

**THE EFFECTIVENESS OF USING TEAMS GAME TOURNAMENT (TGT) METHOD IN  
TEACHING WRITING FOR THE SECOND GRADE STUDENTS IN MTs SALAFIYAH  
MOJOGENENG MOJOKERTO**

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**ABSTRACT**

The design of this research was quasi experimental research because the researcher can not choose the subject randomly. The researcher took all members of the second grade students as subject of this research. They were consist of class A with 35 students as control group and class C consisted of 35 students as experimental group. The researcher used test pretest and posttest as instrument for collecting the data. The researcher had three steps in this research, they were pretest, treatment and posttest. Based on Analysis of Covariate (ANCOVA), the result of the research showed that the value of significance teaching strategy was 0,004, it was lower than 0,05, so the Ho is rejected. It means that the students who are taught by using Teams Game Tournament method have better achievement than the students who are taught by using direct method in teaching writing invitation card. The experimental group who was taught by using teams game tournament method in teaching writing got the mean score of the table descriptive statistics is 84,23 and the control group who was taught by using Direct Method in teaching writing gotten the mean score of the table descriptive statistics is 80,80. So, it can be concluded that Teams Game Tournament (TGT) Method in teaching writing invitation card was effective to the second grade students of MTs. Salafiyah Mojogeneng Mojokerto.

**Key Word : *Effectiveness, Teams Game Tournament (TGT), Teaching Writing, Invitation Card.***

**INTRODUCTION**

**1. Background**

Writing belongs to an active or productive skill. It is clear that, writing is an important activity in any language class, not only as the source of information and pleasure but also as a means of consolidating and extending knowledge of a language (Fachrurrazy,2011:88). In fact the students still feel difficult and they always confuse when they produce a writing paragraph. They must memorize the grammar, the content, thinking about making a good sentence. Furthermore, not all the students can memorize the vocabulary, with some reasons.

Currently many methods of learning that have been developed and implemented in the schools. It was occur running learning process more exciting, creative, not boring, and certainly effective in reaching a predetermined learning objectives. There are many examples of learning methods such as language lessons, Jigsaw, Mind Mapping, Think Pair Share and others. The reseacher will use teams game tournament (TGT) method in learning process. The reason of the reseacher choose this method because in teams game tournament (TGT), the students demand to be active and they should not be passive learners because they are the centre in learning process. The researcher can make the writing is easier for the students and they do not confuse when

they want to write and make a good writing. The method help the students to their improve in writing ability.

## **2. Problem of The Study**

Based on background of the study, the problem are formulated as follow :

- ✓ Do the students who are taught by using teams game tournament (TGT) method have better achievement than students who are taught by using direct method ?

## **3. Objective of The study**

Based on the problem above, the object of this research is :

- ✓ To know whether the students who are taught by using teams game tournament (TGT) method have better achievement than students who are taught by using direct method.

## **4. Hypothesis**

Hypothesis of research, based on problem of the study:

- ✓ Ha : The students who are taught by using teams game tournament (TGT)method have better achievement than students who are taught by using direct method.
  
- ✓ Ho : The students who are taught by using teams game tournament (TGT) method have not better achievement than students who are taught by using direct method.

## **5. Significance of the Research**

In this research is teaching writing in Junior High school. The limitation in this research is teams game tournament (TGT) method to help the students have better achievement in teaching writing. The researcher limits the research to avoid misunderstanding, so this research will be conducted at MTs Salafiyah Mojogeneng Mojokerto academic year2018/2019 and choose VIII-A class as experimental group, VIII-C class as control group.

## **REVIEW OF RELATED LITERATURE**

### **1. Definition of Writing**

Writing is a result of someone idea in a written form, of which its readers can read and understand well (Thommy,2008:1). Writing is one of the four language skills.

### **2. The Aspect of Writing**

According to Brown and Bailey in Brown (2014:243), thecomponen aspect of writing as an evaluator toward the importance of component than the punctuation and the style of writing. It means that, the aspect of writing is combinnng the elements that are words, sentences, vocabulary, grammar and paragraph include in orginizing the content, style and mechanic of writing.

### **3. The process of writing**

When the students are writing, teacher should involve them i the process of writing. Fahrurrazy, (2011:90) explains that a teacher is suggested to give guidance for students in writing, through writing process which consist of several steps :

- a. Finding a topic , in which the students may brainstorm to determine a topic to write. It means that with ths participle sudents will be encouraged to take responsibility for their own writing that they have some sense of ownership or control.
- b. Outlining, in which the students are guide to make an outline of the topic to be written. This can be done for whole class, if all students have to write the same topic or it can be done individually for individual topic.
- c. Drafting, in which the students write the first draft of their writing. In this step students should be reminded to begin with a topic sentence for every paragraph, or an introductory paragraph (containing general statement and thesis statement) for an essay.

