THE IMPLEMENTATION OF TEAM-GAMES TOURNAMENT (TGT) TO ENHANCE STUDENTS’ MOTIVATION IN LEARNING ENGLISH
(A Classroom Action Research at the Eighth Grade Class of SMP N 16 Surakarta the 2017/2018 Academic Year)

Submitted as a Partial Fulfilment of the Requirement For Getting the Bachelor Degree of Education In English Department

By:
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DEPARTMENT OF ENGLISH EDUCATION
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APPROVAL

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PUBLICATION ARTICLE

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Herewith, I testify that in this Publication Article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

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Abstrak

Kata Kunci: kuantitatif, teknik presentasi, penelitian kualitatif dan kuantitatif.

Abstract
The objective of this research is to describe the implementation of Team-Games Tournament in learning English in SMP N 16 Surakarta. The kind of research is a mix to collecting data of the qualitative and quantitative. In this research the writer involving students grade of VIII. The researcher collect the data by means of system learning process in class. The result of the research indicated that the implementation of engineering the learning process in class can increase to interest the students in learning English process in SMP N 16 Surakarta; 1) Students are more active in learning process, 2) The Train students indepenecency in a group discussion, 3) Material can easy to be received by using Team-Games Tournament.

Keyword: learning method, presentation technique, qualitative and quantitative.

1. INTRODUCTION
As a developed country, Indonesia tries to increase the quality of human resource in many aspects, one of them is in knowledge and language. The reason is that to make Indonesian people could compete with the other people from other country in the international market as we know that English had been an international language used in many sectors; business, education, trading, and tourism. That’s why English has been taught since primary school. On my observation in SMP N
16 Surakarta, it is found that student’s motivation in learning English was still low.

Based on those conditions, the researcher and classroom teacher to do action research using a cooperative learning method named Team-Games Tournament (TGT). This learning technique involves all students without exception. Since this technique involves games, it will make relax, interesting, fun and enjoyable classroom atmosphere. The writer believes that Team-Games Tournament can improve students’ activeness, participation, creativity and also motivation.

2. METHOD
The researcher describes the research design that was chosen for the purpose of this study and reason for this choice. The instrument that was used for data collection to described and the procedures that were followed to carry out this study. To strengthen the results of the data, in this point the researcher uses several stages of the process reseach through; type of the study, place of the data, time of the study, and subject of the research.

In this research, the writer uses qualitative method in collecting the data, the technique to analyze the data through; observation in their school, interview with the some student of eight grade about learning English, giving the questionare to find out their own answers, and make the research diaries to note her analysis, students interaction, their behaviour, materials, lesson plan and all the things related to teaching activities.

3. FINDING AND DISCUSSION
The data of pre-test and post-test show the improvement of the student’s achievement in student motivation. Field note shows the students’ behavior in teaching and learning process. This research is applied on two cycles that will show the improvement of the students’ motivation, namely; Meeting I and Meeting II.
3.1 Meeting I

The first activity was conducted on Tuesday, September 5th 2018 at 11.15. The researcher with the English teacher named Mrs. Siti Sulaikah entered the class. In the first meeting, the teacher explained some information about activities that would be done in learning process. Firstly, the teacher told to the students about the topic of the day is descriptive text. Then, to bring students attention to the material, teacher emerged some question to the students and asked them to answer. The teacher emphasized to the question about the descriptive text. When the teacher asked the question “what is the descriptive text?” And “Can you describe your friends?” the students responded it with various answers based on their knowledge. They answered the question individually or in unison.

In order to get the students’ interest, teacher showed some pictures. Then, the teacher gave some pictures and asked several question to the students as a brainstorming. She showed four different pictures such as: Cristiano Ronaldo, Prambanan Temple, Shark and Car. Teachers asked students to mention what they saw on the picture. Some students gave good respond and answered it properly. After that, the activity continued with the teacher explained about the material focused in “describe person”, such as definition of descriptive text, the generic structure and the language feature of descriptive text. When the teacher explained the materials, all of students were silent and paid attention to the teacher. Then, she gave the example of descriptive text; it was text about Cristiano Ronaldo. The teacher asked the students to read and translate it together. Lastly, the teacher gave an individual test to the students. It was used as tool to divide the group in the next meeting. After they finished it, the teacher collected their work and closed the class.

3.2 Meeting II

The second meeting in cycle 1 was held on Thursday September 7th 2017. The teacher and the collaborator entered the class. The implementation of the second meeting was the development and improvement of the material discussed in the first meeting. In this meeting, the teacher would conduct the
treatment of the TGT method and took post-test score. Firstly, the teacher greeted the students and checked their attendance. Before started the lesson, the teacher gave post test to the students for about 30 minutes. The students maked a descriptive text about their “favorite idol”. The situation in the post-test was different from the pre-test. The students could do the assignment better than before. After the students had finished the post test, the researcher asked them to submit it and began the lesson.

Then, the teacher repeated her explanations to warm up the student’s memory about descriptive text. She re-explained about the material given. She asked the students were there any difficulties or problems about the material. Next, she explained more about “describe place”. The students listened the explanation from the teacher carefully. After that, the teacher explained little bit about TGT Method. She explained about the meaning, components and procedure of TGT method clearly. Then, the teacher divided the students into six groups; a group consists of four and five students and they might choose someone to be leader of their group. The group would do some activities based on the instruction and played game to pick the best team.

First, teams consisted with discussion section. Each group discussed the given material and they explained it to the members. Then, they had to do the worksheet and discuss it together and share their insights related to the topic. The game was “riddle game”, students needed to find some word in the column box. After finishig it the students discussed it together to comparing answer, find out the right answer and correctly any misconceptions. Next, games consisted with some assignment for the group.

Based on the result of cycle I, the researcher could conclude that there was improvement in students’ motivation. It could be seen from the average of post-test (71.58) is better than pre-test (66.68). In this research the Minimal Passing Grade Criteria or in Indonesia is called Kriteria Ketuntasan Minimal (KKM) which was 70. However, the post-test showed only 16 students who passed the KKM. It could be said there were only 55.17 % students who passed
the KKM. It meant that cycle I could not achieve the target 85% of students who might pass the KKM.

In order to increase the number of students who could pass the KKM, the researcher decided to bring the research into Cycle II. Therefore, the researcher should create better class to attract students’ interest. So, they would get better score than before.

4. CONCLUSION

After conducting the research to improve students’ writing skill using TGT method, the researcher draws some conclusions. Based on the data analysis and discussion, the process of teaching and learning descriptive text using TGT method is run well. Most of students are enthusiastic to participate and active during the learning process. It can be seen on the result of observation in the class that shows most of the students feel enjoyable and happy during the learning process. It also can be proven that students are active to answer questions and do their assignments using TGT method. They are also interesting to follow all procedures of TGT such as: class presentation, teams, games, tournaments, and team recognition. All students can do any assignments and have good discussion with each members of team to understand the material. Hereby, the implementation of TGT method in teaching writing descriptive text can be done properly. Students can make their own writing project using their creativity and idea.

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