

The Implementation of TGT (Teams-Games-Tournament) Technique in Teaching Writing Descriptive Text to the Seventh Graders of SMP Negeri 1 Babat-Lamongan

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Abstrak

Menulis adalah salah satu keterampilan berbahasa yang penting yang harus dikuasai oleh siswa untuk menyampaikan ide-ide atau pendapat mereka dalam bentuk tulisan. Namun, menulis juga dikenal sebagai keterampilan yang paling sulit di dalam Bahasa Inggris. Kegiatan menulis sering membuat para pelajar merasa cepat bosan. Disini, peran guru sangat dibutuhkan untuk mempertahankan motivasi siswa dalam hal menjaga ketertarikan siswa terhadap menulis. Salah satu cara adalah dengan menggunakan teknik Teams-Games-Tournament dalam pengajaran menulis teks deskriptif. Teams-Games-Tournament adalah sebuah teknik dalam metode pembelajaran kooperatif yang dapat digunakan untuk mengajar menulis dengan cara berkerjasama. Dalam hal ini, Teams-Games-Tournament memiliki lima elemen, yaitu *class presentation, teams, games, tournament, dan team recognition*. Penelitian ini bertujuan untuk mendeskripsikan penerapan dari teknik TGT (Teams-Games-Tournament) di dalam pengajaran menulis teks deskriptif kepada siswa kelas VII, respon siswa terhadap penerapan teknik Teams-Games-Tournament, dan hasil tugas menulis siswa. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah 34 siswa di kelas VII-A SMP Negeri 1 Babat-Lamongan. Observasi dengan ceklis, angket, dan juga hasil tugas menulis siswa adalah instrumen penelitian yang digunakan untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa penerapan dari teknik TGT dalam pengajaran dan pembelajaran Bahasa Inggris khususnya menulis teks deskriptif berjalan dengan baik. Pertama yakni mengenai penerapan TGT yang digunakan oleh guru. Guru memberikan langkah-langkah dari teknik TGT dengan sangat baik. Guru juga memberikan penjelasan yang sangat jelas tentang penerapan Teknik TGT kepada siswa. Kedua adalah respon siswa terhadap teknik TGT. Hasil penelitian menunjukan bahwa hampir semua siswa tertarik terhadap penerapan teknik tersebut. Terakhir adalah hasil tugas menulis siswa. Hasil tersebut dianalisis dengan menggunakan *ESL Composition Profile* yang memiliki lima macam kriteria; yakni *content, organization, vocabulary, language use, dan mechanics*. Hasil tugas menulis siswa menunjukkan bahwa Teams-Games-Tournament dapat membantu mereka dalam menulis teks descriptive. Kesimpulan dari penelitian ini, Teams-Games-Tournament dapat digunakan untuk mengajar menulis teks deskriptif terutama untuk siswa kelas VII. Teknik ini juga bermanfaat dan bisa membantu siswa dalam menulis teks deskriptif.

Kata Kunci: *Teams-Games-Tournament*, menulis, teks deskriptif, respon siswa

Abstract

Writing is one of the important language skills that should be mastered by the students to convey their ideas or their opinion in written form. However, writing is known as the most difficult skill in English. Writing process often makes students easily get bored. Here, the teacher is needed to maintain students' motivation in order to keep students' interest in writing. One of the ways is by using Teams-Games-Tournament technique in teaching writing, especially in teaching writing descriptive text. Teams-Games-Tournament is a technique of cooperative learning method that can be used for teaching writing cooperatively. It has five elements; those are class presentation, teams, games, tournament, and team recognition. This research is aimed to describe the implementation of Teams-Games-Tournament technique in teaching writing descriptive text to the seventh graders, the students' responses towards Teams-Games-Tournament, and the students' writing task results. This research is a descriptive qualitative research. The subjects of this research are 34 students in VII-A of SMP Negeri 1 Babat-Lamongan. Observation checklist, questionnaire, and also students' writing task results are research instruments used to gain the data. The result of this research indicates that the implementation of TGT technique in teaching and learning English especially in writing descriptive text ran well. The first result was regarding the implementation of Teams-Games-Tournament the teacher applied. The teacher presented most procedures of TGT technique very well. He also gave clear explanation toward the implementation of TGT technique to the students. The second result was students responses towards Teams-Games-Tournament technique.

