IMPLEMENTATION OF LEARNING MODELS TEAM GAME TOURNAMENT TO IMPROVE STUDENTS’ ENGLISH LEARNING ACHIEVEMENT
(A Class Action Research at Grade X IPA-2 MAN 1 Pati 2019/2020)

Bambang Budiyono
Madrasah Aliyah Negeri 1 Pati, Central Java, Indonesia
manpati952@gmail.com

ABSTRACT
This study aims to determine whether the Team Game Tournament (TGT) Learning Model improves the English learning achievement of the students. The design is a classroom action research in three cycles. Each consists of planning, implementing, observing and reflecting. The subjects are the students of grade X IPA-2 in odd semesters 2019/2020 at Madrasah Aliyah Negeri (MAN) 1 Pati. The data were collected through observation, questionnaire, and test. The data were analyzed through qualitative analysis. The research results showed that there was an increase in the English learning achievement, indicated by: (1) the average student achievement in cycle I is 7.14; in the cycle II was 7.44; and in cycle III is 8.84; (2) student learning completeness in cycle I was 17 students or 47.22% and 19 students or 52.78% who did not complete; in cycle II students who completed were 26 students or 72.22% and those who did not complete were 10 students or 27.78%; in cycle III, students who completed 36 students or 100% and there were no students who did not complete; (3) completeness of classical learning in the first cycle was 47.22%, in the second cycle it was 72.22; and in cycle III it reaches 100%.

Keywords: action research, TGT, English learning.

The learning process of English in Senior High School (SMA/MA) will feel monotonous and boring if the teacher who teaches lacks creativity and does not master English teaching methods. Teaching English subjects is not only about writing vocabulary on the blackboard, copying in a notebook, and then imitating the teacher in pronouncing the words or vocabulary but also choosing the method and strategy. This method is a conventional way and makes both students and teachers get bored quickly (de Houwer et al., 2013; Slavin, 1985).

In providing material to students, of course the teacher adheres to the principles of language teaching, namely that language starts from spoken language then continues to written language. Before teaching English, the teacher must provide a general description and purpose of the themes and points to be learned to students. We build knowledge and things related to the material to be delivered (knowledge building) (Poedjiastutie et al., 2019). In essence, before students learn more in detail and learn more about a topic or theme or discussion, they will be given an
introduction or things related to the theme that will be studied by students (Gagne, 2011; Mcclellan, 1982).

Figure 1 the three-person game rules

There are more methods that can be applied in delivering material to our students. They get used to end the English lesson with a song or chant English (English Songs). In this way the child will end his English lesson with a happy heart. When starting the lesson there is a greeting opening. Before closing the class, the teachers should also familiarize with the expressions of goodbye. For example, "Thanks for your attention. Goodbye students, see you next time", the students will also respond to the greeting earlier (Rusman, 2011; Silberman, 2006).

The problem that arises is the condition in MAN 1 Pati. Many The students are bored with the learning model applied by the teacher. As a result, the learning achievement cannot be improved. It is necessary to apply a learning model that involves a lot of active roles of students so that it can increase student enthusiasm for learning. One learning model that can actively involve students is the Team Game Tournament (TGT) model. The TGT learning model is one type of cooperative learning. Activities in the TGT are almost the same as the STAD (Student Team Achievement Divisions) (Slavin, 1985:24). TGT in learning is a STAD activity coupled with games. So, to increase the score, the team/group is given again with a game. Thus, the teacher must prepare a game that the students will play after the quiz (Setiawan, 2017).

The distinctive feature of the TGT type of cooperative learning with other cooperative learning is the existence of a tournament. TGT uses academic game tournaments (Widhiastuti & Fachruroz, 2014). The main activity in the tournament step is competition at the tournament table from 4 - 6 students who come from different teams with equal abilities. At the start of the tournament, it is announced at the table setting for each student. The students are asked to set a predefined tournament table. The tournament table numbers are scrambled so that students do not know which table has the "highest" level and which table is the "lowest" level (Hanifah & Firman, 2019). After completeness is distributed the tournament can start. The three-person game rules are described as in figure 1.

