

THE EFFECT OF USING TEAM GAMES TOURNAMENT METHOD ON STUDENTS' MASTERY IN IDENTIFYING PAST TENSE OF THE FIRST YEAR STUDENTS OF SMAN 1 PEKANBARU

G. Bernike Gustina Perangin-angin, Syofia Delfi, Rumiri Aruan

Email: pgracebernikegustina@yahoo.com, syofia_delfi@yahoo.com,

rumiri.aruan@lecturer.unri.ac.id

Contact : 085376663321

*Student of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau*

Abstract: *This research is aimed to find out whether or not there is a significant effect of Team Games Tournament (TGT) on the students' mastery of the first year students of SMAN 1 Pekanbaru in identifying past tense. The research design is a pre-experimental research with one group pre-test and post-test design. The sample was X. MIA. 1 chosen by using cluster random sampling technique. In order to collect the data, the pre-test and post-test were administered and then the data were statistically analyzed by using the t-test formula. The result showed that the mean score of post-test was higher than mean score of pre-test ($76.55 > 67.88$). The value of t-test was 12.011 while the value of t-table in significance level 5% $df = 35$ was 2.030. Since the value of the t-test was higher than t-table, it can be concluded that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. It means that there was significant effect of Team Games Tournament (TGT) on the students' mastery of the first year students of SMAN 1 Pekanbaru in identifying past tense. It is suggested that using Team Games Tournament (TGT) is one of the appropriate method to be implemented in teaching simple past tense so the students can be active and responsive in learning grammar.*

Key Words: *Effect, TGT, Mastery, Past tense*

PENGARUH MENGGUNAKAN METODE TEAM GAMES TORNAMENT PADA KEMAMPUAN SISWA KELAS 10 SMAN 1 PEKANBARU DALAM MENGIDENTIFIKASI PAST TENSE

G. Bernike Gustina Perangin-angin, Syofia Delfi, Rumiri Aruan

Email: Email: pgracebernikegustina@yahoo.com, syofia_delfi@yahoo.com,

rumiri.aruan@lecturer.unri.ac.id

No. HP: 085376663321

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh yang signifikan dari Team Games Tournament (TGT) terhadap kemampuan siswa kelas 10 SMAN 1 Pekanbaru dalam mengidentifikasi past tense. Desain penelitian adalah penelitian pre-eksperimental dengan satu kelompok pre-test dan post-test. Sampelnya adalah X. MIA. 1 dipilih dengan menggunakan teknik cluster random sampling. Untuk mengumpulkan data, pre-test dan post-test diberikan dan kemudian data dianalisis secara statistik dengan menggunakan rumus t-test. Hasilnya menunjukkan bahwa nilai rata-rata post-test lebih tinggi dari skor rata-rata pre-test ($76,55 > 67,88$). Nilai t-test adalah 12,011 sedangkan nilai t-tabel pada taraf signifikansi 5% $df = 35$ adalah 2,030. Karena nilai t-test lebih tinggi dari t-tabel, dapat disimpulkan bahwa Hipotesis Alternatif (H_a) diterima dan Null Hypothesis (H_o) ditolak. Ini berarti bahwa ada pengaruh yang signifikan dari Team Games Tournament (TGT) pada kemampuan siswa kelas 10 SMAN 1 Pekanbaru dalam mengidentifikasi past tense. Disarankan bahwa Team Games Tournament (TGT) adalah salah satu metode yang tepat untuk diterapkan dalam pengajaran untuk memahami simple past tense sehingga murid-murid dapat aktif dan respon dalam memahami grammar.

Kata Kunci: Efek, TGT, Penguasaan, Past tense

INTRODUCTION

English is taught to students of Elementary Schools until Senior High Schools. Even it is one important subject as one of the requirements to pass the final examination. Learning and teaching English is not an easy work, because it is not our mother tongue and has many differences from Indonesian. Learning English involves the mastery of four language skill. They are listening, reading, speaking and writing.

