



EFL Students' Motivation in Mastering English Grammar Through Team Game Tournament (TGT)

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<u>Article info</u>	Abstract
<p><u>Article History</u></p> <p><u>Received :</u> <u>25/04/2021</u></p> <p><u>Accepted :</u> <u>29/05/2021</u></p> <p><u>Published :</u> <u>22/07/2021</u></p>	<p><i>The objective of the research was to find out whether the students of Accounting for Islamic Financial Institutions IAIN Parepare are motivated in learning English Grammar through Team Game Tournament (TGT). The researcher applied descriptive method and using both offline and online quizzes as the game in the learning process. The population was the students of Accounting for Islamic Financial Institutions at fourth semester. This research applied cluster random sampling by taking one class as the sample, that was the fourth semester students of Accounting for Islamic Financial Institutions. The sample consisted of 26 students. The data were collected through questionnaire and supported by observation checklist. The result of this research showed that the fourth semester students of Accounting for Islamic Financial Institutions IAIN Parepare were highly motivated in learning English through Team Game Tournament (TGT).</i></p> <p><u>Keywords:</u> <i>Students' Motivation, English Grammar, and Team Game Tournament (TGT)</i></p>

BACKGROUND

English as an international language has a great influence and important role in our lives as a major language. It is a communication tool used all over the world. In Indonesia, students of junior high school up to university have studied English as a compulsory subject. Currently, many elementary schools even kinder gardens have studied it too.

Teaching and learning process in the schools cannot be separated from curriculum. Curriculum is a plan designed to expedite the learning process under the guidance and responsibility of the school or educational institution and its faculty (Nasution, 2008: 5). Curriculum is constantly evolving in line with the development of the theory and practice of education. Muhammad Nuh as the ministry of education and culture stated that a new curriculum will be imposed in the academic year 2013-2014 (www.seputar-indonesia.com). Teaching model at the schools will be more directed to the character building and the character building will be integrated to all subjects in the school, including English.

The teacher should be smart to choose a model of teaching that is suitable with the curriculum. In this case the researcher thought that the cooperative learning model will fit the character building. Cooperative learning is learning in small groups where interaction is structured according to carefully worked-out principles (Stenlev, 2003: 1). Cooperative learning minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. Philosophically, cooperative learning is based on mutual aid learning. In addition, cooperative learning will teach the students to cooperate and collaborate.

One type of cooperative learning is Team Game Tournament (TGT), where students learn in small groups with many academic games, it will make the learning process more fun and in the atmosphere of joy and creation of the team competition based on the responsibility of each individual.

In the teaching and learning English process, students' motivation is very important. Although the curriculum is good, but if the students do not have motivation in learning, the teaching and learning process will not running well. The researcher found that there were many students still very passive during the teaching and learning process. After doing observation at fourth semester students of Accounting for Islamic Financial Institutions IAIN Parepare, the researcher also found the same problem.

The passiveness of the students may caused by their lack of motivation in learning. As Wlodkowski (2004: 12) said, "Behavior caused by the situation greatly affected by how much motivation inflicted on the students themselves." While Slavin (2010: 34-36) who developed the concept of team game tournament (TGT) emphasized that students' motivation would be formed on the situation in which the group's performance award would create interpersonal reward. There was a motivation of each members of the group to perform their maximum effort.

It can be concluded that learning and motivation have a very close relationship. Therefore, the researcher assumed that team game tournament (TGT) which is integrated to the new curriculum will gain the students' motivation in learning English. As Sadirman (2012: 93) said, "Rivals or competition can be used as a motivational tool to encourage students' learning. Competition, both individual and group can improve students' learning."

Team game tournament (TGT)

TGT was originally introduced by Johns Hopkins, and further developed by David DeVries and Keith Edwards. TGT (Team game tournament) is a type of cooperative learning that results from the development of type STAD (Student Teams-Achievement Divisions), where students learn in small groups with a major component in the form of a class presentation, team discussions, game, tournament, and team recognition. While the difference of these two types is the academic games on the type TGT, which can make the learning process more fun and happy atmosphere in the team competition and creation based on the responsibility of each individual.

TGT was originally introduced by Johns Hopkins, and further developed by David DeVries and Keith Edwards. In general, TGT with academic tournament uses quizzes and individual progress scoring system, in which students compete as representatives of their team with other team members that previous academic performance as their equal.

