The Implementation of Team Game Tournament Assisted by Quizwhizzer in Improving Students' English Learning Outcomes: Classroom Action Research

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ABSTRACT

This classroom action research aims to improve student learning outcomes by applying the Teams Games Tournament (TGT) type of cooperative learning model assisted by QuizWhizzer. The technique and media was chosen because it was considered capable of improving students' enthusiasm and learning outcomes. This classroom action research uses two stages or two cycles, in each cycle consisting of the planning stage, the implementation stage, the observation stage and the reflection stage. This research was carried out in X Busana 1 at SMK 6 Semarang with a total of 36 students. The results of the research show that the application of the Teams Games Tournament (TGT) type of cooperative learning model assisted by QuizWhizzer can improve student learning outcomes. It is proven by the increase in the percentage of student completeness in cycle I, namely 36% with an average score of 54 to 89% with an average score of 83 in cycle II. The findings indicate that student learning outcomes has met the 75% classical standard. Based on the results of research that has been conducted in class, it can be concluded that the application of the TGT can improve students of X Busana 1 learning outcomes.

Keywords: *Teams Games Tournament, QuizWhizzer, Learning Outcomes*

1. INTRODUCTION

English education has a central role in shaping students' language competence, especially in the context of globalization and advances in information technology. However, there are often challenges in achieving optimal learning outcomes in English subjects. One issue that often arises is the low learning outcomes of students in English subjects. By the results of the Pre-Test carried out by the author in class X Busana 1, the results of learning English were quite low.

This challenge can come from various factors. First, class X students are new students who have just completed junior high school. So, the abilities you have are different from the abilities one or two levels above. Second, student motivation and interest factors can also have an influence. If students are less motivated or have less interest in learning English, this can affect their overall learning results. Third, factors outside the classroom such as the social environment and students' conditions can also play a role in English learning outcomes. Some students may face external challenges that affect their focus and concentration in the learning process. Apart from that, there are gaps in the teaching approaches used by teachers, such as the lack of a variety of interesting and interactive learning methods. Ma'arif in Najmi et al., (2021) stated that the teacher is the primary factor that ensures students' learning environment at school. The usage of learning models variations can assist students in increasing their level of learning motivation, so that the interwoven manner of learning will be more active from all parties in the class, resulting in good learning results.

The role of educators in learning is to help students carry out learning activities. The efficiency and effectiveness of learning activities carried out by students is a learning goal. The learning process must

provide opportunities for students to be actively involved in building their own concepts, wherein student learning becomes the center. Teachers should have adequate competence in carrying their learning activities and are required to realize an effective learning environment and to manage their classes.

In truth, most teachers' teaching and learning processes still emphasize their position as material delivery without integrating students in the learning process. Because students are not encouraged to think during the teaching and learning process, they are merely passively accepting the information provided by the teacher (Pongkendek et al., 2019). Students sometimes regard English subjects as tough. As a result, many students avoid studying English

The selection of learning models is critical for pupils to learn effectively. A teacher must be able to choose the best learning model for a specific idea. As a result, the author selects a learning model that encourages students to be more active and capable of learning more effectively and efficiently without being bored and bored. A cooperative learning model is one of them. Cooperative learning can improve learning effectiveness because students learn and interact with their peers and teachers during the learning process (Viola & Zaini, 2022). The type of team games tournament (TGT) is employed in this research among the numerous sorts of cooperative learning models. Moreover, it can enhance students' learning outcomes and interest compared to other learning (Damanik in Rahma et al., 2023).

TGT is a learning method that integrates game elements to increase student involvement and motivation in learning. It is a type of cooperative learning. Broadly speaking, TGT in learning is a STAD activity (Student Team Achievement Divisions) added to the game. As a result, the teacher must arrange a game for students to play the quiz in team/group in order to improve the score (Slavin, 1982). The TGT is a cooperative concept in which students compete in in-game tournaments in teams of varying skills. It is a learning group or team that

works together to compete in games. Learning activities including games intended for TGT type cooperative learning help students to study in a more relaxed environment while also developing responsibility, honesty, collaboration, healthy competition, and student involvement (Al Fath, 2021).

