THE IMPLEMENTATION OF COOPERATIVE LEARNING USING TEAMS GAMES TOURNAMENT (TGT) MODEL FOR IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE TENTH GRADE OF SMK MUHAMMADIYAH DELANGGU

**Submitted as a Partial Fulfillment of the Requirements
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in English Department**

by:

DESI WAHYU PUTRI UTAMI

A320140184

DEPARTMENT OF ENGLISH EDUCATION

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APPROVAL

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ARTICLE PUBLICATION

by

Desi Wahyu Putri Utami
A320140184

Approved to be Examined by Consultant

Drs. Djoko Srijono, M.Hum.
NIP. 1959061 198503 1003

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ACCEPTANCE

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by:

Desi Wahyu Putri Utami

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The Board of Examiners:

1. **Drs. Djoko Srijono, M.Hum.**   (   )
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   (Member I)

3. **Muamaroh, Ph.D**   (   )
   (Member II)

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Prof.Dr.Harun Joko Prayitno, M.Hum.

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THE IMPLEMENTATION OF COOPERATIVE LEARNING USING TGT MODEL FOR IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE TENTH GRADE OF SMK MUHAMMADIYAH DELANGGU.

Abstrak

Penelitian ini membahas penerapan pembelajaran kooperatif dengan menggunakan TGT model untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris untuk kelas sepuluh di SMK Muhammadiyah Delanggu. Tujuan penelitian ini untuk mendiskripsikan pembelajaran kooperatif dengan TGT model dan masalah pembelajaran kooperatif dengan TGT model untuk meningkatkan motivasi siswa. Pengumpulan data dilakukan dengan menganalisa dokumen, wawancara, danobservasi. Tehnik analisis data adalah tehnik deskriptif qualitatif, dengan menggunakan teori Creswell.Temuan dari penelitian: 1) penerapan pembelajaran kooperatif menggunakan TGT didalam kelas membuat siswa lebih aktif, termotivasi dan murid lebih mudah untuk memahami materi. 2) kesulitan dalam menggunakan metode TGT adalah metode ini masih jarang digunakan dan kurangnya fasilitas didalam kelas.

Kosa kata : pembelajaran kooperative, motivasi, TGT

Abstract

This study discusses using TGT model for improving student' motivation in learning English. The aims of this study is to describe cooperative learning with TGT model to improve students' motivation and problem of cooperative learning using TGT model for improving students' motivation. The type of this study is a descriptive research. Method for collecting data is document analysis, interview, and observation, while the technique of data analysis is descriptive qualitative, using Creswell's theory. The findings of the research are as follows: 1) the implementation of cooperative learning using TGT in the class makes the student more active, motivated and the students is easier to understand about material. 2) the difficulties of learning English using TGT such as rarely used as a learning media and limited facilities in the class.

Keyword: Cooperative learning, motivation, TGT

1. INTRODUCTION

There are many learning models that can improve motivation in learning English for student'. One of models that can be used by the teacher to improve the student's motivation is cooperative learning using Team Games Tournament. This

research aims to improve the student's motivation using Team Games Tournament model in learning English.

Cooperative learning are structured, systematic, and instructional strategies which are used at any level and in most school subjects (Slavin, 1986:14). The content of the cooperative learning using TGT model is the students are gathered to make a group in order to understand the material presented by the teacher. In a case, the model of cooperative learning can be used by the teacher to improve the student' motivation in learning English.

The motivation is one of the factors that influences of teaching learning process. High or low student's motivation in the study can influence the success of the students. It can encourage student to improve learning goals. Therefore, motivation is a key of success in teaching learning process. Without the motivation, the aim of learning English is difficult to be reached. Motivation makes the student enjoy in learning especially in English. So, having the motivation in learning can push student to learn English well.

The learning motivation is very important in learning. There are many problems of motivation which can be found in learning English. There are many students who do not understand when they study English and they think that learning English is difficult. The low motivation in learning English makes student learning outcomes less satisfactory

There are several factors that influence student's learning motivation. The influencing factor is internal factor and external factor. Internal factor comes from themselves whereas external factor can come from teaching of the teacher and facility in the classroom.

The external factor which influences the students' motivation in learning English is the learning model that teachers use in informing the lessons. By using a new learning model in the classroom, students will not feel bored and will be interested in the lessons that will be delivered by the teacher.

