

The Influence of Cooperative Learning Method of Teams Game Tournament (TGT) on Indonesian Learning Outcomes

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Abstract: *One of the factor that influences student learning outcome was a learning method that was used. This research aimed to study the effectiveness of cooperative learning to Indonesian learning outcomes. This study involved grade VIII-B and VIII-D students in Medan Junior High School where grade VIII-D was given Indonesian learning with cooperative learning of Teams Games Tournament (TGT) model and grade VIII-B was given Indonesian learning with conventional learning method. This study was a quasi experiment study with a post-test only non-equivalent group program. Collecting data techniques that used in this study was the test results with 10 questions of poetry subject compiled by researcher that referred to syllabus used by the teacher concerned. The result showed that there was no effect of cooperative learning to Indonesian learning outcomes ($t=0.684$ and $p=0.496$), so it could be concluded that the hypothesis offered was rejected, where there was no difference in learning outcomes between the control group and the experimental group.*

Keywords: Cooperative Learning Method, Teams Game Tournament (TGT) Model, Indonesian Learning Outcome

1. Introduction

Indonesian is one of science that has an important part in human life and also to control science and technology. As Indonesian people, it is important for us to learn and understand Indonesian properly. However, Indonesian people nowadays do not have internalization feeling yet to their own language. This can be seen from some people who often mix Indonesian with foreign languages in their daily conversation and it is so ironic to know the fact about the decreased of National Examination Score of Indonesian Language lesson (Afifah, 2012).

In various test, the score of Indonesian Language lesson is lower than lessons of foreign language, such as: English. Not only in daily test, whether the National Examination (UN) or the University Entrance Examination, showed similarly. Based on newspaper, in last three years, the score of Indonesian language lesson in UN and university entrance examination showed lower scores than the other tests, such as mathematics (Afifah, 2012).

By 2012, out of 7.579 students who do not pass the UN, most of them failed in mathematics and Indonesian language lesson, and that happened again last year. Moreover, the number of failures in Indonesian language examination is higher than English lesson. Indonesian lesson is not to be important lesson anymore for students, unlike English that is interesting for student. Most of them more focus to learn their English ability than their official language, Indonesian (Polkamnas, 2012).

This is really ironic considering Indonesian is a native language which is actually considered as a language that is difficult to be learned. The high number of students who does not pass due to the low value of Indonesian subjects is assessed due to the shift in value, where the next generation is more proud to master English than Indonesian. Of course it is very unfortunate when knows the young generation is more enthusiastic to learn a foreign language than to master Indonesian and preserve it.

The low result of learning Indonesian is caused by various factors, one is the method used by teachers in teaching Indonesian (Purwanto, 2004). Learning methods that are generally used by teachers still emphasize in teacher's teaching situation rather than student's learning situation.

To help students in achieving success of learning Indonesian can be used learning methods based on constructivist views. According to Hudjono (in Trianto, 2011), the learning system of constructivist perspective involves the students' activeness in their learning and linking new information with previous information, so it is integrating with the scheme owned by the students. One constructivist view is cooperative learning.

Cooperative learning comes from the concept that students will more easily to find and understand difficult concepts if they are discussing with their friends. Johnson & Johnson (in Trianto, 2011) explained that the main objective of cooperative learning is to maximize student learning to improve their academic achievement and understanding, both individually and groups. In other words, the social nature and using teamwork in group become the main aspects of cooperative learning.

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In cooperative learning, there are several of model variations that can be determined, one of them is Teams Game Tournament (TGT). Teams Game Tournament (TGT) is one of model that is believed to provide opportunity for students to exchange information, not just information from teachers. Cooperative learning method of Teams Game Tournament model (TGT) is a cooperative learning model that contains elements of cooperation among students in groups and group responsibilities in individual learning. Team Games Tournament (TGT) model is a learning model that is identical to the game or quiz played by student with the aim of collecting scores to increase the group's total score.

The reason researchers used TGT model, that junior high school students who became the subject of this study, can play without forgetting the aim of learning to be achieved. In other words, students will learn with the games that are in the TGT model. The games in the TGT also makes students more interacting with others. TGT model, which has a group learning activities stage, can also help students to activate their motivation in learning (Liulin, 2009).

