work process is carried out in a pleasant situation.

In this part, the researcher displayed pre-test data. A pre-test was given to students with the aimed of researcher being able to determine students' writing abilities before implementing the Teams Game Tournament (TGT). The pre-test scores displayed in the table below.

Table 4. 1 The Score of Pre-test

No	Name	C (1,2,3,4)	O (1,2,3,4)	G (1,2,3,4)	V (1,2,3,4)	M (1,2,3,4)	Score
1	A K	2	2	2	2	3	54
2	A Y M	3	2	3	2	2	63
3	A I P	3	2	3	2	4	75
4	A Z	2	2	1	2	2	45
5	A R K	2	2	2	3	2	54
6	A S	2	2	2	1	3	50
7	B A I	3	3	2	3	2	66
8	B H R	2	3	2	2	2	55
9	F F F	3	3	3	4	2	75
10	F R S	2	2	2	1	3	50
11	F A P	3	2	3	2	3	61
12	H M K	2	3	1	2	2	50
13	I H	3	3	2	2	4	70
14	I Z	3	4	2	3	3	75
15	I K	3	2	2	3	3	65
16	J M A P	2	2	2	2	2	50
17	K N S	3	3	2	2	2	63
18	M D	3	2	3	3	2	66
19	M N A	3	3	3	4	3	79
20	M N	3	2	3	2	2	63
21	N	2	2	2	2	3	54
22	N F R	2	2	1	3	3	50
23	Q A N	3	3	2	3	2	66
24	Q A S	2	2	2	3	2	54
25	R H	3	3	2	2	2	63
26	R F K	2	2	2	3	2	54
27	R A	3	2	2	3	3	65
28	R A Z	3	2	2	2	2	58
29	S S	3	3	2	2	2	63
30	S P Y	4	3	3	3	3	83
31	V A P	2	2	1	3	3	50
32	V A B	2	3	2	3	1	54

33	Z N N	2	3	2	2	2	55
	Total	85	81	70	81	81	1998

Note:

C = Content

O = Organization   G = Grammar

V = Vocabulary   M= Mechanic

Based on the table above, researcher assessed students' pre-test results using a rubric score, namely content, organization, vocabulary, grammar, and mechanic. In the results of student writing using rubric scores, there were still very many students who get scores 1 and 2. In which meant students still had difficulty in several categories in writing words, sentences and paragraphs. The researcher calculated the total score for each student and the researcher concluded from the pre-test scores, the lowest score was 45 and the highest score was 83.

2. **Treatment**

The treatment was held at the second meeting on July 30th, from 10.10 to 10.50. In this session, the researcher conducted the observation to list all of the steps was did in the class between students and the researcher. The researcher explained the degree of comparison material again and explained the learning instructions using Teams Game Tournament (TGT) in simple terms. Then, the researcher asked students to form 4 groups, each group consisting of 8 to 9 students according to the number of students present that day. The students gave explanation with their friend if there was any friend did not comprehend. Researcher conducted the first treatment, namely writing adjectives of degree of comparison based on pictures. Researcher providde images that showed adjectives which could be used in the image. Then students are asked to write adjective vocabulary quickly and alternately. The aimed of the first treatment are students expected to recognize the adjectives, spell the adjectives, and also find the meaning of adjective so that the treatment helped students to make sentences.

After completing the first treatment, the researcher continued to conduct the second treatment. The second treatment was held at the third meeting was held on August 2nd from 10.50 a.m to 11.30 a.m. The second treatment is guessing and writing the type of the degree of comparison. Before that, the researcher conducted the

observation to list all of the steps was did in the class between students and the researcher. Then, the researcher gave direction for students made the several groups again, in which every group consist 8 to 9 students. The students gave explanation again with their friend if there was any friend still did not comprehend. The student in the group guessed and wrote the type of degree of comparison based on the sentence on the paper, whether the sentence is a positive degree, comparative degree, or superlative degree. The aimed of this second treatment was for students to get used to recognizing sentence forms and formulas for the types of degrees of comparison.