The description of TGT components are as follows:

1) Classroom Presentation

Presentation in the class is led by the teacher or even the audiovisual presentation. However, the presentation of a teacher should be able to focus his presentation on the team's units, so as to make the students realize that they have to really pay attention to the full presentation given class, because then it will affect the game, and individual scores affect the team score.

2) Team

The team consists of 4 (four) or 5 (five) students representing all parts of the class in terms of academic performance, gender, race, and ethnicity. The main function of the team is to ensure that all team members actually learn, and more particularly again is to prepare its members to be able to properly quiz.

3) Game

Game consists of questions relevant content designed to test students' knowledge gained from the implementation of the class presentation and teamwork.

4) Tournament

It is the structure of a game that can be done at the end of the unit, after a teacher giving a presentation in class and group work the team has carried out the activity sheet. In the tournament, students with equivalent academic performance will occupy one table tournament that will be a balanced tournament. After the end of the first tournament, students will have the possibility to swap places depending on tournament tables of their performance in previous tournaments table, or if the performance increase it will take on top-level tournament table and if it will decrease its performance down to the level below.

5) Team Recognition

The team will receive any certificate or other awards if their average score reaches a certain criteria.

The teacher in the TGT is providing competitive opportunities in a constructive and positive atmosphere. The students realize that the competition is always something they face every time, but TGT give them rules and strategies to compete as with individuals after they got help from his teammates. Thus they build dependency or trust in their team that gives them the opportunity to feel confident when they have to compete in the tournament.

The purpose of the TGT is one solution that could solve the problem of potential barriers success of cooperative learning, in which the dominance of one high-potential group members will make the other members will only be a companion and piggybacking on the success of their friends. However, in this TGT, that will not happen, because each member of the group is fully responsible for individual success at the tournament table, and each member of the group will find the opportunity to contribute to the success of the group.

Motivation

The term motivation in a second language learning context is seen according to Gardner (1985: 10) as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." According to the Oxford Learner's Pocket Dictionary (2008: 286), motivation is the reason or reasons behind one's actions or behavior.

Gardner and Lambert (1972) have done pioneering work to explore the nature of motivation specific to language study. Gardner highlights two different types of motivation:

1) Instrumental motivation

The desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc.

2) Integrative motivation

The desire to learn a language in order to communicate with people from another culture that speak that language; the desire is also there to identify closely with the target language group.

Sadirman (2012: 83) explained the characteristics of a person motivated, they are:

1) Diligent in facing the task (he can work continuously for a long time and does not stop before the finish).

2) Not quickly despair. He does not require a push from outside to participate as possible (not easily satisfied with the achievements

of the accomplishments that he has been achieved).

- 3) Showing interest in various problems.
- 4) Preferring to study independently.
- 5) Quickly bored with routine tasks (things that are mechanical, repetitive, and not creative).
- 6) He can maintain his opinion.
- 7) Not easily lose the things that he has been believed.
- 8) Often finding and solving problems.

Functions of Motivation in the Learning Process

To start an activity, first of all there must be a motivation to carry out, as well as in education, motivation is very important aspect. Students must have the motivation to improve their activity, especially in teaching and learning process.

Motivation is a very important factor in the study because it serves:

- 1) Encouragement to the students in learning activities.
- 2) Voters of the types of activities in which one wishes to do so.
- 3) Giving instructions on behavior.

Similarly, the opinions expressed by Sadirman (2012: 85), that there are three functions of motivation:

- 1) Encouraging students to do.
- 2) Determining the direction of action towards the goals to be achieved.
- 3) Determining what actions should be done to match in order to achieve the goal.

In addition, there is also other function of motivation. Someone will do something because of the motivation. He will strive to get the achievement. Good motivation to learn will show good results as well. In other words, with the diligent effort and primarily based on the motivation, then someone who learn will be able to bear good performance. The intensity of motivation will determine the students' level of learning achievement.

There were some practice significance could be taken from the result of this research. The researcher hoped it would increase the

students' motivation in learning English in the classroom and to be useful for the students to stimulate them to increase their English ability.

METHODS

Research Design

This research used descriptive method. According to Gay et al, (2006: 159) descriptive will use to determines and describes the way things are. In this case, this research used to determine whether or not the fourth semester students of accounting for Islamic Financial Institutions IAIN Parepare were motivated in learning English through Team Game Tournament (TGT).