Besides learning the four skills, students must learn grammar. Grammar is a theory of language, of how language is put together and how it works. Grammar functions to create good and acceptable sentences. Tenses are the basic grammar is taught for students of Junior High Schools and Senior High Schools. Many students get difficulties to understand tense, about how to use it, when to use it, how to application tense in the text.

One of parts of grammar is tense. Tense has a fundamental role in the English language, so the inappropriate uses of tenses may obscure the meaning. The students of Senior High School are extended to learn some tenses including simple past tense. The simple past indicates that an activity or situation began and ended at a particular time in the past. Based on 2013 curriculum of Senior high school, past tense is related to narrative and recount text.

Based on the observation in the first year students of SMAN 1 Pekanbaru, there so many problems, they have some problems, one of the problem is the students still confused to distinguish the simple past form when it is applied in a sentence. Almost every student admits that past tense is the most complicated and confusing parts of English which lead them to reluctantly learn English, and if they are not close with the subject, then there is no way they will master it. Not all the students can reach the Minimum Mastery Criteria (MMC). In English, tenses are essential as the requirement of making good and correct sentences because they show when the events happen. If students understand about how tenses work, its chain effect will hit other aspects such as reading, writing, and speaking skills too. The teacher only explain the simple past form when students create narrative or recount text. And they also have low motivation to learn. The teacher actually needed a new method for students in studying and learning English.

There are many ways and methods to get the English teaching method effectively. One of the methods is Cooperative learning. Cooperative Learning is not a new idea in education, but not all English teachers use this method in their learning activities. Slavin (1995) explains that there are some techniques in Cooperative Learning, such as Students' Team Achievement Division (STAD), Jigsaw, Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Learning Together, Group Investigation, Cooperative Scripting, and Teams Games Tournament (TGT).

This study answers a question : Is there a significant effect of Team Games Tournament method on students' mastery of past tense of the first year student of SMAN 1 Pekanbaru in identifying past tense ?

METHODOLOGY

The Type of the research was pre-experimental research by using one group pre-test and post-test design. The design of this research is described as follows:

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2

- O1 : Pre-test of experimental group
 X : Treatment
 O2 : Post-test of experimental group

The population of this research was all of the first year students of SMAN 1 Pekanbaru in the academic year of 2016/2017. There are eight classes with the total number of students was 254 students. The writer took only one class as the sample to be observed by using cluster sampling technique. Gay (2000) stated that random sampling is the process of selecting a sample in such a way that all individuals in defined population have an equal and independent chance of being selected for the sample. Cluster sampling means that sampling in which groups, not individuals, are randomly selected. In this study, the sample was class X MIA 1.

In doing this research, the pre-test and post-test were given to the students. The test consisted of 25 multiple choice grammar tests. Pre-test was given before the treatment, and post-test was given after the treatment. In order to analyze the data. T-Test was used by employing SPSS version 23.0. T-test was used to compare the difference result of pre-test and post-test.

RESULT AND DISCUSSION

Result

Before giving the treatment, pre-test was given to the students. The result of pre-test is presented in the following table:

Table 2. Descriptive Statistics of Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	36	48	92	67,8889	9,77395	1,62899

Table (1) shows that the mean score of 36 students was 67,8889. Meanwhile, the minimum score that students reached in pre-test was 48 and the maximum score was 92.

The last stage in analyzing the data was testing hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' mastery in identifying past tense.

The result of post-test is presented in the following table:

Table 3. Descriptive Statistics of Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	36	60	96	76,5556	9,47310	1,57885

Based on the table (2) the mean score of 36 students was 76,5556. Meanwhile, the minimum score which students got in post-test was 60 and the maximum score was 96.

Table 4. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	67,8889	36	9,77395	1,62899
Post-test	76,5556	36	9,47310	1,57885

Table (3) shows that the total number of students of pre-test and post-test are 36 students. The mean score of pre-test is 67,8889 and the mean score of post-test is 76,5556. The difference of the mean score between pre-test and post-test is 8.6667.