At the end of each round the winners receive one numbered card. The scoring is based on the number of cards earned, provided that a card gets 10 points. At the end of the tournament, students return to their respective teams. Each student contributes the acquisition of a tournament result score and is counted as a row (Johnson, D. W., & Johnson, 1991).

In order to increase the learning outcomes of the class X IPA-2 MAN 1 Pati in the odd semester of the academic year 2019/2020 in English lessons, this classroom action research was carried out by the teacher (researcher) by applying the TGT learning model will be implemented in several cycles until it reaches the expected level of success.

The objectives of this study are: (1) To find out whether the implementation of the learning model Team Game Tournament can
improve the English learning achievement of The class X IPA-2 Students at MAN 1 Pati in the odd semester of the 2019/2020 school year, (2) To find out whether the implementation of TGT learning model can increase the activities of The class X IPA-2 Students at MAN 1 Pati in the odd semester of the 2019/2020 school year.

The research hypothesis of this action research can be formulated as follows: (1) The implementation of the learning model Team Game Tournament can improve the English learning achievement of The class X IPA-2 students at MAN 1 Pati in the odd semester of the 2019/2020 school year; (2) The implementation of the learning model Team Game Tournament can increase the activities of The class X IPA-2 MAN 1 Pati in the odd semester of the 2019/2020 school year (Arikunto, 2006).

METHOD

The design of this research is classroom action research (Mcniff, 2002). The research was conducted in three cycles. Each cycle consists of planning, implementing, observing and reflecting (Somekh, 2006). The results of the study are focused on the ability of students to do learning evaluation questions so that learning achievement and learning completeness can be achieved (Norton, 2009).

This classroom action research was conducted within 3 (three) months, starting from September to November in the odd semester of 2019/2020, starting from observation, planning, implementing cycle I, implementing cycle II, and preparing reports (Burns, 2010). This research was conducted on students of the class X IPA-2 MAN 1 Pati in the odd semester of the 2019/2020 school year.

The subjects of this classroom action research were students of the class XII IPS-1 MAN 1 Pati in the odd semester of the 2016/2017 academic year. The data sources are students, researchers/teachers (researchers themselves). The type of data in this research is qualitative and quantitative. The qualitative data is the result of observing the activities of the researcher/teacher, through the researcher/teacher observation sheet and student activity through the student observation sheet (Silverman, 1998). Quantitative data in the form of observations about students' cognitive abilities from the evaluation results (Muhartojoyo, 2007).

The data collection methods are: (1) Questionnaire, in the form of student responses to the application of the learning model, obtained from student questionnaires, (2) Observation, in the form of research implementation used to determine student activities during the learning process, obtained from student observation sheets, (3) Test, about the value of learning achievement after learning with the learning model, while the test is in the form of description questions (Creswell, 2014).

The analytical method is a qualitative analysis method used to analyze student activity data, data on learning achievement, and student interest data, in the form of student responses in learning through the TGT Model (Widhiastuti & Fachrurozie, 2014).

FINDINGS

1. Research Preparation

In conducting research it is necessary to conduct research preparation so that the results achieved are truly optimal. Some of the things that researchers need to do before conducting research are as follows: a) Conducting observations to identify problems through interviews with fellow teachers, b) Researchers ask permission from the principal to conduct research, c) Determine which The class is selected as
research subjects based on the consideration of fellow teachers, d) Making research instruments in the form of lesson plans, teacher observation sheets, student activity observation sheets, student worksheets and evaluation questions, e) Developing a questionnaire on student interest in the TGT learning model.

2. Research Implementation

This research was designed in several cycles, each cycle consisting of four stages, namely planning, acting, observing and reflecting. And if you have achieved the expected results, then the cycle is considered sufficient.

a. Cycle I

1) Planning

Planning in Cycle I consists of: (1) Planning the TGT learning model by making a lesson plan; (2) Preparing worksheets for students to be used to solve questions; (3) Preparing observation sheets; (4) Preparing the competency test questions that are given to these students which are evaluation questions.

