

## THE EFFECT OF USING TGT ON STUDENTS' WRITING SKILL IN SHORT FUNCTIONAL TEXT

Ultri Epilia, Rona Elfiza, Dewi Nopita  
epiliaultri28@yahoo.com

English Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji

### Abstract

*The purpose of this study was to determine the effect of Team Games Tournament techniques on short functional Text. In this research used quantitative method which the data is served by numerical and tasted statistic formula of the-test. The research design is quasi experimental which involves 30 students in VIII7 as the Control and 30 students VIII1 as the experimental Class. The researcher gave pretest before teaching learning activity has been finished. The researcher gave posttest to know the student achievement of short functional text especially in writing skill in short message. The scores of both pretest and posttest were analyzed by statistic descriptive test. The data were test by normality test, homogeneity test and hypothesis test. In this research it can be seen that the mean score of experimental class in post-test was 90.63.and the pre-test was 52.06.while the mean score of control class in post-test was 80.26 and the pre-test was 42.33. The students' mean scores of the experimental class was higher than the control class. Based on the result of the t-test and the differences between the mean of score in experimental class and control class, it can be summarized that the Team Games Tournament Technique has a significant effect on Short Functional Text at 8<sup>th</sup> grade students of SMPN 7 Tanjungpinang.*

Keywords: Effect, Team Games Tournament Technique, writing in Short functional Text.

### I. Introduction

Writing is a form of communication that allows students to put their feelings and ideas on paper. According to (gaith ghazi 2003), writing is the process that allows writers to explore thoughts and ideas, writing encourages thinking and learning. According to Nunan (2003), writing is activity of inventing ideas, thinking about how to express them and organizing them into statement and paragraphs that will be clear to a reader. It means that, writing is process to think, convey the message and express feeling through written communication in particular order and linked together with certain ways. Furthermore, writing is important thing, with writing we can teach, inform, entertain one's behavior and educate oneself. But in nowadays many students afraid if the teacher asked do the task and to practice writing in front of the class. In fact, the researcher found eight-grade students of SMP Negeri 7 Tanjungpinang have some problems. First, they were not master in writing skills which made them didn't want to ask and tried to write in front of the class. In learning writing, the students get confused how to organize their ideas into sentence. Second, the students were sleepy during the class. They did not give attention when the teacher explain the material, because the teacher technique that used was bored technique, the materials are not delivered well to the students. They were felt unconfident in their skill especially in writing.The students afraid if the teacher asked do the task and to practice writing in front of the class. Based on the problem above,

it is important for teacher to think how make students enjoy in learning English, so, the materials are delivered well. From the explanation above it can said that writing skill is one of important skill in learning English. There are some types of text that should be learned in lower secondary school, based on the syllabus, and one of them is short functional text. According to (Yanti 2014), short functional text that has a specific meaning and purpose, can be used in daily life to give information/warning to the listener or reader that something is important to be known, there are several kinds of short functional texts: Invitation, Greeting cards, shoppinglist, notice/caution, announcement, and short message. Furthermore, to solve the problem above, there are so many technique that can be used in teaching writing short functional text. One of them is called Team Games Tournament (TGT) technique. Skills According to Slavin and Robert (1991), TGT is part of cooperative learning involved group from heterogenic students, group discussion, and tournament/game or one of type of student team cooperative learning activities. The researcher thought that this technique is suitable for junior school, because this technique seems like playing games, so the students enjoy the class.

The students are divided into 4-5 students from different level of competency, gender, background in one group. Each member do their best for the team. Every team .should base on another background either from academic or gender... The atmosphere of class looks interesting because in every person has more roles to share their ideas and creativity to help each other and to solve the problem especially in writing skills. The researcher conducted this researcher to find out the effect of Team Games Tournament on students writing skill in short functional text.

