

Classroom Action Research in An Effort to Improve The Motivation To Learn English Using The Learning Model TGT (Team Game Tournament) in Class XI Culinary Vocational High School Semarang

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Abstrak

Proses Pendidikan yang efektif tidak hanya melibatkan pengajaran yang baik saja namun mempertimbangkan berbagai aspek yang mencakupnya hal ini termasuk peserta didik. Dalam proses belajarnya motivasi peserta didik merupakan aspek yang perlu diperhatikan guru sebelum menentukan bagaimana Langkah maupun proses pembelajaran kedepannya. Tujuan dilakukannya penelitian tindakan kelas ini yaitu demi menguji hipotesis penulis mengenai hubungan motivasi peserta didik dengan hasil belajar yang akan diperoleh dengan menerapkan model pembelajaran kelompok yang menyenangkan yaitu Team Game Tournament. Dalam hal ini kelas XI kuliner 2 di SMK N 6 Semarang sebagai sample dan objek penelitian tindakan kelas tersebut dilaksanakan dengan menggunakan metode penilitian tindakan kelas, data penilitian diperoleh melalui pra siklus , siklus 1 dan 2 yang dilaksanakan kurang lebih 1,5 bulan , kemudian instrument yang digunakan yaitu angket dan lembar soal pretest dan posttest. Kemudian dianalisis secara kuantitatif dengan hasil adanya peningkatan motivasi peserta didik dilihat dari analisis angket motivasi pada siklus 1 dan 2 dengan selisih lebih dari 50 % yang menunjukkan perubahan motivasi peserta didik kearah yang lebih positif dan ditinjau dari hasil belajar peserta didik dari siklus 1 dan 2 dengan selisih 33,5 % pada rata rata kelas . oleh karena itu penulis dapat menarik kesimpulan bahwa penerapan model pembelajaran menyenangkan Team Game Tournament di kelas XI kuliner 1 dapat meningkatkan motivasi belajar peserta didik secara signifikan.

Kata kunci: Team Game Tournament, pembelajaran inovatif , Classroom Action Research, motivasi belajar.

ABSTRACT

An effective educational process not only involves good teaching, but considers the various aspects that encompass it, including students. In the learning process, student motivation is an aspect that needs to be considered by teachers before determining how to step and process learning in the future. The purpose of this class action research is to test the author's hypothesis regarding the relationship between student motivation and learning outcomes to be obtained by applying a fun group learning model, namely Team Game Tournament. In this case, class XI culinary 2 at SMK N 6 Semarang as a sample and the object of class action research was carried out using the class action research method, research data was obtained through pre-cycle, cycle 1 and 2 which was carried out for approximately 1.5 months, then the instruments used were questionnaires and pretest and posttest question she ets., then the instruments used are questionnaires and pretest and posttest question sheets. Then analyzed quantitatively with the results of an increase in student motivation seen from the analysis of motivation questionnaires in cycles 1 and 2 with a difference of more than 50% which showed changes in student motivation to a more positive rah and in terms of student learning outcomes from cycles 1 and 2 with a difference of 33.5% in the average class. therefore, the author can draw a conclusion that the application of the Team Game Tournament fun learning model in class XI culinary 1 can significantly increase student learning motivation.

Keywords: Team Game Tournament, Innovative Learning, Classroom Action Research, Learning Motivation.

1. INTRODUCTION

Effective education not only involves good teaching, but also considers the aspect of student learning motivation. One of the challenges frequently faced by educators is maintaining students' interest and enthusiasm for learning inside the classroom. High motivation is crucial to ensure that students remain enthusiastic in exploring knowledge and achieving better results.