The result shows that almost all students were interested in the implementation of TGT technique. The last is the students' writing task results. They were analyzed by using ESL composition profile which has five criteria; those are content, organization, vocabulary, language use, and mechanics. And the result shows that TGT could help them in writing descriptive text. In conclusion, Teams-Games-Tournament could be used to teach writing descriptive text particularly for the seventh graders. It is also useful and able to help the students in writing descriptive text.

Keywords: Teams-Games-Tournament, writing, descriptive text, students' response

INTRODUCTION

Writing is one of the basic English skills which has an important part besides listening, speaking, and reading (Harmer, 2001:98). It has received more attention than any other aspects since writing is an essential skill that is used in communication. People need writing in order to communicate with others in written form. Through writing, they will have a chance to explain the ideas, to express feelings and experiences that are difficult to convey in spoken language.

Writing is also needed in people's life. This means that they cannot be separated from writing activities since it is used extensively in both education and workplace. In education or academic life, for example, writing is needed when students are writing poems, short stories, articles, letters, essays, comments or answering questions. While in the workplace writing is needed when the staffs or employees want to write reports, business letters, or business proposal. Due to the importance of writing, this ability therefore should be developed at early age, such as in Junior High School level.

However, writing is not easy as people think. Eventhough for some students writing is an enjoyable activity, but many students consider that writing is a tiring and boring activity. Most of the students usually encounter some problems in writing text. First, the students have trouble to start writing because they do not have any ideas to write about. The students also have no confidence to write something because they are afraid of making mistakes in vocabulary choice, grammar, and spelling. Another problem is they have low motivation in doing task since writing activities are not interesting. Besides those problems, mostly English teachers still use the same technique which is monotonous. First of all, the teachers will give the students a text and ask them to read by themselves. Then they will explain to the students about the generic structure or the compositions of the text. After that, the teachers tell them to find out the meaning of the difficult words. The last, they will give a topic and ask the students to write a text based on the topic given. Those activities are totally boring. According to Kasbolah (1993:5), an English class should be

conducted in interesting and attractive ways, so the students can have high motivation in studying English. It means that students need a special treatment to improve their writing ability.

Considering those situations, the role of the teacher is very important. Teachers should use an appropriate technique to attract and motivate students to enjoy studying English. One of the ways to reduce the students' boredom and improve students' ability is by using Cooperative learning in teaching English especially in teaching writing. It is seen as an active learning process of constructing and creating working in a group and sharing knowledge.

Teams-Games-Tournament is then taken as the technique to be implemented. According to Slavin (1994), Teams-Games-Tournament uses the same class presentations and teamwork as in STAD (Students Team Achivement Division), but replaces the quizzes with weekly tournaments. Basically, this technique has five main steps, namely class presentation, teams, games, tournament, and team recognition. The first step is teacher gives explanation about the materials to the students (class presentation). Then students will work in groups of 4 to 5 people in heterogeneous academic ability, gender, and race or ethnic (teams). After that, the students will do a game based on the teacher's explanation (games). Competition among teams is needed to develop their team work (tournament). The team who becomes the winner will receive a reward (team recognition).

In this study, the researcher focuses on the implementation of Teams-Games-Tournament technique in teaching writing descriptive text. Descriptive text is a passage which tells or describes a particular person, place or thing in detail. It has two generic structures, they are identification and description. The researcher believes that the students can write descriptive text easily using this technique since it makes the students more enthusiastic in writing descriptive text. Also as a previous study, this technique had ever been conducted by Yusfanto (2010) who investigated "The Implementation of Cooperative-TGT (Teams-Games-Tournament) through Situational Pictures in Teaching Writing Descriptive Text to the Eleventh Grade Students of SMA

Negeri 1 Kesamben". The result showed that the students had great interest while using this technique in writing. The technique improves the students writing ability, they know how to organize the components of descriptive in generic structure term. Moreover, the students were more enthusiastic in learning descriptive text by using cooperative TGT. It means that this technique can be used as the alternative way in teaching English.

Based on the background of the study above, the researcher formulates the research question, as follow:

1. How does the teacher implement Teams-Games-Tournament technique in teaching writing descriptive text to the seventh graders of SMP Negeri 1 Babat-Lamongan?
2. How are the students' responses toward the implementation of Teams-Games-Tournament technique in teaching writing descriptive text?
3. How are the students' writing tasks results during the implementation of Teams-Games-Tournament technique in teaching writing descriptive text?

