

**THE IMPLEMENTATION OF TEAMS GAMES TOURNAMENT METHOD IN
TEACHING WRITING TO THE TENTH GRADE OF MA MA'ARIF
NAHDLATUL UMMAH BANYUDONO PONOROGO IN ACADEMIC YEAR
2018/2019".**

THESIS



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OF PONOROGO**

2019

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THESIS

Presented To:

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In Partial to fulfillment of the requirements

For degree of *Sarjana* in English Department of Tarbiyah Faculty



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ABSTRACT

Ahsani , Lutfi. 2019. *The Implementation of Teams Games Tournament Method in Teaching Writing to The Tenth Grade of MA Ma'arif Nahdlatul Ummah Banyudono Ponorogo in Academic Year 2018/2019*". **Thesis.** English Education Department Faculty of Education StateIslamic College of Ponorogo (IAIN Ponorogo). Advisor Pryla Rochmahwati, M.Pd

Key Words: Teams Games Tournament (TGT) , Teaching Writing

Writing is one of the English skills that must be mastered by the students. there are many students feel difficult to master the writing skill. Teams games tournament give different way for student as a solution for the writing problem. Focus of research is to avoid a far-ranging discussion, this study focuses on preparation, presentation, evaluation, influence factors, strengths and weakness of teams games tournament in teaching writing to students of MA Ma'arif Nahdlatul in Ummah Banyudono Ponorogo

Statement problems of this research are (1)How is implementation of teams games tournament in teaching writing at MA Ma'arif Nahdlatul Ummah? (2)What are strengths and weaknesses of teams games tournament in teaching writing at MA Ma'arif Nahdlatul Ummah? (3) What Factors are Influencing of teams games tournament in teaching writing at MA Ma'arif Nahdlatul Ummah?

This research employed qualitative research design. The type was case study. Techniques of collecting data were observation, interview and documentation. Data analysis consist of data reduction, data display, and data verification

Based the research, it can be concluded;The implementation of TGT in teaching writing at MA Ma'arif Nahdlatul Ummah divided into three steps; preparation, application and evaluation. The teacher prepared the lesson plan, material. Presentation consisted of teacher presented material. Then student study in a team and do tournament between team. The evaluation consisted of the English teacher collected the score of the students from their attitude in class, result of team and tournament and the result of student's score from their worksheet. Second, strengths of TGT are student's more active in teaching process, easier to understand material, build student motivation to learn and build social character, cheap and just need simple media. Weaknesses of TGT are lack of time, minority of student, and some time happen dependent of student to other friend. Third, factor influence to teams games tournament are ability and knowledge of students. External factors are task structure, team size and method of assignment.

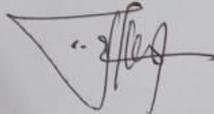
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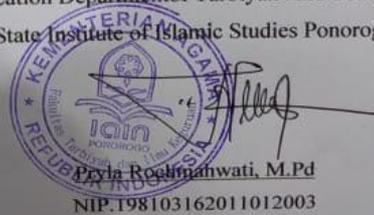


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Dengan sungguh-sungguh menyatakan bahwa skripsi yang berjudul *Implementation of teams games tournament in teaching writing to the first grade students of MA Ma'arif Nahdlatul Ummah academic year 2018/2019* ini secara keseluruhan adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian- bagian yang dirujuk sumbernya.

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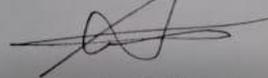
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CHAPTER I

INTRODUCTION

A. Background of Research

Language is an instrument that used by the people to communicate with one another. Language is a system of arbitrary conventionalized vocal, written or gestural symbol that enable member of a given community to communicate intelligibly with one another.¹ Everybody who lives in this world used a language to talk and to interact with people who live around them.

English is one of language in the world. The importance of English throughout the world in education, business, government and social situations continues to grow, despite the understandable desire of people to preserve their own native language.² For Indonesian students, English is a foreign language. As a means of international communication, English plays an important role in every field of work and study. It has become an important subject taught at schools. To provide the students with English learning as whole, the teacher has to present all language skills that are identified as listening, reading, speaking, and writing.

As one kind of language skills, writing can be defined as a hard skill at which to excel for many students. According to J.B. Heaton, writing skills are complex and sometimes difficult to teach, requiring

¹ Douglas Brown, *Principle Language Learning and Teaching* (San Fransisco: Pearson Education, 2000), 5.

² Peter Lucantoni, *Teaching and Assessing Skill in English as a Second Language* (New York: Cambridge University Press, 2006), 3.

mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.³ Composition skills include of written expression taught in isolation: capitalization, punctuation, grammar, vocabulary, word usage, sentence structure and writing, paragraph structure and writing⁴.

There are many factors causing the problem of the students' writing skills such as the students' interest, the material, and the media in teaching English. Today most school accept writing as a process, in contrast to the older of rule- bound product - oriented approach in which that the student writers and teacher correct in process environment. This arrangement of step steps is probably good description of what a writer might do in the development of a piece of writing , but what is often missing are the instructional strategies that guide the student toward the fulfillment of these step⁵. It's mean that students need a interesting method to give some motivation to learn and they can understood the material

MA Ma'arif Nahdlatul Ummah created interested teaching that can provide the students with a good learning atmosphere to take part actively in the teaching and learning process. One of interested teaching which used by teacher in MA Ma'arif Nahdlatul Ummah is teams games tournament (TGT). According Mr Tama as an English teacher in Ma'arif Nahdlatul Ummah, Formerly, students in Ma'arif Nahdlatul Ummah have low motivation to write English because they are afraid to make mistakes

³ J. B. Heaton, *Writing English Language Tests* (New York: Longman, 1989), 135.

⁴ Carrol Jones, *Curriculum based assestment* (USA : Charles Thomas Publisher, 2008), 140

⁵ Andrew Rothstein, *Writing as learning* (USA : Corwin press, 2007), 10

in write English. Besides, they are difficult to memorize the English vocabulary correctly⁶. To give solution of this problem, a teacher must create correct method to build motivation to the students to learn speaking⁷. Interesting method make students have a bravery to speak English. The interesting learning methods will make students have the courage to write English actively. With high courage and motivation, students have more opportunities to develop English writing skills. One of school that has an interesting method to improve learning motivation to write English and give opportunity to active in teaching process is MA Ma'arif Nahdlatul Ummah

One of the interesting method which used by teacher in MA Ma'arif Nahdlatul Ummah is Teams-Games-Tournaments. From the observation on December 9, 2018 at in MA Ma'arif Nahdlatul Ummah at first grades in English subjects, when the teacher used TGT method the students paid attention to the subject earnestly, actively asked question to the teacher and there is social interaction with a classmate in doing group work⁸

Teams-Games-Tournaments is a peer tutoring approach to cooperative learning. It is intended to be a supplement to on-going instruction. TGT involves the creation of teams containing of 5 students members. The teams are heterogeneous as to ability, age, sex, and other

⁶ Interview With Mr Tama at MA Ma'arif Nahdlatul Ummah 8 December 2018

⁷ Kenzie Brown, *Reflection Of Communicative Language Teaching* (Usa: Peter Publish, 2012), 23

⁸ Observation in MA Ma'arif Nahdlatul Ummah on 8 December 2018

relevant characteristics. If the class group includes handicapped students they should be represented on all teams as well⁹. This will give advantages in the overall process of teaching since the students' attention will be focused greatly on the activity to assure the success of learning. Besides that, TGT can improve cooperative environment in teaching process.

For these reasons, the writer argued TGT is one of alternative method to use in teaching English especially on writing. Then, in this research the writer wants to know the implementation of teams games tournament in teaching learning process. So, the writer takes the title *The Implementation of Teams Games Tournament Method in Teaching Writing to The Tenth Grade of MA Ma'arif Nahdlatul Ummah in Banyudono Village Ponorogo Sub- District for Academic Year 2018/2019*".

B. The Focus of Research

To avoid a far-ranging discussion, this study focuses on the implementation and the challenges of teams games tournament in teaching writing to the tenth grade students of MA Ma'arif Nahdlatul Ummah

C. Statement of the Problem

According to the background of the study and research focus, the writer formulates the problem as follows :

1. How is implementation of teams games tournament in teaching writing to the tenth grade of MA Ma'arif Nahdlatul Ummah iBanyudono Village Ponorogo Sub- District for Academic Year 2018/2019?

⁹ Libby goodman, *Time and learning in the special education classroom* (New York : New York press, 1990), 107

2. What strengths and weaknesses of teams games tournament in teaching writing to tenth grade of MA Ma'arif Nahdlatul Ummah in Banyudono Village Ponorogo Sub- District for Academic Year 2018/2019?
3. What factors are influencing the implementation teams games tournament in teaching writing to the tenth grade of MA Ma'arif Nahdlatul Ummah in Banyudono Village Ponorogo Sub- District for Academic Year 2018/2019?

D. Objectives of the Study

Concerning with the problem statements, this study has some objectives described as the following:

1. To describe implementation of teams games tournament in teaching writing to teams games tournament in teaching writing to the tenth grade of MA Ma'arif Nahdlatul Ummah in Banyudono Village Ponorogo Sub- District for Academic Year 2018/2019.
2. To describe strengths and weaknesses of teams games tournament in teaching writing to the tenth grade of MA Ma'arif Nahdlatul Ummah in Banyudono Village Ponorogo Sub- District for Academic Year 2018/2019
3. To describe influencing factors of teams games tournament in teaching writing to the tenth grade of MA Ma'arif Nahdlatul Ummah in Banyudono Village Ponorogo Sub- District for Academic Year 2018/2019

E. The Significance of the Study

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical significances

The result of reseach is expected to add the reference of teaching media which can be accessed by some educational practice. It can be contributed in developing the education quality especially for English subject.

2. Practical significances

a. For teachers

This study is expected to give teacher, particularly English teacher of MA Ma'arif Nahdlatul Ummah, an input concerned with the implementation of teams games tournament to improve teaching skill and increase the students' writing

b. For students

This study is expected to give students, particularly the first grade students of MA Ma'arif Nahdlatul Ummah in the academic year of 2018/2019, an awareness of increasing their writing skill.

c. For readers

This study is expected to give readers; particularly the students of English Department of IAIN Ponorogo, a reference

concerned with teaching strategy may be applied in teaching writing, particularly concerned with teams games tournament.

d. The Researcher

This research hopefully will be given and add the researcher's knowledge especially as the candidate of teacher so that the teacher is ready entering the education world.