In an effort to enhance student learning motivation, several approaches have been tested. Motivation is the motivation that exists inside a person to attempt to improve his or her conduct in order to better satisfy his or her requirements according to Uno Hamzah on his book who cited by Qamariyah (Qamariyah, 2018) A shift in energy throughout an individual (personal) that is defined by the formation of sentiments and reactions to a goal is referred to as learning motivation. (Donald, 1964). One of the models that has garnered attention is the Team Game Tournament (TGT). This model involves team-based learning and competition, which has been proven to encourage active participation and high learning motivation. According to Shiomin on Aris book 68 innovative learning models TGT is a cooperative learning model that is facile to implement and engages the participation of all students, irrespective of any differences (Aris Shoimin, 2017).

TGT (Team game Tournament)

In the TGT model, students are divided into small groups, each consisting of members with varying levels of ability. Each group competes with other groups in a series of games or challenges. At the end of each game, scores are tallied and the group with the highest score is awarded recognition or acknowledgement.

The main advantage of the TGT model is the presence of healthy competition and collaboration among group members. In

such situations, students not only strive to achieve their best individually, but also work together to ensure the success of their group. This encourages collaboration, active involvement, and effective communication among students.

During TGT, students are moved to a smaller, more diverse time, which is made up of people with varying levels of ability. Every member of the team has a stake in learning and contributing to the team's success. TGT's mandate includes three primary goals:

1. Students study in small groups. Each team member is accountable for comprehending the learning content and assisting other members of the team. Giving roles and duties in teams encourages collaboration and mutual aid.
2. Activities: Once students have mastered the topic, they participate in group activities designed to put their knowledge to the test. The game is intended to present difficulties and encourage team engagement. Quizzes, simulations, and other group exercises that encourage students to apply their knowledge are examples of games.
3. Tournaments: Following the conclusion of the game, a team-to-team competition is held. To demonstrate their comprehension, teams compete in examinations or intellectual challenges. The tournament results offer students with feedback on their accomplishments and motivate them to improve their performance in the future.

Furthermore, the TGT model provides an opportunity to strengthen students' social skills. Within the team framework, students learn to work together, respect others' opinions, and appreciate differences. They also learn to overcome conflicts and solve problems together. All of these skills are crucial in shaping a resilient personality and facing challenges in real life.

Research shows that the use of the TGT model in education can significantly increase students' learning motivation. In his review, Ratna Mayangsari argued that the use of the TGT model in fashion school teaching can significantly improve the motivation and learning performance of students (Ratna Mayangsari 07513241014, n.d.). They feel more motivated to learn due to the competition and rewards, as well as the success achieved with their group. This model also reduces students' fear and anxiety in learning, as they feel supported by their team.

In this article, we will further explore the use of the TGT model in enhancing student learning motivation. We will outline implementation strategies, resulting benefits, and positive effects on academic achievement. By gaining a deep understanding of the TGT model, educators and mentors are expected to adopt this approach to create a more meaningful, motivating, and interactive learning environment for students.

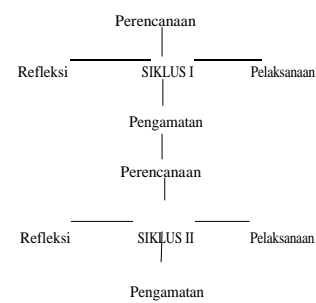
Get ready to witness how the TGT model can have a positive impact in encouraging student enthusiasm and learning motivation, as well as building the social skills needed for a successful future.

2. METHOD

This is a class action lawsuit (PTK). Class action research is conducted by two persons or two parties, the practitioner and the

researcher. In this example, the researcher is the primary observer, whereas the instructor is viewed as a practitioner who does not have the ability to watch or supervise, but instead just runs a learning scenario. The teacher's responsibility is limited to producing action learning in accordance with a predetermined action plan. While the researcher or observer is responsible for how class impacts and situations before, during, and after action, (Pardjono, 2007: 41).

The research design model Kemmis and Mc Taggart was employed in this investigation. Several experts have proposed action research models with various charts.