The use of technology in the learning process has become inevitable in this digital era because of its interesting and interactive nature. Various educational innovations continue to be developed to increase the effectiveness of learning at various levels of education. One innovation that has attracted attention is the Team Game Tournament (TGT) assisted by QuizWhizzer. Meanwhile, QuizWhizzer is a technology-based platform that allows the creation and management of interactive quizzes online.

In SMK Negeri 6 Semarang environment, especially in X Busana 1 class, learning English plays an important role in preparing students to face global demands in the world of work. However, in recent years, there has been a decline in students' interest and motivation in learning English. Factors such as a lack of variety in learning methods, lack of student involvement, and lack of use of technology in learning can be the cause of this problem.

Therefore, it is necessary to carry out classroom action research to examine the potential of using TGT assisted by QuizWhizzer in improving students' English learning outcomes in X Busana 1 class at SMK Negeri 6 Semarang. By utilizing technology and innovative learning methods, it is hoped that students will be more involved, motivated, and able to achieve better learning outcomes in English subjects. Thus, it is hoped that this research can make a positive contribution in improving the quality of education at SMK Negeri 6 Semarang, especially in the context of English learning.

2. METHODS

This research method was carried out by using classroom action research which consists of two cycles. The research findings focused on students' abilities to

work on learning assessment questions in order to obtain learning outcomes and learning mastery (Arikunto, 2016). This classroom action research flow consists of four sets of activities performed in repeated cycles. Each cycle has four major activities: planning, activity, observation, and reflection.

2.1 Planning

Before conducting classroom action research, the researcher first prepares a plan that must be carried out, the indicators that must be considered in the plan are what must be researched, why it is researched, when it is researched, where it is researched, who is researched, and what results are obtained after it is carried out researcher. The researcher plan by making lesson plans, and compiling worksheet in Quizwhizzer for students to solve problems/questions, dividing classes into several groups.

2.2 Implementation

At this research stage the researcher designs strategies and scenarios for implementing the learning that will be implemented. The scenario or design carried out should be described in as much detail as possible in writing and not made up.

2.3 Observation

At this observation stage is inseparable from the action stage being carried out, so both take place at the same time. Observations are carried out by teachers as researchers who make observations and record all the things that are needed and happen during the action. d. Evaluation Stage, at this evaluation stage it cannot be separated from the action being carried out, after carrying out the action or providing learning about the material that has been determined, the researcher provides an evaluation.

2.4 Reflection

This stage is intended to thoroughly review or restate the actions that have been carried out, based on the data that has been collected, then carry out an evaluation to make perfect in the next action. Reflection

in Classroom Action Research (CAR/PTK) includes analysis and assessment of the results of observations. The author refers to the PTK implementation scheme as follows:
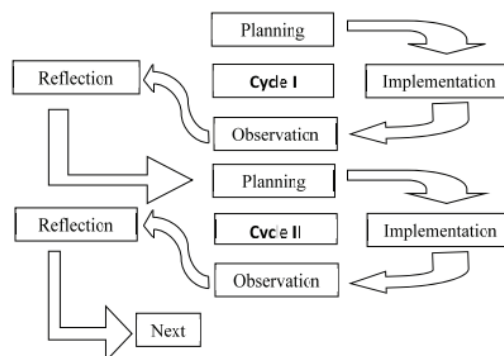

Figure 1 Classroom Action Research Cycle

This Classroom Action Research was carried out at SMK 6 Semarang, specifically at X Busana 1 Class which consists of 36 students. This Collaborative Classroom Action Research was carried out in August 2023, namely on August 25 2023 for the first cycle and September 7 2023 for the second cycle.

The data collection method was carried out using questionnaire method which is related to the students' responses toward the application of TGT assisted by Quizwhizzer and observation method which is related to the data on the value of learning outcomes after implementing the learning. The data on learning outcomes were analyzed by calculating the average value of classical learning completeness.

