



Improving Students' Writing Through Team Game Tournament (TGT) at SMK Negeri 1 Ambon

Glorya Manuputty*

SMK Negeri 1 Ambon, Indonesia

*Corresponding e-mail: Heavenlyheaven78@gmail.com

Abstract:

This research aimed at this class action research: (1) for the description of stages; steps of applying of method TGT in course of study job application letter (2) for a description of the effectiveness of applying of method TGT to write a job application letter of the student of the class of XIIE1 PROGRAM TOURISM SMK NEGERI 1 AMBON. The research procedure follows the stages; steps of research of class action which relate to the proposal of Research of Class Action (PTK) released by Dikti covering four steps. The fourth step of according to the Dikti (1) planning, (2) execution, (3) monitoring, and (4) reflection. The outcome of the research was as follows: (1) the effective method of TGT is enough utilized in the study of job application writing; (2) effective TGT method enough to increase the ability to write job application letters; (3) effective to the TGT method, enough to improve the student participation in the study of writing job application letters; (4) effective to the TGT method is enough to improve the motivation and student enthusiasm in the study of writing job application letters.

Keywords: TGT, job application letter, PTK, and effective.

DOI: <https://doi.org/10.30598/matail.v1i1.2769>

INTRODUCTION

Language learning should emphasize the function of language as a means of communication rather than learning about language systems (Depdiknas, 2003: 2). The most appropriate approach is a learning approach that emphasizes aspects of language skills in daily communication practices. Thus, students are able to take advantage of language in language activities, both orally and in writing. The achievement of Indonesian language learning competencies refers to Competency Standards, Basic Competencies, and Learning Materials (Depdiknas, 2003: 2). These competencies are integrated into four aspects of language skills, namely the ability to listen, speak, read, and write (Depdiknas, 2003: 3-4).

Competency standards for learning to write are able to express ideas, opinions, and feelings (Depdiknas, 2005: 33). The scope of material includes the development of narrative paragraphs, descriptions, expositions, and arguments. The material is further detailed into proposals, interview results, articles, papers, reviews, summaries, reports, and various official letters. Writing learning in schools has not been optimal both in terms of quantity and quality (Dewi, 2007). The problems faced in the form of unattractive methods, lack of time allocation, and learning orientation of the material. Moreover, learning to write is still ineffective because teachers have not emphasized mastery of the material, not language skills (Inna S., 2007). This

condition causes students to be lazy, not interested, and not motivated to take writing lessons. Learning to write job application letters as one of the learning materials for writing in class XII SMA and SMK faces the same obstacles as learning to write in general. Job application letters are writing material in odd semesters. The learning syllabus formulates "Writing job application letters based on elements and structure". The learning results show general weaknesses as grouped into six categories.

1. A letter with an incomplete and convoluted sentence structure.
2. Letters with unnecessary, incorrect, or exaggerated punctuation.
3. Letters with lots of misspellings, not according to the enhanced spelling.
4. Letters with unnecessary use of foreign terms.
5. Letters with irregular grammar.
6. Letters with the use of uncertain letter forms or models. (Wiyasa, 1996: 1)

Some of the above issues become the basis for the discussion of this paper. The main problem is the importance of determining a method that can arouse student interest and motivation in writing job application letters. Many methods can be chosen by the teacher for improving learning. The choice of method must be in accordance with the needs, interests, and characteristics of the material. The creation and modification of methods can also be carried out, depending on the situation and circumstances of the teaching environment.

This paper will present efforts to improve the ability to write application letters for class XIIE1 students of the tourism program at SMK Negeri 1 Ambon with the method of Team Game Tournament (TGT). This method needs to be tried as a form of variation in the learning method of writing job application letters. TGT according to Peter G. Cole "this is cooperative learning program that uses the same team formation, organization of instruction and worksheet assignment as in STAD" (Cole, 1990: 337). TGT is a cooperative learning program that contains elements of formation, instructions, and assignments. The formation is characterized by the grouping of students with various abilities into teams. Meanwhile, instructions are in the form of questions / quizzes with specific assignment sheets.