F. Organization of the Thesis

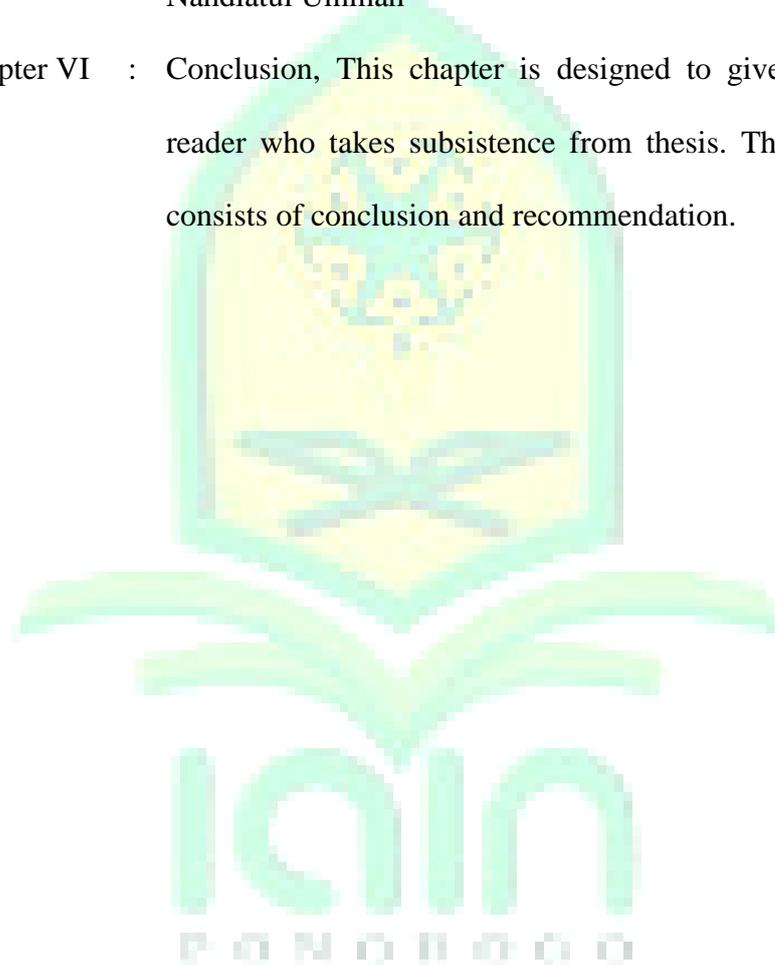
In organization of this thesis, it has purpose to easily understand the thesis. This thesis is divided in to five chapters. Those are:

- Chapter I : Introduction discusses about: background of the study, research focus, statements of the problem, objectives of the study, the significance of the study, and organization of the thesis.
- Chapter II : Theoretical analysis discusses about: writing, teaching writing, team games tournament
- Chapter III : This chapter consists of research methodology. In chapter contain of data, analysis and location of research
- Chapter IV : This chapter contains with serving of data that includes general data that is connected with research location that consists of vision, mission, and objectives of MA Ma'arif Nahdlatul Ummah , the establishing history geographical position, organization structure and

explanation of special data that consist of data about the reason of used TGT in teaching writing

Chapter V : This chapter contains with data analyzing of the reason of the effectiveness of implementation of TGT in teaching writing at tenth grade student of MA Ma'arif Nahdlatul Ummah

Chapter VI : Conclusion, This chapter is designed to give ease for reader who takes subsistence from thesis. This chapter consists of conclusion and recommendation.



CHAPTER II

REVIEW OF PREVIUOS RESEARCH AND THEORITICAL FINDING

A. Previuos Research

1. Name : Erna Kusumandari (UIN Malang)

The title : *Penerapan pembelajaran kooperatif TGT menggunakan puzzle untuk meningkatkan motivasi belajar biologi siswa kelas VIIIE SMP Negeri 2 Ngadirojo tahun pelajaran 2010/2011*

Statements of problem :

1. *Bagaiman Penerapan pembelajaran kooperatif TGT menggunakan puzzle untuk meningkatkan motivasi belajar biologi siswa kelas VIIIE SMP Negeri 2 Ngadirojo tahun pelajaran 2010/2011?*
2. *Apa kelebihan dan kekurangan pembelajaran kooperatif TGT menggunakan puzzle untuk meningkatkan motivasi belajar biologi siswa kelas VIIIE SMP Negeri 2 Ngadirojo tahun pelajaran 2010/2011*

This research is quantitative research. The collection of date use questioner. There same method to use the research but different lesson. The strength of this research is students have more motivation in teaching biology. Students more active in teaching process in the class. The weakness of this research is implementation of TGT need much time.

2. Name : Titik Dwi Rahayu from UNS

Title : *Penerapan pembelajaran kooperatif TGT dengan media TTS (teka-teki silang) untuk perbaikan proses pembelajaran biologi siswa kelas VIII SMP Negeri 7 Surakarta*

Statements problem :

1. *Penerapan pembelajaran kooperatif TGT dengan media TTS (teka-teki silang) untuk perbaikan proses pembelajaran biologi siswa kelas VIII SMP Negeri 7 Surakarta*
2. *Apa kelebihan dan kekurangan pembelajaran kooperatif TGT dengan media TTS (teka-teki silang) untuk perbaikan proses pembelajaran biologi siswa kelas VIII SMP Negeri 7 Surakarta*
3. *Apa factor yang mempengaruhi pembelajaran kooperatif TGT dengan media TTS (teka-teki silang) untuk perbaikan proses pembelajaran biologi siswa kelas VIII SMP Negeri 7 Surakarta*

The collection of data used observation, interview and documentation. There same method in teaching process but used different media. There are used TTS, in this research used card. The strength of this research is improving teaching process in additive and psychotropic material. The weakness of this research is some student not interest to active in teaching process.

The two research above focus in improve material of teaching process. The media that is used in teaching process such as puzzle and TTS, it can give fun teaching to student. This research has some others

advantage than two research above. This research also can give fun teaching to student in teaching process. Beside that, tournament in this research give more motivation student and over all their ability because all student try to the best for the team. Team in teaching process can build character of students. In a team, the student learn to mutually help, price the friend opinion and collaborate to get way of problem.

B. THEORITICAL FINDING

1. Teaching Writing

a) Definition of Teaching

Teaching is one of educative activities. Teaching is manner or ways to help someone to learn about something. Brown states, “Teaching is showing or helping someone how to do something, giving instructions guiding in the study of something providing with knowledge causing to know or understand”.¹⁰ Smith suggests as a definition ‘Teaching is a system of actions intended to produce learning’. Clarke suggests as a definition of teaching activities that are designed and performed to produce change in student (pupil) behaviour.¹¹ There is an assumption that teaching is a process of transforming knowledge to students. This is suitable with a statement of Prophet Muhammad “ *ajarilah anak-*

¹⁰ H. Douglas Brown, *Principles of Language Learning and Teaching* (San Fransisco: Longman, 2000), 7.

¹¹ Edgar Stones and Sidney Morris, *Teaching practice problem and perspective* (London : Methuen ,1972), 53

anak kalian berkuda, berenang dan memanah" (HR Sahih Bukhari/Muslim). From the statement, Prophet Muhammad ask to a parents teach knowledge or skill to their children.

Thus teaching is an activity of helping students how to learn the subject matter and guiding them to understand new knowledge. For this case, the teacher has to give students an opportunity to construct new knowledge. Students must be involved in the teaching process. On the other words, teaching is a process of helping students to understand new knowledge that they have never experienced and to achieve the better understandings of it.

b) Definition of Writing

One of the skills in English teaching is writing. Writing skills can be defined as a skill of communicating ideas through written symbols by organizing the ideas based on the rules of language system to convey meaning so that others can understand the message of the writer.

The simplest definition of writing given by linguist, in "Oxford Learner's Pocket Dictionary", writing means an activity of writing, books, articles etc in general written works of an author.¹² According to Manggie Sokolik as quoted by David Nunan,"writing is the mental work of inventing ideas, thinking about how to express them, and organizing

¹² *Oxford Learner's Pocket Dictionary, New Edition*, (New York: Oxford University Press, 2005), 502.

them into statements and paragraphs that will be clear to reader.”¹³This is suitable with a statement of Prophet Muhammad “*Sebaik-baik kamu adalah yang belajar Alquran dan mengajarkannya*” (H. R. Abu Daud, Tirmizi, dan Ibnu Majah). Learning of Al Qur’an are not only reading but also writing.

The writing process may be divided into three stages: planning, drafting, and revising.

a. Planning

Planning is any orderly procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

b. Drafting

Drafting is a procedure drawing up a preliminary sketch. As the second stage in writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

c. Revising

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing¹⁴.

c) Purpose of Writing

¹³ David Nunan, *Practical English Language Teaching* (New York: The McCraw-Hill companies, 2003),88.

¹⁴ James M. McCrimmon, *Writing With a Purpose* (USA: Houghton Mifflin Company, 1984), 10-11

There are many kinds of writing purpose such as:

- a. The purpose of *exposition* (or expository writing) is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion. The AP Language and Composition Exam essay questions are frequently set up as expository topics.
- b. The purpose of *argumentation* is to prove the salinity of an idea, or point of view, by presenting sound reasoning, thoughtful discussion, and insightful argument that thoroughly convince the reader. Persuasive writing is a type of argumentation having the additional aim of urging some form of action. Many AP Language and Composition Exam essay questions ask you to form an argument.
- c. The purpose of *description* is to re-create, invent, or visually present a person, place, event, or action so that the reader can picture that being described. Sometimes an author engages all five senses in description; good descriptive writing can be sensuous and picturesque. Descriptive may be straightforward and objective or highly emotional and subjective.
- d. The purpose of *narration* is to tell a story or narrate an event or series of events. This writing mode frequently uses the tools of descriptive writing¹⁵.