After completing the second treatment, the researcher continued to conduct the third treatment from 10.40 a.m to 11.40 a.m in the same day. The final treatment was writing a sentence. In this treatment, each student in the group wrote one sentence of degree of comparison based on the pictures on the paper. The aimed of this third treatment was students could be easier recognized the picture and the formula they used, whether the picture and formula were a positive degree, comparative degree, or superlative degree.

3. Post-Test

The post-test was held at the fourth meeting on August 9 2024 from 10.10 to 11.30. At the fourth meeting, the researcher conducted the observation again to list all of the steps was did in the class between students and the researcher. Then, the researcher reviewed the material related to degree of comparison, after that the researcher gave a post-test to students. The researcher distributed two sheets of paper containing the question sheet and answer sheets that would be filled in by students. A set of questions in the post-test is created with the same instructions as the pre-test, but only differed in the pictures. This session lasted for 30 minutes.

In this part, the researcher displayed post-test data. A post-test was given to students with the aimed of researcher being able to determine students' writing abilities after implementing the Teams Game Tournament (TGT). The post-test scores displayed in the table below

Table 4. 2 The Score of Post-Test

No	Name	C (1,2,3,4)	O (1,2,3,4)	G (1,2,3,4)	V (1,2,3,4)	M (1,2,3,4)	Score
1	A K	4	3	4	4	3	91
2	A Y M	3	4	4	3	3	85
3	A I P	4	3	3	4	3	86
4	A Z	3	3	3	3	2	72
5	A R K	4	3	3	3	4	86
6	A S	4	3	4	3	2	84
7	B A I	4	4	3	4	4	95
8	B H R	3	4	4	4	3	89
9	F F F	4	4	3	4	3	91
10	F R S	4	3	4	3	3	88
11	F A P	4	4	4	3	3	93
12	H M K	4	4	4	3	3	93
13	I H	4	4	4	3	3	93
14	I Z	3	4	4	4	3	89
15	I K	4	4	4	4	3	96
16	J M A P	4	3	3	4	3	86
17	K N S	4	4	3	4	3	91
18	M D	4	4	4	4	3	96
19	M N A	4	4	4	4	3	96
20	M N	4	3	3	3	4	86
21	N	4	4	4	4	3	96
22	N F R	3	3	2	4	4	78
23	Q A N	4	4	4	4	3	96
24	Q A S	4	3	3	4	4	90
25	R H	4	3	4	4	3	91
26	R F K	4	4	4	4	3	96
27	R A	4	4	3	4	3	91
28	R A Z	4	3	3	4	3	86
29	S S	4	3	4	4	4	95
30	S P Y	4	4	4	4	3	96
31	V A P	4	4	3	3	3	88
32	V A B	3	3	3	4	2	80
33	Z N N	4	3	3	3	3	83
	Total	126	117	116	121	102	2952

Note:
C = Content
O = Organization
G = Grammar
V = Vocabulary
M= Mechanic

In the post-test table, it can be seen that the researcher again assessed students' writing abilities using a score rubric. As a result, the majority of students got scores of 3 and 4. In which means that students' difficulties in writing have decreased.

Data Analysis

Data Analysis is purposed to appraise the improvement of writing abilities before and after treatment of second grade in SMP Negeri 7 Padang using Teams Game Tournament (TGT). Based on the result of the test in pre-test and post-test of second grade students, the researcher found that there was an improvement in the student's writing abilities by implementing Teams Game Tournament (TGT) of second grade students in SMP Negeri 7 Padang. The data were taken from 33 students, thereafter the data was processed, and the treatment which was used to discover the students were able to improve their writing abilities in learning English through the Teams Game Tournament (TGT).

The following table showed the difference in students' score and classification before and after treatment.

