

THE EFFECT OF TEAMS GAMES TOURNAMENT (TGT) METHOD TOWARDS STUDENTS' ENGLISH LEARNING ACHIEVEMENT

Rini Marlina^{*1}, and Dian Novia Isroyana²

^{1,2}English Education Departement, Institut Studi Islam Sunan Doe

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ABSTRACT

This research aimed at investigating the effect of Teams Games Tournament (TGT) method towards students' English learning achievement for the eighth grade of MTs. Muallimat NW Kelayu. It was categorized into quantitative research and included in an experimental method. TGT method was applied in the experimental group and another method was applied in control group. In gathering the data, the entire students of the eighth grade comprising 36 students were tested pre-test and post-test. Furthermore, the data was analyzed quantitatively to know the ideal maximum score (SMi), ideal mean (Mi), and ideal deviation score (SDi). Meanwhile, the hypothesis was tested using t-test with the significance level of 0,05 ($p=0,05$). The result showed that t-test was higher than t-table ($3.68 > 2.02$). The alternative hypothesis was accepted. In this case, TGT method has positive effect toward English learning achievement for the students of the eighth grade of MTs. Muallimat NW Kelayu in the school year of 2020/2021.

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INTRODUCTION

Teaching learning process is the heart of education (Djamarah, 1994: 15). As the heart of education, teaching learning process is the way to reach the aim of education. It means that the aim of education only can be reached in teaching learning process. Teacher's competence holds an important role in teaching learning process. Without teacher's competence, teaching learning process cannot run effectively and efficiently. Teacher's competence also has strong relation to the students' learning achievement. It is one of some factors that determine the quality of students' learning achievement besides their intelligence, perseverance, motivation, and diligence in studying. The existence of the teacher's competence in this process is as an extrinsic motivation for the students.

One of some competencies that teacher must have is mastery of method. Djamarah (1994: 71) defines a method as a way used to reach a determined goal. It means that the aim of teaching and learning can be reached from the method that the teacher applies in the process of teaching and learning.

A teacher is demanded to be able to choose an appropriate method and to combine and applying various method. An application of appropriate method can determine the efficient and the effectiveness of teaching-learning process (Mulyasa, 2008: 107). The appropriate method means the method is appropriate with the situation of teaching and learning. This case demands the teacher to master various methods. Besides his/her ability in applying an appropriate method, a teacher also must be able to combine and apply the various methods. A teacher must

* Correspondance Address

E-mail: nurliantarini05@gmail.com

not focus on one method only because every method has each advantages and disadvantages. All methods complete each other. This demands the teacher to be creative in combining these various methods because the use of various methods can make students interested in learning. If the teaching learning process can run effectively and efficiently then the students will be interested in learning because of the various and appropriate method, the increasing of students' learning achievement can be reached easily.

In this approach, there are five methods adaptable to most subject grades level (Slavin, 2008: 11). They are Students Team-Achievement Division Divisions (STAD), Team Games Tournaments (TGT), Jigsaw II, Cooperative Integrated Reading and Composition (CIRC) and Team Accelerated Instruction (TAI). One of those methods that the researcher uses in this research is Team Games Tournament (TGT) method because the researcher thinks that this method is an interesting and defiant method to investigate.

Team Games Tournament method and so forth or called TGT method is a method that combines learning and playing into a teaching and learning process in which students are grouped and competed cooperatively. It involves all students in the class with no differentiation. This method involves the action of all students as a tutor of the same age, has game within that can make students enthusiasm in learning, and also has reinforcement. The games in this cooperative learning method (TGT method) enable students not only to learn more relax but also to be responsible and honesty, to create a healthy competition and to involve in learning.

Finally, related to the statement that learning achievement is influenced by some factors that is divided into two categories: internal factor that is defined as factors that come from self-individual and external factor is factors that come from outside of an individual (Facharuddin in Rohmatulloh, 2005: 27), the researcher concludes that the student's enthusiasm in learning is included in internal factor and the teacher's ability in applying and choosing a good and interest method is included in external factor. It is clear

that the internal factor must be supported by the external factor. It means that to make students enthusiasm in learning (internal factor) that can influence their achievement; it must be supported by teacher's ability in choosing and applying a method (external factor), the method must be appropriate and interesting. And one of some interesting methods that the researcher offers here is TGT method. By having this, the students' learning achievement belongs to high level.

