ABSTRAK


Penelitian ini bertujuan untuk 1) mencaritahu apakah penerapan metode Team Game Tournament (TGT) meningkatkan penguasaan tata bahasa di kelas 8 SMP Negeri 2 Gondangrejo Karanganyar di tahun akademik 2015/2016, dan 2) menggambarkan hasil dari kondisi kelas sesudah Team Game Tournament (TGT) diterapkan di kelas 8 SMP Negeri 2 Gondangrejo Karanganyar di tahun akademik 2015/2016.


Kata kunci: Penguasaan tata bahasa, Team Game Tournament, Penelitian Tindakan Kelas.
ABSTRACT

This research aims, at (1) finding out whether the implementation of Team Game Tournament (TGT) method improve grammar mastery in eight grade of SMPN 2 Gondangrejo Karanganyar in 2015/2016, and (2) describing the result of class condition after Team Game Tournament (TGT) is implemented at eight grade of SMPN 2 Gondangrejo Karanganyar in 2015/2016.

This classroom action research was conducted at the VIII-D class of SMP Negeri 2 Gondangrejo karanganyar. To collect the required data, the researcher observed, interviewed, gave questionnaire and test, took documentation, and analyzed documents. The researcher divided the research into two cycles and carried out in six steps that included: planning, implementing, the action, observing, reflecting, and revising the plan. The test consisted of pre-test and post-test. Non-test consisted of observation, interview, documentation, documents, and questionnaire. In analyzing the data, the researcher used qualitative data and quantitative data analysis.

Based on the result of study, the researcher found that the Team Game Tournament could improve of the students’ grammar master. The improvement of the students’ grammar mastery can be shown by the result of pre-test and post-test. The mean of post-test 1 was 78,1 it is higher than the mean score of pre-test that was 39,63 In cycle two, the mean score of post-test 2 was 75,43 It can be concluded that using Team Game Tournament can increase the students’ grammar mastery in learning English. The students’ score is getting better in each cycle. It indicates that the teaching learning process is successful, both the researcher and the students gained the objectives.

Key words: Grammar Mastery, Team Game Tournament, Classroom Action Research
INTRODUCTION

There are four skills that must be mastered in English. They are speaking, listening, writing, and reading. Grammar is not skill but it is also important component to be mastered if people want to master those 4 skills. If people just know the word, it will be not enough to make their English better. People also must know how good sentence must be arranged. It is called grammar mastery in English. According to Richard and Schmidt (2002: 230), grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Grammar is very important when people want to write or want to speak something correctly. According to tucker (2012:2), it is like a taxi driver that must know the street direction. People must know language rules before they can make a sentence.

The best way to start learning grammar is when the students are in junior high school. When they are in the elementary, they already get enough vocabulary given by their teacher. Nowadays, modern parents, who realize the importance of English for the future of their children, start to introduce English since kindergarten. According to biemiller (in wagner, 2007), “at least 80% of words children obtain by the six grade are studied through direct instruction; children obtain root word meaning through direct explanation from parent, educator, and peer and within texts.” This is called golden age. It is the best time to learning vocabulary because they can easily absorb many words that they read or hear.
According to Meg O’mahony (2006: 2), Team Game Tournament is one of learning method created by Robert Slavin to evaluate and to master learning material. Slavin discovers that TGT improves basic skill, positive interaction between students, approval of mainstreamed classmates and self-esteem. Team Game Tournament method can make students more attractive in learning process because they must cooperate and compete with their friends in the tournament. In this Team Game Tournament, students must cooperate with their team to complete the task and compete with other teams to achieve the highest score. This method can make students learning how important it is to cooperate in a solid team and compete with other team. if they do not want to cooperate with their team or compete with other team, their team will lose the game. They will not be able to finish the task and it can make the other members also can not finish the task. This circumstance did not make students feeling bored with material because they can express what they are taught and what they can speak with the other to get some information to achieve highest point.

Based on the elaboration, the researcher decides to conduct a research entitled “Improving Students Grammar Mastery Using Team Games Tournament (A Classroom Action Research at Eighth Grade of SMP N 2 Gondangrejo in 2015/2016 Academic Year).

This study has some objectives which include:

1. To improve the student’s grammar mastery at the eighth grade of SMP N 2 Gondangrejo academic year 2014/2015 by using Team Game Tournament.
2. To identify the student’s responses in the process of teaching and learning at the eighth grade of SMP N 2 Gondangrejo academic year 2014/2015 when Team Game Tournament is applied in teaching and learning process.

THE RESEARCH METHODOLOGY

Wallace (1998: 4) states that “action research is a way of reflecting on your teaching (or teacher-training, or management of an English department, or whatever it is you do in ELT). It is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.”

The researcher used two kinds of method of analyzing. They are qualitative and quantitative:

1. Qualitative data analysis

   In each cycle, data were analyzed to get conclusion. Burns (1999:156-160) explains that qualitative data can be analyzed by these following steps:

   1. Assembling the data

      The researcher collected the data using field notes, interview, documents and questionnaire. In this step, the researcher starts to broad pattern should to show up which can be compared and contrasted to see what fits together. For this research, the researcher collected the data about students’ participation in learning process
and also the classroom atmosphere before, during the research and after the research conducted.

2. Coding the data

Coding is process of attempting to reduce the large amount of data that may be collected in order to the categories of concepts, themes, or types more manageable.

3. Comparing the data

The purpose of comparing the data is to see whether themes or patterns are repeated or develop deal with different data gathering techniques.

