



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 5 Tahun 2023 Page 2616-2621

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effectiveness Of *Team Games Tournament* (TGT) Method In Teaching Writing Descriptive Text At The First Grade Students Of SMAN 1 Mandirancan

Fajar Nurjaman

Politeknik Siber Cerdika Internasional

Email : [fajar\\_nurjaman@polteksci.ac.id](mailto:fajar_nurjaman@polteksci.ac.id)

### Abstrak

Menulis merupakan salah satu keterampilan berbahasa yang harus dipelajari oleh siswa, karena menulis merupakan cara kreatif untuk mengungkapkan gagasan selain berbicara. Sama pentingnya dengan membaca, mendengarkan, dan berbicara, siswa juga perlu mengetahui cara menulis. Tujuan dari penelitian ini adalah untuk mencari keefektifan TGT dalam pengajaran menulis dan terdapat perbedaan yang signifikan antara nilai menulis siswa pada Pre-test dan Post-test setelah diberikan metode TGT. Metodologi yang digunakan dalam makalah ini adalah Quasi Eksperimental Research. Sampel penelitiannya adalah kelas X IIS 5 yang terdiri dari 30 siswa sebagai kelompok eksperimen dan kelas X IIS 4 yang terdiri dari 30 siswa dan penulis menggunakan sampling perbandingan. Pengumpulan data dilakukan dengan menggunakan metode tes (pre-test dan post-test). Hasil pre-test dan post-test berbeda. Pada kelas eksperimen pre-test rata-ratanya adalah 62,8 dan post-test setelah diberikan perlakuan Teams Games Tournament (TGT) pada kelas eksperimen adalah 83. Sedangkan pada kelompok kontrol rata-rata pre-testnya adalah 58,1 dan post-testnya tanpa diberikan perlakuan. pengobatan adalah 67,9. Setelah dilakukan perhitungan data diperoleh thitung sebesar 2,602 dan ttabel dengan df (58) pada taraf 0,975 (5%) sebesar 2,002. Karena thitung > ttabel maka dapat disimpulkan hipotesis diterima. Sedangkan untuk mengukur besaran efektif berdasarkan teori Cohen, dalam penelitian ini Teams Games Tournament termasuk dalam tingkat efektif sedang.

Kata Kunci: *Penulisan, Turnamen Permainan Beregu (TGT), Teks deskriptif*

## Abstract

Writing is one of all language skill that should be learnt by students, because writing is creative ways to show ideas besides speaking. Like important as reading, listening, and speaking, students also need to know how to writing. The purposes of this research are looking for the effectiveness TGT in teaching writing and there are significant differences between the students' writing scores in Pre-test and Post-test after being given TGT method. The methodology used in this paper is Quasi Experimental Research. The sample of the study are X IIS 5 class that consists of 30 students as an experiment group and X IIS 4 class that consists of 30 students and the writer applied comparison sampling. The data were collected by using test method (pre-test and post-test). The results of pre-test and post-test were different. In pre-test experiment class the mean total is 62,8 and pos-test after giving treatment Teams Games Tournament (TGT) in experiment class is 83. Meanwhile in control group the mean pre-test is 58,1 and post-test without treatment is 67,9. After the data calculation, it finds that taccount is 2,602 and ttable with df (58) in level 0,975 (5%) is 2,002. Because ttest > ttable, it can be concluded that the hypothesis is accepted. In the other hand, to measure the effective size based on Cohen theory, in this research Teams Games Tournament included in moderate level effective.

Keyword: *Writing, Teams Games Tournament (TGT), Descriptive text*

## INTRODUCTION

Writing is one of all language skill that should be learnt by students, because writing is creative ways to show ideas besides speaking. Through writing, students can express her or his feeling and ideas to reader.

