

# IMPROVING STUDENTS' WRITING ABILITY THROUGH TEAMS-GAMES-TOURNAMENT (TGT) ON PROCEDURE TEXT OF THE THIRD GRADE AT SMP PAB 2 HELVETIA

*Meningkatkan Kemampuan Menulis Siswa Melalui Teams-Games-Turnamen (Tgt) Pada Teks Prosedur Ketiga*

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## ABSTRACT

*The objective of this research was to improve students' writing ability through teams games tournaments on procedure text. This research was conducted at SMP PAB 2 Helvetia, the amount of participants who following this research were 32 students. The researcher using Class Action Research (CAR) to know the appropriate data. The appropriate data showed that the total were 81,25% students who succeed the Minimum Mastery Criteria (KKM) >75. The appropriate data come of Cycle I and Cycle II. In the Cycle I using pre-test I the total of students who succeed were 6 students in the third class (9-7) totally 18,75%. Then in the Cycle II using pre-test II, the total of students who succeed were 16 students s in the third class (9-7) totally 50%, and the last the post-test II the total of students who succeed were 26 students in the third class (9-7) totally 81.25%.*

*Keyword: Teams- Games-Tournament (TGT), writing. Procedure text.*

## ABSTRAK

*Tujuan dari penelitian ini ialah untuk meningkatkan kemampuan siswa-siswa pertandingan permainan beregu melalui text procedure pada kelas tiga di SMP PAB 2 Helvetia. Penelitian ini dilaksanakan di SMP PAB 2 Helvetia, jumlah dari siswa yang mengikuti penelitian ini ialah 32 peserta. Peneliti menggunakan penelitian tindakan kelas untuk menemukan hasil yang tepat. Hasil yang tepat menunjukan bahwa hasilnya adalah 81,25% siswa yang lulus KKM > 75. Hasil yang tepat berasal dari Cycle I dan Cycle II. Didalam Cycle I menggunakan pre-test I dengan total peserta yang lulus ialah 6 siswa dikelas (9-7) dengan total 18,75%, kemudian didalam Cycle II menggunakan pre-test II dengan total siswa yang lulus ialah 16 siswa dikelas (9-7) dengan total 50% dan terakhir ialah post-test II total siswa yang lulus ialah 26 siswa didikelas (9-7) dengan total 81,25%.*

*Kata kunci: Pertandingan permainan beregu, menuli, text prosedur*

## 1. INTRODUCTION

### The Background of The Study

Writing is one of the essential skills in learning English. It is one of the subjects to issue ideas in the form of information that we write into and knowledge about everything that writers need from text. We can express and showing our feelings, ideas and emotion by using writing.

Writing is already and will continue to be an important part of everyday life. In writing you can be as simple as jotting down a phone message or writing yourself a quick reminder or as complex as developing a research paper on a historical even, but some students at the junior high level are still very weak, because there are still many students who find it difficult to write, for example students often find it difficult to express their thoughts in good text writing organizations, it is difficult for them to generate ideas about what should be written in the text, and teachers who do not have good strategies in teaching write.

Mudrajad (2009:7) many cause why students does not like to writing; internal factor and external factor. Internal factors such as the lack vocabulary students have, very difficult to students composing a sentences and hard find out a idea. External factor such as the teacher cannot find out a right method for study. The researcher find out the same cause when she did teaching practice program (PPL) at SMP PAB 2 Helvetia, where the students so hard to did their essay text about procedure text.

Based on the researcher's experiences while conducting Teaching Practice Program at SMP PAB 2 Helvetia few months ago, researcher found there were problems: (1) Lack of vocabulary that is owned by students so students cannot determine the right words. (2) Students difficulty in determining their ideas because students still do not know about how to use grammar correctly. (3) The learning process is boring, because the selection of methods that are not appropriate in the learning process so that students cannot understand the subject matter conveyed by the teacher.

In this case, the research recommended teacher to using teams games tournament method. Huda (2014) told that teams games tournament is method in Cooperative Learning Method. An modernity method, where all students can help each other without having to learn individually, because there are some students who have difficulty when they have to learn individually, effective method, to get the points. In this method students are required to cooperate with each other in solving problems provided by the teacher. Before start to play this method, the teacher must to tell the rules of this method, the rules are; there just 4-5 member in tournament table who have different levels of value knowledge, race, ethnicity, religion and gender, and age, then every member are required to study the material provided in accordance with their abilities, each group member must cooperate to integrate abilities, helping each other to do the essay shared by the teacher then each group member help their member to find a great answer in question sheets. After answers essay from essay given by the teacher, each representative from the teams came forward to write the results of their answers, if one of the answers from the team representative is correct, then the teacher gives points and each group member takes turns answering questions given by the teacher. Based on cause above, the researcher was interested to distribute a research entitled "Improving Students' Writing Ability Through Teams Games Tournament (TGT) of The Third Grade at SMP PAB 2 Helvetia".