RESEARCH METHOD

The research method of this study was descriptive qualitative which was used to obtain information of "The Implementation of TGT (Teams-Games-Tournament) Technique in Teaching Writing Descriptive Text to the Seventh Graders of SMP Negeri 1 Babat-Lamongan". As stated by Johson and Thirsterson (2004:359), in descriptive qualitative study the researcher relies primarily on the collection of qualitative data (non-numerical data such as words and pictures). It means that this study is using words rather than numbers to help describe and analyze the data.

In this research, the researcher only observed, explained, and described the implementation of TGT (Teams-Games-Tournament) for teaching writing descriptive text. As stated by Sukmadinata (2005:60), qualitative research has two main purposes, the first was to describe and to explore, and then second was to describe and to explain. Therefore, the researcher did not enroll in the process of teaching and learning. She only observed, described, and reported the phenomena happen in the class during the teaching and learning process in order to collect the data from the implementation of TGT (Teams-Games-Tournament) technique in teaching writing descriptive text by observing, recognizing, and understanding what happened in the classroom.

The data in this research are written in the form of words, sentences, or paragraphs to describe the activity done by the teacher in teaching writing descriptive text by using TGT (Teams-Games-Tournament) as the technique. Besides, through the data needed for the study,

the students' responses toward the implementation of TGT and the students' writing task result during the implementation of TGT technique can be found.

The subjects of this study are the students of Junior High School in the first stage or seventh grade in SMP Negeri 1 Babat-Lamongan and also their English teacher. Class VII-A was then chosen as the class being observed. The researcher chose VII-A because this class is bi-lingual class, so the students in this class are more competent and have a better achievement than the other classes. While the teacher who was observed in this class is one of the English teachers in SMP Negeri 1 Babat who has applied TGT (Teams-Games-Tournament) technique to teach writing descriptive text.

The setting of this study is SMP Negeri 1 Babat-Lamongan. It is located on Jl. Raya No. 1 Babat Lamongan, East Java. The school was chosen because it is one of the favorite schools in Lamongan. Another reason is the researcher chose this school because she had ever taught English when she did PPL (Program Pengalaman Lapangan) from her campus. Therefore, it is not unfamiliar place for her.

In this study, the data were collected through observation checklist, closed-structured questionnaire, and students' writing task results. These data are used to answer the three research questions. Those are about the implementation of Teams-Games-Tournament technique in teaching writing descriptive text, the students' responses toward the implementation of Teams-Games-Tournament technique, and the students' writing tasks result during the implementation of Teams-Games-Tournament technique.

The first data were collected by using observation. The researcher observed the teacher's and students' activities during the implementation of Teams-Games-Tournament technique. All the activities in teaching learning process were reported as the data and both the teacher and the students were the sources of the data themselves.

The second data were taken from the students' responses toward the implementation of Teams-Games-Tournament and the source of the data was the students themselves. The data were in the form of students' opinions, reactions, and ideas through questionnaire given by the researcher. This questionnaire was given in the end of teaching and learning process.

The last data were taken from the students' writing task result. It was done by the students individually after they had been taught using Teams-Games-Tournament in writing descriptive text. The data were in the form of words, sentences, and paragraphs in their descriptive writing; while the source of the data was from their descriptive writing.

After collecting the data through observation checklist, closed-structured questionnaire, and students writing task results, the researcher then analyzed them descriptively. The data were analyzed by using three stages as proposed by Miles and Huberman (1994), namely, data reduction, data display, and conclusion drawing and verification. The detail explanations could be seen below:

a. Data Reduction

The first of the three elements of qualitative data analysis is data reduction. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. Firstly, the researcher selected the data, then focused the data which are related to the research questions. After that, the researcher tried to specify the data based on the research questions. She also reduced the data that have no relation and could not be used to answer the research questions.

b. Data Display

Data display is the second element in Miles and Huberman's (1994) model of qualitative data analysis. In this stage, the researcher showed the data in the form of charts and graphs to support and make a detail explanation from the data gotten through observation, questionnaire, and students' writing task.

c. Conclusion Drawing and Verification

The last element of qualitative data analysis is conclusion drawing and verification. In this stage, the researcher made a conclusion through the result of data reduction and data display.