Based on the above phenomena, the researcher decides and tries to investigate the effect of TGT method toward students' english learning achievement in the school year of 2020/2021. The problem at this study focused on two major things: 1) the effect of TGT method toward students' English learning achievement and 2) to what extent the effect of TGT method toward students' English learning achievement is.

LITERATURE RIVIEW

Cooperative learning is one of the regeneration of education reformation. It includes many kinds of teaching and learning formation that is the improvement of traditional learning type. It is applied in small team in order students can work cooperatively to learn the material with the variety of social skill. There are some benefits that we can find in applying cooperative learning include; social support, positive school attitude, positive attitude towards educators and classmates, on-task behavior, collaborative skills, increase in the level of reasoning, higher self-esteem, achievement, and retention of academic information.

Teams Games Tournament (TGT) Method

Teams Games Tournament (TGT) method is a method that combines learning and playing into a teaching and learning process in which students are grouped and competed cooperatively. It involves all students in the class with no differentiation. This cooperative learning type involves the action of all students as a tutor of the same age, has game within that can make students enthusiastic in learning, and also has reinforcement. The games in this cooperative learning method (TGT method) enable students not only to learn more relax but also

to be responsible and honesty, to create a healthy competition and to involve in learning. There are five main components in TGT method, are: Class Presentation, Team, Game, Tournament, Team Recognize

Student Team-Achievement Divisions (STAD)

According to Slavin (2008: 143) Student Teams Achievement Divisions (STAD) is the simplest of a group of cooperative learning techniques referred to as Students' Team Learning Methods. In this method, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Learning Achievement

According to Djamarah (1994: 19) learning achievement generally means a result that is reached from an activity that has been done and reaches in group or individually. Facharuddin (in Rohmatulloh, 2005: 27) says that learning achievement is influenced by some factors: internal factor and external factor. Internal factor is factors that come from self-individual also called endogen factor. Meanwhile external factor is factors that influence learning achievement that come from outside of an individual also called exogenous factor, such as: nature, the place where the individual lives in; human, the individual's parent, friend and teacher; and resource or the equipment of learning.

METHODS

This research is included into quantitative research and it is categorized into an experimental research. In this research, the researcher divided the sample into two:

experimental group and control group. In the experimental group, the researcher applied TGT method while in the control group, the researcher applied Students Team-Achievement Divisions (STAD) method.

The researcher took all the eighth grade of MTs. *Muallimat NW Kelayu* in the school year of 2020/2021 as the sample. The total numbers of all students were thirty-six. The researcher divided them at random into two groups. The first and the second group consisted of eighteen students. The kind of instrument that was used in this research was achievement test. Achievement test is a test that is used to measure students' achievement after learning a material (Arikunto, 1992: 124).

There are three criteria of standardized instrument: 1) appropriateness means the instruments are appropriate to measure what will be measured; 2) validity means the instruments can measure what should be measured; and 3) reliability means the instruments can measure consistently what is measured in different time. In collecting the data, the researcher took data from pre and post-test. The researcher gave pre-test to the subjects before applying TGT method to the experimental group and STAD method to control group then gave post-test after applying the methods. The steps were pre-test, treatment, post-test.

RESULTS AND DISCUSSION

Based on the data gained, the lowest score of the students who were in the experimental group was 53 and the highest score was 77 while the students who were in the control group was 43 for the lowest score and 77 for the highest score.

From the data gained, also found that the mean score (M) of the experimental group was 31.5 and the standard deviation (SD) was 133.6. While, the mean score of control group was 26.6 and the standard deviation was 112.9

Table 1 The Result Research of experimental and control groups

Group	Independent variable	Post-test.
E	X	567
C	-	479

In determining whether the result of the research was categorized into high, average, and low, the researcher used descriptive analysis which covered Ideal Maximum Score and Ideal Minimum Score (SMi), the Ideal Mean score (Mi) and the Ideal Maximum Score, and the Ideal Standard Deviation (SDi).