4. Building interpretation

This step demands creative thinking as it concern with articulating underlying concepts and developing the theories about why particular patterns of behaviors, interactions or attitudes have emerged. For this research, the researcher finds the indicators of research data.

5. Reporting the outcomes

This step ensures the report sets out the major processes of the research, and that the findings and also the outcomes are well supported with examples from the data. After the research analyzes the data, hopefully the results of the data analyze can help to answer the problems of the research, especially in line with students’ participation problems.

2. Quantitative Method
The researcher compared the mean score of pre-test and post-test. The test scores results are analyzed to provide additional data to show the accurate data of students’ grammar mastery improvement. According to Ary, Jacob and Sorensen (2010:108 & 177) The scores are calculated with the following formula:

\[
\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}
\]

In which:
\(\sum X\) = The sum of the students’ score before the action
\(\sum Y\) = The sum of the students’ score after the action
\(\bar{X}\) = Means of students’ score before the action
\(\bar{Y}\) = Means of students’ score after the action
\(N\) = Number of the student

From analyzing the non-test and test results, the researcher can check hypothesis whether team-game-tournaments can improve students’ grammar mastery.

**RESEARCH FINDINGS AND DISCUSSION**

the researcher presents the result of implementation of the classroom action research using Team Game Tournament to improve grammar mastery at eighth grade of SMP Negeri 2 Gondangrejo in 2015/2016 academic year that have been done in three months. Pre-research was held before conducting the research. It was held to identify the problems that appeared during the teaching learning process. Pre-research included observing the teaching learning process.
The pre-test was held at the VIII C class of SMP N 2 Gondangrejo that consist of 32 students. The mean score of students’ pre-test was 39.63. They looked difficult to find the form of verb 2 in the past sentences, confuse about preposition, and lack of personal pronoun.

The researcher did two cycles. Cycle one consisted of two meetings. Each meeting took 80 minutes. In all meetings, the researcher discussed the aspects of grammar like structure, preposition, determination and personal pronoun. The implementation of cycle one was on October 17, 2015 until October 31, 2015. Meanwhile, the second cycle was held from November 7, 2015 until November 21, 2015.

From the result of the research, it showed that there were improvements in students grammar mastery after using Team Game Tournament. The improvements were as follows:

a. Identifying the structure of past sentence

TGT method helped students to find the form of verb in past tense sentences. It could be seen from the result of the activity and the test. In the pre-test, most of students were confused and difficult when identified the sentence structure and confuse the form of verb in the past sentence. In cycle one, most of students found it difficult to determine the Verb 2 in the sentence. In the second cycle, most of the students began to understand how to identify and change into the correct verb.

b. Put the correct preposition in the sentences.
In cycle one, most of students made mistake in putting the preposition because they had perception that in, on, at have the same meaning. They did not know the function of those words. Moreover, if they confused in preposition, they always asked the researcher or other friends. In cycle two, most of students could find the correct preposition in the sentences by themselves.

c. Put the correct determiner in the sentence.

In the first cycle, most of the students did not understand and were confused about determiner. They said never hear or told about determiner, so they could not answer the questions right. In the second cycle, most of students could answer questions.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the action research, the researcher can conclude that:

1. The implementation of Team Game Tournament can improve student’s grammar mastery of the eighth grade of SMP N 2 Gondangrejo academic year 2014/2015.

The students could improve their grammar mastery using Team Game Tournament. The improvement of students’ grammar mastery can be seen from their ability as follows: (1) Identifying the structure of past sentence; (2) Put the correct preposition in the sentences; (3) Put the correct determiner in the sentence; and (4) Finding the correct personal pronoun in the sentences. The improvements can be seen on their post result in each cycle. The mean score of post-test 1 in cycle one
(75,43) is higher than the mean of pre-test (39,63) and the mean of post-test 2 in cycle 2
(78,1) are higher than the mean score of post-test 1 in cycle 1.

2. The students’ response when Team Game Tournament method is applied in the
teaching and learning process was improved than before.

   The method involved students’ participation and gained more attention. The
students were more active, fun, and enjoyable in the teaching and learning process.
They were also enthusiastic in joining the lesson. They were more confident in sharing
their idea to the member group and competewith the other group. The situation of
teaching learning becomes cooperative work.

   After analyzing the data, the researcher concluded that Team Game
Tournamentmethod could improve the students’ grammar mastery at the eighth grade of
SMP Negeri 2 Gondangrejo Karanganyar in 2015/2016 academic year.

d. Finding the correct personal pronoun in the sentences.

   In the pre-test, most of students were difficult to find out the form of personal
pronoun when they found the personal pronoun. They confused to pick where is the
correct oneIn the cycle one. Then, in the second cycle, only some of students were still
confused and difficult to find the correct personal pronoun in the sentences.

B. Suggestion

   Based on the conclusion and implication above, the researcher propose some
suggestion as follows:
1. **To the teacher**

   The teacher should be creative, attractive, and selective to choose the method to engage the students. He or she must be creative, fun, active, patient, can manage the class and be friendly to the students. The teacher can use TGT method in teaching Grammar to involve all the students’ participation in the class. It is as one alternative method to improve students’ grammar mastery and makes class situation more interesting and enjoyable. However, the teacher should be able to manage the time well when implementing TGT method.

2. **To the students**

   The students should get more practices to answer the question so they also can apply the theory of grammar in the task. They can improve their grammar mastery by using Team Game Tournament method which has interesting activities.

3. **To the other researcher**

   The researcher hopes this study can be used as the additional reference for other researcher and gives contribution in teaching grammar.