2) Implementation

The implementation in Cycle I consists of: (1) The researcher/teacher explains the material according to the teaching plan and refers to learning using the TGT learning model corresponds to the steps in the worksheet; (2) The researcher/teacher divides students into several groups; (3) The researcher/teacher divides the questions into each group; (4) The researcher/teacher distributes worksheets in the form of steps in solving evaluation problems/questions; (5) The students conduct group discussions to solve the evaluation problems/questions; (6) The researchers/teachers go around guiding, supervising and helping students who have difficulty solving problems/evaluation questions; (7) The researcher/teacher motivates students to hold discussions in groups to find as much information as possible in solving the questions given; (8) The researcher/teacher invites one of the group representatives to come forward and present the results of their work in front of the class; (9) Other students pay attention and may ask questions if something is unclear; (10) The researchers/teachers evaluate the results of their work; (11) The researcher/teacher provides a competency/evaluation test.

3) Observations

From the observations made on the activities of students in groups in cycle I, the results were obtained in Table 1. Graphically, it can be seen in the following figure 2.

| No | Student Activity                  | Score | %   | Note  |
|----|----------------------------------|-------|-----|-------|
| 1  | A. Attention to teacher          | 72    | 50% | Enough|
| 2  | B. Cooperation in groups         | 71    | 49% | Enough|
| 3  | C. Asking between students       | 71    | 49% | Enough|
| 4  | D. Activeness in completing Quest| 72    | 50% | Enough|
| 5  | E. Student presentation skills   | 73    | 51% | Enough|

Table 1. Student Activeness in Groups of Cycle I
The activeness of students in the first cycle in participating in teaching and learning activities using the TGT learning model is still "low", obtaining a score of 16 out of a maximum score of 30 with a percentage of 53.33%.

The results of observations on the performance of The researchers/teachers in the first cycle obtained a score of 20 or 51.28% of the maximum score of 39 with the learning criteria "lacking" in conveying the material, but the beginning of the lesson could not motivate students so that in the learning process student activity was still lacking. The observation of the results of the competency test/evaluation cycle I is in Table 2.

Table 2. Evaluation Results Cycle I

| No | Evaluation Results | Score | %    |
|----|--------------------|-------|------|
| 1  | Average            | 7,14  | 71.44%|
| 2  | Highest Score      | 8,00  |      |
| 3  | Lowest Score       | 5,60  |      |
| 4  | Number of Students who completed | 17 | 47.22% |
| 5  | Number of Students who did not complete | 19 | 52.878% |
| 6  | Classical Completion|       | 47.22% |

Because the percentage of classical learning completeness has only reached 47.22%, it has not met the expected results from the completeness/success indicator.

4) Reflection

After observing the learning action, a reflection is made of the action that has been implemented. In the activities in cycle I, the following reflection results were obtained:

a) During the discussion, the teacher/researcher monitored the work of each group, but it was still not maximal and the guidance that the teacher gave to the group was still not evenly distributed, so that some groups could not solve the problems/questions well. The individual guidance also lacks attention, so there are students who are not involved in solving problems/questions. If done more optimally, the teacher will know the characteristics and weaknesses of students, so that students can understand the learning material at that time.

b) The teachers/researchers in fostering student motivation in order to foster student interest in the learning model process TGT is still not optimal.

c) The student attention to teacher explanations is still low.

d) In working on the questions, the students are still less active.

e) During the group work, the students are less able to interact with others.

f) The students are still reluctant to make presentations. The students are still pointing at each other to make presentations in front of the class.

g) The attitude of students in paying attention to presentations and peer opinions is still lacking.
h) The class calmness in learning is still not good or there are still many people who are busy alone. From the evaluation results in the first cycle obtained the highest value 8.00; the lowest value is 5.6; an average value of 7.14; 17 students who completed learning or 47.22%; and students who did not complete the study were 19 students or 52.78%; and obtained 47.22% classical learning completeness. From the results of cycle I, it means that the learning process has not been successful or has not met the classical learning completeness criteria. Therefore, it is necessary to carry out corrective actions that will be carried out in cycle II.

b. Cycle II

1) Planning
   1) Based on cycle I, researchers and teachers plan learning models TGT on the subject matter by making a lesson plan.