¹⁵ Barbara Swovelin, *English language and composition* (USA : Wiley Hoboken, 2006), 69

According to Krizner and Mandell in general terms,
writing for any of the following reasons:

a. Writing to Respond

When you write to *respond*, your goal is to discover and express your reactions to a work. To record your responses you engage in relatively informal, personal activities, such as brainstorming, listing, and journal writing. As you write you explore your own ideas, forming and reforming your impressions of the work.

b. Writing to Interpret

When you write to *interpret*, you explain a work's possible meanings. To do so, you may summarize, identify examples, or compare and contrast the work to other works or to your own experiences. Then, you may go on to analyze the work, studying each of its elements in turn, putting complex statements in your own words, defining difficult concepts, or placing ideas in context.

c. Writing to Evaluate

When you write to *evaluate*, your purpose is to assess a work's literary merits. You may consider not only its aesthetic appeal, but also its ability to retain that appeal over time and

across national or cultural boundaries. As you write, you use your own critical sense and the opinions of experts in the field to help you make judgments about the work.¹⁶

d) Type of Writing

a. Explanation writing

This type of writing will be familiar to some students. Many trade books and textbooks have sections that are organized by simple explanation. That means that writing begins with a main idea, details are given to support the main idea, and examples are given to illustrate the details. Although the main idea of a paragraph can be anywhere in the paragraph, or not even directly stated, most explanation writing that students will read or hear begins with a main idea. Explanation definition writing is one of the easiest

b. Descriptive Writing

Descriptive writing presents an object, a place, or a person in a way that creates a vivid impression in the reader's mind. The reader gains a rich, comprehensive, and detailed picture of what is being described. The writing also clearly conveys a mood, attitude, and/or perspective about the subject so that the reader feels part of the writer's experience. The organizational pattern that is typically used is to begin with a main idea, to add

¹⁶ Krizner and Mandell, *Fiction reading, reacting, writing* (Florida : Hartcourt Brace, 1994), 20

details, and to conclude with a summary statement. Writers often use their five senses as they consider their descriptions and use the literary devices of similes and metaphors to make their meanings more vivid.

c. Expository Writing

Expository writing provides information, gives directions, and explains a situation or event, details a process, clarifies, or defines. There has been an increasing interest in teaching expository writing in schools because so much of the print we read in life is one kind of expository writing, such as reading directions, manuals, text books, and memos. Letters can also be expository when they describe or explain a situation or event¹⁷.

d. Narrative writing:

The writer tells a story. The writer must grab the reader's attention with the first line of writing. The writer introduces readers to the characters and setting, states a problem, gives two or three events that lead to a solution, and describes how the problem was resolved. You could use narrative writing to write about your experience in a tornado.

e. Imaginative writing:

The writer uses her voice to create “make-believe” or something that is not real. The writer creates a new idea

¹⁷ Susan Lenski and Frances Fenbuggen, *Writing instruction and assessment for English language learner* (New York : Guilfor press, 2010), 93-95

or a new way to make readers think. The writer provides unusual details and surprises that no one else would think of writing. When you write a story that is fiction, you use imaginative writing.

f. Persuasive writing

The writer tries to convince readers to see things from his point of view or to change how readers think. The writer first states a problem and then provides a personal opinion supported by clear facts; information, and sensible thinking. The writer may suggest a plan of action. You would use persuasive writing to convince your parents to give you an increase in your monthly allowance¹⁸

e) Writing Process

In the writing in text, we need some process to write. There are some process in teaching writing:

a. Prewriting: Establishing Success Criteria

The assessment-based writing process begins with the students developing a clear understanding of the writing goal through the use of mentor texts, exemplars, or modeled writing.

¹⁸ Kathy Kirk, *Writing to Standar* (USA : Corwin Press, 2001), 32

The purpose of the prewriting stage is that students develop a key understanding of the piece of writing they will need to create.

b. Drafting: The Writing Process

During the drafting stage, the students are able to craft their own writing. There are a wide range of experiences that student ma explore when experimenting with new forms of writing. Through this stage, the teacher can use various levels of support to assist students in the creation of their writing.

c. Revising and Editing: Using Descriptive Feedback

Once students have had the opportunity to explore the writing form and draft a piece, the teacher provides descriptive feedback. This feedback is crucial for students to move forward in the writing process. There is no purpose in providing feedback on completed writing pieces (once the student has published the piece), since there is no room for making improvements at that stage.

d. Publishing: Sharing, Reflection, and Assessment

This final stage of the writing process includes sharing, reflection, and assessment of the student's writing. Students and teachers are able to measure the piece against the success criteria that were initially established. They can use the success criteria to form student-friendly rubrics that enable students to evaluate their work

f) Teaching Writing

Writing is an important part of language teaching as it also functions as an essential tool for learning in which students expand their knowledge of the language elements in real usage. The objective of the teaching of writing is:

a. As a means

Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself.

b. As an end

Other activities take as their main objective the writing itself. At the “micro level” they practice specific written forms at level of word or sentence (handwriting or typing, spelling, punctuation); at the “macro level” the emphasis is on content or organization.

c. As both means and end

A third kind of activity combines purposeful and original writing with the learning or practice of some other skill of content.¹⁹

In teaching writing, learning emphasizes on the way how students produce the specially required texts, classroom activities hold a crucial point to support the students' skill improvement. In activities teaching writing, students can be product some form of written, such as:

- a. Writing short linked sentence. Examples are short poems, and eventually short messages (e.g. postcards, message, and short paragraphs).
- b. Writing e-mails and word processing short pieces.
- c. Writing short letters. Writing formal and informal letters, making use of paragraphs within a very guided framework.
- d. Writing longer letters and texts (e.g. articles). Writing of a more personal nature, for which less initial guidance is given.
- e. Writing descriptive paragraphs. Writing paragraphs that go beyond factual information.
- f. Writing descriptive, free accounts. These are accounts that narrate events, in which students can show the ability to go beyond the factual by giving and justifying their opinions and describing their reactions to events.²⁰

¹⁹ Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), 162.

²⁰ Caroline Woods, *Teaching and Assessing Skills in Foreign Languages* (New York: Cambridge University Press, 2005), 73.

g) Principles for Teaching Writing

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course. These principles can be adapted to the many different learning situations.

a. Understanding students' reasons for writing.

The greatest dissatisfaction writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the students work. It is important to understand both and to convey goals to students in ways that make sense to them. Are the students required to take other courses? If so, which one? Will those courses require writing? If so, what kind of writing? Answering these questions will help the teacher to find a focus for the writing that is to be done in class.

b. Provide many opportunities for students to write.

Writing almost always improves with practice. Practice writing should provide students with different types of writing as well. Short responses to reading, journal entries, letter writing, poetry, or any type of writing found useful in class should be practiced in class.

c. Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect. Feedback should not entail "correcting" a student writing. In order to foster independent writers, teacher can provide summary comments that instruct students to look for problems and correct them on their own.

- d. Clarify for teachers, and for students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. One way to combat that feeling is to first develop for teacher about what is valued in student writing in classroom as a whole. To evaluate student writing, the teacher can develop a rubric, a kind of scoring grid that elaborates the elements of writing that are to be evaluated. This rubric should outline the weight of grammar and mechanics in relationship to content and ideas, as well as other features of writing that teacher find important. There are three general types of rubrics that can develop for assignments:

- 1) Non-weighted rubric. This type of rubric provides descriptions of writing quality by level across other writing criteria.
- 2) Weighted rubric. A weighted rubric is similar to the unweighted one, but it breaks the writing skill into categories and sub-categories.

- 3) Holistic rubric. A holistic rubric describes in general terms the qualities of excellent, good, fair, and unsatisfactory assignments.

Students can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable to read and what features distract from that enjoyment. This kind of discussion has two benefits: it not only gives students a voice in the evaluation of their own work, it also provides a common vocabulary with which the entire class can be discussing their writing and the writing of others²¹.

h) Goal of Teaching Writing

Good writing must be aimed at a target. Whether you are writing a grocery list or a novel, you should write for a purpose and to achieve a specific goal or set of goals²². A goal is a clear and concise statement that represents what will be accomplished as a result of the program. It is a global or broad statement describing the overarching purposes of the project or what will be achieved by conducting the proposed program²³. The goals of teaching writing are students can :

- a. Expressing idea and persuasive in written form
- b. Describing person , an objek , a place etc
- c. Defining concept or an idea and interpret it with example

²¹ Nunan, *Practical English*, 92-94.

²² William C. Sprueill and Dorothy E Zemach, *Writing and Grammar* (USA : McGraw-Hill Companies, 2001), 1

²³ Laura N. Gitlin and Kevin J. Lions , *Successful Grant Writing* (New York : Springer Publishing Company, 2008), 89

- d. Telling story and sequence of event
- e. Discussing or arguing a topic as an article
- f. Reporting an event, an experiment, or a scientific fact

2. Teams Games Tournament

a) Definition of Teams Games Tournament

Teams-Games-Tournament (TGT) is a structure for reorganizing the classroom into four- or five-member teams, each having members from all levels of achievement. A rank-ordering procedure is used to form teams of comparable ability. The teams sit together and regularly engage in peer tutoring sessions in preparation for TGT tournaments. Skill exercise games are played during weekly tournaments. They focus on the objectives being taught at the time. During the games, students compete individually as representatives of their teams against two or three other students of comparable ability.²⁴

In Holy Qur'an, Allah said "Dan (bagi) orang-orang yang menerima (mematuhi) seruan Tuhannya dan mendirikan shalat, sedang urusan mereka (diputuskan) dengan musyawarat antara mereka; dan mereka menafkahkan sebagian dari rezki yang Kami berikan kepada mereka. (QS. As Syuro :38). From this verse, Allah order to human to always working together.

²⁴ David L Devries, *Teams-Games-Tournament: The Team Learning Approach* (New Jersey: Educational Education Publication, 1990), 1

e) Implementation of Teams Games Tournament

a. Preparation

Step 1: Initial Decisions to Be Made

- 1) Is TGT suitable for your grade?
- 2) With what subject will you use TGT
- 3) With what class will you use TGT?
- 4) At what point in the unit will you introduce TGT?

Step 2: Making Up the Teams

- 1) Rank orders the students in the class.
- 2) Decide how many teams you will have.
- 3) Assign students to teams.
- 4) Make a master list of the teams and their members.

