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The Effect of Team Game Tournament Teaching Method of Students' Ability
in Writing Procedure Text at The Ninth Grade
of SMP Tamansiswa Pematangsiantar

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Abstrak

Penelitian ini dilakukan untuk menilai dampak metode pengajaran Team Game Tournament (TGT) terhadap kemampuan siswa kelas sembilan dalam menulis teks prosedur di SMP Tamansiswa Pematangsiantar. Desain penelitian yang digunakan adalah quasi-experimental, yang melibatkan dua kelas dengan total 60 siswa. Peneliti menemukan bahwa rata-rata skor post-test untuk kelas eksperimen adalah 80,8, sementara kelas kontrol memiliki rata-rata skor 74,8. Hal ini menunjukkan bahwa kelas eksperimen mengungguli kelas kontrol. Setelah menganalisis data, peneliti menentukan bahwa nilai t-test lebih besar daripada nilai t-table ($2,875 > 1,672$). Oleh karena itu, dapat disimpulkan bahwa metode pengajaran TGT secara efektif meningkatkan kemampuan siswa dalam menulis teks prosedur di tingkat kelas sembilan di SMP Tamansiswa Pematangsiantar.

Kata Kunci: *Menulis, Teks, Teks Prosedur, Team Game Tournament*

Abstract

This research was conducted to assess the impact of the Team Game Tournament (TGT) teaching method on ninth-grade students' ability to write procedural texts at SMP Tamansiswa Pematangsiantar. A quasi-experimental design was employed, involving two classes with a total of 60 students. The researcher found that the mean post-test score for the experimental class was 80.8, while the control class scored a mean of 74.8. This indicates that the experimental class outperformed the control class. After analyzing the data, the researcher determined that the t-test value was greater than the t-table value ($2.875 > 1.672$). Therefore, it can be concluded that the TGT teaching method effectively enhances students' ability to write procedural texts at the ninth grade level at SMP Tamansiswa Pematangsiantar.

Keywords: *Writing, Text, Procedure Text, Team Game Tournament*

INTRODUCTION

Writing is a communication tool that allows students to convey their feelings and ideas on paper (Bora, 2023). Nunan (2003:88), as cited in Basonggo (2016), notes that "writing involves generating ideas, determining how to present them in clear sentences and paragraphs, and organizing these ideas into a cohesive whole." This indicates that writing acts as a medium for expressing thoughts, ideas, and emotions. According to Richard and Renandya (2002), as cited in Ratnaningsih (2016), "writing is the most challenging skill for learners to master due to various factors, such as the necessity of effectively communicating ideas, having knowledge of the topic, understanding grammar, possessing a sufficient vocabulary, and employing engaging strategies all of which significantly affect a student's writing success."

Writing challenges stem from the necessity to organize ideas into coherent sentences and paragraphs, as well as the requirement for a solid vocabulary foundation (Taye & Mengesha, 2024). Many students find writing tasks difficult and often feel reluctant to practice writing in front of their classmates when encouraged by their teachers (Alisha et al., 2019). They struggle to grasp discussion topics and frequently have trouble articulating their thoughts. Additionally, teachers often depend on a textbook-centered approach, which limits the variety of teaching methods and activities that could better engage students and enhance their writing skills (Mithans & Grmek, 2020). These issues are particularly prevalent among beginners learning a foreign language.

The issues described correspond with the researcher's observations during teaching practice at SMP Tamansiswa Pematangsiantar in October 2023. Firstly, students had difficulty composing procedural texts due to a limited understanding of the subject and challenges in articulating their ideas. Secondly, they often lacked vocabulary and tended to

create unfamiliar words, which led to excessive time spent on translating texts, highlighting their insufficient vocabulary related to procedural writing. Thirdly, students struggled to identify the generic structure of procedural texts, indicating a need for more exposure and practice in writing. The researcher also observed that many students achieved low scores in writing, as evidenced by their results. It was clear that most students scored below the KKM (Minimum Completeness Standard) at SMP Tamansiswa Pematangsiantar. Only 24 out of 44 students, or 43.15%, met the KKM standard, while 25 students, or 56.81%, did not reach the required score. Consequently, the percentage of students scoring below the KKM (72) was higher, indicating that the writing skills of ninth-grade students remain inadequate.