Table 4. 3 Difference in Students' Score Before and After Treatment

No	Name	Pre test	Classification	Post test	Classification	ΣD	ΣD^2
1	A K	54	Insufficient	91	Very Good	37	1369
2	A Y M	63	Insufficient	85	Very Good	22	484
3	A I P	75	Sufficient	86	Very Good	11	121
4	A Z	45	Insufficient	84	Good	39	1521
5	A R K	54	Insufficient	86	Very Good	32	1024
6	A S	50	Insufficient	72	Sufficient	22	484
7	B A I	66	Insufficient	95	Excellent	29	841
8	B H R	55	Insufficient	89	Very Good	34	1156
9	F F F	75	Sufficient	91	Very Good	16	256
10	F R S	50	Insufficient	88	Very Good	38	1444
11	F A P	61	Insufficient	93	Very Good	32	1024
12	H M K	50	Insufficient	93	Very Good	43	1849
13	I H	70	Sufficient	93	Very Good	23	529
14	I Z	75	Sufficient	89	Very Good	14	196
15	I K	65	Insufficient	96	Excellent	31	961
16	J M A P	50	Insufficient	86	Very Good	36	1296
17	K N S	63	Insufficient	91	Good	28	784
18	M D	66	Insufficient	96	Excellent	30	900

19	M N A	79	Sufficient	96	Excellent	17	289
20	M N	63	Insufficient	86	Very Good	23	529
21	N	54	Insufficient	96	Excellent	42	1764
22	N F R	50	Insufficient	78	Sufficient	28	784
23	Q A N	66	Insufficient	96	Excellent	30	900
24	Q A S	54	Insufficient	90	Very Good	36	1296
25	R H	63	Insufficient	91	Good	28	784
26	R F K	54	Insufficient	96	Excellent	42	1764
27	R A	65	Insufficient	91	Very Good	26	676
28	R A Z	58	Insufficient	86	Very Good	28	784
29	S S	63	Insufficient	95	Excellent	32	1024
30	S P Y	83	Very Good	96	Excellent	13	169
31	V A P	50	Insufficient	88	Very Good	38	1444
32	V A B	54	Insufficient	80	Good	26	676
33	Z N N	55	Insufficient	83	Good	28	784
	Total	1998	-	2952	-	954	29906

Table 4.5 above showed total of pre-test score, total of post-test score, total score difference (ΣD), and the square of the sum of the difference scores (ΣD^2). Pre-test score was 1998, post-test was 2952, (ΣD) = 954 and the (ΣD^2) = 29906.

Hypothesis

The hypothesis was used to get the level significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) for an dependent sample +0,05 with the degree of freedom (df) = 32, where N – 1= 32, and the value of the table is 1.697. Based on the hypothesis in this research, H0 states that Teams Game Tournament (TGT) cannot improve students writing ability of the second grade students in SMP Negeri 7 Padang. Meanwhile, H1 states that Teams Game Tournament (TGT) cannot improve students writing ability of the second grade students in SMP Negeri 7 Padang.

The following table showed the test of significant.

Table 4. 4 The Test of Significant

Variable	T-test Value	T-table value	Result
Writing	11.54	1.697	Significant

The researcher displayed that the value of the T-test (11.54) outperformed the t-table (1.67). The result reveal that the T-test is greater than T-table, the hypothesis (H1), that Team Game Tournament (TGT) can improve students writing ability of the second grade in SMP Negeri 7 Padang was accepted and that the hypothesis (H0) was rejected.

Discussion

1. **How does the Teams Game Tournament (TGT) improve Students' Writing Ability of Second Grade Students in SMP Negeri 7 Padang?**

   Based on the observation that was made, the learning process in class continues to follow the teaching process from begin until the end. Observations were carried out to determine whether something is present or not based on the observation. In this study, researcher conducted pre-test, treatment, and post-test as a process of the research. At the first meeting, the researcher gave a pre-test to the students, where the student's score was the value of the students' writing ability before treatment.