#### The Problem of the Study

Based on background of the study defined above, the problem was formulated as following " Does the application of Teams Games Tournament method improve students' writing ability on procedure text in the third grade at SMP PAB 2 Helvetia ? "

#### The Objective of the Study

Related to the question, this study aimed to investigate whether the application of teams games and tournament method improve students' writing ability on procedure text in the third grade at SMP PAB 2 Helvetia "

#### The Scope and Limitation of the Study

In this study, the researcher limited the problem to see improvement of students' writing ability on procedure text through teams games tournament method (TGT) at SMP PAB 2 Helvetia. This study focused on improving students' writing ability on procedure text through teams games tournament method (TGT) since this method was expected to be suitable for it.

### The Significance of the Study

The findings of the study were expected to be useful for:

- a. English Teacher  
This thesis could be alternative method to teach writing. It also expected to motivate the researcher to be more creativity, so the students will be more enthusiastic in learning English in the class, and give some improvement for developing of knowledge in using language.
- b. Students  
The students can improved their knowledge in procedure text by applying procedure text well.
- c. Researcher  
The researcher was expected to give them new experiences in English learning especially in learning writing, so the researcher can understand and know how to organized sentences be good paragraph in developing their skills in writing.

### Writing skills

Brown (2016:218) the one of ability communication for people to people who can express their ideas, an information through writing, and opinion based on writers' knowledge. Huda (2014: 197-199) genre in communication language is often defined as a style that is closely related to each ethnicity and is applied by certain communities based on the same ethnicity. Siahaan, S., & Shinoda, K. (2008) procedure text is a text explains how to make something based on images.

Pardiyono (2007) genre is a concept that has been structured in the community and has become a habit.

### Teams Games Tournament

Shoimin (2013) the teams games tournament is part of a cooperative learning method between each group member in the class, without differences in status, all students can play this method.

### Components of Teams-Games-Tournament

Shoimin (2013) some of part from teams games tournaments are:

1. Class presentation
2. Teams
3. Games
4. Tournaments
5. Rewards

### Teams Games Tournaments (TGT) Learning Steps:

Trianto (2014:133) some of tread from teams games tournament are:

1. The first the teacher prepared tools and subjects material.
2. Teacher making a teams with 4-5 students with have status differences (religion, knowledge, ethnicity, and gender).
3. Teacher told to all group about subjects material, later every students helps each other to can answer the test. And the last steps, teacher will correct their results and get point when there is a teams achievement a high points.

## 2. RESEARCH OF METHODOLOGY

### Research Design

This study took a place in SMP PAB 2 Helvetia which is location in Jl. Veteran Pasar. IV Helvetia Kec. Labuhan Deli Kab .Deli Serdang. The school have 24 classes, each class have of 32 to 41 students. The total of the students at SMP PAB 2 Helvetia are 892 students. Grade VII have 316 students, grade VIII have 192 students, and grade IX have 384 students. The total English teacher is school 5.

Subject of the Study

In this research, researchers involved class IX-7, with the total students are 32 students.

Technique of Data Analysis

In this study the researcher using class action research (CAR), to count percentage students' results in pre-test and post-test (Sudijono:2005) :

$$P = \frac{F}{N} \times 100\%$$

- P = Percentage of students' improvement get point >75
- F = the number students get point >75 above
- N = Total students who do test.

And this formula to count analyzing improvement (David E. Meltzer :2002).

$$P = \frac{y_1 - y}{y} \times 100\%$$

- P = Percentage of students improvements
- y = pre-test results
- y<sub>1</sub> = post-test I

### 3. RESEARCH FINDING AND DISCUSSION

Data

1. The First Cycle of CAR

a. Planning

The first cycle was performed to created a action plan based on matter faced by students their writing ability. In this things researcher arrangement lesson plan based on subject to be instruction. The researcher set pre-test and post-test II to collected output as intend to see there were repair of value some of students.

b. Action

In second steps researcher present pre-test I to all participants about the ways “to make cupcake” afterward told the researcher gave care. The purposed of this was to see, does students be familiar about text procedure or not yet. Later the researcher told and present the same matter based on cycle I.

c. Observing

In third steps, the researcher make sure all action in the classroom, such as the responds participants to test given. The researcher was find out that problems when the students did their test, but some of students they looks happy did this test, but in part of students they did not know in undertake this test.

d. Reflection

And in the last steps, researcher taken a summary of this research during the cycle I. Based on the cycle I the researcher receive a value, the value were from 32 participants just 6 students get a highest value from the other. Later the researcher manage to modify all students' process in the classroom , so that all students can success in this test and than researcher noted all of students' problems during this research. To go up participants' writing ability, the researcher, recommended to teacher to using teams-games-tournament.