Team Games Tournament is a teaching method used by the teacher in learning process. It is used in the classroom by dividing the students into several teams. Every team consists of four or five students with different levels. Then, the

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teacher provides a learning topic that will be discussed in the classroom and each team has mastered each topic. After that the student will play academic game to get the point. There are many advantages using this method such as student become excited about learning, the students are not bored in the class, and the involvement of student in higher learning.

Based on observations and interviews conducted in X Accounting 1 class, some information related to the learning process of Accounting for Services Enterprise in X Accounting 1 class was obtained, learning process have using speech method and question answer. Teachers did not apply different learning models except speech and question answer due to less knowledge about the various models of learning that can be done in the classroom. During the learning process interactions took place one way in which students only as listeners and the teacher was talking more. Only some students were actively responding to questions from the teacher, while the other was busy to chat with friends, play mobile phone, and some were resting his head on the table. Learning conditions was not conductive, students cannot receive the material well. So, when teacher gave the examination, students could not get the optimal achievement.

Based on the previous background the researcher is interested in researching "The Implementation of Cooperative Learning Using TGT Model for Improving Students' Motivation in Learning English at the Tenth Grade of SMK Muhammadiyah Delanggu".

2. METHOD

In analyzing the data, the researcher uses qualitative research. According to Ary (2002: 426) descriptive research is studies are designed to obtain information concerning the current status phenomena. To carry out the type of this research, the researcher tries to analyze of the data based on the interview with the students and then make the conclusion of the data analysis. The data are collected from interview script from the students. In collecting the data in this research, first the researcher uses document analysis for field notes to record event during learning process, then interview to get the result, and the last observation to know that using TGT model can improve student' motivation in learning English. Technique

for analyzing data in this research used a descriptive qualitative method. According to Creswell (2009:183) qualitative research is means exploring and understanding the meaning individual or group ascribe to a social or human problem. The technique are describing the implementation of cooperative learning with TGT model to improve student motivation in learning English, describing problem of the implementation of cooperative learning using TGT model in learning English at the tenth grade of SMK Muhammadiyah Delanggu, classifying the problem solving of the students' and teacher who is using TGT model as a model teaching learning process in SMK Muhammadiyah Delanggu, drawing conclusions.

3. FINDING AND DISSCUSION

3.1 Research Finding

The researcher describes the data in this research based on the problem statements. The data of the research findings were taken from the observation and interview result. The research finding was divided into two analysis based on the problem statements, namely; 1) the implementation of cooperative learning using Teams Games Tournament (TGT), 2) the difficulties using Teams Games Tourament (TGT) in learning English.

3.1.1   The implementation of cooperative learning using TGT

The implementation of cooperative learning using TGT is a teaching model that used by the teacher in the class. First, the teacher must explain how to learn English using TGT method, and then the teacher devides the students into several group, after that the teacher give a topic to disscuss with the group, after discussion the students will present the results of their discusses. After that the teacher gives questions about the material and the teacher pointed. The point got based on the discuss, presentation, and question. The group who get a high score will get a reward. There are five main components when the teacher using TGT, namely; a. Classroom presentation, b. Team, c. Game, d. Tournament, e. Team recognition.

Classroom presentation

Picture 1. Classroom presentation

This picture shows when the teacher explains how to use the TGT model in the learning process. Before the teacher uses this learning model, the teacher also explains in a great line the material will be learned.

This is an example of interview between the researcher and the English teacher.

> *The researcher : Why should classroom presentation be held first, Sir? Why is not group directly created?*
>
> *The teacher   : The start of learning activities by using classroom presentation will make it easier for students' to understand how to learn using TGT model, and students' have an idea of the material.*

Based on the statement above, the start of learning by using classroom presentation is important. Because, this step introduces to the students about this learning model and explains a great line the material. It makes students' easier to understand about the material that they learn.

Team

Picture 2. Team

The teacher devides students into several group. Every groups consist of four or five student. The students have different ability in every group. After that, the teacher gives a topic for each groups. By using TGT as the learning model makes them not bored in the class.

Game

Picture 3. Game

This picture shows when the students play a game. The teacher gives a question from the student, the teacher will assess or give a score to the group that can answer the question and present their result well.

This is an example of interview between the researcher and the English teacher.