The implementation of the TGT method is packaged into "a series of games is organized", (Cole, 1990: 337) and is carried out based on a set of match games. Students of all abilities compete against each other in tournaments. The teacher (can also appoint students) acts as a guide. The team has the same right to answer questions. If you answer wrong or pass, the opportunity will be given to the other team. The correct answer gets a score which will be combined to get a team score. According to Cole (1990:337), "The advantages of this game format is that it is usually enjoyed by students and provides variation from the more routine STAD Process". The advantage of the TGT method is that students are more relaxed in learning and accept the method as a variation of routine learning. Another advantage is the element of cooperation and competition during learning. Competition is the most challenging element. Students have the opportunity to show their abilities in front of classmates when against other teams in the match (tournament). The TGT method can increase social sensitivity and student cooperation in solving problems (Ariks, 2007). The TGT method is more concerned with success group versus individual success. However, the awards received by the group are largely determined by the successful mastery of the material for each group member.

There are five main components in the TGT method. These components include class presentation, group (team), game (game), tournament (match), team recognize (group award). These five main components make learning more interesting, fun, and exciting. The situation that develops in the classroom also fosters a sense of responsibility, cooperation, healthy competition, and active learning involvement. The pleasant situation in the process makes learning more meaningful so that the results achieved are optimal. TGT can be used by various age groups in various subjects (Ariks, 2007). Learning to write job application letters can also use this method. Of course it needs adjustments and modifications as necessary. Implementation steps and procedures must be designed as carefully as possible so that their implementation can run smoothly.

The reasons above are taken into consideration when using the TGT method in improving the ability to write job application letters. The TGT method is expected to make learning interesting, fun, and exciting. Class situations are able to foster a sense of responsibility, cooperation, competition, and participation necessary for successful learning. Classroom action research (PTK) applies the Silberman model TGT method to improve the ability to write job application letters. Modifications are made in accordance with the situation and characteristics of the research object.

The following is the procedure for implementing the TGT method (Siberman, 2004) with changes as necessary.

1. Divide students into teams of 5-6 students with the same number for each team.
2. Instruct the team to look at examples of job applications that the teacher has prepared.
3. Distribute assignments containing questions that test students' understanding of the material presented.
4. Instruct students to work on the assignment sheet based on the each round that have been prepared.
5. Displays the correct answer to find out the acquisition of a score or individual score.
6. Add up the total scores to find out the total score or value of each team and announce the winner of round 1.
7. Give awards to the winning team.
8. Instruct students to prepare for round 2 of the tournament.
9. Ask the follow-up questions on the assignment sheet again. Displays the answer to find out the acquisition of individual scores and team scores. Announce the winners of round 2. Add up the total scores of round 1 and round 2 to determine the winner at the end of round 2.

The procedure above will continue to repeat until the learning material runs out. At the end of the round, all individual and team scores are added up. Individual value as the value of each student's learning process. Team values are used as the basis of determination of tournament winner. Teams that get a certain number of scores can be given a predicate according to their achievement. Prizes can also be given as a token of appreciation for students' efforts and participation in learning. The PTK aims to achieve two goals. First, to describe the steps for implementing the TGT method in learning to write job application letters. Second, to describe the level of effectiveness of the TGT method in increasing the ability to write job application letters for class XIIE1 students of SMK NEGERI 1 AMBON.

RESEARCH METHOD

CAR is beneficial for both teachers and students. For teachers, (1) provide objective feedback, (2) provide an overview of the effectiveness of the TGT method, and (3) motivate teachers to develop creativity in professional tasks. For students, (1) provide experience in improving writing skills, (2) provide experiences of cooperation and competition, (3) provide encouragement for student interest and motivation, and (4) provide writing skills.

