THE EFFECT OF TEAMS GAMES TOURNAMENT (TGT) STRATEGY WITH THE HELP OF WORD WALL APPLICATION ON THE STUDENTS' MASTERY OF SIMPLE PRESENT TENSE

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ABSTRACT

The goal of this research is to determine if the effect of Teams Games Tournament (TGT) Strategy With The Help of Word Wall Application on The Students' Mastery of Simple Present Tense at X Grade of SMA N 7 Tanjungbalai. This research employed quantitative research with a two-class design, exprimental class and control class. This research's population consisted of all class X students from SMA Negeri 7 Tanjungbalai. Simple random sampling was used to choose two classes for the research sample: 32 students from the experimental class (X IPS 1) and 32 students from the control class (X IPS 2). A multiple choice test was used to collect data. The t-test formula was used to analyze the data. From this analysis, by comparing pre-test and post-test scores, the exprimental class had a lower pre-test mean score (53,4>56,6) and a higher post-test mean score (76,5>72,3) than the mean score in control class. This research found that using Teams Games Tournament (TGT) Strategy With The Help of Word Wall Application has significant effect in simple present tense. It can be proved by the result that t_{score} (t_o) = 11,25 was higher than the t_{table} (t_t) = 1,999 with the significant 0,05 or it can be understood as $T_o > T_{table}$ (5%) = 11,25>1,999. So, Ha is accepted. In another word, using Teams Games Tournament (TGT) Strategy With The Help of Word Wall Application more effective and more significant than using conventional way.

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INTRODUCTION

A language is a communication instrument used by members of a community. People need to be able to show their emotions to fit into a specific situation or social environment. Many people today can master not just their native language but also several other languages. English is one of them that is popular at the moment.

The Indonesian government has advised that one of the foreign languages that must be taught in junior and senior high schools is English. Even elementary school has

implemented it. English is a universal language that significantly impacts the international world.

Students who study English are familiar with the four fundamental language abilities speaking, listening, reading, and writing. Students must also understand the languages' grammar, vocabulary, and pronunciation to master these skills. Therefore, a teacher must choose the most effective approach or method for their teaching and learning processes. Additionally, it might lessen the students' boredom.

One of the most significant aspects of a language is structure. Grammar is sometimes used to describe how a language is put together. Septiani (2014) cites Huddleston and Pullu as saying that grammar is the study of a languages' structure and focuses on sentences, phrases, and words. Ahkam (2013) says that learning grammar is hard for students and that most students have trouble with it. Learning about tense is one of the most crucial grammar concepts. Students must understand the simple present tense as a rule of the English language. Because the simple present tense as a basic rule for making and using sentences in everyday life.

Based on the observation that has been done, some of the students at the X grade of SMA NEGERI 7 TANJUNGBALAI that students have some difficulties, especially in the simple present tense. Many students still need to comprehend the form and use of the simple present tense correctly, they frequently make mistakes in putting the correct verb in simple present tense phrases, for example in the sentence "He work every day" there should be a "s" at the end of the verb because the subject is the third person singular. So, "He works everyday" is the correct answer. And the students were dissatisfied with the grammar teaching and learning process.

However, when observed teaching and learning grammar at SMAN 7 TANJUNGBALAI. The teacher in the classroom did not fully realize the media. The teachers' teaching strategy could have been more effective for the student. Based on the situation of learning grammar at that school, it can be considered developing a suitable technique connected to the students' characteristics. Students received not only the subject but also a suitable strategy. The strategy was utilized to engage students and allow them to demonstrate their understanding of the subject during the learning process. Cooperative Learning,

according to Campbell and Rutherford (2000) is more effective at increasing learning and improving student accomplishment. The research used cooperative learning by employing teams games tournament (TGT) as an alternative strategy of teaching simple present tense.