Like important as reading, listening, and speaking, students also need to know how to writing. Writing encourages students to focus on accurate language use, because they write as they think. The final product from writing is not so instant, and as a result the students have a chance to plan and modify what will finally appear as the finished product. That is the writing process, with its recursive and multiple drafting. The process of writing is usually more complex than the process of speaking. (Harmer, 2004)

The writer has observed to some schools about the difficulties of English especially in writing skill. The observation is about writing descriptive text. First is most of students need to be guided to make a sentence, because almost of all students state confused with grammar. Second, students usually run out of ideas. The last, in compose a text, students are not pay attention about generic structure. It means that in composing a text students have to compose a text which is based on its genre and pay attention to the aspects of writing. In the other hand, The writer found that nothing variations in teaching learning English especially descriptive text. The teachers usually use Three Phases (3Ps) method with picture additional. They never use another method whereas they had heard about Teams

Game Tournament (TGT) method from Cooperative Learning Approach. Teams Games Tournament (TGT) was the first created by David DeVries and Keith Edwards. TGT is identical to STAD except it used academic game tournaments instead of quizzes, and a bumping system instead of individual improvement scores. (Kagan, 2009)

To support TGT process by using games, because the tournament should be motivate students in language learning, beside that games is one of potential activity that gives students feeling of freedom to express themselves. As Wright (2006:2) states that games can help and encourage many learners to sustain their interest and work.

Based on the explanation above the writer wants to carry out research to know whether Teams Games Tournament (TGT) method is an effective to teaching writing descriptive text, and what are the differences between students who learn with TGT and without TGT, especially in the first grade students of SMAN 1 Mandirancan.

Writing is a series of activities going on and involves several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. Writing can be used as an indirect means of communication to others to convey information. (Jonah cited by Suparno, 2006).

There are so many Approach and Method in teaching writing, especially writing descriptive text, and one of them is Teams Games Tournament (TGT) Method. TGT is identical to STAD (Students Teams Achievement Divisions) except TGT is applied academic game tournaments instead of quizzes, and a bumping system instead of individual improvement scores. The critical elements that differentiate TGT from STAD are game tournaments and bumping system. (Kagan, 2009). The implementation TGT based on Slavin cited by Li (2005) are whole class presentation, teams' discussion, games tournament, and team recognition.

There are many games that can be used in Teams Games Tournament (TGT) related to writing especially descriptive text such as Happy Twins, Describe and Draw It, What the differences, Arrange the Pictures, Describe and identify the picture. But in this research, the writer only uses Describe and Draw It games.

Describe and Draw It game involves descriptive writing. Each learner is given a picture to describe in writing. When the descriptions are ready, they are exchanged with a neighbour, who must then try to make a drawing based on the description. When the drawings are complete, they may be compared with the originals and the differences discussed. (Wright, 2006).

The aim the research are "To find out whether Teams Games Tournament (TGT) method is an effective to teach writing descriptive text, and to know the differences between students who learn with TGT and without TGT in the first grade students of SMAN 1

Mandirancan.”

## RESEARCH METHOD

This research uses a quantitative research with a quasi experimental design to gain the data. Quasi experimental is not random assignment as true experimental. In this design the writer rely instead on other technique to control (or at least reduce) threats to internal validity. (Fraenkel and Wallen, 2009).

The population of this research is the first grade of students of SMAN 1 Mandirancan class X IIS taht consist 300 students. In this case the writer chooses the sample from the first grade students of SMAN 1 Mandirancan class X IIS 5 consist of 30 students. And the control class the writer chooses class X IIS 4 consist of 30 students.

In collecting the data of the research, the writer uses tests. They are Pre-test that was given before treatment in written form, and Post-test that was given after treatment in written form.

After gathering the data, the writer analyzed the result of data by using a statistical formula is called t-test. The writer uses the formula from McMillan and Schumacher (2001: 369).

Find T-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S\bar{x}_1 - \bar{x}_2} \text{ where : } t \quad : \text{ is the t-test statistic}$$

$\bar{X}_1$  : is the mean of the one group

$\bar{X}_2$  : is the mean of the second group

$S\bar{x}_1 - \bar{x}_2$  : is the standard error of the difference in means

After the writer counted the t-test, then the writer found out the classification of effect size. The effect size is used to verify the influence of independent variable to dependent variable and to know how well the treatment works.

Table 1.1

The Classification of Effect Size

Raw Score	Interpretation
0-0,20	Weak effect
021,0,50	Modest effect
0,51 -1.00	Moderate effect
>1.00	Strong effect

*Cohen et. al (2007: 521).*

## RESULTS AND DISCUSSION

The research is begun by conducting a pre-test to the students. And then after it was finish, the writer continued to the treatment and post-test. In this research, the writer used quasi experimental research, therefore the writer needed to do the pre-test and post-test to get the data to conduct this research.