2. The second cycle of CAR

a. Planning

- The researcher told the test about procedure text.

- The researcher make a group, in this group must have to 4-5 students in this games.
  - The researcher offer and give test to all participants in this group.
- b. Action
- The researcher told procedure text to all students before giving cure. Then in this team game tournament method the researcher make small teams with 4 students at the tournament table. Every group member all students has a different level of knowledge, ethnicity, religion, race, and gender. The researcher gives each group the same test. Each students of the group have to cooperate did test about procedure text. Then researcher would give value if group can answer test it.
- c. Observing
- In this research activities, researcher have to make transcription about the benefits and lack of using this method. The benefits of this method was that participants more happy then the situation in the classroom be energetic then all students can do social activities with other students, can respected the opinions of each students, and becomes more fun and did not bored. While the lacks of this method was, researcher have to know about procedure text well and can able to set a good time to do this games.
- d. Reflection
- At the last steps researcher have to approximation about the data of the implementation of the action. The data was there is an intensify in students' value in using this method, totally 26 students who passed the KKM.

#### Research Finding

Table 1. The results of pre-test I and post-test I and post-test II in cycle I and cycle II.

NO	INITIAL NAME	CYCLE I				CYCLE II	
		CRITERIA < 75	PRE-TEST SCORE	CRITERIA < 75	POST-TEST SCORE	CRITERIA < 75	POST-TEST
1	AAP	Success	78	Success	78	Success	85
2	A	Unsuccessful	65	Unsuccessful	65	Success	80
3	RF	Unsuccessful	50	Unsuccessful	70	Success	75
4	SAL	Unsuccessful	40	Success	77	Success	85
5	SR	Unsuccessful	60	Unsuccessful	60	Unsuccessful	74
6	SS	Unsuccessful	40	Success	79	Success	80
7	SRI	Unsuccessful	70	Unsuccessful	70	Unsuccessful	74
8	SRS	Unsuccessful	70	Success	80	Success	80
9	SP	Unsuccessful	50	Unsuccessful	50	Unsuccessful	70
10	SR	Unsuccessful	60	Unsuccessful	60	Unsuccessful	74
11	SH	Unsuccessful	50	Success	78	Success	85
12	TS	Success	75	Success	75	Success	75
13	TDS	Unsuccessful	70	Unsuccessful	70	Success	80
14	TH	Unsuccessful	40	Success	80	Success	85
15	TS	Success	75	Success	75	Success	75
16	TD	Unsuccessful	55	Unsuccessful	55	Success	80
17	TMB	Unsuccessful	40	Success	80	Success	85
18	TM	Unsuccessful	40	Unsuccessful	40	Unsuccessful	74
19	TO	Unsuccessful	45	Unsuccessful	70	Success	80
20	TW	Success	75	Success	75	Success	80
21	TA	Unsuccessful	40	Unsuccessful	40	Success	78
22	TL	Unsuccessful	55	Unsuccessful	55	Unsuccessful	74
23	LT	Success	75	Success	75	Success	75
24	VAP	Unsuccessful	50	Unsuccessful	50	Success	85
25	WP	Unsuccessful	40	Success	75	Success	85

26	WR	Unsuccessful	60	Unsuccessful	70	Success	75
27	WU	Success	75	Success	75	Success	80
28	WA	Unsuccessful	70	Success	77	Success	85
29	WH	Unsuccessful	50	Unsuccessful	50	Success	85
30	WS	Unsuccessful	70	Unsuccessful	70	Success	80
31	YP	Unsuccessful	40	Success	80	Success	85
32	ZAP	Unsuccessful	70	Success	85	Success	85
Total $\Sigma$			1843		2189		2548
The Mean Score			57,59		68,40		79,62