   2) Build worksheets for students. Worksheets given to the students are used to solve problems. Compile an observation sheet that will be used by researchers to observe the communication activities of students and teachers in learning using the TGT learning model.

   3) Develop competency test / evaluation questions.

2) Implementation
   a) The researcher/teacher explains the material according to the teaching plan and refers to learning using the learning model the TGT corresponds to the steps in the worksheet.

   b) The researcher/teacher divides students into several groups.

   c) The researcher/teacher gives questions to each group.

   d) The researcher/teacher distributes worksheets in the form of steps in solving problems/questions.

   e) The students solve problems in groups.

   f) The researchers/teachers go around guiding, supervising and helping students who have difficulty solving problems/questions.

   g) The researcher/teacher motivates students to hold discussions in groups to find as much information as possible in solving the questions given.

   h) The researcher/teacher invites one of the group representatives to come forward and present the results of their work in front of the class.

   i) Other students pay attention and may ask questions if something is unclear.

   j) The researchers/teachers evaluate the results of student work.

   k) The researcher/teacher provides competency test questions.

Table 3 Student Activeness in Groups of Cycle II
3) Observation

From the observations made on student activities in cycle II carried out in groups, the results were obtained in Table 3. Graphically it can be seen in the Figure 3.

![Figure 3. The Students’ Activeness in Groups of Cycle II](image)

The student’s activeness in cycle II in participating in teaching and learning by TGT learning model can be said that activeness increases to "moderate", obtaining a score of 22 or 73.33% of the maximum score of 30. The results of observations on the performance of The researchers/teachers in cycle II obtained a score of 29 or 74.36% of the maximum score of 39 with criteria "Enough".

Observation of the results of the competency test in cycle II obtained is in Table 4.

![Table 4. The Evaluation Results of Cycle II](image)

The classical completeness is only 72.22%. It means that it has not reached the classical learning completeness criteria, namely 75%.

3) Reflection

a) At the time of discussion the teacher/researcher monitors the work of each group, it is maximized and the guidance carried out by the teacher for the alms group is evenly distributed, so that several groups can solve problems/questions well. Individual guidance has been considered, so that all students are involved in problem solving.

b) The teachers/researchers in fostering student motivation in order to foster student interest in the process of the TGT learning model have been optimal.

c) The student's attention to the teacher's explanation has increased.

d) In working on the questions the students are active.

e) During group work, students can interact with others.

f) The students are not ashamed to make presentations.

g) The students' attitudes in paying attention to
h) The calmness of the class in learning is good. The result of data processing in cycle II shows that student activeness can be categorized as "moderate", with a score of 22 or 73.33% of the maximum score of 30. Meanwhile, the performance teacher's cycle II obtained a score of 29 or 74.36% of the maximum score of 39. From the results of the student evaluation in cycle II, the highest score was 8.40; the lowest score is 5.60; and an average value of 7.44. Students who complete learning are 26 or 72.22% and students who do not complete are 10 or 27.78%. From these results, it shows that there is an increase compared to cycle I, although it has not reached the classical learning completeness criteria, thus it is necessary to continue to the next action, namely cycle III.

c. Cycle III
1) Planning
   a) Based on the results of cycle II, researchers and teachers plan a learning model TGT on the subject matter by making a lesson plan.
   b) Building worksheets for students. The worksheets are given to the students to solve problems. Compiling observation sheet that will be used by researchers to observe the communication activities of students and teachers in learning using the TGT learning model.
   c) Developing competency test/evaluation questions.
2) Implementation
   a) The researcher/teacher explains the material according to the teaching plan and refers to learning using the learning model. The TGT corresponds to the steps in the worksheet.
   b) The researcher/teacher divides students into several groups.
   c) The researcher/teacher gives questions to each group.
   d) The researcher/teacher distributes worksheets in the form of steps in solving problems/questions.
   e) Students solve problems in groups.
   f) The researchers/teachers go around guiding, supervising and helping students who have difficulty solving problems/questions.
   g) The researcher/teacher motivates students to hold discussions in groups to find as much information as possible in solving the questions given.
   h) The researcher/teacher invites one of the group representatives to come forward and present the results of their work in front of the class.
   i) Other students may ask questions if something is unclear.
   j) The researchers/teachers evaluate the results of student work.
   k) The researcher/teacher provides competency test questions.
3) Observations