Furthermore, the other reason researchers, that the TGT model prosecutes communication skills in teamworks to achieve the group goals. The communication is required in interacting, whether with members in group or otherwise (Mularsih, 2010). The ability to communicate is quite relevant with Indonesian learning which basically has the goals so that students have communication ability effectively and efficiently, both oral and written, so that Indonesian language can be used properly and creatively (Suwarni, 2010).

Moreover, the Teams Game Tournament (TGT) model can be used all of subjects, like the exact sciences, the social sciences, and the language subject from elementary school (elementary, junior) to college. The teams game tournament (TGT) model is suitable for teaching learning goals that are formulated sharply with one right answer. Nevertheless, the Teams Game Tournament (TGT) model can also be used with the goals that are formulated using, such as essay or performance (Trianto, 2011).

As a result, the cooperative learning model of Team Game Tournament (TGT) model can give solution for all problems and also increase students' interest in learning Indonesian language. Thus, the researchers needed to know about the effectiveness of cooperative learning of Teams Game Tournament model (TGT) to Indonesian learning outcomes.

2. Literature Survey

This study can also be related to study by Hadi (2007). It's been shown, the conventional learning is a learning that is often done by teacher and it tends to be teacher-centered. This learning system is still one-way, which is giving material by teacher. This learning system makes students be passive because they are just listening and they are less or maybe even not creative. This method only provides one-way information because what want to achieve is how teacher can teach well, so only knowledge is transferred.

In conventional learning system, teacher do more teaching and learning activities in lectures. When following the

teaching-learning process, student just understand and make note. Teacher become a center within learning outcomes achievement and will be the only one source of knowledge (Hadi, 2007).

Therefore, this is consistent to study by Larsen (Mularsih, 2010), which is explaining that teachers can use cooperative learning methods as an effort to make student become motivated in learning process and interact with each other in working together. Cooperative learning focuses on student activity in groups and how they can collaborate and interact in one another effectively.

This learning method is expected to improve learning motivation and learning outcomes of students to learn Indonesian, so students can optimize their ability to understand information and knowledge, can motivate students to more active in learning, and can improve learning outcomes and create their ability in working together and explaining to friends in a group that doesn't understand. In this way, students will not feeling bored and get potential benefits, both learning motivation and outcomes (Liulin, 2009).

3. Methodology and Procedure

3.1 Methodology

This study uses a quasi-experimental study method with a post-test only non-equivalent group program using two groups, which is, control group and experimental group. Where the technique was designed to know how much influence the independent variables with the dependent variable. The independent variable was the dependent variable of Learning Outcome Indonesian. The independent variable was Cooperative Learning Method, Teams Game Tournament (TGT) Model.

The population in this study was grade VIII students in SMP Negeri 2 Medan, North Sumatera. Total sample was 72 students as 37 students were a control group and 35 students were experimental group. Both of groups were taught by one Indonesian teacher. Sampling techniques performed by non-random sampling technique which is discussing with the teacher.

3.2. Procedure

Collecting data techniques that used in this study was the test results with 10 questions in multiple choices of poetry subject. This questions were final result from trial done before by junior high school students in Medan who had same character with the subject of this study. Testing validity by using the professional judgement whereas testing reliability of Alpha Cronbach coefficient 0,687. Indonesian Learning Test was given to the participants after teaching and learning process has completed.

4. Result and Discussion

This study was tested by using Independent Sample t-Test. The hypothesis would be tested is H_0 (null hypothesis): there is no effect of cooperative learning method of Team Games

Tournament (TGT) model on Indonesian learning outcomes. From testing hypothesis obtained that H_0 was accepted ($t = 0.684$; $p = 0.496$).

Table 1. Hypothesis Test Result

Variable	T	Sig. (p)
Indonesian learning outcomes	0.684	0.496

Based on the table, it can be concluded that the hypothesis offered was rejected, where there is no difference in learning outcomes between the control group and the experimental group. Which means that there is no effect of cooperative learning methods of Team Games Tournament (TGT) model on Indonesian learning outcomes.