To address these challenges, it is crucial to investigate more effective teaching methods for writing that actively engage students, especially in composing procedural texts. One promising approach is the Team Game Tournament (TGT) method. Developed by Robert Slavin, TGT is particularly effective for reviewing material and enhancing students' mastery (Nurchasanah, 2017). Many experts agree that TGT is easy to implement, enjoyable, and offers a stimulating experience. Slavin (2005:163), as cited in Merti (2020), describes TGT as a cooperative learning strategy that is straightforward to use, involves all students regardless of their status, allows students to serve as peer tutors, and incorporates elements of games and positive reinforcement. The researcher selected TGT to showcase its effectiveness in improving academic performance, particularly in writing. In addition to boosting academic achievement, TGT positively influences social interactions among students. This game-like approach makes the classroom experience enjoyable, fostering an engaging learning environment.

According to Cohen's theory for measuring effect size, the TGT method showed a moderate level of effectiveness in teaching descriptive text writing. The researcher believes that the Team Game Tournament (TGT) method could effectively motivate students to grasp writing concepts. However, TGT is still infrequently utilized in junior high schools. In this study, the researcher aims to examine the implementation of TGT in developing writing skills, specifically focusing on whether TGT can improve students' performance in writing procedural texts.

Based on the background above, the researcher tries to conduct a research with the title "The Effect of Team Game Tournament Teaching Method of Students' Ability in Writing Procedure Text at the Ninth Grade of SMP Tamansiswa Pematangsiantar".

RESEARCH METHOD

The research method employed in this study is quantitative, utilizing a quasi-experimental design. According to Creswell (2018:41), a quantitative method aims to enhance knowledge by focusing on specific variables, hypotheses, and questions, while considering cause-and-effect relationships, testing theories, and employing measurement and observation. A quasi-experimental design involves the assignment of participants without randomization. Creswell (2009:20) suggests using an experimental design that assesses attitudes both before and after an experimental treatment.

This research took place at SMP Tamansiswa Pematang Siantar, situated at Kartini Street, No. 18, in Pematang Siantar City, North Sumatra. The study's population included all ninth-grade students at the school. The researcher chose two classes as samples: IX A was designated as the experimental group, while IX C served as the control group. The experimental group received instruction through the Team Game Tournament teaching method, while the control group was taught using traditional methods. The sampling technique employed was purposive sampling, which involves selecting participants based on specific criteria that align with the objectives of the research. The research instrument consisted of tests, with a pre-test administered to evaluate students' understanding of writing procedural texts prior to the treatment, and a post-test to assess their understanding afterward.

RESULT AND DISCUSSION

Data Description

In this study, the researcher employed a quasi-experimental method for data analysis, as discussed in the previous chapter. This analysis details the results from both the experimental and control classes, including pre-test and post-test scores, mean scores, standard deviations, mean variables, standard deviation variables, and the t-test. The research was conducted in IX-A (Experimental Class) and IX-C (Control Class) at SMP Tamansiswa Pematang Siantar. To assess students' writing abilities in procedural texts, five criteria were utilized: content, organization, grammar, vocabulary, and mechanics.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	APL	57	83
2.	AA	65	76
3.	BEMS	70	92

4.	CMCM	87	91
5.	CELS	60	80
6.	DD	70	91
7.	FAG	57	70
8.	FA	60	83
9.	FT	57	80
10.	IRT	25	92
11.	KA	25	91
12.	KA	25	76
13.	KEKH	52	83
14.	KMD	45	80
15.	LK	71	92
16.	MA	25	65
17.	MJR	25	91
18.	NSY	30	76
19.	NQN	71	83
20.	NZA	45	80
21.	NI	65	92
22.	OMS	63	91
23.	PMP	50	65
24.	RA	25	65
25.	SM	30	83
26.	SF	31	87
27.	TU	25	92
28.	SS	25	65
29.	SI	25	65
30.	VSM	25	65
	Σ	1386	2425

In the experimental class, the highest pre-test score recorded was 87, while the lowest score was 25. After implementing the Team Game Tournament (TGT) teaching method, the post-test results showed a significant improvement, with the highest score reaching 92 and the lowest score at 65. The total score for the pre-test in the experimental group was 1386 points, resulting in an average pre-test score of 46.2. Following the instructional intervention, the experimental group achieved a total of 2425 points in the post-test, leading to an improved average score of 80.8.