- d. Revising and editing. The draft written by the students can be corrected by their teacher. However, students can be assigned to do self-correction or peer-correction, whose purpose is to train students to become a corrector (for self or peer).
- e. Writing final product and publishing. In writing the final product, the students are reminded to use appropriate format (title, paragraphing, mechanic). For publishing, the students may be asked to read their writings in front of the class, or display them in classroom to be given positive comments by other students. Teacher should not forget to celebrate the success of their writing by giving reinforcement or encouragement.

#### **4. Writing Assessment**

There are two kinds in writing assessment, is process and product. The writing assessment process is the assessment to do during the teaching and learning in the classroom. Based on O'Malley and Pierce in Brown (2004:255) said that, the product and the process of writing are assessed. The assessment of processes is how the students in the class teaching and learning process.

#### **5. Teaching Writing in Junior High School**

In Indonesia English is a foreign language. English is very important to taught because it is international language. As international language English should be learned by Indonesian students, start from Elementary school, junior high school, senior high school until to the next level. According to (Harmer, 1998:79) confirms that are four reasons to teach writing. First, teaching writing is reinforcement. It means that the students acquire language in oral way, but most of them get it from seeing in the language written down. Second, teaching writing is a language development.

#### **6. Invitation Card**

Invitation is an invitation given by someone to another person to attend an important event. As like, birthday party, separation, wedding and other.

##### **A. Generic structure of invitation :**

- ✓ Heading
- ✓ Situation
- ✓ Body
- ✓ Closing
- ✓ Signature

##### **B. There are two types of invitation :**

- ✓ Formal Invitation : is usually originate from institute, companies, and kind of it. Normally, Formal Invitation is written invitation.
- ✓ Informal Invitation : is personal invitation given to a friend, family, etc. Informal Invitation can be written invitation or verbal invitation.

#### **7. Cooperative Learning**

According to Jolliffe (2007:39) said that cooperative learning needs students to work together in a small group for supporting each other to gain their purpose of learning. It means that the students are in a group work together in order to gain common goal in learning.

#### **8. Teams Game Tournament (TGT)**

According to Wardani et al, (2015: 04) said that teams game tournament is highly effective with the activation and creativity students. This structure encourages responsibility for group and team building. According to (O'Mahony, 2006:1) states that Slavin has found TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem.

## 9. The Steps of TGT

According to Shoimin (2014: 205) when TGT is going to be applied in the class as a method in learning process, some things that must be concerned are:

### a) Preparation

Learning material, the teacher should prepare the material of study that will be presented in the class. The materials can be found in the text book or the teacher design the material by themselves. The teacher explain about the purpose of learning, basic materials, and give an explanation about the matetials or LKS has been in share to the group.

### b) Study Teams

The teachers divide the class into the groups, each team consists of 4-6 students who have different characteristic, both in achievement, race, atau ethnic. The function of the group is to more steeped in the material with a friend of his group and more specifically to prepare a member of the groups that work well and optimally at the time of the game. After the teacher explained, divide the group and give worksheets. In the study this group activities learners is studying earnestly from the beginning to end.

### c) Games

Games of the questions relevant to the material or worksheets which was shared every group. Games consists of the questions directly in convey by the teachers and directly in charge by the students.

### d) Tournament

In this tournament, the teacher divide learners into some of the tournament of 1-5 groups. The teacher give worksheets should be done in the groups, if it has been completed work in collect to the teacher. The students should be understand the worksheet and should be discussion with the group to write an invitation cards in accordance with the criteria or generic structure that has been determined by the teacher.

### e) Team Recognition

After tournament or the race ended. The teacher announced the group of the winner. Giving the award group of the results of writing invitation cards based on the generic structure that good and right.

## 10. The Advantages and Disadvantages of TGT

Every method has advantages and disadvantages. As a part of cooperative learning, TGT also has some advantages and disadvantages.

### a. The Advantages of TGT

According to Sdayu (2014) the advantages of Teams Games Tournament as follow:

1. Students can interact in small group.
2. Giving the opportunities for the students to solve problem together.
3. Students will have good attitudes because beside they are responsible of their own selves, they are also responsible of the team.
4. Increase the students' desire in learning.
5. Motivated the students to competed.
6. Providing the good atmosphere in the class.
7. Increase the students' self-esteem, motivation, and respectfor others.

### b. The Disadvantages of TGT

Meanwhile, According to Sdayu (2014)the disadvantages of Teams Games Tournament as follow:

1. Wasting the time, the tournament will take a long time
2. The absences of the students during the tournament period will disturb the successful of the tournament.
3. It is difficult to develop students' awareness about the importance of team learning. It can make the smart students think that her or his friend is lower than him as a burden of him.

### METHODOLOGY

This research, the researcher used quantitative research. It means the researcher used statistical analysis of numeric data. According to Ary et al, (2010:265) the goal of experimental research is to determine whether a causal relationship exists two or more variable. The researcher use this research because the researcher want to know the effect of teams game tournament method in teaching writing invitation card.