From the observations made on student activities in cycle III which were carried out in groups, the following results were obtained in Table 5. Graphically, it can be seen in Figure 4.

Table 5. Students’ Activeness in Groups of Cycle III

| No | Student Activity          | Score | %   | Remark |
|----|---------------------------|-------|-----|--------|
| 1  | A. Attention to teacher   | 135   | 94% | High   |
| 2  | B. Teamwork in groups     | 137   | 95% | High   |
| 3  | C. Asking among students  | 134   | 93% | High   |
| 4  | D. Activeness in completing questions | 129 | 90% | High   |
| 5  | E. Student presentation skills | 134 | 93% | High   |

Table 6. Evaluation Results of Cycle III

| No | Evaluation Results | Score | %   |
|----|--------------------|-------|-----|
| 1  | Average            | 8.84  | 88.44% |
| 2  | Highest Score      | 10.00 |     |
| 3  | Lowest Score       | 8.00  |     |
| 4  | The number of students who completed | 36 | 100% |
| 5  | The number of students who did not complete | 0 | 0% |
| 6  | Classical completeness |       | 100% |

The classical completeness has only reached 100%. It means that it has reached the classical learning completeness criteria, namely 75%.

4) Reflection

a) At the time of discussion the teacher/researcher monitors the work of each group, it is maximized and the guidance carried out by the teacher for the alms group is evenly distributed, so that several groups can solve problems/questions well. Individual guidance has been considered, so that all students are involved in problem solving.

b) The teachers/researchers in fostering student motivation in order to foster student interest in the process of the TGT learning model have been optimal.
The results of data processing in cycle III can be seen that student activeness can be categorized as "high", obtained a score of 28 or 93.33% of the maximum score of 30. Meanwhile, the performance teacher in cycle III obtained a score of 37 or 94.87% of the maximum score of 39. From the results of the student evaluation in cycle III, the highest score was 10.0; the lowest value is 8.00; and the average value is 8.84. There are 36 or 100% students who complete the study and there are no students who do not complete the study. These results indicate an increase in learning achievement in cycle III has reached the predetermined criteria, so there is no need to continue in the next cycle.

Table 7. The Comparison of Student Activeness in Groups

| No | Student Activity | Cycle I | Cycle II | Cycle III | Remark |
|----|------------------|---------|----------|-----------|--------|
| 1  | Pay attention to teacher explanations | 50% | 72.92% | 95.75% | Increase |
| 2  | Cooperation in groups | 40% | 73.66% | 95.14% | Increase |
| 3  | Asking between students and teachers | 40% | 73.61% | 93.00% | Increase |
| 4  | Activeness in completing questions | 50% | 75.00% | 89.98% | Increase |
| 5  | Student presentation skills | 51% | 72.22% | 93.00% | Increase |

Table 8 Cumulative Comparison of Cycles I, II and III
DISCUSSION

The discussion of the results of this study is based on the results of observations and is followed by a reflection in cycle I, cycle II and cycle III. In the first cycle based on observations made on the teacher, it shows that the teacher's performance is still in the "poor" category; It can be seen on the result sheet of teacher performance observation in cycle I that the score obtained is 20 or 51.28% of the maximum score of 39; in the second cycle it increased to be "sufficient" with a score of 29 or 74.36% of the maximum score of 39; and in cycle III it increases again to "good", with the acquisition of a score of 37 or 94.87% of the maximum score of 39.

The observations on student activity scores obtained from the observation sheet on student activity in cycle I, namely 16 or 53.33% of the score maximum 30; in cycle II obtained a score of 23 or 73.33% of the maximum score of 30; and in cycle III obtained a score of 28 or 93.33% of the maximum score of 30. These results indicate that student activity has increased in each cycle.