In order to determine the success of increasing student learning outcomes in cognitive competence (learning outcomes) by using the Model Team Game Tournament (TGT), success indicators were used. It is said to be successful in improving student learning outcomes if students are able to solve questions and meet a minimum of 75% learning completeness

3. RESULTS AND DISCUSSION

It is vital to undertake research preparations so that the outcomes obtained are actually optimal. The following are some things that researcher must perform before conducting research: (1) Conduct interviews with fellow teacher to identify

problems; (2) Determine which class is chosen as a research subject based on consideration of fellow lecturers; (4) Create research instruments in the form of lesson plans, students' worksheet, and students' reflection towards their interest in learning using TGT assisted by Quizwhizzer.

3.1 Pre-cycle

Before taking action, students are given an initial test or pretest of 20 multiple choice questions to determine students' abilities before carrying out learning using the TGT technique assisted by Quizwhizzer. Giving this question aims to determine students' abilities. Apart from that, the test in this pre-cycle is also used to determine the description of the difficulties faced by students in understanding the material presented. Based on the results of the pre-cycle research that was carried out, the researchers obtained the results which can be seen in table 1 below:

Table 1. Distribution of Frequency and Percentage of Data from Pre Test Results in Pre-Cycle

Interpretation	Value Range	Students Number	Percentage
Very Good	81-100	0	0%
Good	71-80	0	0%
Enough	61-70	2	5.5%
Need Guidance	<60	34	94.5%

From the pre-test results, it can be said that student need guidance in learning English. For this reason, it is necessary to apply techniques and media that can increase active participation and increase students learning outcome.

3.2 Cycle I

This cycle consists of four stages: planning, activity, observation, and reflection.

3.1.1   Planning

At this stage, the researcher carries out planning or planning by determining the research class, research time, determining the main material, preparing learning media and tools (laptop, LCD, etc.), teaching modules, making observation

sheets, preparing assessment instruments, and so on. At the observation stage, the researcher also prepared tests (pre-test and post-test) where the researcher conducted tests to determine the condition of students' abilities at the beginning and the condition after being given treatment.

3.1.2   Implementing

At this stage, researcher begin to carry out or implement plans that have been prepared during the action planning stage. The steps taken in the process of teaching and learning activities are as follows:

3.1.1.1   Initial activity
−   The teacher greets and asks for prayers before learning begins. (religious aspect)
−   The teacher checks the students' attendance. (discipline aspect)
−   The teacher carries out diagnostic tests on students
−   The teacher provides apperception by asking several trigger questions to the students.
−   The teacher conveys the goals that will be achieved in today's learning.
−   The teacher provides an outline of the scope of the material studied.
−   The teacher conveys the learning methods and assessment techniques that will be used.

3.1.1.2   Core activities
−   Students are asked to listen to a text that contains asking and giving opinion
−   Students are asked basic questions based on the text they hear/read.
−   Students practice questions related to asking and giving opinions using the TGT technique assisted by Quizwhizzer, namely playing Snakes and Ladders.

3.1.1.3   Closing Activities
−   Providing feedback on the learning process
−   Summarize the learning process.
−   Present the agenda for the next meeting.
−   Closing statement and greetings.

3.1.3 Observation

This step is carried out simultaneously with action, namely when learning is taking place.

3.1.4 Reflection

Reflection is carried out after completing learning in cycle I. Evaluate the actions of cycle I, discuss the results of the evaluation of cycle I with observers/colleagues and improve the implementation of actions according to the evaluation results for use in cycle II. The evaluation carried out in cycle one was providing references to other types of questions on Quizwhizzer and varying the types of questions. This is done because when learning takes place, luck also plays a role in the game of snakes and ladders.

The follow-up plans that will be carried out are ensuring the internet signal is stable, using other types of games on Quizwhizzer, and varying the questions/quizzes in the game.