   After conducting the pre-test, students played tournament games where students were enthusiastic and enthusiastic while learning while competing through Teams Game Tournament (TGT). This research was supported by Ekawan, et al (2015) stated that TGT is a learning procedure that allows groups to compete with other groups so that students are enthusiastic when learning. The aimed of the researcher in carrying out 3 treatments was to help students improve their abilities in the rubric assessment aspects, including content, organization, grammar, vocabulary and mechanics. Then, the researcher gave a post test to the students. The student's score on the post-test is the students' ability value after treatment.

Researcher calculated the total student scores and got the mean score of the pre-test and post test and got the percentage improvement in pre-test and post test scores. The means score of pre-test was 60,24, meanwhile the mean score of post-test was 89,49. It means that the means score of post-test was higher than the pre-test. The percentage of improving students' writing ability was 48%. Thus, it can be concluded that the Teams Game Tournament (TGT) can improve students' writing ability of second grade students in SMP Negeri 7 Padang.

2. **Is there a significant of using Teams Game Tournament (TGT) on students Writing Ability of Second Grade Students in SMP Negeri 7 Padang?**

The second question can be answered after the researcher calculated the result of students pre-test and post-test. After the researcher realized the means score of post-test was higher than the pre-test and the researcher did calculation the standar deviation. Standard deviation described how much the data varies. The standard deviation value in the pre-test was 9.46, while the standard deviation in the post test was 5,75 indicating that the distribution of pre-test scores was more varied than the post-test scores. After doing the treatment, students' scores on the post test were more uniform. It means the data varies were influenced after using the treatment. In addition, the result of the pre-test and post test score of the level of significant-0.05 degree of freedom (df)= 32 indicated that the t-test was valued higher than the t-table (11,54<1,697). The t-test value also showed that there was a significant influence using Teams Game Tournament (TGT) on students' writing ability of second grade students in SMP Negeri 7 Padang, which was supported by research of Lisnawati (2016) informed that after realizing the calculation of this cycle, it can be seen that there

was a significant influence of TGT method in improving students' writing ability.

5. CONCLUSION AND SUGGESTION

The conclusion of this research was drawn from the data analysis in the previous chapter. Based on the result of research findings and discussion, it can be claimed that the implementation of Teams Game Tournament (TGT) can improve students writing ability of the second grade students in SMP Negeri 7 Padang. It was proven by the students mean score from the pre-test to the post-test. The students' mean score on the pre-test was 60,24, whereas the mean score on the post-test was 89,45. The percentage of improving students' skill in writing was 48%. In addition, the hypothesis test showed that H0 was rejected and H1 was accepted. The result of the pre-test and post test score of the level of significant-0.05 degree of freedom (df)= 32 indicated that the t-test value was valued higher than the t-table value (11,54<1,697). In the other words, it indicated that there was an improvement of students' writing ability after learning writing by using Teams Game Tournament (TGT) as conducted by the researcher in SMP Negeri 7 Padang and there was a significant influence using Teams Game Tournament (TGT) on students' writing ability of second grade students in SMP Negeri 7 Padang.

In the teaching and learning process, researcher suggested that English teachers can teach students to be more innovative and creative in which teachers actively involve student achievement, especially in writing. Researcher hoped that teachers can apply Teams Game Tournament (TGT) as an alternative to teaching writing to make students more creative and enjoyable in teaching writing. In addition, researcher hoped that students are interested and motivated in this lesson. They must be aware that English is important to learn because it will be useful for the present and the future. Moreover. The results of this study were expected for other studies that can be used as additional references for future research to create a better teaching and learning process.

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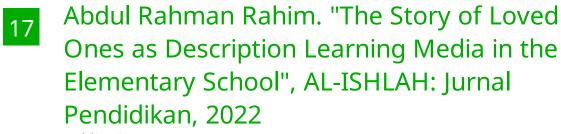
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