The results showed that there is no difference in learning outcomes between the control group and the experimental group. There were some factors why the learning method of Teams Game Tournaments (TGT) model that was applied, did not affect students' learning outcomes in Indonesian lesson, so there was no difference on Indonesian learning outcomes between students who were given cooperative learning methods with students who were given conventional learning.

The first factor is each study group does not have much time in face-to-face interaction between members. The implementation in experimental group, each study group has only 15 minutes to discuss the student worksheet which will be continued to next step, which is the Tournament Phase. In other words, each study group does not have much opportunity to interact in face-to-face and get to know members in the group.

The second factor that causes this study result does not accord with the null hypothesis is related to the selection of subject in this study, which is poetry. The basic competency that need to show by students through the learning indicators is related to the subject are 4 lesson hours (4x40 minutes). But at this study, the experimental procedure is performed only once (40 minutes) in one face-to-face meeting which is directly given a post-test, which is Indonesian test.

The third factor that causes this study result does not accord with the null hypothesis is related to the characteristics of each ethnic. Based on an interview with teachers who teach Indonesian lesson in control and experimental class, the researcher got the information that students who come from ethnic Tionghoa have a quite difficulty in following Indonesian lesson especially the subject related to Indonesian literature, such as: poetry, rhyme, and so on.

The last factor that causes this study result does not accord with the null hypothesis is related to the module trial test of cooperative learning method of Teams Game Tournament (TGT) model. Researchers only do the trial of one phase in the Teams Game Tournament (TGT) model, which is the tournament phase. Meanwhile, for the other phases, researchers does not do the test. That makes the researcher do not know the drawbacks overall in other phases that will be carried out for the experimental group

Based on this study results, it can be suggested to [1] teachers and school to use cooperative learning method of

Teams Game Tournaments (TGT) model on certain subjects with sub-chapters that have many discussions to improve the effectiveness and facilitate teachers in giving material ideas to students and also can help and facilitate teachers in improving themselves for developing teaching methods so that the expectations of school in achieving the improvement of school quality can be achieved. [2] For the next research: do experimental research activities in a longer time. Moreover, if the experimental research relevant to learning methods that is relating to students' learning outcomes using cooperative learning method of Teams Game Tournament (TGT) model. Each phase must to do by using long or minimum time with twice meetings. So that, the purpose of the experimental research can be achieved. In addition, researchers should do the random assignment of subjects (random assignment) in the control group and experimental group. Moreover, according to cooperative learning methods, both groups have the same characters like ethnic, gender, and intelligence.

5. Conclusion

There is no difference in Indonesian learning outcomes between the experimental group, who were taught by cooperative learning methods, and the control group who were taught by conventional learning. This means that the hypothesis offered was rejected. Some of the underlying factors why the hypothesis of this study was rejected, including:

[1] Each study group does not have much time in face-to-face interaction between members. It accord with the principles of cooperative learning and also accord with the important elements of cooperative learning.

[2] Time for doing a quick trial gives students have a hard time figuring it out directly and giving an Indonesian test directly

[3] Based on an interview, the researcher got the information that students who come from ethnic Tionghoa have a quite difficulty in following Indonesian lesson especially the subject related to Indonesian literature.

[4] Related to the trial of cooperative learning method of Team Game Tournament (TGT) model. Researchers only do the trial of one phase in the Teams Game Tournament (TGT) model. That makes the researcher do not know the drawbacks overall in other phases.

6. Future Scope

Based on this study results, it can be suggested to: [1] teachers and school to use cooperative learning method of Teams Game Tournaments (TGT) model on certain subjects with sub-chapters that have many discussions to improve the effectiveness and facilitate teachers in giving material ideas to students and also can help and facilitate teachers in improving themselves for developing teaching methods so that the expectations of school in achieving the improvement of school quality can be achieved.

[2] For the next research: do experimental research activities in a longer time. Moreover, if the experimental research relevant to learning methods that is relating to students' learning outcomes using cooperative learning method of Teams Game Tournament (TGT) model. Each phase must to do by using long or minimum time with twice meetings. So that, the purpose of the experimental research can be achieved. In addition, researchers should do the random assignment of subjects (random assignment) in the control group and experimental group. Moreover, according to cooperative learning methods, both groups have the same characters like ethnic, gender, and intelligence.

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