## **II. Research Method**

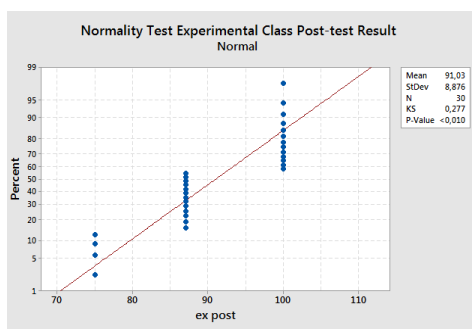
In this case, the researcher used experimental design did the experiment and treatment by using the Team Games Tournament act as the independent variable while students writing skill act as the dependent variable. Two classes involved in this research; there were experimental class and control class. Both of groups were compared to examine whether the treatment gave in the experimental group was effect on students' writing skills (Sugiono 2017). The subject of this research was seven grade students of SMPN 7 Tanjungpinang in the academic year 2019/2020. The researcher used 30 students of VIII.1 as experimental class, and 30 students of VIII.7 as control class. In this research, the researcher used test to collect the data. The test was divided into two types, namely pre-test and post-test, the pre-test was given before the treatment, while the post test was given after the treatment.

In this research, the students were asked to make a simple short message, based on generic structure and language feature of short message. Then the students make the short message based on component of short message, there are opening segment, purpose, and closing segment. First, the researcher gave explanation of the material about short message and show the example of good Short message. Then, for the experimental, the researcher demonstrate the sequence of Team Games Tournament to teach the students writing skills in short message. The research divided the students into group, in each group consist of 5-6 students. The researcher gave topic used lottery that has a group name along with the assignment number. Each group must be prepare one group member to be the person who will take the lottery in main group and send the assignment when it has been discussed. The researcher asked the students to discuss with the member in group to made short message used the topic that had been specified. Last, for the first group that send the assignments to the main group, will get more scores. The points was awarded based on the level of success students achieve to exceed previous assignment.

## **III. Result and Discussion**

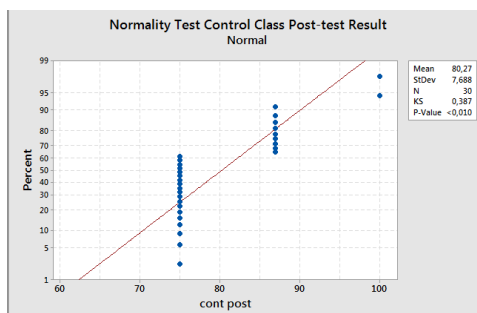
In this result showed that the Team Games Tournament technique is effective to learning or to teach English. The result of the post-test in control and experimental class that there is an effect on students especially in writing skill. We can see the differences between students' score which were taught by Team Games Tournament Technique. Based on the result of the statistic calculation, the result of the pre-test of the experimental class was 52 and the control class was 42 while the result of post-test was 90 for the experimental class and 80 for the control class. The  $t_{count}$  was 1185.5 with significant level 0.05. Based on the data analysis, the researchers concluded that  $sig\ 0.0000 < 0.05$  which meant there was the effect of the Team Games Tournament technique on students' writing skill in short functional text at 8<sup>th</sup> Grade Students of SMP Negeri 7 Tanjungpinang.

Before analyzing the effect of TGT in teaching writing on short functional text, the researcher also checked the normality test and homogeneity test. First, a normality test was done to know whether the data has normal distribution or not. The result was shown in the following picture:



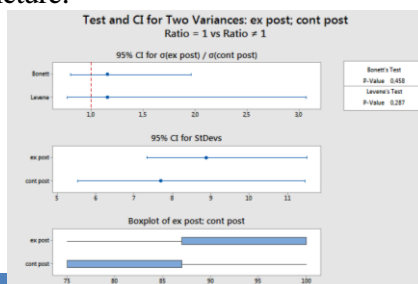
Picture 1. Normality test of post-test Experiment class.

Picture 1 presents the result of normality test of post-test in experimental class. It can be seen, the obtained p-value of normality post-test in experimental class was 0.010 Which is 0.010 smaller than 0.05. It means that the data of post-test in experimental class was not normal data distribution.