After data has been analyzed, it shows of the mean pre-test and post-test score where the pre-test in experimental class was 62,8 and the post-test was 83 while the result of the pre-test in control class was 58,1 and the post-test in control class was 67,9.

From the data, the writer found  $t_{\text{account}}$  by using McMillan statistical is 2,602. And found  $t_{\text{table}}$  with  $df = 58$ ,  $\alpha = 5\%$  is 2,002. It means that the value  $t_{\text{account}}$  is higher than  $t_{\text{table}}$  (2,602)  $t_{\text{account}} > 2,002 t_{\text{table}}$ . This result shows that this research has positive influence. Finally the writer states that the alternative hypothesis ( $H_a$ ) is accepted.

It could be concluded that teaching by using Teams Games Tournament (TGT) method in teaching writing descriptive text to the first grade of SMA Negeri 1Mandiranca is effective.

Meanwhile to measure the effect size, the writer use the classification by Cohen. Based on  $t_{\text{account}}$  2,602 and  $t_{\text{table}}$  2,002 we can obtain the difference is  $\frac{t_{\text{account}}}{2,602} - \frac{t_{\text{table}}}{2,002}$  the obtained difference 0,6 we can see the effective size in the table 4.4 above so 0,6 was effective because it includes moderate level in the classification of effective table size.

Beside that as long as learning activity in calssroom, the writer found the differences of students attitude between students who learn using Teams Games Tournament (TGT) method and students who learn without Teams Games Tournament method, that are student who learned using Teams Games Tournament method they felt comfort, relax, and no under pressure during the lesson. They also did the practicing of writing more interesting and they got the idea from the games tournament. Meanwhile the students who learn without Teams Games Tournament method, they feel bored and confused. Beside that, as long as learning students who learn without TGT only part of all students in class that give attention to the lesson.

## CONCLUSION

The conclusion can be drawn that the practicing of students' writing descriptive text using Teams Games Tournament (TGT) method at X IIS 5 is effective than X IIS 4 students of SMAN 1 Mandiranca. This can be seen from the results of test score showing that the experimental class that were given treatment by using Teams Games Tournament (TGT) method got higher score. Based on the data above  $t_{\text{account}}$  2,602 >  $t_{\text{table}}$  2,002 means that the hypothesis ( $H_a$ ) is accepted. And it can can be obtained the difference is  $\frac{t_{\text{test}}}{2,602} - \frac{t_{\text{table}}}{2,002}$

the obtained difference is 0,6. The effective size in table of the classification of effect size shows 0,6 was effective because it includes moderate effective.

There are the differences of students attitude between students who learn using Teams Games Tournament (TGT) method and students who learn without Teams Games Tournament method, that are student who learned using Teams Games Tournament method they felt comfort, relax, and no under pressure during the lesson. They also did the practicing of writing more interesting and they got the idea from the games tournament. Meanwhile the students who learn without Teams Games Tournament method, they feel bored and confused. Beside that, as long as learning students who learn without TGT only part of all students in class that give attention to the lesson.

#### BIBLIOGRAPHY

- Cohen, L., Manion. L., & Morrison. K. (2007). *Research Methods in Education*. New York: Routledge Taylor & Francis Group.
- Fraenkel, J.R, Wallen, N.E. 2009. *How to Design and Evaluate Research in Education Seventh Edition*. New York: The McGraw-Hill Companies.
- Harmer. Jeremy. 2004. *How to Teach Writing*. Cambridge. United Kingdom : Pearson Education Limited.
- Kagan, S. 2009. *Kagan Cooperative Learning 2nd Edition*. California : Kagan Publishing.
- Li, M.P and Lam, B.H. 2005. *Cooperative Learning*. Hong Kong : The Hong Kong Institute of Educations.
- McMillan, J.H., and Schumacher, S. 2001. *Research in Education: A Conceptual Introduction*. New York: Longman
- Suparno and Yunus 2006 *Keterampilan Dasar Menulis*. Indonesia. Jakarta: Universitas Terbuka
- Wright, A., Betteridge, D., and Buckby, M. 2006. *Games for Language Learning Third Editions*. Cambridge: Cambridge University Press.