Step 3: Preparing Worksheets and Games

- 1) Decide if you will use prepared worksheets and games or make your own.
- 2) Reproduce materials.
- 3) Play the game yourself.

Step 4: Preparing the Tournament Materials

- 1) Game Score Sheets
- 2) Tournament Score Sheets
- 3) Team Summary Sheets²⁵

The Rules

²⁵ Ibid, 21

1. To start the game or tournament, shuffle the deck of number cards and place it face down on the table. Also place the answer sheet face down on the table. Decide who will be player number 1. Play proceeds in a clockwise direction from player number 1.
2. Each player, in turn, takes the top card from the deck, reads the item corresponding to that number aloud, and does either a. or b. below:
 - a. States that he or she does not know the answer and asks if another player wants to give an answer. If no one answers, the card is placed on the bottom of the deck. If another player gives an answer, he or she follows the procedure described under alternative b.
 - b. Answers the question immediately and asks if anyone wants to challenge the answer. The player to the left of the person giving the answer has the right to challenge first and give a different answer. If he or she passes, the next player to the left can challenge.
3. When there is no challenge, the player to the right checks the answer:
 - a. If the answer is correct, the player keeps the card.
 - b. If the answer is wrong, the player puts the card on the bottom of the deck.
4. When there is a challenge and the challenger gives an answer:
 - a. If the answer is correct, the challenger receives the card.
 - b. If the challenger is incorrect and the original answer is correct, the challenger must give up one of his or her other cards, if any, and place it on the bottom of the deck.

c. If both the challenger's answer and the original answer are wrong, only the card in play is placed on the bottom of the deck.

5. The game ends when there are no more cards in the deck. Each player counts up the number of cards he or she has and records this number as the score on the game score sheet. The player with the most cards is the winner.²⁶

1. Presentation

Day I: Introduce the Game

Lesson Background

The *purpose* of this lesson is teaching the students how to play the game. The lesson should take one class period and include the following activities: explaining the purpose of the game to be played, and playing as well as scoring the game. As to *materials* needed, only copies of the game will be required (remember you will need one copy for each of the three-person tables).

Instructions for the Lesson

1. *Set up (lie game.)* Before beginning the game session, you should: arrange the desks to form three-member playing tables: set game materials on each table and ask the students to sit at one of the tables²⁷.
2. *Introduce the game to players.* Explain the purpose and rules of the game. In explaining the rules, you might use a hypothetical group, examining each step of the game.

²⁶ Ibid 33- 34

²⁷ Ibid 38

3. *Play the game.* All students should play the game once. While they are playing the game, move from group to group, watching for confusion concerning the rules. After the students have completed the game, show the students how to calculate their final score.

Day 2: Review Lesson

The *purpose* of this lesson is to review (1) the concepts or skills being used in the game, and (2) the game itself. You might begin the lesson using items from the game (which students clearly had not mastered) as examples of important concepts or skills yet to be learned. Conclude the lesson by having the students play the game.

Day 3: Practice Tournament I

Lesson Background

The *purpose* of this lesson is to introduce the tournament structure to the students. Because the students will not be competing in this tournament as representatives of their teams, you should avoid using the word “team” in this tournament. The team competition component will be taught later. *Materials* required for this period are tournament table markers, game score sheets, copies of the game, and a rank order list of the students.

Instructions for the Lesson

1. *Assign the students to tournament tables.* After the class has started, assign the students to tournament tables as follows. Using the list of students by

rank order, assign the first three students to Tournament Table No. 1, the next three to Tournament Table No. 2, and so forth until all of the students have been assigned to a tournament table. If necessary, create one or two tables with two or four students²⁸.

2. *Introduce the tournament to the students.* In your *introduction*, you might say the following: Over the next several weeks, we will be playing a tournament in this class. Each of you will be assigned to a tournament table, where you will compete against two other students. Sometimes, you may be competing against only one other student, or you may be competing against three other students.

During the tournament, you will play a game, similar to the game we have been playing for the past two days. In today's Practice Tournament, you will play that same game again. Today, we will try to play two, and possibly three, rounds of the tournament. When most of the groups have finished playing the game, I will call time. Then, we will add up the scores and see which players will move.

3. *Play the tournament.* At the end of the first game (allow about 15 minutes), have the students complete one of the game score sheets, shuffle the cards, and continue with a second game. At the end of the second game, follow the same procedure as above. If there is insufficient time for a third round of the tournament, have the students begin another game at the same tournament table.

²⁸ Ibid 40

If a student is late for the start of the tournament, assign the student to a table where he or she will be competing against students with a comparable achievement level. This may mean placing the student at a table where there are already three players, but it is better to do this than to assign the student to a table where he or she would have a great advantage or disadvantage with respect to the other players who were initially assigned to that table.

- b) *Collect the game score sheets.* Make sure you have a completed game score sheet from each table for each round that was played during the period

Day 4: Team Practice Session

Lesson Background

The *purpose* of this lesson is to have the students work in small groups. Such small-group work is important because (1) it gives students the opportunity to tutor their peers, and (2) it allows for a structured practice time for the tournament that will be held on Day 5. The *materials* required are (1) a list of teams (duplicate one copy for each student). (2) a worksheet (one copy per student), and (3) copies of the game. The worksheet can be of any format but should contain items similar to those on the game and should be related to the curriculum unit under study.

Instructions for the Lesson

- I. *Set up the classroom.* Since the students will be working in groups of four, for the most part, arrange the desks in the classroom to accommodate four students. You might want to consider assigning the teammates permanent seats that are adjacent; this will facilitate their interacting and helping one another with assignments other than those that come on the Team Practice Session days²⁹.
2. *Introduce the students to the idea of teams.* Teacher is dividing the class into heterogeneous teams. The aim here is to make the teams as balanced as possible.³⁰ In your introduction, you might say the following: Over the next several weeks, while we are playing the tournament in this class, you will compete with the other students as a representative of a team. Yesterday, when we played the tournament, you competed as an individual. When we play again, and you compete as a representative of your team, your score will be used to determine how many tournament points you earned during the round. These tournament points will be added to the points the other members of your team earned to get a team score. All the winners at a table will receive the same number of points, all the middle scorers the same number of points, and all the losers the same number of points. Everyone will receive some points; no one will receive a zero. So, it may be possible for all the members of a team to earn the same number of points. For example, each member of your team

²⁹ Ibid 42-43

³⁰ Ricard Sagor and Jonas Cox, *At-risk Student reaching and teaching them* (USA : Eye On Education, 2004), 137

was a winner at his or her tournament table, and then your team would have a high score for the day.

Every week the teams will have a chance to work together to practice and help each other get ready for the tournament. Today, I am going to assign you to teams. Then, you will have some time to work together as a team and prepare for the tournament that will be held tomorrow.

3. *Assign the students to their teams.* Distribute the duplicated copies of the list of teams.
4. *Assign the teams to seats.* Tell the teams where they should sit.
5. *Distribute the worksheets and tell the students what they should do.*

When you distribute the worksheets, you should make certain that you mention how the groups are to work together and how the task is related to the game. For example, you might want the students to complete the worksheet independently, and then discuss their answers with their teammates. You might want the students to divide the responsibility for completing the task. You simply might want the students to complete the assignment as a group. Whatever procedure you recommend, make sure that the teammates will have an opportunity to work together at some point and to be either a “teacher” or a “learner” at some point during the period³¹.

³¹ Devries, *Teams-Games-Tournament: [the team learning approach](#)*, 43-44

- c) *Work with?? Individual students or individual teams.* The group then does a series of worksheets and group activities, after which they play games to display/check for mastery of material³². While the teams are working on the worksheet, you should circulate about the classroom. Give the teams assistance in starting the assignment. Then, take this opportunity to work with students whom you know could benefit from individualized instruction. Also, since students are usually not used to working together, you should encourage specific high-achieving students who are not helping their teammates to do so³³.

Day 5: Practice Tournament II

Purpose of the Lesson

The *purpose* of this lesson is to begin the tournament competition in which team members compete as representatives of their team. It is called a Practice Tournament because the scores will not be used in calculating the season's score for the teams and the team members. The scores from the Practice Round will give the team members some idea of where they stand in relation to the other teams and will give them some incentive to help each other during next week's Team Practice Session.

Time Required for the Lesson

³² Deboraz blaz, *Teaching Foreign Language in The Block* (New York : Eye On Education, 1998), 116

³³ Devries, *Teams-Games-Tournament: [the team learning approach](#)*, 44

One class period is required.

Materials required for rite Lesson

1. Decks of Number Cards--one for each table
2. Game Score Sheets—one for each table
3. Copies of game and answer sheet—one for each table
4. List of tournament table assignments and directions for assigning team members to tables *Instructions for the Lesson*

- I. *Set up the tournament tables.* Provide each tournament table with a set of game materials and a game score sheet³⁴.
2. *Assign the students to tournament tables.* The tournament begins with the assignment of students to tournament tables from their four- to five-person heterogeneously grouped teams.³⁵ After the class has started, assign the students to tournament tables according to the assignments you prepared earlier. If a student is absent or late, make adjustments; but make sure that any adjustment places a student at a table where he or she will compete with students of comparable achievement level and who are on different teams. If necessary, create one or two tables with two or four students.
3. *Introduce the tournament to the students.* In your introduction, you might say the following: Today you are going to compete in the tournament as a representative of your team. We will consider this first tournament to be a Practice Round and will not Count the scores toward the season's total.

³⁴ Ibid 46

³⁵ Walter G Stephan and W. Paul Vogt, *Education Program to Improving Intergroup Relationship* (New York : Teacher College Press, 2004), 62

However, the scores from today's tournament will be used to determine at what table you will play next week.

Each day on which you play the tournament will be one round in the tournament. You will stay at the same table for the entire period and will play the game as many times as you can. So, if you do not do very well in the first game, you will have a chance to play it again during the period and improve your score for the day. Likewise, if you win the first game, you could lose the next game. So, be careful.

At the end of the period, we will total the points you have received.