This research used the teams games tournament (TGT) strategy, one of many cooperative learning techniques, to teach the simple present tense. In the teams games tournament (TGT) strategy, students are placed in studying groups of five or six members. The material is presented to students in the form of power point and gives quizzes using the word wall application, and they work together in teams to ensure that everyone has learned the lesson. Then there is a competition in which students compete in academic games with other team members to score points for their teams.

Hopefully, the students enjoyed their learning activities by using the teams games tournament (TGT) strategy, and the additional media was the word wall application. Because students work together in the classroom, this research purpose teams games tournament (TGT) strategy as one of the strategies that can increase the students' achievement and make it easier for them to understand the material. And word wall application as an alternative media in teaching simple present tense.

The research gap addressed by this research is the lack of research investigating the combined effect of Teams Games Tournament (TGT) strategy and Word Wall application on students' mastery of the simple present tense specifically at the X grade level. While previous studies have individually explored the effectiveness of TGT strategy and the use of Word Wall application in language learning contexts, there is a dearth of research that examines their combined impact on X grade students' proficiency in the simple present tense.

Examples of previous research, Smith et al. (2018) investigated the effect of the Teams Games Tournament (TGT) strategy in increasing students' understanding of tenses in English. However, although this research provides valuable insights, no research specifically involves using the TGT strategy with the help of the Word Wall application at X grade level to learn the simple present tense. This creates a research gap that needs to be filled. This study will fill this void by exploring how the use of a combination of TGT strategies with the help of the Word Wall application can influence students' mastery of the simple present tense at grade X grade. By looking at the interaction between TGT strategies that encourage teamwork and

technological assistance from the Word Wall application, this research will make an important contribution to understanding effective English teaching practices at the X grade level, especially in the context of the simple present tense.

Based on the explanation and problem above, this research used the teams games tournament (TGT) strategy with the help of word wall application in teaching simple present tense. "The Effect of Teams Games Tournament (TGT) Strategy With The Help of Word Wall Application on The Students' Mastery of Simple Present Tense at X Grade of SMA N 7 Tanjungbalai".

LITERATURE REVIEW

Simple Present Tense

According to Aygen (2014), The simple present tense refers to the current situation, a habitual or recurring event in time, or a timelines event. It also talks about everyday routines, routine activities, and general facts. Many experts define and talk about the simple present tense in terms of its use and structure.

The Cambridge Dictionary describes the simple present tense as "the tense used to refer to events, activities, and conditions that are employed continuously or occur right now." The base form or the "s" form of a verb, such as "I play tennis twice a week" and "She works in a bank," is used in the present tense.

According to Murphy (as cited in Siswoyo, 2016), grammar is an English form used to discuss past, present, and future topics. To express that something frequently occurs, always, or is generally true, use the present tense. Another opinion is given by Murthy, the verb is employed to show that an action is currently happening now.

Another statement was also added by Swan (2000), the present tense can also be used to talk about things that are always going on, or that happen regularly (not there now). Present tense refers to an activity or action carried out by the subject all the time, not just once in a while but anytime and anywhere. For example: I go to Turkey about three times a week.

According to Azar (2006), the simple present tense is employed to discuss events that always, usually, or usually happen. These things are happening now, have happened in the past, and probably will happen again.

After a third person subject pronoun, s/es are added to simple present tense verbs in English. Common time expressions using the simple present include every day, every minute, twice a day, once a week, on Friday, in the evening, at five o'clock, and so on. Other common ones are always, often, generally, rarely, ever/never, and sometimes.

Based on the explanation about the simple present tense, tense is used when an event is happening right now, or an event that happens repeatedly (habit) is done every day.

Teams Games Tournament (TGT) Strategy

After being introduced by Johns Hopkins, David De Vries and Keith Edwards created the Teams Games Tournament (TGT). According to Slavin (2005) as cited in Gani (2019), Teams Games Tournament (TGT) strategy is where the students play games with members of other teams to get more points for their teams. According to Slavin (2008) that class presentation, teams, games, tournaments, and team recognition are the five components of the Teams Games Tournament (TGT) strategy.