> *The researcher : Cooperative learning model is a learning system with a group and play a game, whether by using this learning model can motivate students' in learning English, Sir?*
>
> *The teacher   : Yeah, by using TGT as a model in learning English, the students' not only learn but also play, according to students before using TGT as a learning model, learning English are difficult and bored but after using this method, students are more active. they want to answer of the question by the teacher.*

Based on the statement above, learning English by using TGT model is effective. This model also makes students enjoy in the class.

Tournament

Picture 4. Tournament

This picture shows when the teacher takes a score from the group.

This is an example of interview between the researcher and the English teacher.

The researcher   : How do you take a score to determine the winner in this game, Sir?

The teacher   : Frist, I can take a score based on the discussion with team, the liveliness of the students in searching a material has a score of 30%, then presentation has a score of 30%, and the last accuracy of answering the question has a score 40%.

Based on the statement above, the teacher got the score based on the discussion, presentation, and accuracy of answering question.

Team Recognition

Picture 5. Team Recognition

This is a pictures of giving rewards to students who get the highest score in the class.

3.1.2   The difficulties of using TGT model in learning English

There are difficulties that can be found in learning English by using Teams Games Tournament (TGT). The difficulties of using TGT is that this model

rarely used as a learning media, so the students are lack of respons and interest or lack of motivated in learning English by using TGT model. It makes the implementation of TGT in learning English a little difficult, and the other factors such as limited facilities in the teaching learning process.

Picture 6. The difficulties of using TGT

This picture shows the conditions in the classroom when using TGT model, one of the factors that difficulties in explain the material when using TGT is the lack of facilities in the classroom such as LCD. The teacher only uses the laptop to explain the material, so the teacher feels difficult when he explains about the material.

This is an example of interview between the researcher and the English teacher.

The researcher : What difficulties did you meet when using TGT, Sir?

The teacher : the difficulties that I found is the model is rarely used as a model in learning English.

So, the students are less interested, lack of facility such as a LCD, this is obstruct the teacher when the teacher used this model.

Based on the statement above, there are difficulties that found using TGT that is the students are less a respons, because this model rarely used in the class and lack of facility.

3.2 Finding

Based on the research finding above, the researcher presents the finding and classifies them into two points: the implementation of cooperative learning using Teams Games Tournament (TGT) and the difficulties of using Teams Games Tournament (TGT) in learning English.

3.2.1 The implementation of cooperative learning using TGT

Teams Games Tournament (TGT) is one of the learning models that can be used by the teacher in the classroom. There are five components of TGT namely: classroom presentation, team, game, tournament, team recognition.

The researcher explains the data of the implementation of cooperative learning using Team Game Tournament (TGT). They are shown as in the below:

1) Classroom Presentation

   The researcher shown that the classroom presentation is important. The students will be easy to understand the material, because in beginning of learning the teacher explains of the material.

2) Team

   The team made the students' improve their ability and knowledge in learning English.

3) Game

   The researcher shown that learning English by using game is effective to make students understand the material. Game makes students enjoy in the class. This condition makes students more active in the class.

4) Tournament

The researcher shown that tournament makes students' more confident, active, and focused on getting good score.

5) Team recognition

The researcher shown that team recognition or reward gives motivation to students to be better.

3.2.2   The difficult of using TGT

The reseacher explains the difficult of cooperative learning using Team Game Tournament (TGT). The difficult of using TGT is that the model rarely used as a learning media. So, the first using TGT the students are lack of motivation or not interest with the material. It makes using TGT in learning English little difficult. The other difficult of using TGT that is limited facility in the classroom, it also makes difficult when the teacher explains the material.

4. CONCLUSION

Based on the research finding, the researcher draws the following conclusions.

4.1 The implementation of using TGT

1) Classroom Presentation

The researcher shown that the classroom presentation is important. The students will be easy to understand the material, because in beginning of learning the teacher explains of the material.

2) Team

The team made the students improve their ability and knowledge in learning English.

3) Game

Learning English by using game is effective to make students understand the material. Game makes students enjoy in the class. This condition makes students more active in the class.

4) Tournament

The researcher shown that tournament makes students' more confident, active, and focused on getting good score.

5) Team recognition

> The researcher shown that team recognition or reward gives motivation to students to be better.

4.2 The difficulties of using TGT

The difficulties of using TGT are this model rarely used as a learning media, so the students are lack of respons and interest or lack of motivated in learning English by using TGT model. It makes the implementation of TGT in learning English a little difficult, and the other factors such as limited facilities in the teaching learning process.

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