4. *Play the practice round.* Have the groups play the game as many times as they can during the period. When the period is almost over, have the players figure out the number of points they have for the game they are playing (if they have not finished). Make sure the players complete the game score sheet at the end of each game.
5. *Calculate game scores and tournament points.* Have the students add up the scores they won in each game and fill in their day's total on the sheet. Have them calculate tournament points as indicated in Figure 8 and fill in the tournament points in the space provided on their game score sheets.
6. *Collect the game score sheets.* Explain to the students that the scores determine how many points they earned for their team.³⁶
7. *Figuring team scores.* After you have collected the game score sheets and checked to be sure that the "Day's Total" scores have been correctly

³⁶ Devries, *Teams-games-tournament: [the team learning approach](#)*, 46-47

transformed to tournament points. The points scored by the individuals at the tournament tables will be added to the overall team score.³⁷

. c. Evaluation

Various definitions of evaluation have been offered over the years. While each definition takes a slightly different view of evaluation, they all share important commonalities. First, evaluation is viewed as a systematic process. It should not be conducted as an afterthought: rather. It is a planned and purposeful activity. Second, evaluation involves collecting data regarding questions or Issues about society in general and organizations and programs in particular. Third Evaluation Is a process for enhancing knowledge and decision making whether the decisions are for improving or refining a program, process, product, system, or organization or for determining whether or not to continue or expand a program³⁸.

Evaluation of this research use written evaluation. First, evaluation takes of result of games and tournament. Second, evaluation does individually through test of material. Besides that, participation when teaching process also gives additional number of evaluation.

f) Element of Teams Games Tournament

³⁷ Walter G Stephan and W. Paul Vogt, *Education Program to Improving Intergroup Relationship*, 63

³⁸ Hallie Presskill and Darline Russeft, *Building Evaluation Capacity* (USA : Sage Publication, 2005), 1

The TGT structure embodies both competition and cooperation in a way that promotes peer group rewards for academic achievement. It does this by altering the social organization of the classroom in two ways. First, it creates interdependency among students. Second, it makes it possible for all students, despite different learning rates, to have an equal chance to succeed at an academic task. To help us understand how TGT works in the classroom, each of its three basic elements will be described briefly.

a.Teams. Students are assigned to four-member teams. Within each team, there are students from all achievement levels. Ideally, each team has one high-achieving student, two average-achieving students, and one low-achieving student. However, the average achievement of each team should be approximately equal. During the time when TGT is used, preferably a semester, the membership of the teams remains intact. Each team has one or two practice sessions each week during which teammates tutor each other on classroom work.

b.Games. Skill-exercise games are played during weekly tournaments. They focus on the objectives being taught at the time.

c.Tournament. Over a period of time, the students play the game at least once a week. Teams do not compete as teams; rather, each team member is assigned to a tournament table to compete against two other students, each representing a different team. At any tournament table, the three students are roughly comparable in achievement level. The tournament tables are

numbered and arranged in a hierarchy, with Table No.1 the top table. At the end of the period, the players at each table compare their scores to determine the top scorer, middle scorer, and low scorer. The game scores are converted into points, with a fixed number of points assigned to the top scorers, middle scorers, and low scorers at the various tables: there is also a provision for assigning points in case of a tie.

The points that the players earn are used in two ways. First, they determine who will be “bumped” up to the next highest table in the hierarchy, who will be “bumped” down to the next lowest table, and who will remain at the same table the next time the tournament is played. Second, a player’s points are added to those that the other members of the player’s team earn to compute a team score. The individual and team scores are ranked and listed in a tournament news letter, copies of which are distributed to the class the day following the tournament³⁹

C. Teams Games Tournament in Teaching Writing

Teams games tournament is a flexible method. It can apply for some material of English. Beside suitable for some material of English, this method gives suitable for some skill of English. Teams-Games-Tournament is the same except that instead of taking quizzes, students are drawn from their Student Teams Achievement Division teams to play games and show their academic mastery of a particular subject matter in tournaments held each week. Students from different teams who have demonstrated

³⁹ Devries, *Teams-Games-Tournament: the team learning approach*, 3- 5

comparable performance in the past are pitted against each other in groups of three. In Teams Games tournament on basic reading activities, comprehension, and writing in cooperative groups similar to Student Teams Achievement Division Teams⁴⁰



⁴⁰ Ricard C Atkinson and Greg B. Jacson, *Research and Education Reform*(Washinton: National Academi Press, 1999), 40

CHAPTER III

RESEARCH METHOD

1. Research Approach

The research approach is a way of thinking the researcher about how the research form was made and how the research will be done. In this research, researcher use qualitative research. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives⁴¹. From these theories, Qualitative research is a study aimed at describing and analyzing the phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups

This research explains how the application of a teaching method (TGT) applied in a class. This study describes the application of TGT based on direct observation of the researchers in the class when this method is used. Researchers only observed the application of structured dyadic method without affecting the application of the method.

2. Researcher's Role

⁴¹ Helle Nergard, *Handbook of Qualitative Research* (USA: Edward Elgar, 2007), 5

Researcher's role may vary depending on whether the focus of the study is specific or diffuse.⁴² The role of researchers in this study to observe the application of structured dyadic method is necessary, therefore the presence of researchers is needed because as a direct observer.

According to definition above, the role of researchers in this study is to observe and record all events in place of research; therefore the presence of researchers cannot be represented.

The researcher come to the research location to observe the application of teaching method, and then record the phenomenon that happened in that class. In addition, researchers also observed factors that influence in this method.

3. Research Location

Location of MA Ma'arif Nahdlatul Ummah is Jarakan village, Babadan district, Ponorogo regency. MA Ma'arif Nahdlatul Ummah is one of the public high schools in Babadan sub-district. This school became one of the favorite schools in ponorogo city. This is because this school produces outstanding students every year. In addition to the road to the school is very good, can be passed all the vehicles, making it easier for students to learn.

This research was conducted at MA Ma'arif Nahdlatul Ummah Ponorogo. The reasons for selecting the school are:

⁴² Catherine Mrashall, *Desaign Of Qualitative Research* (USA: Sage Publishing, 2011), 114

- a. TGT used in school, particularly in teaching English.
- b. The school is reachable. It enables the researcher to conduct the research more effectively.

D. Data Source

The data source is the person or object that provides the data naturally to the researcher. According to Aep Saiful Hamdi," The data source is a reasonable situation, meaning that the researcher collects data based on reasonable observation, as the data produced is natural, without being deliberately affected",⁴³

The data sources in this research are:

- 1) Human, including Head master, English teachers, and seven of tenth grade students.
- 2) Non human, including documents from TU of MA Ma'arif Nahdlatul Ummah Ponorogo (vision, mision and goal, geographical location, organization structure, condition of teachers and students, facilities and infrastructure) and photos about process of implementation TGT methods in teaching speaking at MA Ma'arif Nahdlatul Ummah

E. Technique of Data Collection

This research applies a qualitative approach. This research used observation, interview and documentation to collect the data. According

⁴³ Aep Saipul Hamdi dan Bahrudin, *Metode Penelitian Kuantatif Aplikasi Dalam Pendidikan* (Yogyakarta : Depublish, 2014), 9.

to Cristine Daymon , “Qualitative methods will use data taken through interviews, field observations, or existing documents”⁴⁴

a. Observation

Observations are common in many types of qualitative research, such as in case studies, ethnographies, and qualitative action research studies. Observations take place in the setting where the phenomenon of interest, naturally occurs rather than a location designated for the purpose of interviewing⁴⁵

By doing observation, the researcher will know the process of implementation of TGT methods in teaching speaking to ten grade students of MA Ma’arif Nahdlatul Ummah academic year 2018/2019.

b. Interview

The method of interview is used very extensively in every field of social research. In interview, a social scientist or someone authorized by him for the purpose meets individuals to interrogate them about various things. An interview is a direct method of enquiry. The purpose of interview, however, is not to collect superficial detail about the interviewee but is rather to probe into the inner life of the interviewee. Therefore, the method of interview is direct as well as in depth study. The interview may be regarded as a

⁴⁴ Cristine Daymon Dan Immy Holloway, *Metode Riset Kualitatif Dalam Public Relation* , 67.

⁴⁵ Sharan Merian, *Qualitative Research* (USA: Jose Base, 2016), 137

systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger⁴⁶.

This research used in depth interview. It means the researcher gives some question intensively about focus of the research. So, many data can be gathered maximally by this technique. There are some informants interviewed in this research. The researcher interviews head master, a English teacher, and seven of ten grade students of MA Ma'arif Nahdlatul Ummah about the implementation of TGT

c. Documentation

According to Ninit Alfianika, "Documentation is derived from the word document which means the written items. In carrying out the method of documentation, researchers investigate written objects, such as books, magazines, and so forth."⁴⁷

In this research, documentation is used to get the history organization structure, vision, mission, and goal, number of students and teachers of MA Ma'arif Nahdlatul Ummah . Besides, photos about process of teaching English using TGT

F. Data Analysis

Data analysis is an effort or a way to process data into information so that the characteristics of the data can be understood and useful for

⁴⁶ Rajendra Sharma, *Sociological Method* (New Delhi: Atlantic, 2008), 20

⁴⁷ Ninit Alfianika, *Metode Penelitian Pengajaran Bahasa* (Yogyakarta: Deepublish, 2016), 120.

solution problems, especially problems related to research. This activity is done to change the result data from research into information which later can be used in taking conclusion. Data analysis consists of:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription⁴⁸.

So data reduction is the process of collecting data related to the research. These data are collected thoroughly for selection at a later stage

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action⁴⁹.

So the data display collection of information that allows researchers to organize the preparation of data collection and taking action. Display is useful to help understand what's happening so that the researcher performs an analysis or subsequent action based on the content of the information.

3. Verification data

1. The third stream of analysis activity is conclusion drawing and verification⁵⁰. According to Yuana Agus, “peneliti yang

⁴⁸ Matew Miles And Michael Huberman, *Qualitative Data Analisis* (New Delhi: Sage Publlition, 1994), 10

⁴⁹ Ibid, 11

⁵⁰ Ibid 11

kompeten menyusun kesimpulan ini secara ringan, memelihara keterbukaan dan skiptis, tetapi kesimpulan masih tetap ada, dalam taraf permulaan dan samar- samar pada awalnya, kemudian menjadi eksplisit dan tertanam”⁵¹.