The four steps are one cycle or round, thus after the fourth step, go back to step one, and so on. Although the nature differs, the second and third phases are performed concurrently if the executor and observer are different. If the executor is also an observer, it may be watched after the execution to recall what occurred. To put it another way, the observation item has already occurred. Study subjects are individuals who have been fully and sufficiently long and actively involved in the study process. Purposive sampling is used in this study to determine participants, which is the purposeful selection of research subjects by the researcher based on particular criteria and factors. The criteria and considerations in this study include students' motivation and achievement in the subject of selecting fashion raw materials. As a result, the research topic is a class that has poorer motivation and learning successes than other classes. especially in class XI culinary 2 in SMK N 6 Semarang. Research objects are the tools used in research. In this

study the object of the study is the cooperative learning model type Team Game Tournament (TGT) for class students XI Culinary 2 in SMK N 6 Semarang. An instrument is a tool or facility used by a researcher to gather data from his or her work in a more cautious, complete, and systematic manner, making it simpler to process (Arikunto, 2002). The instruments used in classroom action research are tests, observation sheets, motivational questionnaires, and field notes. And The data analysis technique used in this study is quantitative descriptive analysis.

The above reasoning leads to the conclusion that instruments should be designed as instruments or facilities for measuring observable natural and social phenomena. Furthermore, the device can make it simpler for researchers to collect outcomes data in a more cautious, full, and systematic manner, making it easier to process. tests, observation sheets, motivation lifts, and field recordings are the devices utilized in class action research.

3. FINDINGS AND DISCUSSION

This research was carried out by following the flow of classroom action research. The work steps in this study consist of planning, implementation, observation and reflection stages. The action implementation stage is the application of action designs that have been prepared in the form of learning designs to choose clothing raw materials with a TGT type cooperative learning model to increase student motivation and learning achievement.

The data presented are the results of observations using field notes, game tournaments and test questions. The things that will be described include a description of each cycle and the results of the study:

Cycle 1.

Planning.

In the planning stage, the first cycle carried out is to design the actions to

be carried out. In this design stage, researchers prepare all the things needed in the learning process of choosing clothing raw materials, then prepare instruments in the form of field notes for observation of the process of increasing learning motivation and learning achievement during the course action. Assessment of motivation questionnaires and learning achievement using instruments in the form of learning motivation questionnaire sheets, question cards and test questions.

Implementation

The implementation of the first cycle of actions will be carried out on Friday, May 5, 2023, hours 1 - 2 Lessons start at 07.05 WIB and end at 08.35 The material provided is captions text, tables and graphs. At the beginning of the learning activity, researchers convey about the learning objectives to be achieved using a problem-based learning model. The implementation of learning is carried out in 5 stages: (1) identifying students on problems, (2) organizing students, (3) guiding investigations, (4) developing and presenting, and (5) evaluating the process of solving problems or conclusions.

Observation

Observations were made on increasing learning motivation for the English learning process in caption text material. Observation through questionnaire sheets to determine student learning motivation.

Table 1. Student Motivation on Cycle 1

No	category	Score	Frequency	Percentage of number of students

1	Very low	20	- 1	2,77 %
		34		
2	Low	35	- 25	72,22 %
		49		
3	High	50	- 8	22,22 %
		64		
4	Very High	65	- 2	5,55 %
		80		

From the table above, it is known that in cycle 1 through the results of observations by distributing questionnaires, it is known that the motivation of class XI Culinary 2 students with very low motivation is 1 person with a percentage of 2.7%, low as many as 25 students with a percentage of 72.2% high as many as 8 students' percentage 22.2% and very high as many as 2 students only with a percentage of 5.5%

In order to strengthen the results of analysis, pre-test and post-test were carried out as additional instruments with the following results.

Table 2. Student learning outcomes on Cycle 1

No	Test	Median	Average	Mode
1	Pre-Test	60	61.25	60
2	Post Test	65	64,86	65

From the table above, it is known that the pre-test results of students have not met the minimum completeness limit of 75 with the average class which is still at 61.25 after the learning process is carried out by practical students there is an increase in the average class score to 64.86, this shows that the learning process can be said to have increased interest and motivation seen from the increase in learning outcomes even though it meets the minimum completeness criteria.