At the end of cycle I, a final test is given which aims to see the success of the actions given, if the student gets a minimum completion criterion of 75. The data on student learning outcomes can be seen in table below:

Tabel 2. Distribution of Frequency and Percentage of Data from Post Test Results in Cycle I

No	Classification	Frequency	Percentage
1	Pass	13	36%
2	Not Pass	23	64%
	Total	36	100%

Based on table 4.3 above, it shows an increase in learning outcomes after being given treatment. This can be seen from the percentage of classical student learning completeness, which is 13 students (36%). Meanwhile, there are 23 students (64%) who have not yet completed their score, whose score has not yet reached the minimum completion criteria, namely 75. This shows that the TGT strategy assisted by Quizwhizzer can increase students' English vocabulary even though they have not yet reached classical completeness in

accordance with the Ministry of National Education. (2006), namely reaching 85% according to the standard subject completion criteria.

3.2 Cycle II

Cycle II is carried out because the research results have not reached the indicators of success in Cycle I. The cycle will stop when the success indicator has been achieved. The stages of cycle II are carried out the same as the stages of cycle I. the results of Cycle II can be seen in the following table:

Tabel 3. Distribution of Frequency and Percentage of Data from Post Test Results in Cycle II

No	Classification	Frequency	Percentage
1	Pass	32	89%
2	Not Pass	4	11%
	Total	36	100%

From table 3 above, it can be seen that the increase in student learning outcomes in cycle II, the number of students who completed was 89%, this figure has met the classical completion requirements, namely 85% according to the criteria for completion according to the Ministry of National Education in 2006. This shows that students have increased learning outcomes. Apart from that, they are also motivated and have an interest in learning English. Many students have completed their grades, although there are 4 people who have not completed the minimum completion criteria.

Overall, the process of implementing actions in cycle I went well, although student learning outcomes did not show a significant increase. The teacher applies the TGT technique assisted by the Quizwhizzer application media according to the planned steps. In cycle I, students held a tournament between groups by playing snakes and ladders and answering questions on Quizwhizzer. The actions in cycle II were carried out using the same technique and media, namely TGT with the help of Quizwhizzer, but the type of game played was different. The game played in

Cycle I is *Snakes and Ladders* while in Cycle II namely *Pirates hunting treasure*. From the entire implementation of cycle II actions, researchers have carried out learning by following the steps of the TGT technique. A more detailed discussion of the findings of this research is presented by comparing the results obtained during the pre-cycle, cycle I, and cycle II.
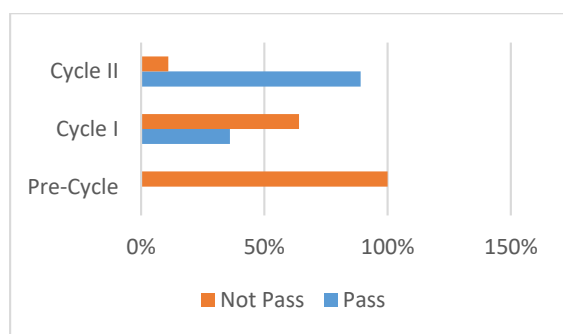

Figure 2 Student Learning Outcomes

This data shows that the percentage of students who completed cycle II had reached the minimum classical completion criteria, although there were still four people who had not completed it, this would be addressed by providing remedial measures. Based on the results of the reflection, there is no need to continue to cycle III and the class is declared to have completed the material asking questions and asking for and giving opinions.

4. CONCLUSION

Based on data analysis at the pre-cycle, cycle I and cycle II stages, it can be concluded that the learning outcomes of class have improvement. It can be seen from the average scores of students during the pre-cycle, cycle I and cycle II. The students' average score in the pre-test was 34, then it increased in cycle I to 54, and finally in cycle II the students' average score increased to 83. So it can be concluded that the Teams Games Tournament can improve learning outcomes.

Apart from that, with the implementation of TGT assisted by Quizwhizzer, students are more enthusiastic and motivated in participating in learning compared to before they were given action using techniques and media in Classroom Action Research. This is because they are challenged to solve questions correctly and compete with opposing groups.

Based on the findings and conclusions from the results of the research conducted, researchers can provide several suggestions, namely:

1. The TGT technique assisted by Quizwhizzer can be used as an alternative in increasing students' English vocabulary.
2. Teachers should choose learning media that is appropriate to the material to be taught, the goals to be achieved, and the characteristics of the students.

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