From the above theories, the third stage of data analysis is data verification or conclusion. This verification draws a conclusion from all of the previously collected research data

G. Checking of Data Validity

For the qualitative researcher validity is not focused on the data collection instrument because the researcher is, for all practical purposes, the instrument. Instead, validity has to do with the extent to which data can be corroborated and this is generally attempted by one of two ways. Triangulation involves the use of multiple sources or multiple approaches to see if the same pattern or conclusions would be drawn from the data.⁵²

In qualitative research, the credibility of data is vetrificated using diligence observation and triangulation. The diligence observation in this research is to do intensive observation toward it the effectiveness of structured dyadic method in teaching speaking at ten grade of MA Ma’arif Nahdlatul Ummah

This research uses triangulation technique as a source. It means the researcher uses the way:

⁵¹ Yuana Agus Dirgantara ,*Pelangi Bahasa Sastra Dan Budaya* (Jakarta : Garudhawaca, 2012), 65.

⁵² David Royse, *Research Method In Social Work* (USA: Thompson, 2008), 156

- a. The comparison between result of observation of implementation of Structured dyadic method in teaching speaking especially ten grade of MA Ma'arif Nahdlatul Ummah in academic year 2018/2019 and result of interview with Head master, English teachers, and tenth grade students.
- b. The comparison between public opinion (Head master and seven of ten grade students) and individual opinion (English teacher)
- c. The comparison between result of interview with English teacher, students of MA Ma'arif Nahdlatul Ummah and related document.

H. Research Procedure

In this researcher, there are four procedures of research that will do:

- a. Pre – research phase. Those are: arrange structure of research, choose the place of research, get license letter, observe place condition of research, choose and use informant, prepare equipment of research.
- b. Research phase. Those are: understand background of research, enter into research field, and join in the research with collection of data.
- c. Data analysis phase. Those are: as long as analysis and after collection of data.
- d. Speaking of report research phase.⁵³

⁵³ *Ibid.*, 185-103.

CHAPTER IV DESCRIPTION DATA

A. Description of General Data

1. The Brief History of MA Ma'arif Nahdlatul Ummah

Motif of education in Madrasah MA Ma'arif Nahdlatul Ummah emphasize on deepening religious knowledge, general knowledge, and mastery of skills.

In implementing the work school program, established job description and personnel, from the principle, the heads of business, class caregivers, teachers, professionals and builders extracurricular events. The implementation of school work program involves the whole of system work according to the distribution of work (Job description).

MA Ma'arif Nahdlatul Ummah is the favorite school in Babadan and surrounding districts . It's evidenced by the many students who come from the region. In addition, Madrasah Aliyah Al-Mukarrom also has a lot of superior activities which is specifically planned to increase and improve the quality of students, school, and teachers.

2. The Geographical Place

Researcher will provide general information of MA Ma'arif Nahdlatul Ummah School identity:

1) School name : MA Ma'arif Nahdlatul Ummah

- 2) Address : Jarakan village
- 3) District : Ponorogo
- 4) Province : East Java

This school is located in very strategic area which is precisely located on the north side of songgolangit market. This school is very easy to reach by private and public transportation because it's located on transportation routes out of town.

3. The Vision and Mission

a) Visions

Believing, obeying, knowledge, and technology.

b) Mission

- 1) To study and educate effectively. So that all students can develop optimally according to their potential.
- 2) To grow appreciation of education and religious teaching of Islam to be a source of wisdom in the act.
- 3) To cultivate a spirit of excellence in the school community optimally.
- 4) To encourage and assist students to recognize their potential, so that it can be developed optimally.
- 5) To embed participative management involving the entire community and school committee.

- 6) To encourage and guide students to perform prayers in order, good character and implement Islamic law of Ahlu Sunnah Waljamaah.

4. The Structure of Organization

The Structure of Organization of MA Ma'arif Nahdlatul Ummah can be seen in the appendices.

5. The Condition of Teacher and Student

a) The Condition of Teachers

Staff of the teacher that be worked at MA Ma'arif Nahdlatul Ummah are 44 people. They consist of a headmaster, his name is Ahmad Kirom, 29 people of the teachers are male, and 15 people of the teacher are female. The education backgrounds of the teachers at MA Ma'arif Nahdlatul are varieties.

b) The Condition of Students

The students are important part that is necessary. It is important duty for give some attention of them. MA Ma'arif Nahdlatul Ummah 3 classes. They consist of a classes for each grade. Each class consists of 35 up to 40 students. So, there are totally more less 120 students.

6. The School Facilities and Infrastructures

The infrastructures are all about which is necessary for the school activity. It means that, the infrastructure can be used for educational program. The examples of infrastructure are:

- 1) The building for administration activity
- 2) The building for teaching and learning activity
- 3) The building that support school activity like library, sport field, UKS, computer room, and park area.

The school facilities and infrastructure of MA MA Ma'arif Nahdlatul Ummah can be seen in appendices.

B. Description of Specific Data

1. Implementation of Team Games Tournament in Teaching Writing at MA Ma'arif Nahdlatul

Based on the results of the interview with the teacher, there were several preparations for implementing this method. According to Mr Ali Tamam, in practice of TGT, there are several reasons of teacher behind the use of teams games tournament in teaching writing.

The tenth reason is improving achievement. Writing skill are need memories to apply such as vocabulary and grammar. The second reason is building student attitudes. The third reason is creating student peer tutoring. Through use of team games, TGT fosters active tutoring among students. Particularly within their teams, students show an active and positive concern for each other's team progress in the class. The fourth reason is learning to understand the outside world. The fifth reason is removing different background of student. TGT can reduce the natural social barriers present in classrooms which include students from a variety of backgrounds.⁵⁴

Based on observation, TGT is very interesting to apply in teaching process. TGT gives some advantages in teaching process. Besides, TGT gave positive influence for student and teacher. Interesting and unique

⁵⁴ Look at Interview Transcript number: 01/1-I/F-1/5-I/2019

method is a suitable method to apply in teaching process. A teacher can combine this method. The flexible also a reason to apply this method.

In practice Teams Games Tournament in Teaching Writing at MA Ma'arif Nahdlatul need some steps such as preparation, implementation and evaluation. The Preparation are explained by Mr Ali Tamam as follow:

In Preparation, we need some goals of team games tournament in teaching writing. Generally, the goal of teaching writing are student can expressing idea and persuasive in written form, describing person, an objek or place. Material of team games tournament in teaching writing. Material that use in this research is from LKS. The title of material is "seven killed in accident on jalan Sutan". Strategy that is used in this research is discussion and quiz. Discussion is used when team games activities. Student discussed about material together. Evaluation of team games tournament in teaching writing to evaluate, teacher uses process and result of lesson. The evaluation of this research is following two steps. Tenth step, collecting result of teams games and tournament and student participation. Second step, teacher adds the result of team games and tournament with individual writing assignment. This result of all steps above is used as daily assignment⁵⁵.

Before the student starting the lesson, preparation is very important done by the teacher. It makes the learning process become more organized.

The steps done by Mr Ali Tamam are:

The tenth is preparing lesson plan. Lesson Plan is used to describe the implementation of the technique in learning process. The second is preparing material. The material come from text book or non text book (article, video, cartoon and picture). In preparing material the teacher also need design and quantity of team. Third, a teacher needs some desk of cards that use in tournament, score sheet and answer sheet. The fourth is preparing students task. The fifth is preparing student evaluation. All of these steps are done by the teacher because all of this are component that supporting teaching

⁵⁵ Look at Interview Transcript number: 02/1-I/F-2/5-I/2019

learning process.. So that when the students entered to class, the teacher can be soon starting the lesson⁵⁶

Making preparation is not easy, teacher must prepare material , media, strategy, and evaluation. Some time teacher forgets to bring preparation. So, a teacher always prepares all of preparation one day before practice. A good preparation is a preparation can support material to understand student. The assignment of teacher not only in teaching and evaluation, but also before teaching process a teacher must make preparation.

According Mr Ali Tamam, the presentation of team games tournament are:

Tenth Day, to start the lesson, teacher is greeting to the students. Then, checking the students to know who was absent. After giving apperception, teacher gives material to the student. Second Day, to start the lesson, teacher is greeting to the students. Then, checking the students to know who was absent. Teacher review the material that was given at yesterday. Teacher give review lesson at begin of lesson today. Continuing of review lesson, teacher give instruction to student about team. Teacher asks to student to count from 1 until 5 or 6. After students have finished counting, teacher asks students to join with their friend that has same number. After teacher is dividing the class into heterogeneous teams, teacher gives instruction say following: “ We are playing the tournament in this class, you will compete with the other students as a representative of a team. You will have some time to work together as a team and prepare for the tournament”. When all students are ready to play the team games, teacher assigns the students joining with their teams and distribute the duplicated copies material. The tournament begins with the assignment of students to tournament tables from their four- to five-person heterogeneously grouped teams. Each player counts up the number of cards he or she has and records this number as the score on the game score sheet. The winner is the player with the most cards⁵⁷

⁵⁶ Look at Interview Transcript number: : 03/1-I/F-3/5-I/2019

⁵⁷ Look at Interview Transcript number: 04/1-I/F-3/6-I/2019

According Niwang Widiastuti, a student of tenth grade of MA Ma'arif Nahdlatul Ummah

Here are sad and fun. Teacher divided us to some teams. If we are to be winner, we are fun. If we are losing, we are sad. But teaching is not boring⁵⁸.

According Hari Akrima, a student of tenth grade of MA Ma'arif Nahdlatul Ummah

Teaching is to be funniest when we studied in teams, intimate with friend, exchange opinion with friend⁵⁹.

According Erma Maslifah, a student of tenth grade of MA Ma'arif Nahdlatul Ummah

Study is to be relax if we studied together with friends, more understand than study alone, some time we are ignorant to other friend.⁶⁰

To know the result of teaching and learning process, the teachers do evaluations for learning activities. According Mr Ali Tamam, is as follow:

The English teacher collected the score of the students from the attitude of the student while the teaching learning process, result of team and tournament process and adds with the result of student's score from the student's worksheet. Student worksheet is student make a simple news item individually. From student's worksheet, the teacher can evaluate the student's writing skill increased. The teacher also gives the students opportunity to repair their score through remedial test⁶¹.