Table 5. Paired Samples t-test

						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test	-	4.329	.7215	-	-	-	35	.000
Post-test	8.6667	30	5	10.13149	7.20184	12.011		

t-table = 2.030

Finally, to prove the hypothesis, the data was calculated by using t-test formula with assumption as follows:

1. If $t\text{-test} > t\text{-table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted
2. If $t\text{-test} < t\text{-table}$, the Null Hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected

Based on Table 5, the result of t-test is 13.951, while t-table is 2.030. It means that t-test is higher than t-table. So, it can be concluded that H_a (There is a significant effect of Team Games Tournament (TGT) on the students' mastery of the first year students of SMAN 1 Pekanbaru in Identifying Past Tense) is accepted and H_0 is rejected.

Discussion

Based on the description of the data, it can be stated that TGT is applicable for teaching tenses. It can be proven by comparing the students' pre-test score and the students' post-test score. The result shows that the students' post-test score is better than their pre-test score which indicated the improvement of students' mastery in identifying tenses, specifically simple past tense. There is a statistically significant difference between pre-test and post-test. The achievement of students' grammar mastery was measured between pre-test and post-test. The improvement achieved might have been attributed to the way they were taught by TGT.

Based on the research method, there are three steps to collect the data. Pre-test was the first step conducted to find out the students' grammar mastery in learning simple past tense before the treatment was applied. Multiple choices test was designed as an instrument in order to collect the data. It was used for both pre-test and post-test. The writer developed a set of multiple choice tests. The kind of grammar test used was simple past tense. Test items had 4 choices in which only one of them is correct. The students were instructed to read the questions, one at a time, answers the question by circling the correct choice. The components of simple past tense are the indicators of the instrument. Students' scores on the test were collected as quantitative data in this study.

The result of t-test showed t_{obs} is higher than t_{table} ($12.011 > 1.691$). Therefore, it can be concluded that there is a difference between the pre-test score and the post-test score. In other words, the alternative hypothesis of this research, "there is a significant effect of TGT on the students' mastery of the first year students of SMAN 1 Pekanbaru in identifying past tense." is accepted.

CONCLUSION AND RECOMMENDATION

Conclusion

This is a pre-experimental research that aims at finding out whether or not there is a significant effect of students' score in learning simple past tense by using Team Games Tournaments (TGT) method of the first year students of SMAN 1 Pekanbaru.

Based on the result of the data analysis, it can be concluded that there is a significant difference between the results of pre-test and post-test. Therefore, it can be stated that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In conclusion, this research has answered the research question namely that, there is a significant effect of students' score in learning simple past tense by using Team Games Tournaments (TGT) method of the first year students of SMAN 1 Pekanbaru.

Recommendation

Considering the result of the research, some suggestion would like to give which might be useful either for the teacher or the students, particularly in teaching and learning activities of the simple past tense in the classroom. Firstly, the suggestion is delivered to the English teacher that she should create an alternative or difference way in developing the teaching of English, especially the simple past tense because it is sometimes quite difficult and bored for students to be learnt. Teacher should at least introducing a new method which will attract students to learn simple past tense, that is the using of TGT method, so students will have a new experience, knowledge and learning situation which different from they had before. Further, teacher should at least prepare all the things well that will be needed during teaching by using TGT which includes giving the students reward so that it will more attract students to get involves to learn with their team. Finally for the students, they should pay attention to the teacher so that they will understand what teacher delivered in the classroom. Students need to be more active, since they are working together with the team. It was hoped that the TGT method not only promotes the students understanding and awareness of the simple past tense but also students' awareness of learning cooperatively with others.

BIBLIOGRAPHY

Azar, Betty Schramper. 2003. *Fundamental of English Grammar*. 3rd ed. Englewood Cliffs N.J: Prentice Hall. Inc

Depdiknas. 2013. *Kurikulum 2013*. Jakarta: Depdiknas

Gay, L.R. et al, .2000. *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall.

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

Slavin, R. E. 1995. *Cooperative Learning: Theory, Research, and Practice second edition*. Massachusetts: Allyn and Bacon Company.