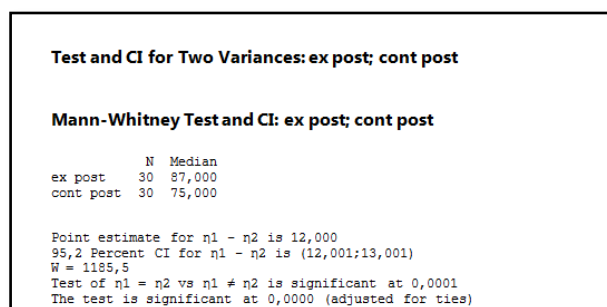
Picture 2. Normality test of post-test control class

Picture 2 presents the result of normality test of post-test in control class. It can be seen, the obtained p-value of normality post-test in control class was 0.010 which is 0.010 smaller than 0.05. It means that the data of post-test in control class was not normal data distribution. Second, the researcher checked the homogeneity test to know whether or not data of control and experimental class were homogeneous. The result was shown in the following picture:



Picture 3. The result of homogeneity test

Based on the picture bonnet test p-value post-test both class is 0.458 and Levenne's test p-value both class is  $0.287 > \alpha = 0.05$ , it means that homogeneity result of data post-test in both class was homogeny data. Third, the researcher analyzed the effect of Team Games Tournament Technique in teaching writing on short functional text. The result of t-test calculation could be seen in picture 4.



Picture 4. Mann Whitney-test result

Based on the result above Mann Whitney-test, value of significant generated sig. (P value) =  $0.00 < 0.05$ . So from this, we can concluded that there was an effect of Team Games Tournament technique on students' writing skill in short functional text at the eighth grade students of SMPN 7 Tanjungpinang. Based on the conclusion above, the researcher believe that by applying. The Team Games Tournament Technique in teaching learning process, especially in writing, the students will feel easy to share their ideas in written form. According to Coleman (1959:339), team games tournament (TGT) technique is an instructional technique which structures competition-cooperation in the classroom along dimensions advocated. This technique made the students more attractive and looked enjoy in learning activity, because they learnt with playing games and each member do their best for the team.

The researcher trying to establish whether the use of online way can have any significant effect on students writing skill in SMPN 7 Tanjungpinang. The result of the post-test in control and experimental class that there is an effect on students especially in writing skill. Based on the previous calculation and test above, the researcher take the score with used by writing rubric based on syllabus 2013 Curriculum. In this result we can see the differences between students' score which were taught by Team Games Tournament Technique. Based on the result of the statistic calculation, the result of the pre-test of the experimental class was 52 and the control class was 42 while the result of post-test was 90 for the experimental class and 80 for the control class.. The  $t_{count}$  was 1185.5 with significant level 0.05. Based on the data analysis, the researchers concluded that  $sig\ 0.0000 < 0.05$  which meant there was the effect of the Team Games Tournament technique on students' writing skill in short functional text at 8<sup>th</sup> Grade Students of SMP Negeri 7 Tanjungpinang. By using Team Games Tournament (TGT) was slavin's original version of cooperative learning. The teacher's present information to learners and then they have a one another learn. Stated by Slavin (1995), Team Games Tournament have found positive effects on Students Writing skill. Because with Team Games Tournament technique students will be more active and interesting. From the reason above, we can suggest Team Games Tournament is the solution. It can be an effective way in teaching especially in writing skill because it will create an enjoyable learning. Team Games Tournament is a useful and effective Technique to increase academic achievement. It is mentioned in David L Davries as Quoted by Umairoh (2015), that Team Games Tournament not only helps the students to increase academic achievement but also give the positive outcomes on society, attitude, and academic performance dimension. Furthermore Team Games Tournament Technique can be used for many kinds of subjects, such as natural science, social science and also language. It can be used for elementary level, junior high school until the

university level. It means that Team Games Tournament Technique is almost possible use for any kinds of subject and any kinds of education level, from low level of education until high level of education. By using Team Games Tournament Technique will make each person has more roles to express their ideas and help each other to solve the problem, especially in writing skill.