To explore students who pass the Mastery Level Criterion (KKM) > 75 pre-test I in the Cycle I with formula:

$$P_1 = \frac{F}{N} \times 100 \%$$

$$P_1 = \frac{6}{32} \times 100\%$$

$$P_1 = 18,75\%$$

$$P_2 = \frac{26}{32} \times 100\%$$

$$P_2 = 81,25\%$$

To explore students who pass the minimal Mastery Level Criterion (KKM) > 75 post-test I in the cycle I with formula:

$$P_1 = \frac{F}{N} \times 100 \%$$

$$P_1 = \frac{16}{32} \times 100\%$$

$$P_1 = 50\%$$

$$P_2 = \frac{16}{32} \times 100\%$$

$$P_2 = 50\%$$

Then, researcher analyzing score in post-test I and pre-test I in cycle I.

$$P_1 = \frac{y_1 - y}{y} \times 100\%$$

$$= \frac{68,40 - 57,59}{57,59} \times 100\%$$

$$= \frac{10,81}{57,59} \times 100\%$$

$$= 18,77\%$$

Based on the results of the students' writing skill at SMP PAB 2 Helvetia in Cycle I there was analyzing from the pre-test to post-test I was 18,77%.

To explore students who pass Mastery Level Criterion (KKM) > 75 with formula post-test II in cycle II:

$$P_1 = \frac{F}{N} \times 100 \%$$

$$P_1 = \frac{26}{32} \times 100\%$$

$$P_1 = 81,25\%$$

$$P_2 = \frac{6}{32} \times 100\%$$

$$P_2 = 18,75\%$$

Then researcher analyzing each point post-test II in cycle II and pre-test I in cycle I with formula:

$$\begin{aligned} P_2 &= \frac{y_2 - y}{y} 100\% \\ &= \frac{79,62 - 57,59}{57,59} \cdot 100\% \\ &= \frac{22,03}{57,59} \cdot 100\% \\ &= 38,25\% \end{aligned}$$

Cycle I the average score of students' pre-test 1: 57,59 with students who pass KKM 18,75%.

Cycle 1 the average score of students' post-test 1: 68,40 with students who pass KKM 50%.

Cycle II the average score of students post-test II: 79,62 with students who pass KKM 81,25%.

The researcher identified that students' responses during the process of Cycle I and Cycle II supported the success of this research process, and concluded that the use of teams games and tournament methods, could improve students' writing abilities, especially the ability to write procedure texts.

## Discussion

This research was conducted to know the improving of students' ability in writing procedure text through teams games tournament. In the pre-test resulted in cycle I, only 18,75% passed the KKM and 81,25% failed, while in the post-test cycle I it was 50% who passed and 50% who failed, this is because in cycle I the researcher only gave an essay test without providing an explanation and did not provide treatment. Then in the second cycle post-test II there was a significant increase, because in the second cycle the researcher implemented the teams-games tournament method to students, with a percentage of 81.25% students who passed the KKM.

In the results of Rismawati's (2016). The title "The Use Of Teams Games Tournament (TGT) Method to Improve Students' Writing Skills of Descriptive Text at the second grade students of SMK Negeri 3 Salatiga ", she revealed that there was an increase in students' writing skills by using Teams-games tournament on Descriptive text was 66.68 increased to 71.58 in cycle I. In cycle II it increased from 73.24 to 79.31.

From the results of Rismawati's research and this research, there was an increase in the results obtained by students who pass the KKM, namely an intensify in students' writing skills using the teams games tournament method. In this research "Improving Students' Writing Ability through Teams-Games-Tournament on Procedure text of the third grade at SMP PAB 2 Helvetia, the results was the students' KKM was 18,75% in the cycle I in post-test I then in cycle II in post-test II students' KKM was 81,25% and in the students' analysis improvement was 18,77% to 38,22%.

In this case, the use of the teams games tournament method can be applied by teachers as a method in the learning process in the classroom, because this method can not only improve students' academic abilities in writing, but can also train students' skills in socializing.

#### 4. CONCLUSION

Based on this study, researcher have a summary about this case. With using teams games tournament as a modernity method for learning process in the classroom, there are upgrade students' score in writing procedure text. A pleasant and intensive situation, making participants enjoying and happy the learning process in the classroom.

#### 5. SUGGESTION

In relations to conclusion write suggestions were proposed as the following:

- a. Teams games tournament is effective and innovative methods in helping to improve students' writing skills in procedure texts, because the use of the team games tournament method in addition to upgrade student academic, team games tournaments can also train students' ability to interact socially with fellow teams.
- b. This teams games tournament can be done by all students without racial, ethnic, religious and cultural differences or students who have a high level of intelligence or not.
- c. The teacher can apply this teams games tournament in the process of teaching and learning activities in class, to make a more active learning atmosphere and students more easily to know and understand the learning material provided.

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