The results of observations on the discussion of each group also increased, the average score in the first cycle reached 49.9% in the category "fair"; in the second cycle it increased to 73.9% in the category "medium"; and in the third cycle it increased again to 92.9% in the category "high". This increase occurs because the guidance and actions that have been given by The researchers/teachers to The students are getting better and better.

The observations results of the evaluation in cycle I can be seen in the results of the evaluation of the competency test in cycle I, which shows the ability of students to solve questions, namely the average score is 7.14, the highest score is 8.0 and the lowest score is 5.6; 17 students who completed learning or 47.22% and 19 students who did not complete the study or 52.78%; classical completeness only reached 47.22%; in the second cycle obtained an average score of 7.44; the highest score was 8.4; lowest score 5.6; students; students who completed learning increased to 26 students or 72.22%; 10 students who did not complete were down or 27.78%; classical completeness increased to 72.22%. In the third cycle obtained an average score of 8.84; the highest score is 10.0; the lowest score was 8.0; students who have studied 36 students or 100%; and there are no students who do not finish learning; and classical completeness has reached 100%. These results have met the predetermined criteria, namely classical learning completeness must reach at least a percentage of 75%.

The results of the student response questionnaires showed that most students liked the TGT learning model, with a percentage of 83.14%, or the criteria "high". Rusman (2011:219) conducted research on the TGT learning model whose results showed that cooperative interactions had various positive effects on children's development. Thus, it can be said that the
learning model that can improve student achievement, so this learning model can be a solution for teachers to improve student learning achievement.

CONCLUSION
Based on data analysis from the results of research and discussion, it is concluded that the TGT learning model that has been implemented the students of class X IPA-2 at MAN 1 Pati in the odd semester of the 2019/2020 school year is as follows: (1) There is an increase in English learning achievement, after following the TGT learning model, this is shown from the results of the evaluation has increased with each cycle; (2) There is an increase in student activity in the TGT learning model, it is shown that student activity increases in each cycle; (3) Student responses to the implementation of the TGT learning model show a very good response (high category).

Based on the results of action research on The class X IPA-2 Students at MAN 1 Pati in the odd semester of the 2019/2020 school year, the researchers provided the following suggestions: (1) In the learning process there needs to be an approach and strategy that is in accordance with the material and condition of the student; (2) Learning model TGT should be applied by teachers, because with this learning it can increase students’ creativity and activeness, can motivate students to study hard, and can improve student achievement; (3) In the TGT learning model, the teacher as a facilitator should encourage students to be more active and motivated in learning; (4) Teachers should be more patient and cooperative in learning, especially in dealing with students who are less and difficult to accept lessons, and teachers must be clever in managing the class.

ACKNOWLEDGEMENT
The publication of this paper is inseparable from the guidance and support of various parties. Therefore, on this occasion the author would like to thank: 1) The Principal of MAN 1 Pati, who has provided facilities, guidance and encouragement for the implementation of this PTK, 2) Supervisor of MAN 1 Pati, who has provided guidance in the preparation of this action research, 3) All MAN 1 Pati teachers, who have provided assistance and encouragement in preparing this CAR, and 4) All parties who have assisted in the preparation of this action research.

REFERENCES
Arikunto, S. (2006). Prosedur Penelitian: Suatu Pendekatan Praktik, Edisi. Revisi VI. Jakarta: PT Rineka Cipta.
Burns, A. (2010). Doing Action Research in English Language Teaching A Guide for Practitioners ESL amp Applied Linguistics Professional Series. Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (V. Knight, J. Young, & B. Bauhaus (eds.); 4th ed.). SAGE Publications, Inc.
de Houwer, J., Barnes-Holmes, D., & Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. Psychonomic Bulletin and Review, 20(4), 631–642. https://doi.org/10.3758/s13423-013-0386-3
Implementation of Learning Models Team Game Tournament to Improve Students’ English Learning Achievement