Experimental Group

It was known that the ideal minimum score for experimental group was 23 and the ideal maximum score was 37 (see appendix 1). So that the Ideal Mean Score was $Mi = \frac{1}{2} (37 +$

$23) = 30$ and the Ideal Standard Deviation was $SDi = 1/6 (37-23) = 2.3$.

Control Group

It was known that the ideal minimum score for control group was 20 and the ideal maximum score was 34 (see appendix 1). The Ideal Mean Score for control group was $Mi = \frac{1}{2} (34 + 20) = 27$ and the Ideal Standard Deviation was $SDi = 1/6 (37-20) = 2.3$

The summary of the result of the calculation and the standard deviation can be seen as follows:

Table 2 The Result of the Calculation and the Standard Deviation

Sample	Manual Statistic			
	SMi		M	SD
	Min	Max		
Experimental group	23	37	31.5	133.6
Control group	20	34	26.6	112.9

The mean score of the students who were in the experimental group obviously showed that their scores were higher than the control group. The mean score of the experimental group was categorized into average category and the control was categorized into average category. It means that the eighth-grade students of *MTs. Mu'allimat NW Kelayu* were categorized into average level in English learning achievement in the school year 2020/2021.

The Hypothesis Testing

The researcher used t-test formula to test the hypothesis testing. The result of t-test was used to know whether the hypothesis testing was accepted or rejected. The result of the calculating t-test showed that the t-value was 3.68 and t-table was 2.03 (see appendix 2). While, in significant level was 5% with degree of freedom (df) was 34. It was indicated that t-test was higher than t-table. So, the null hypothesis of this research was rejected and the alternative hypothesis was accepted. It means that there is an effect of TGT method toward students' English learning achievement.

The Effect of TGT Method toward Students' English Learning Achievement

The result of this research showed the effect of TGT method on the experimental group and STAD method on control group

were significant. The control group got 567, while the experimental group got 479.

Based on the data analysis result of this research that the score of experimental-group was higher than control group (see appendix 1) which were caused by using TGT method. It means that TGT method gave an effect toward students' English learning achievement. This was showed by students' enthusiasm in learning English because applying TGT method that gave an effect on their achievement was belonged to high level.

The interpretation of hypothesis testing

The score of two groups, experimental and control group were computed by using t-test and t-table. If the t-test was higher than t-table, the hypothesis was accepted and on the contrary, if t-table was greater than t-test, hypothesis was rejected. The result of the calculating t-test showed that the t-value was 3.68 and t-table was 2.03 (see appendix 2). While, in significant level was 5% with degree of freedom (df) was 34. It was indicated that t-test was higher than t-table. So, the null hypothesis of this research was rejected and the alternative hypothesis was accepted.

The conclusion of this analysis was: the alternative hypothesis stated that there is an effect of TGT method toward students' English learning achievement for the eighth-grade students of *MTs. Muallimat NW Kelayu* in the school year of 2020/2021". So that, it

was suggested for the English teacher to use TGT method in teaching English learning in order to create the students' enthusiasm in learning English that can influence their learning achievement.

CONCLUSION

After empirically comparing two different English teaching methods, it is concluded that there is an effect of TGT method toward students' English learning achievement for the eighth-grade students of MTs. Muallimat NW Kelayu in the school year of 2020/2021. This was showed by the students' enthusiasm in learning English because applying TGT method that gave an effect on their achievement was belonged to high level. And it could be proved by the result of hypothesis testing (3.68) was higher than t-table in degree of freedom 34 at significant rank 5% (2.03).

The effect of TGT method toward students' English learning achievement for the eighth-grade students of MTs. Muallimat NW Kelayu in the school year of 2020/2021 was average. It could be seen from the result of the data analysis that indicated the figure of the mean score was 31.5 for the experimental group and 26.6 for control group. The deviation scores for experimental group were 133.6 and control group was 112.9 where the maximum score of the experimental group was 77 and the minimum scores was 53. The maximum score of the control group was 77 and the minimum was 43.

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