RESULT AND DISCUSSION

In this part, there are three results to be discussed. Firstly, related to the result of observation checklist as the first result regarding to overview of the implementation of TGT technique, whether it is applicable to teach writing or not. Secondly, related to the second result of the closed-structured questionnaire which could make it clearer whether the students give positive or negative responses toward the implementation of TGT technique. Thirdly, the students' writing task results as the result used to know whether or not TGT technique is workable to help the students in writing descriptive text. The observations in the implementation of TGT technique to teach writing descriptive text were done in four meeting. There are five steps in TGT technique, namely, class presentation, teams, games, tournament, and team recognition. In the first step (*class presentation*), the teacher gave explanation about the materials to the students. The materials included the explanation about TGT technique in general and also the text which is

related to this technique (descriptive text). Then students worked in groups of 4 to 5 people in heterogeneous academic ability, gender, and race or ethnic (*teams*). After that, the students did a game based on the teacher's explanation (*games*). The game was using animal cards which consist of tame and wild animals. This game helped them to compete to each other because competition among teams was needed to develop their team work (*tournament*). The team with the highest score would receive a reward, but the team with the lowest score, got a punishment such as sang a song (*team recognition*). After doing all those steps, the teacher asked them to write a descriptive text about animal (tame and wild animals). The task was an individual task which had to be submitted at the end of the class.

From the first observation in the first implementation, the observer saw that there were some students got problems in producing the sentences. This was caused by their little experiences of writing. Students should often practice writing in order to make them used to create sentence into paragraph. According to Reid (1993:98), teacher should allow students and give them many opportunities to write, not just talk about how to write. The teacher should allow the students to practice writing as much as possible. It was used to train them in producing composition.

Practicaly, students were rarely given enough opportunity to practice making sentences in the classroom. The student's vocabulary which was limited and the low mastery of grammar led them feel nervous and confused in making composition

However, the observer concluded that TGT technique could help student's descriptive writing ability. She stated like that because she saw in the second, third, and fourth implementation of TGT technique that students were very enthusiastic in writing when they were asked to make a composition based on animal card that they got. The students got inspiration about the picture. Therefore, they could enjoy writing descriptive text easily by seeing the picture to stimulate ideas in writing descriptive text.

The implementation of TGT technique had gained the students' responses. the students' responses are various opinions showed in the close-structured questionnaire. The researcher provided 10 questions in the questionnaire based on three categories, those are about the students' opinion of writing activity especially writing descriptive text, the teaching activities through TGT technique, and the students' opinion about the technique used.

Firstly, the students showed their opinion toward writing activity especially writing descriptive text. Most of the students said that writing is one of the most easy skills to be learned rather than other skills. They also like

descriptive text because this text is easy to be understood with only has two generic structures, identification and description. Therefore, this text is very simple to be learned for the seventh graders.

Secondly, the students responded the teaching activities through TGT technique. Most of the students said that they felt very happy and enjoyed the class towards the way of teacher implementing TGT technique. They also said that this technique is very appropriate to be implemented in writing descriptive text. Besides, most of the students were also motivated to write descriptive text by using the game in TGT technique. It is because the teacher's motivations were good and made students enthusiastic to carry out any games implemented in the class. Therefore, the teacher motivation was the most important thing that will support and give the spirit for students to learn about.

Thirdly, the students gave opinion regarding the technique used. Most of the students very agreed if this technique can help them to get more ideas in writing descriptive text. They could easily develop their ideas in writing descriptive text by sharing their ideas or opinion with their group. They also said that this technique could motivate them in writing descriptive text.

In general, the students responded positively toward the use of TGT technique in writing in terms of the writing activity, the teaching activities through TGT technique, and the technique used.

The students were asked to compose a text two times. During the research, there were two writing task results and the researcher analyzed them using ESL composition profile by Jacob et. al. (1981). This writing composition consists of several components, those are content, organization, vocabulary, language use and mechanics.

The first component is content. The criteria of evaluating this aspect of content are how knowledgeable the text is, substantive, thorough development of the thesis and relevant to the topic. In terms of content, most of the students got excellent to very good level in their writing composition and only few students got good to average level.

The second component is organization. The organization of students' composition was scored based on how well, logic, fluent, and cohesive the students organized the composition. It means that organization is about unity and coherence. Based on the two submitted writing task results, the results analysis are varied. Based on the first task, the students still made several errors in organization. Most of their writing tasks only got score good to average level, while the others are fair to poor level. In the second task result, the students can make their writing task results better. Most of the students got

excellent to very good level, and just few students got good to average level and fair to poor level.