Setting and Characteristics of Research Subjects

The research was conducted in class XIIE1 SMK NEGERI 1 AMBON, Sirimau Ambon District. The number of students is 30 people, 16 women and 14 men. The research was conducted in the odd semester of the 2017/2018 academic year. Location of SMK Negeri 1 Ambon.

The Procedure

The PTK steps refer to the proposal guidelines issued by the Higher Education with four stages. The four stages are (1) planning, (2) implementation, (3) monitoring, and (4) reflection (Dikti, 2007). The stages are carried out after being held situation analysis (aspects of students' writing skills), assessment habits analysis, and analysis of the learning process. The next research process is arranged in a series of iterative cycles. If Cycle I has not shown the expected success, the PTK steps are repeated in Cycle II after reflection. And so on until the activity is considered successful.

The following describes the stages of classroom action research.

1) Planning

The learning planning stage in this classroom action research includes a) preparation of a syllabus, b) preparation of lesson plans, c) preparation of game / tournament rounds, d) preparation of observation sheets, and e) preparation of a list of cycle success scores.

2) Implementation

The learning process is carried out after the entire preparation is complete. Implementation according to the research schedule based on the lesson schedule. Each face-to-face lasts for 1 x 45 minutes, each cycle lasts four times face to face.

3) Monitoring

Monitoring is carried out simultaneously with the learning process according to the schedule of each cycle to obtain research data, both qualitative and quantitative data. Student activity is observed as qualitative data while scores / grades are as quantitative data.

4) Reflection

Reflection is carried out based on the data obtained through observation of each cycle. The results obtained are used as material for evaluation and reflection of the next cycle. Weaknesses are analyzed and evaluated so that at each stage the quality of learning can be improved.

Success of Criteria

The success of learning emphasizes aspects of the process and aspects of the results. The process is seen from the teacher's performance in applying the TGT method, student participation, and the development of writing skills (round 1-7 tournament). The results aspect is seen from the value of writing a job application letter. If 75% of students in round 8 scored 70 then the implementation of TGT was considered successful.

Data Analysis

Teacher performance analysis based on teacher observation data and observer notes. The TGT method is considered not optimal if there are deviations, or the implementation is not perfect. Student participation was analyzed based on teacher data and observer notes. If more than 75% of students are actively involved, learning is considered successful. The development of students' writing skills was observed from the observation sheet for each round of tournament implementation. The activity is considered successful if each round, 75% of students have mastered the material.

Students' writing is assessed based on the accuracy of letter elements, letter format, and letter language. Round 1 score range, maximum score of 20; Round 2, maximum score of 10; Round 3, maximum score of 20; Round 4, maximum score of 20; Round 5, maximum score of 10; Round 6, maximum score of 10; Round 7, maximum score of 10; and Round 8, the maximum score is 100 (Round 8 is based on the analysis of learning outcomes)

Results and Discussion

Implementation of Cycle 1

Learning to write job application letters in Cycle I was carried out in four face to face. Each face-to-face use the task sheet as a tournament guide as well as a basis for process analysis.

The first face-to-face meeting will be held on Tuesday, August 28 2017 at 08.30 - 09.15. During the initial 15 minutes, preparations were made to start group arrangement, understand the material, distribute assignments, and explain the game. The tournament began by instructing students to work on the questions in round 1. Students see examples of correct writing. Students are asked to assess the results of work based on criteria. The following constraints were noted by both the observer and the teacher. (1) Answers cannot be used to assess individually. (2) The implementation time is longer than estimated. (3) The teacher pays back and forth to serve group questions. (4) The process of adding scores and announcing team scores was not smooth because there were no special officers.

The second face-to-face meeting will be held on Tuesday, August 28 2017 at 09.30 - 10.15. Students are given the opportunity to prepare for the next round. The teacher instructs the students to do the questions in rounds 2-4. Students see examples of correct writing. Inter-team

competition has begun to appear. The team with the highest score celebrates after the total score is announced. Constraints at the first face to face still appear in the second face to face. Based on observational notes, it was found that the achievement of student grades / scores had not shown maximum results.