According to Coleman (1959), team games tournament (TGT) technique is an instructional technique which structures competition-cooperation in the classroom along dimensions advocated. It means that the Team Games Tournament Technique will make the students more attractive and looked enjoy in learning activity, because they learnt with playing games and each member do their best for the team. Huda (2013), said that the purpose of Team Games Tournament Technique is to create an effective classroom environment in which students are actively involved in the teaching process and consistently receiving encouragement and successful performance. Based on the explanation above, it can be assumed that Team Games Tournament technique will make students writing skill better and the students will be more interested and active, because this technique seems like playing games in learning. Therefore this Team Games Tournament technique is good to be use in the classroom and that's why this Technique effective for students especially in writing skills and the students are expected to learn English easily and interestingly by using Team Games Tournament Technique.

#### IV. Conclusion

Based on the discussion above, the researcher concluded that there was the effect Team Games Tournament technique giving effect of students writing skills. It proved from the mean score which the students got after treatment, and Teams Games Tournament technique can give positive interaction between students was proved by the research. In this research the result showed that Mann Whitney p-value is lower than 0.5 which is  $H_a$  accepted, and the alternative hypothesis  $H_a$  is accepted. So, the researcher concluded that Team Games Tournament technique more effective especially in teach and learning English.

#### V. Bibliography

- Abdulhak. (2001). *komunikasi pembelajaran pendekatan konvergensi dalam pendekatan kualitas dan efektivitas pembelajaran*. Bandung: upi.
- Arikunto, S. (2006). *prosedur penelitian suatu pendekatan praktek*. Jakarta: PT Rineka Cipta.
- Arikunto, S. dkk. (2006). *Penelitian Tindakan Kelas*. Jakarta: PT bumi aksara.
- Aris Sohimin. (2014). *Pembelajaran Innovative dalam curriculum* Yogyakarta: Ar-Ruzz Media.
- Ary, D., jacob. (2002). *introduction to research in education*. united state of america: wadsworth.
- Bailey, K, D. (1978). *Method Of Social Reserach*. New York: The Free Press. Burhan Nigiyantoro. (2001). *penelitian dalam pengajaran bahasa dan sastra*. Yogyakarta: BPFE.
- Gaith Ghazi. (2003). effect of learning together model cooperative learning on english. *Bilingual Research Jornal*, 27:3.
- Ghelani, R. P. S., Oliver, E. C. J., Holbrook, N. J., Wheeler, M. C., Klotzbach, P. J., Shay, O. Godley, B. J. (2015). *Research Methodology. Fisheries Research* (Vol. 2). <https://doi.org/10.18551/rjoas.2016-11.19>
- Huda Mftahul. (2013). *model model pembelajaran*. Yogyakarta: Pustaka pelajar.
- Jhon C. (2009). *Translete Design research kualitatif and mixed*. USA: UNIVERSITY OF NRBRASKA-Lincoln.
- Jhonson D.W & Jhonson aR. (1992). *interaction in coperative group*. New York: Cambridge university press.
- Klessler Caroline. (1992). *cooperative language learning*. united state of america: the mcGraw-Hill

Company inc.

Nunan. (2003). *Practical Language English Teaching*. New York: Mc graw hill.

Rusman. (2011a). *Metode metode pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: rajawali pers.

Rusman. (2011b). *Model model pembelajaran*. Jakarta: Raja Gravindo Persada.

Shoimin, A. (2014). *Model pembelajaran inofative*. Yogyakarta: Ar-Ruzz Media.

Slavin, E. R. (2008). *Cooperative Learning*. Bandung: Nusa Media.

Slavin, R. E. (2009). *Cooperative Learning Teori, Riset, dan Praktik*. Bandung: Nusa Media.

Sugiono. (2010). *metode penelitian kuantitatif dan R&D*. Bandung: CV Alvabeta.

Trianto. (2009). *mendesain model pembelajaran inofative progressive*. Jakarta: kencana prenda Media Group.