O'Mahony (2006) states that Teams Games Tournament (TGT) strategy improved the students' positive interactions with one another, their achievement as well as their basic skills. The three components of the Teams Games Tournament (TGT) strategy are teams, games, and tournaments. These three elements are combined in the Teams Games Tournament (TGT) strategy here to offer the materials and determine the score.

According to Shoimin (2014), the Teams Games Tournament (TGT) strategy is one kind of cooperative learning strategy that is simple to implement, involves every student activity without any difference in status, uses students serve as peer tutors, and the reinforcement includes game elements.

Based on the all statements above, the writer summarizes that learning activities with games designed in the Teams Games Tournament (TGT) cooperative learning strategy to help students learn in a more relaxed way while also teaching them to be responsible, honest, work together, compete in a healthy way, and be interested in learning.

Word Wall Application

Word wall is a software that can be used as a tool in designing interactive quizzes, various variations of templates, fonts, animations, and other types of animation are available for use so that the combination of imagination and creativity can be used to produce the best work. The word wall application uses a web base that provides free facilities as well as paid facilities. In this application media that has been designed or made online can be downloaded and even printed on paper. This application provides 18 templates that can be accessed for free and users can easily switch from one activity to another.

Sherianto says (in Nissa and Renoningtyas, 2021) that word wall is an application that teachers and students can use as a learning tool, a learning resource, and an assessment tool. Meanwhile, Halik, (in Nissa & Renoningtyas, 2021) argues that word wall media is also a web app that can be used to make fun games based on quizzes.

From the explanation above, it can be concluded that Word wall is a web application for creating quiz-based games that can be presented as learning media, learning resources, and assessment tools for teachers and students.
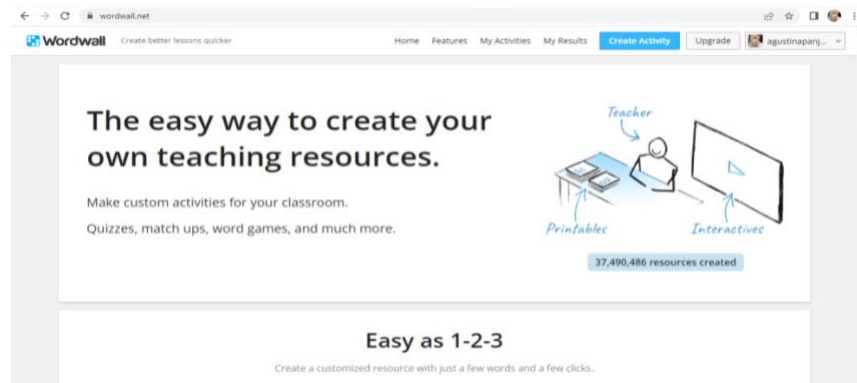
Figure 1.1 Display of Word wall

METHOD

The population of this research was the students at grade at X of SMA NEGERI 7 TANJUNGBALAI 2022/2023 academic year which consist of 237 students.

Arikunto (2010) says thatthe population that wants to be observed includes the sample.Simple random sampling was used in this research. Kerlinger (2006) says that simple random sampling is a way to pick people from a population in a way that gives each person in

the population has equal chance of being selected or taken. Where the technique and sample are used randomly. The sample of the research is two classes X IPS-1 as experimental class that consist of 32 students and X IPS-2 as control class that consist of 32 students. So the total numbers of the samples were 64 students.