According Niwang Widiastuti, , a student of tenth grade of MA Ma'arif Nahdlatul Ummah

In the tenth day teacher give material. The second day teacher review material. After giving conclusion about material, teacher ask to them to make team. Teacher gives copy of material and paper to write answer question. After we submit the answer, we make tournament consist of other member teams. We must answer question of card. The winner is a person gets most cards.⁶²

⁵⁸ Look at Interview Transcript number : 16/2-I/F-02/5-I/2019

⁵⁹ Look at Interview Transcript number : 17/3-I/F-02/5-I/2019

⁶⁰ Look at Interview Transcript number : 18/4-I/F-02/6-I/2019

⁶¹ Look at Interview Transcript number: 05/1-I/F-3/6-I/2019

⁶² Look at Interview Transcript number: 09/2-I/F-3/6-I/2019

According Hari Akrima, a student of tenth grade of MA Ma'arif Nahdlatul Ummah

Teacher discuss about last material. After that, teacher ask to them point of material. Then teacher ask to them to make team trough counting. We are learning together and answer question. After we have finished, we do tournament with other team, every member of teams compete with other team⁶³

According Erma Maslifah, a student of tenth grade of MA Ma'arif Nahdlatul Ummah

Teacher gives material. Next day, teacher review material. After that, we make team and learn together. We are answering the question. After we have finished, very member of team compete with member of other team⁶⁴.

Based on the observation, the teacher makes preparation of lesson. Teacher are preparing RPP for this lesson. Besides, teacher are preparing material that is used for lesson. The material is from LKS. Teacher are also preparing media that is used in lesson such as deck of card, answer sheet and some paper to write name of member teams. Teacher also makes students evaluation to measure student ability. If the preparation is ready, teacher goes to class

Condition of class is very clean. Every class has 38- 40 students. After giving apperception, teacher gives material about news item. A period of lesson process is 45 minutes. For today, teacher uses a period to give material through communicative teaching.

The second day, teacher uses 2 period of lesson process. To start lesson, teacher reviews material yesterday. Teacher gives some questions

⁶³ Look at Interview Transcript number: 10/3-I/F-3/6-I/2019

⁶⁴ Look at Interview Transcript number: 11/4-I/F-3//6-I/2019

to remember student about material. After reviewing material have finished, teacher asks to student makes teams that consist of 5- 6 students. Teacher gives a copy of material and paper to every teams and asks them to learn together and answer question. Student is very enjoying learning with their friend. After all teams submit the answer sheet, students make new team that consist of different member of other team.

Teacher gives a desk of card and answer sheet to every table. Student begins the tournament after teacher gives instruction. The time that is used for tournament about 15 minutes. When period of tournament is over, teacher calculates result of tournament. Teacher gives appreciation to winner teams and motivation to all teams. After this, she calculated process has finished, all student back to their sit. Teacher asks to student to make simple news item individually. After students submit their simple news item, they are breaking⁶⁵.

2. Strengths and Weaknesses of Teams Games Tournament in Teaching Writing at MA Ma'arif Nahdlatul Ummah

As a teaching method, TGT “works” for several strengths.

According to Mr Ali Tamam :

TGT uses only materials and equipment available in most schools even those whose budgets are limited TGT is easy to implement. It is designed to be used in 30- to 45-minute class periods, in any subject. Every teacher can use it because without something difficult to apply. TGT changes the way students study on academic tasks. Learning becomes social as student tutor one another and demonstrate their knowledge in public. TGT gives student motivation to learn. Student always try to do the best for

⁶⁵ Look at Interview Transcript number: : 01 / O /6-I/2019

the team. They have more spirit to understand material to get the best result. TGT builds social character to student. Through team games, student learn how to do social interaction, find solution together and mutually help for goal together⁶⁶

According to Niwang Widiastuti , a student of tenth grade of MA Ma'arif Nahdlatul Ummah

The teaching like this is very fun. We learn seriously but relax. We work test with friends. We can mutual help with friend, more intimate with friend. Through tournament, we challenge to be a winner, but condition is very fun⁶⁷

According to Hari Akrima, a student of tenth grade of MA Ma'arif Nahdlatul Ummah

We enjoy our study. Besides, we are not sleep when learning. Some time we are sleep in learning because just hear. We are more spirit in study because with friend, if we can do, we can ask to other friend. When tournament process, we have spirit to be winner⁶⁸.

According to Erma Muslifah, a student of tenth grade of MA Ma'arif Nahdlatul Ummah

This system of teaching is very fun, easier to understand material and intimate with friend. Through tournament, we are more spirit to learn⁶⁹

Teams Games Tournament also has some weakness. According Mr Ali Tamam , Teams Games Tournament has some weaknesses such as:

The system of team learning did not fit exactly with all English material , and a teacher needed to make sure that the material suitable with team learning. Lack of time as another problem with TGT. A teacher had to devote too much time to preparation. Although simple, preparation such as make deck of card and design of team need too much time. Implementation also need too much time if student has a misunderstanding about material. Because this is a team work, measurement of students' problems are not details. Teacher need

⁶⁶ Look at Interview Transcript number: 08/1-I/F-05/6-I/2019

⁶⁷ Look at Interview Transcript number: 13/2-I/F-5/7-I/2019

⁶⁸ Look at Interview Transcript number: 14/3-I/F-5/7-I/2019

⁶⁹ Look at Interview Transcript number: 15/4-I/F-5/7-I/2019

individual test to know student problem detail. Some time Student who has minority skill dependent to student has majority skill. This condition happens when they are not to their friend if they not understand. They just follow answer of their friend without understand of reason⁷⁰.

Based on interview, student is very enthusiasm in teaching process. They feel enjoy in teaching process. They can take and give information between student when team work. They can learn about character of their friend. They are look friendly when team work. Although purpose the tournament is to get the winner, student enjoy to do tournament.

For teacher, TGT save energy to teaching process in a day. Role of teacher is as facilitator for student. A teacher only gives additional instruction if student not understand. This method very simple to apply, only need media such as desk of card. It is expensive to apply

3. Factors Influencing Teams Games Tournament in Teaching Writing At MA Ma'arif Nahdlatul Ummah

There are some factors that influence in teams games tournament.

The result of interview with Mr Ali Tamam is as follow:

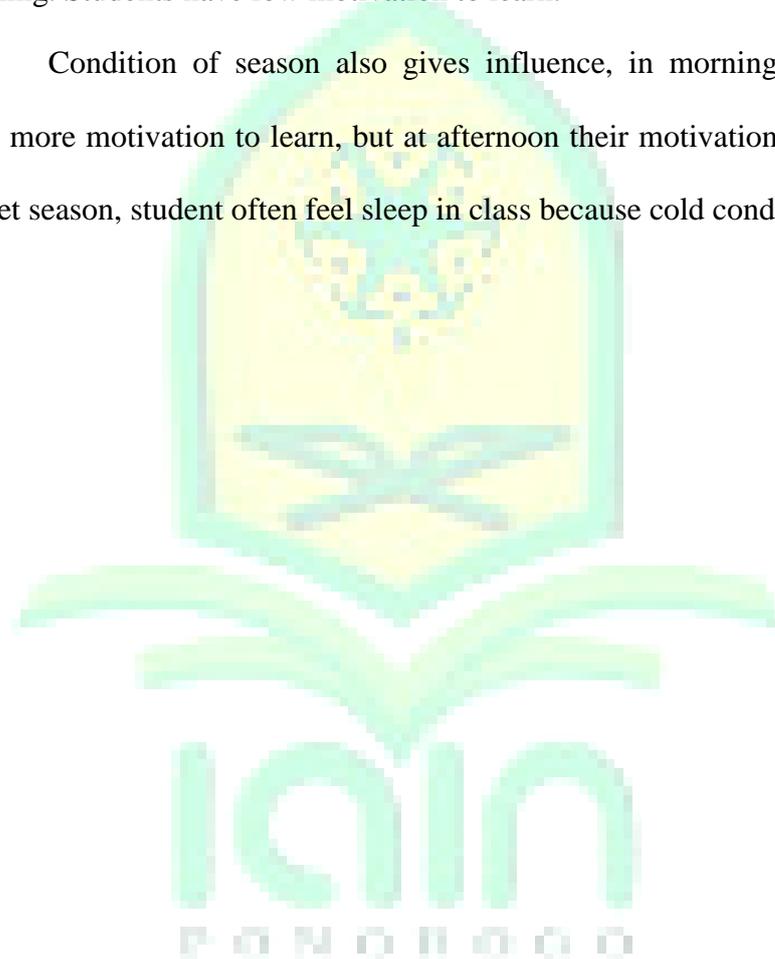
Such factors as task structure, team size, magnitude of reward, method of assigning students to team are certainly involved. The other factor of teams games tournament come from student. Character, ability and knowledge of student give influence to result of this activity. Enthusiasm of student also gives influence for success of this method. If student has high enthusiasm, this activity will get the good result⁷¹.

⁷⁰ Look at Interview Transcript number: 09/1-I/F-05/7-I/2019

⁷¹ Look at Interview Transcript number: 07/1-I/F-04/6-I/2019

Based on interview, factor in teaching process can be from teacher, students, and condition of teaching process. If a teacher can choose suitable concept, teaching process get positive practice. Condition of student also gives influence. If students fell enjoy, they can show their ability. Sometime internal problem of student give big influence in teaching. Students have low motivation to learn.

Condition of season also gives influence, in morning, students have more motivation to learn, but at afternoon their motivation decrease. In wet season, student often feel sleep in class because cold condition.



CHAPTER V

DISCUSSION

A. Analysis of Implementation Team Games Tournament in Teaching Writing At MA Ma'arif Nahdlatul Ummah

Teaching is a process of helping students to understand new knowledge that they have never experienced and to achieve the better understanding of it. To help the students in order to more understand the material is needed Method that can support teaching learning process. One of method that used by English teacher in MA Ma'arif Nahdlatul Ummah is Teams Games Tournament. The aim of TGT is helping student to understand lesson. TGT also builds social character between students.