Table 3.1 The Nonrandomized Control Group Pretest-Posttest Experimental Design

Group	Pretest	Independent Variable	Posttest
E	Y <sub>1p</sub>	X	Y <sub>2</sub>
C	Y <sub>1e</sub>	-	Y <sub>2</sub>

d From Ary, et al, (2010:316)

In which:

E : Experimental group

C : Control group

Y<sub>1</sub> : Pre-test

Y<sub>2</sub> : Post Test

X : Treatment using teams game tournament method in teaching writing invitation card.

- : Using the direct method used a card in teaching writing invitation card.

### FINDING AND DISCUSSION

The objective of this research was to know whether the students who are taught by using teams game tournament (TGT) method have better achievement than students who are not taught by using TGT method. After the researcher gave the treatment and took the test to the students, the researcher had collected the data. The data presented the result from data analysis of ANCOVA formula by using SPSS v.21.

The researcher conducted the research using three steps; those were pre-test, treatment and post-test. The researcher had fourth meetings both control and experimental group.

**Table 4.0 Between-Subject Factors**

	N
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Strategy	1 (TGT)	35
	2 (DM)	35

The preceding table represented the different treatment for both of group. Based on table 4.0, strategy 1 presented for treatment experimental group got Teams Game Tournament Method (TGT) in teaching writing invitation card, it was VIII-A class consisted 35 students. Meanwhile, strategy 2 presented control group by using Direct Method used card in teaching writing invitation card, it was VIII-C class consisted 35 students. Based on the table above there is (N) score 35 of the students VIII-C and VIII-A class in every class.

#### 4.1 Test of Between Subject Effect

Dependent Variable: Post\_test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	306,131 <sup>a</sup>	2	153,065	6,594	,002	,164
Intercept	5464,839	1	5464,839	235,409	,000	,778
Pre_test	100,417	1	100,417	4,326	,041	,061
<b>Strategy</b>	<b>211,612</b>	<b>1</b>	<b>211,612</b>	<b>9,116</b>	<b>,004</b>	<b>,120</b>
Error	1555,355	67	23,214			
Total	478464,000	70				
Corrected Total	1861,486	69				

a. R Squared = ,164 (Adjusted R Squared = ,140)

To answer the research problem, the researcher interpreted the result of data analysis. To know whether the null hypothesis is accepted or rejected, it could be seen the Significance value of teaching strategy. The table 4.0 showed that Significance value of teaching strategy is 0,004, it is lower than 0,05 so the null hypothesis rejected. It implied that the students who are taught by using teams game tournament (TGT) method have better achievement than students who are taught by using direct method.

**Table 4.2 Descriptive Statistics**

Dependent Variable: Post\_test

Strategy	Mean	Std. Deviation	N

TGT	84,23	5,128	35
Direct Method	80,80	4,733	35
Total	82,51	5,194	70

Based on table 4.1 above, the students who are taught by using teams game tournament (TGT) method have better achievement than students who are taught by using direct method. The table showed that mean of experimental group is 84,23. It was higher than the mean of control group 80,80.

## **CONCLUSION AND SUGGESTION**

### **1. Conclusion**

Teams Game Tournament Method in teaching writing invitation card is effective. The data were analyzed by using ANCOVA (Analysis of Covariate). The result showed that the significance value of teaching strategy is 0,004. It is lower than 0,05, so null hypothesis was rejected. It means that the students who taught by using Teams Game Tournament Method have better achievement than the students who taught by using Direct Method.

The mean score of experimental group students who taught by using Teams Game Tournament Method in teaching writing invitation card was 84,23 higher than the mean score of control group the students who taught by using Direct Method in teaching invitation card was 80,80. It can be concluded that Teams game Tournament Method (TGT) in teaching writing invitation card is effective for the second grade students in MTs. Salafiyah.

### **2. Suggestion**

Based on the conclusion above the researcher would like to offer some suggestion for English teacher, students and next researcher.

1. For the English teacher
  - a. The teacher should prepare well before they teach the students. The teacher should be preparing material, media and classroom formation, because in TGT need a long time and in teaching learning process is requiring large class.
  - b. The English teacher should be creative to used the method or make the media, because TGT is very effective with the activation and creatinity.
  - c. The English teacher should be control the condition of the class, because when the teacher used TGT in teaching learning process, the teacher allow the students move and interact each other. So, it can make the students crowded.
2. For the students
  - a. The students should be serious in teaching learning process.
  - b. The students should be active in teaching learning process.
  - c. The students should be participating in teaching learning process.
  - d. The students should respond the teacher instructions carefully, because the allocation time did not enough if the student crowded.
3. For the next researcher
  - a. For the next researcher, the researcher could use and develop the teams game tournament in teaching writing invitation card. For example in formal and informal invitation with used good the modal and good generic structure.
  - b. The next researcher could use teams game tournament for another tournament or media in teaching English.

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