The third component is vocabulary. In this part, the word choice and correct spelling of words are definitely important in writing descriptive composition. Based on the researcher's analysis, in the first students' writing task, mostly the writer used inappropriate vocabularies for their compositions. They made mistakes of spelling the words. As a result, the researcher gave them average to poor level to most of the students in class VII-A, while in the second writing task result, the students writing composition in terms of vocabulary were much better. Mostly they got excellent to very good level. It is because the students tried to be more careful about the vocabulary, such as spelling the words and word choice.

The fourth component is language use. The aspect of language use deals with tense, number, word order or function, articles, pronouns, and preposition. The result showed that in the first students' writing task, most of them got average to poor level. The writer seems confused regarding pronouns. Most of them made several errors in pronouns. In the second writing task result, the students only made several errors in terms of language use. Therefore, the students mostly got good to average level, and several students got excellent to very good level.

The last component is mechanics. The aspect of mechanics deals with spelling, punctuation, and capitalization of writing. It is needed in order to support the writing product readable. Here, most of the students got good to average level on the first and the second writing task.

In conclusion, the implementation of Teams-Games-Tournament to teach writing descriptive text ran well. The five components of TGT technique namely class presentation, teams, games, tournament, and team recognition could help the students to get more ideas in writing descriptive text. Besides, they were also more enthusiastic in joining the class by using this technique. In addition, the student's responses are positive toward TGT technique. And the last, TGT technique is also workable to help most of students in writing descriptive text.

Conclusion

Teams-Games-Tournament is one of the techniques in cooperative learning method that can be used for teaching writing descriptive text, especially for the seventh graders of SMP Negeri 1 Babat-Lamongan. The implementation of TGT technique is divided into several parts, namely class presentation, teams, games, tournament, and team recognition. In the first step (*class presentation*), the teacher gave explanation about the materials to the students. The materials included the explanation about TGT technique in general and also the

text which is related to this technique (descriptive text). Then students worked in groups of 4 to 5 people in heterogeneous academic ability, gender, and race or ethnic (*teams*). After that, the students did a game based on the teacher's explanation (*games*). The game was using animal cards which consist of tame and wild animals. This game helped them to compete to each other because competition among teams was needed to develop their team work (*tournament*). The team with the highest score would receive a reward, but the team with the lowest score, got a punishment such as sang a song (*team recognition*). After doing all those steps, the teacher asked them to write a descriptive text about animal (tame and wild animals). The task was an individual task which had to be submitted at the end of the class.

From the general explanation about Teams-Games-Tournament technique above and the analysis in Chapter Four, it can be concluded that TGT technique can be applied well in the classroom. And this technique also helps the students writing ability especially in writing descriptive text. The students were more enthusiastic in writing skill. They also produced good writing in descriptive text.

From the result of observation checklists, it can be seen that the classroom activity ran well and students were interested to write descriptive text. Students were also enthusiastic in following the TGT activity because teacher presented the technique and material clearly. Although students were facing some difficulties in the early step, but the obstacles were minimized in the next step. Thus, the classroom runs fairly well during the implementation of TGT technique.

Students' responses towards the implementation of TGT technique were also good. From the results of the questionnaire, it can be seen that students' responses were almost positive. Besides, the students also said that the use of TGT technique could help them in writing descriptive text.

The next is the students' writing task. The results showed that the students' writing tasks were also satisfying. The students could develop their ideas in writing descriptive text. They can also develop their vocabulary choice.

Last but not least, the researcher wants to ensure that Teams-Games-Tournament technique is a suitable technique to help the students in writing ability especially in writing descriptive text.

Suggestions

At the end of the study, the researcher would like to give some suggestions that are dedicated to the teacher and other researchers. These are hoped to be useful to

enhance the quality of teaching and learning process especially in writing descriptive text.

1. For teachers

The teacher should be more creative in searching other interesting resources or trying new methods, techniques and media in writing class to help students in writing skill especially in writing descriptive text. Besides, the teacher also has to pay attention to the students' need and give them some motivation in order to make them more enthusiastic in class and also help them in reaching the goal in academic success.

2. For the next researchers

For the next researchers who are going to conduct a research on the same field, the researcher has some suggestions that need to be taken into consideration. The material chosen should be attached to the students' level and the activity, such as game must be able to grasp the students' attention. The game can also be modified as creative as possible so that students will be more interested in joining the class.

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