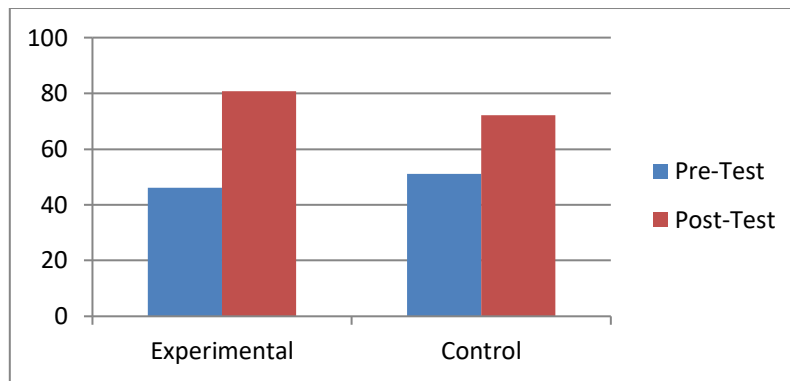


Figure 1. Improvement in Experimental and Control Class

After analyzing the mean scores from the pre-tests and post-tests of both the experimental and control groups, the researcher presented the data in a graph, which clearly showed an improvement in student performance, especially after the intervention. The experimental group, which used the Team Game Tournament (TGT) teaching method, saw a significant score increase from 46.2 in the pre-test to 80.8 in the post-test. In contrast, the control group, which continued with traditional teaching methods, had a more modest rise from 51.1 to 74.8.

This resulted in a 34.6-point increase for the experimental group compared to a 23.7-point improvement for the control group. The findings indicate that the TGT method significantly enhanced students' abilities in writing procedural texts. The greater progress in the experimental group suggests that engaging teaching methods can effectively develop writing skills, emphasizing the need for innovative instructional strategies to boost student engagement and improve writing outcomes.

Testing Hypothesis

After conducting the data analysis, the researcher found that the t-test value was 2.875. The distribution table and t-test value were then calculated for various degrees of freedom (df). In this study, the degrees of freedom were determined to be 58, and at a significance level of 0.05, the t-table value was also 1.672. Consequently, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected, since the t-test value exceeded the t-table value at the 0.05 significance level, specifically $2.875 > 1.672$.

Research Findings

Based on the data analysis, the researcher determined that the Team Game Tournament (TGT) method affects students' ability to write procedural texts.

1. Experimental Class

- The highest pre-test score recorded in the experimental class was 87, while the lowest score was 25.
- After implementing the TGT method as a teaching strategy, the post-test results showed a significant improvement, with the highest score reaching 92 and the lowest score at 65.
- The total score for the pre-test in this class was 1386 points, resulting in an average pre-test score of 46.2.
- Following the instructional intervention, the experimental class achieved a total of 2425 points in the post-test, leading to an improved average score of 80.8.

2. Control Class

- In the pre-test, the lowest score for the control class was 25, while the highest score was 83.
- In the post-test, the control class scored as low as 40 and as high as 96. The total score for the pre-test in this class was 1534 points, resulting in an average pre-test score of 51.1. Following the instructional intervention, the control class achieved a total of 2246 points in the post-test, leading to an improved average score of 74.8.

3. Statistical Analysis

The calculated t-test value was 2.875, which exceeded the t-table value of 1.672 at a significance level of 0.05. This outcome resulted in the acceptance of the alternative hypothesis (H_a) and the dismissal of the null hypothesis (H_0). This data highlights the positive impact of using engaging teaching methods on student engagement and educational outcomes in writing.

Discussion

This research aimed to examine the effect of the Team Game Tournament (TGT) teaching method on ninth-grade students' ability to write procedural texts at SMP Tamansiswa Pematangsiantar. Both the experimental and control groups took the same pre-test and post-test; however, the control group did not receive any intervention and continued their studies using traditional textbook methods. The results indicated that students who were instructed using the TGT method achieved higher scores compared to those who learned through conventional textbooks.

Students showed strong interest in learning to write in English through the TGT method, resulting in a significant difference between their pre-test and post-test scores in procedural text writing. The pre-test mean score was 46.2, while the post-test mean score rose to 80.8, indicating notable improvement. The TGT method effectively taught the generic structure and language features of procedural texts, helped teachers assess student performance, and facilitated cooperative learning. In conclusion, the TGT method significantly enhances students' writing skills, as demonstrated by the notable increase in scores from the pre-test to the post-test.

CONCLUSION

At the end of the research, the researcher concluded that the Team Game Tournament (TGT) teaching method significantly affects students' ability to write procedural texts. The experimental class that used the TGT method showed improved writing skills compared to the control class, which only used traditional textbook instruction. The post-test mean score for the experimental class was 80.8, while the control class had a mean score of 74.8, indicating that the experimental class performed better. The t-test result was 2.875, with 58 degrees of freedom, and the critical t-table value was 1.672. Since the calculated t-test value ($2.875 > 1.672$) at a significance level of 0.05, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. This analysis confirms that the TGT teaching method significantly enhances students' writing abilities in procedural texts at the ninth grade of SMP Tamansiswa Pematangsiantar..

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