Participants

The population of this research was the fourth semester students of accounting for Islamic Financial Institutions that consist of 4 classes. Each class had 25-40 students. The total number of the population was 180 students. This research used random sampling technique. In this case, the sample chosen was class the fourth semester students of accounting for Islamic Financial Institutions that had 26 students.

Data Collection

The researcher used two kinds of instrument in collecting data namely questionnaire and observation checklist. The questionnaire used to find out the students' motivation in learning English from the students' perception about the Team Game Tournament (TGT) in the questionnaire. The researcher used observation checklist when the teacher teaching at the class to evaluate whether the teacher did TGT teaching model or not. The researcher also observed the responses of the students to know their motivation through TGT.

Data Analysis

In this research, the questionnaire was given to the students. The data were collecting then analyzed and tabulated based on the degree of Likert's scale. In this scale, the students' option categorized into positive and negative statement score as shown to the following table:

Table 1. Likert scale

Statements	Strongly agree (SA)	Agree (A)	Undecided (U)	Disagree (DA)	Strongly disagree (SDA)
Positive (+)	5	4	3	2	1
Negative (-)	1	2	3	4	5

(Gay, 2006: 130)

The data through observation checklist was taken from the researcher's perception during the teaching and learning process. It found out whether or not teacher did TGT teaching model in the teaching and learning process. It also showed the responses of the students to know their motivation through TGT.

THE RESULT OF RESEARCH

The finding presented here dealing with the students' motivation in learning English through Team Game Tournament (TGT) that have been analyzed by questionnaire and supported by the observation Checklist.

Questionnaire

The result indicates that 20 (71.4%) students have "very high motivation", 8 (28.6%) students have "high motivation", none is "moderate", none has "low motivation", and none has "very low motivation". It means that all the students are motivated in learning English through Team Game Tournament (TGT).

It can be seen in the following table:

Table 3. Percentage of Students' Motivation

No	Interval	Categories	F	(%)
1	127-150	Very High Motivation	20	71.4
2	103-126	High Motivation	8	28.6
3	79-102	Moderate	0	0
4	55-78	Low Motivation	0	0
5	30-54	Very Low Motivation	0	0
Total			28	100

Mean Score

There were 28 students, total score of the questionnaire is 3686. It shows that mean score of students' motivation in learning English through Team Game Tournament (TGT) is 131.6. It indicates that the students have "very high motivation" in learning English through Team Game Tournament (TGT).

Observation Checklist

Based on the observation checklist, the researcher found that the teacher did all the components of Team Game Tournament (TGT). They were classroom presentation by the teacher, team, game, tournament, and team recognition. The students also showed high motivation in learning English. It based on the motivation characteristic (as mention in Chapter II) occurred during the teaching and learning process, they were persistence in learning, diligent in facing the task, showing interest in various problem, having good achievement in learning, and preferring studying independently.

Related to the theories and previous related research findings, one who was stated by Sadirman (2012: 93), "Rivals or competition can be used as a motivational tool to encourage student's learning" and Corder's phrase in Skehan (1989: 49), 'Given Motivation, anyone can learn a language'. It can be said that this research obviously supports the previous findings, which explain that applying Team Game Tournament (TGT), where the students learn in small groups with many academic games, is able to motivate the students in learning

English. Because of this teaching model gives rules and strategies to compete as individual after they got help from his teammates. Thus they build dependency or trust in their team that gives them opportunity to feel confident when they have to compete in the tournament.

From the discussion above, it can be concluded that the fourth semester students of accounting for Islamic Financial Institutions IAIN Parepare are motivated in learning English through Team Game Tournament (TGT). Since all of the indicators of motivation in learning were completely done. So, it means that TGT is able to motivate the students in learning English.

For further research, it is expected to conduct a research in the same area by finding another teaching model in learning English, so that the lecturers will have more choices in teaching English that can make their students feel joy in the teaching and learning process.

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PROFIL

The researcher, Nurul Hasanah, was born on July 2, 1991 in Pangkep. She is the second child of her parents, H. Muhsinin, SP. and Hj. Muliana R, S.ST. Starting her study at SDN 4 Tala, then she continued to MTsN Pangkep, SMAN 1 Pangkep, and State University of Makassar (UNM) to take her undergraduate (S1) and postgraduate (S2) in the same major, namely English education. She has been working as a lecturer in IAIN Parepare since 2021.