The third face-to-face meeting will be held on Wednesday, August 29 2017 at 12.00 - 12.45. Students are given the opportunity to make preparations. Students work on questions round 5–7. The next process is matching. The results show that it has not reached the expected standard. Students' ability to compose sentences is not optimal. The completeness of the contents of the job application letter is not perfect. Many closing sentences for job application letters are still wrong.

The fourth face-to-face meeting will be held on Thursday, August 30 2017 at 07.45 - 08.30. Students are asked to bring each sample job advertisement. They are given the opportunity to prepare for the final round of the game. Students work on round 8 questions. The observation results show a number of facts, the scores are not accurate, capable students tend to help underprivileged students, their ability to write letters is not satisfactory, and cooperation is negative.

Evaluation Cycle I

The learning process shows a number of weaknesses in Cycle I. The participation rate of students is only 67.67% of the supposed 75%. Another drawback is that individual values are not accurate; (2) the time is longer than expected; (3) less time effectiveness; (4) there is no special officer; (5) dependency emerges; and (6) teachers have difficulty giving examples of correct answers. Students' understanding of the learning material has not matched expectations. The percentage of students who mastered the learning material for each round has not passed 75%. The evaluation of learning outcomes is focused on the last round of the tournament. From the 75% limit, only 65.80% of students have mastered the learning material. The imperfections of students' writing can be seen from the letter format, letter elements, and letter language.

The results of the evaluation of the process and learning outcomes have not yet reached the set criteria. The failure is seen in imperfect implementation and a number of weaknesses. Weaknesses cause less optimal learning. For example, answers cannot be used to accurately assess individual abilities. The division and grouping of students, matching answers, and adapting to the method caused the time to be longer than expected. Less effective learning time. The process of adding scores and announcing team scores was not smooth. An adverse addiction appears group. Multiple advertisements make it difficult for teachers to give examples of correct answers. Students' understanding of the learning material has not shown the expected success. The percentage of students who mastered the material for each round has not yet been passed. Evaluation of learning outcomes is still low, only 65.80%.

Implementation of Cycle II

Learning to write job application letters in Cycle II was carried out in four face to face. Face to face using the same assignment sheet as Cycle I as a tournament guide as well as a basis for process analysis. The first face-to-face meeting will be held on Tuesday, September 4 2017 at 08.30 - 09.15. Prior to the implementation of the lesson, the initial 15 minutes of preparation were carried out. The teacher chooses each member of the group to supervise the other groups so that cheating does not occur. The tournament begins with instructing students to work on the first and second questions in round 1. The teacher distributes to each group the correct writing samples. Students assess the results of work based on the criteria given by the teacher under the supervision of other team members. Round 1 has shown significant progress. Students who mastered the learning material reached 85, 50%. Learning time is more effective. The level of objectivity achieved by each student is higher. Contribution of students to more positive groups. The announcement of the results of the score went well because special observers from other groups were doing it.

The second face-to-face meeting will be held on Tuesday, 4 September 2017 at 09.30 - 10.15. The teacher reminded the material that was the focus of the conversation in rounds 2-4 and then worked on questions in rounds 2-4. Competition between teams showed an increase. Whenever the grade point total is announced, the team with the highest score celebrates with a proud yells. The success of rounds 2-4 was satisfactory. The percentage of mastery of the material increased from 63.67% to 79.33% of students in round 2. From 65.50% to 77, 83% of students in round 3. And from 64.83% to 75.83% in round 4.

The third face-to-face meeting will be held on Wednesday, September 5 2017 at 12.00 - 12.45. Students are given the opportunity to prepare for rounds 5 - 7 tournaments. The teacher asks questions in stages. The percentage of mastery of the material increases. Round 5 from 64.00% to 77.67% of students.