In selecting the method of a teaching, a teacher must find the problems of teaching. Once teachers find problems, the teacher thinks of a solution of the problem. In selecting the method in teaching, Mr Ali Tamam uses the principle of problem solving.

There are several reasons of teacher behind the implementation of teams games tournament in teaching writing at MA Ma'arif Nahdlatul Ummah. The several reasons are improving achievement, building student attitudes, creating student peer tutoring, learning to understand the outside world, and removing different background of student

According Devries, as a teaching method, TGT “works” for several reasons. First, it capitalizes on the cooperative aspects of small groups, the motivational nature of instructional games, the competitive spirit of tournaments, and the students’ familiarity with all of these.⁷²

According Harfey F Silver, Ricard W. Strong, and Mattew J Perini, TGT work because it is the best of cooperation and competition, builds student learning through repetition and variation. TGT also uses a motivation-based scoring model⁷³

According practice and theory, teams games tournament can improve achievement because it is student motivation to learn in the class. It is also motivation to attitude in the class. Motivation and attitude student is a important factor to get goal of teaching. Through small group, it can create student peer tutoring. This is suitable with a vision and vision of MA Ma’arif Nahdlatul Ummah to encourage and guide students to perform prayers in order, to be good character and implement Islamic law of Ahlu Sunnah Waljamaah. Teams games tournament also builds students’ familiarity that can remove different background of student.

⁷² David L Devries, *Teams-games-tournament: the team learning approach* (New Jersey: Educational Education Publication, 1990), 4

⁷³ Harvey F Silver, Richard W Strong and Mattew J Perrini . *The Strategic Teacher* (USA :Thoughtful Education Press, 2007) , 65- 67

The steps that done by teacher of MA Ma'arif Nahdlatul Ummah Ponorogo are: *The first* is preparing Lesson Plan. Lesson plan consist of goal, objectives, material, strategy and evaluation. *The second* is preparing material. The material come from LKS. *The Third*, a teacher needs some desk of .*The fourth* is preparing students task. *The fifth* is preparing student evaluation.

This preparation is very important before a teacher teach in the class. Through good preparation, teacher can apply a suitable concept that is following preparation. Dividing time at teaching process, method that is used in teaching and evaluation, it is part of teaching that gives big influence in the teaching. Because some reason above, preparation is very important.

If a teacher uses the theory correctly, she will get result that suitable with purpose of method. The preparation gives dominant effect for the next step of implementation of a method. In this research, the teacher applies the preparation correctly.

In the first day, teacher gives material to the student. Teacher uses communicative method to give material. In the second day, teacher reviews the material that was given at yesterday. After reviewing lesson, teacher divides student to some teams that consist of 5-6 students. The team must study together to understand and answer question of material. After teams collect the team worksheet, teacher makes a tournament. The tournament begins with the assignment of students to tournament tables

from their five- to six-persons heterogeneously grouped team in tournament. In tournament, student must answer question in card. Student gets the card if he gives right answer. The winner is student get most card.

According Devries theory in chapter II, team Games tournament apply for five days, that is consisting of giving material, reviewing material, reviewing, teams games and tournament. In practice, teams games tournament applies for two days. Although in practice teams games tournament applies for two days, but all steps of teams games tournament can be applied and teaching process gets the goal. This is giving evidence that teams games tournament is very flexible. A teacher can combine this method with the other method such as communicative method. Besides, a teacher can manage the time that is used to apply team games tournament⁷⁴.

Teaching process consist of preparation, presentation and evaluation. If teacher uses flexible method, teaching process is easy to control. Flexible method that is can be combined with other method helping teacher to always give new condition in every teaching process.

In evaluation, The English teacher collected the score of the students from the attitude of the student while the teaching learning process, result of team and tournament process and adds with the result of student's score from the student's worksheet. Student worksheet is while student make a simple news item individually. Making simple news item is

⁷⁴ Devries , *Teams Games Tournament: The Learning Approach*, 7

a suitable evaluation to measure writing skill student. In activities teaching writing, students can be product some form of written, such as: factual information⁷⁵. It is meaning that teacher use suitable evaluation to measure writing skill of student.

The evaluation of TGT evaluation is done by calculating the score obtained by each student when they explained the material and answered question from other group. After all groups practice in explaining the materials in English in front of class , Mr Ali Tamam motivation to continue learning to speak English well and correctly. The assessment includes the ability of speaking, giving the material and the ability to answer the question. According to Mr Ali Tamam, evaluation of learning done at the beginning of the lesson as a pre test, during learning, as well as student learning outcomes both individuals and groups. During the learning process, evaluation is done by observing the attitude, skills and ability to gave argument. The sincerity of doing tasks, exploration, critical thinking and logical thinking in providing views or arguments

B. Analysis of Strength And Weakness of Team Games Tournament In Teaching Writing At MA Ma'arif Nahdlatul Ummah

Teams games tournament have some strengthness such as inexpensive, easy to implement, changing the way of students study on academic tasks, motivation student to learn, building social character of student. According to Niwang Widiastuti, with TGT, The teaching like

⁷⁵ Caroline Woods, *Teaching and Assessing Skills in Foreign Languages* (New York: Cambridge University Press, 2005), 73.

this is very fun. We learn seriously but relax. We work test with friends. We can mutual help with friend, more intimate with friend. Through tournament, we challenge to be a winner, but condition is very fun. As a method, teams games tournament also have weaknesses such as lack of time and some time student who has minority skill is dependent to student has majority skill

There is a great deal of support for the idea that peer interaction can help non conservers become conservers. Many studies have shown that when conservers and non conservers of about the same age work collaboratively on tasks requiring conservation⁷⁶.

There are some advantages of TGT. TGT gives some motivation to student in teaching, students are more active in learning, pay attention to the material given by the teacher and give a lot of student's time to practice the ability to write English

By applying the TGT, give some advantages for student such as student get more time for increasing speaking ability. The TGT model not only makes students smart but make the students become ability are active and have an important role in the group. Students can practice socializing with others friends. Students have high motivation in teaching process. In building character, this method improving kindness, sensitivity, and tolerance, enhancing emotional and self-esteem also increase attendance at school

⁷⁶ Robert E Slavin, *Education For All* (Usa:Swet&Zeitlenger Publisher, 29

This is a unique method. This method develops cognitive, psychomotor and affective abilities of students. He saw no students sleeping; they were enthusiastic during the learning. They learn to work with their groups, learn to solve common problems, and learn together

According Devries, Teams Games tournament motivates children to learn, even over learn. It increases both their chance of success and the importances are they attach to success. Children with differing abilities and skills cooperate and equals compete the same things we're asked to do in life⁷⁷.

Team games tournament has many strengthens. For student, they are more active in teaching process. Besides, students are easily to understand material. Teams games tournament also builds student motivation to learn social character. For teacher, teams games tournament is easy to implement. Teams games tournament also can fusion with the other method. Besides, it is cheap and just need simple media.

There are weaknesses of teams games tournament such as lack of time and minority. To decrease weaknesses, a teaching process must be carefully to apply and select material. Besides, teacher guide is very important as defense of weaknesses. As a method, weakness it is part of it. To decrease of it material that used must suitable, simple media and evaluation. Anticipation of weakness must do from internal and external.

⁷⁷ Devries , *Teams Games Tournament: The Learning Approach*, 7

In this method, it should take a very long time. Teachers should prepare this method well before it is applied. For example teachers should know the academic sequence of students from the highest to the lowest. The difficulty is dividing the students who have academic heterogeneity ability. The other weakness is they need of full control in the implementation. The application of this method needs a long time and much preparation. The allocation of time is quite a lot in the application, if teachers are not careful in managing of time

C. Analysis Factors are Influencing of Team Games Tournament In Teaching Writing At MA Ma'arif Nahdlatul Ummah

Some factors that influence in teams games tournament. Such factors as task structure, team size, character, ability and knowledge of student give influence to result of this activity. Enthusiasm of student also gives influence for the success of this method.

Factors that influence of teams games tournament consist of two factors. They are the internal and the external factor. The internal factor is from the teacher who must prepare the learning. It needs more energy, thinking and time. If prepared carefully then the result will be good, but if prepared bad the results will be bad. Another factor is the student's character. When all students are active then the learning will run in balance. External factor is time allocated to learning are also very influencing. If the condition noisy, the students are slightly influenced. When discussion, sometimes dominated by someone, this resulted in other

students become passive. External factors are closely related to classroom conditions, if the weather is hot or very cold, students tend to be passive in this activity.

According describe above, there are two factors that is influence in teams games tournament. Internal factor come from character, ability and knowledge of student. External factors are task structure, team size and method of assignment.



CHAPTER VI

CONCLUSION

A. Conclusion

Based on the resulted research, the researcher concludes that research as follows:

1. Teams games tournament can help student to create their skill. Besides, teams games tournament build student to be social human. Preparation of teams games tournament follow fifth step. Presentation of teams' games tournament applies for 3 steps. Evaluation of teams games tournament is the English teacher collected the score of the students from the attitude of the student while the teaching learning process, result of team tournament process and adds with the result of student's score from the student's worksheet. The teacher also gives the students opportunity to repair their score through remedial test.
2. Team games tournament has many strenghtness. For student, they are more active in teaching process. Besides, students are more easily to understand material. Teams games tournament also build student motivation to learn social character. For teacher, teams games tournament is easy to implement. Teams games tournament also can fusion with the other method. Besides, it is cheap and just need simple media. There are weaknesses of teams games tournament such as lack of time and minority. To decrease weakness, a teaching process must carefully to apply and

select material. Besides, teacher guide is very important as defense of weakness.

3. The factor that influenced to teams games tournament in teaching writing at MA Ma'arif Nahdlatul Ummah are Ponorogo are internal and external factor . Internal factor comes from character, ability and knowledge of student. External factors are task structure, team size and method of assignment.

B. Recommendations

Based on the result of this research, some suggestions are enclosed as follows:

1. For the English Teacher
 - a. The English teacher should use teams games tournament in their teaching learning, because it can create interesting, fun, and improve student ability.
 - b. The English teacher should know the students' needs. So the learning activity has useful to the students next day. And it isn't formality only.
2. For MA Ma'arif Nahdlatul Ummah

The institution should equip the facilities needed by the students to develop their skill to support student's writing skill.

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