Reflection.

As a reflection material in cycle 1 where many students are still not focused on the learning process with

many intrinsic and extrinsic factors expected in cycle 2, practical students can use a more varied and innovative learning model so that students are interested in following the entire teaching and learning process

Cycle 2

Planning.

In the planning stage, students practice preparing and conducting research on the TGT learning model from the process of making learning process designs, activity descriptions to the tools and tools needed in the teaching process. In this cycle, it is hoped that the learning process can be carried out in a fun manner so that the motivation of students to follow the learning process increases.

Implementation.

The implementation of the first cycle of actions will be carried out on Friday, May 19, 2023, hours 1 - 2 Lessons start at 07.05 WIB and end at 08.10 The material provided is Simple Past Tense. Based on the modules that have been prepared by researchers and teachers, the implementation of learning using the TGT type cooperative learning model begins. During the action, the researcher is assisted by an observer who assists the teacher in dividing the group, directing the group, explaining the learning stages with the TGT type cooperative learning method, and accompanying students in group learning. The implementation of TGT learning is divided into 4 stages, namely the teaching stage, team study, game and tournament stage and stage Group Awards (Team Recognize).

Observation

At this stage, observations were made to determine the learning process of choosing clothing raw materials with

the problem-based learning models. Observations are made together with researchers and observers to facilitate observation so that observations are more focused. Based on field notes, students seem enthusiastic in following lessons because this is a new thing that has never been received by students before motivated to participate in the game, this is shown by the enthusiastic response of students to the game implemented. Students are given many opportunities to ask questions related to unclear material. To find out the extent of the increase in student motivation in participating in the lesson, choosing clothing raw materials was used a student learning motivation questionnaire. This learning motivation questionnaire is given at the end of learning. After getting the acquisition of each student, the average score of the student learning motivation class on simple past tense material is searched, the following data can be seen:

Table 3. Student Motivation on Cycle 2

No	category	Score	Frequency	Percentage of students
1	Very low	20	0	-
		34		
2	Low	35	1	2,77 %
		49		
3	High	50	29	80,55 %
		64		
	Very	65	6	16,66 %

based on the data in the table above, after the implementation of the TGT learning model in class XI culinary 2, there was a very significant difference in increasing student learning

motivation. This is known from the change in the absence of students who have very low motivation which in cycle 1 there are 2 students becoming zero. Then it can be seen that students with a percentage of more than 80% fall into the category of high motivation.

On the other hand, whether this increase in motivation affects the author's hypothesis that when learning motivation rises, learning outcomes will also increase. This hypothesis is reinforced by the results of Rachmawati's (Indah Permata Sari, 2014) research that motivation Learning contributes to student learning outcomes.

Table 4. Student learning outcomes on Cycle 2

No	Test	Median	Average	Mode
1	Pre-Test	70	70,2	70
2	Post Test	100	97,88	100

Judging from the data above, it can be seen that all students have exceeded the completeness criteria with excellent results, this may be influenced by the repetition of the material provided and a more active and fun learning process, this is shown by the difference in the average class results from the pretest and posttest which are very far apart 27 % as the record of pretest and post test questions is the same unchanged.

4. CONCLUSION

Review the results of data processing on findings that have been described in finding and discussion. On this chapter the author will draw a line of conclusion where the author's hypothesis regarding the application of a fun learning model Team Game Tournament has an impact on increasing learning outcomes significantly in class XI culinary 2, this is shown by the average difference in class learning outcomes in cycle 1 and cycle 2 of 33.5. This is also clearly seen during the field observation

process where in the implementation of TGT students enjoy learning more and are enthusiastic from the beginning of learning to the end of the closing of the process.

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