The fourth face-to-face meeting will be held on Thursday, 6 September 2017 at 07.45 - 08.30. In this face-to-face, sample job advertisements are provided. The teacher assigns students understand and observe advertisements. Students discuss preparations for the final round. Students' ability to write job application letters increases. Students who mastered the skills of writing job application letters were 65.80% in Cycle I while Cycle II were 78.57% of students.

Evaluation Cycle II

Cycle II evaluation was based on the results of teacher observations, observer notes, and student and team achievement scores. Evaluation is emphasized on the notes of the learning process and learning outcomes. The evaluation results are presented in the following description. The learning process shows an increase in quality. Student involvement shows a change from Cycle I to Cycle II. The percentage of student activity increased from 67.67% to 75.17%. Learning constraints were overcome by careful planning. Cooperation in answering questions is anticipated by the appointment of an observer. Student dependence doesn't happen again. Value objectivity is more accurate to assess individual abilities. Constraints regarding time effectiveness are resolved by preparing more complete devices, the answers to the questions can

only be distributed to the groups so that time is not wasted. Improvement can also be observed through changes in the percentage of students who master the learning material in each round.

Reflection Cycle II

The results of the cycle II evaluation show that learning has succeeded in achieving the specified criteria. The atmosphere of competition increases student participation in learning. The desire to be a winner motivates students to look better. The TGT method provides joy in learning. Learning steps make students aware of personal responsibility and group responsibility. Collaborative learning provides valuable experiences as well as feelings of appreciation for their achievements and hard work.

CONCLUSION

Based on the description of the two learning cycles of writing job application letters using the TGT method above, several conclusions can be formulated. First, the TGT method is quite effective in learning to write job application letters. Second, the TGT method is quite effective in improving the ability to write job application letters. Third, the TGT method is quite effective in increasing student participation in learning to write job application letters. Fourth, the TGT method is quite effective in increasing student motivation and interest in learning to write job application letters.

REFERENCES

- Ariks. (2007). *Tiga Guru Sains Wanita Penerima Science Education Award Kreatif Menekuni Sains*. (Retrieved from <http://www.cybertokoh.com/php?mod=publisher&op=viewarticle&artid=6772-23k>).
- Cole, Peter G. dan Lorna K.S.Chan. (1990). *Methods and Strategies for Special Education*. Sydney: Prentice Hall of Australia Pty, Ltd.
- Depdiknas. (2003). *Pedoman Khusus Pengembangan Silabus dan Sistem Penilaian Mata Pelajaran Bahasa dan Sastra Indonesia*.
- Depdiknas. (2005). *Kurikulum 2004 SMA Pedoman Khusus Pengembangan Silabus Berbasis Kompetensi Siswa Sekolah Menengah Atas (SMA)*. Jakarta: Penerbit PT Binatama Raya.
- Dewi, Rische Purnama. (2007). *Pemanfaatan Model Peta Pikiran*. (Retrieved from <http://www.usd.ac.id/06/publdosen/gatra/jan05/rische.htm>).
- Heniaty, Diah. (2007). *Pembelajaran Menulis Karangan Narasi dengan Teknik 5W + 1H (Studi Kuasi Eksperimen terhadap Siswa Kelas X SMA Pasundan 2 Kota Cimahi)*. (Retrieved from <http://sps.upi.edu/v3/?page=abstrak&option+tesis&action=view&id=049519>).
- Dikti. (2007). *Panduan usulan dan Laporan PTK*. (Retrieved from <http://www.dikti.go.id>).
- Inna S., Sonya. (2007). *Pengembangan Program Pembelajaran Kontekstual dalam Pelajaran Menulis*. (retrieved from <http://sps.upi.edu/v3/?page=abstrak&option+tesis&action=view&id=019565>).
- Siberman, Melvin L.(terjemahan Raisul Mutaqqin).2004. *Active Learning*. Bandung: Penerbit Nusa Indah Media dan Penerbit Nuansa.

Wiyasa, Thomas. (1996). *Pola Dasar Penyusunan Surat-surat Resmi* (cetakan ke-3 edisi revisi).
Jakarta: Pradnya Paramita.