Quantitative methods were employed in this research. Experimental research is the type of this study. According to Arikunto (2000), the effect of applying a variable to an object, or a two-way relationship in research, is determined by experimental research. Experimental research is a type of research that purpose to prove the approach, method, strategy or technique used in teaching and learning is effective or not. Experimental research designs are used to test the relationships between things in a controlled way. In general, one or more independent variables are changed to find out what effect they have on a dependent variable. Here, the writer was given pre-test and post-test in two classes; experimental and control class, then the result was compared. In experimental class, the writer was given treatment by using teams games tournament strategy (TGT) and word wall application in teaching simple present tense mastery, whereas in control class, students taught without using teams games tournament strategy (TGT) and word wall application. This design is compatible with the research purpose, which wants to evaluate teams games tournament strategy (TGT) by using word wall application on the student's mastery of simple present tense at X grade of SMA N 7 TANJUNGBALAI. By interviewing the English teacher, this research decided to select a class that was considered representative of the population and had the same characteristics to see the quality of both classes.

The instrument of this research is a set of simple present tense tests. As a tool for this research, the test is very helpful. It is used to see how well students know how to use the simple present tense. It is related to H. Douglas Brown's opinion that a test evaluates a person's skills, knowledge, or performance in a certain area. This research used simple present tense test, which is multiple choice consisting of 15 questions as the instrument of this research. The test was given twice, there are pre-test and post-test. The goal of the pre-test is to know the basic knowledge of the students' simple present tense mastery. The goal of the post-test is to see if the teams games tournament strategy (TGT) with the help of the word wall application gives an effect or not toward students' simple present tense mastery.The

experiment was carried out after being given the pre-test. There are two experiments carried out in this research. The experimental group used teams games tournament strategy (TGT) and word wall application to teach, while the control group was taught conventionally.

Validity of the Test

According to Arikunto, relevance determines validity. This indicates that the test measured the variables that were specified.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy} : the correlation of data

N   : total of data

X   : the mark in the pre-test

Y   : the mark in the post- test

XY   : sum of multiplication X and Y

X^2 : squere of X

Y^2 : squere of Y

Reliability of The Test

Arikunto says that reliability demonstrates that if an instrument is good enough, you can trust it to be used to collect data. If a test can produce consistent results even when administered repeatedly to the same people or sample, it is considered dependable. Sugiyono also says that if a reliable instrument is used to measure the same thing more than once, the results will always be the same. The researcher employed inter rater reliability to determine the test's reliability. The scores were obtained from two raters: the writer and the English teacher. To estimate the reliability of the test, this research used rank order correlation as follows. The formula was as follows:

$$r_i = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r_i = reability

r_{xy} = corelation between the two halves

Technique of Collecting Data

1. Test

The test is a tool used to measure knowledge or mastery of the measuring object against a certain set of materials. This test used to find out the effectiveness of teams games tournament strategy (TGT) with the help of word wall applicationon the student's mastery of simple present tense at X grade of SMA N 7 TANJUNGBALAI. This research used pre - test and post - test for experimental class and control class to collect the data.

a. Pre-test

Pre-test is used to measure students' ability in simple present tense mastery before receiving treatment. In the pre-test, the students are asked to answer questions of multiple choices that consist of 15 questions.

b. Post-test

Post-test is used to measure the ability of students in simple present tense mastery after the teaching-learning process is conducted in both classes and the treatment is given to the experimental class. The results of the pre-test and post-test for the experimental class and control class were compared. After that, the scores are used as numerical data to measure students' simple present tense mastery.

2. Treatment

Experimental class and control class received the treatment. Experimental class was taught by teams games tournament strategy (TGT) and word wall application and control class was taught by conventional way.

Technique of Data Analysis

If a test achieves its intended goal of measuring something, it is valid. First, use the above formulas to measure the test's validity and reliability, and then use the *t*-test, which is the most common way to compare the means of two groups. For example, the *t*-test could be

applied even with very small sample numbers, provided that each group's variables are distributed normally and that there is no consistently distinct range of scores between the two groups. In a true null hypothesis, the groups would be expected just by chance. The data were analyzed with a *t*-test, and then the significance of the sum, the t-test and t-table was compared with the test's degree of freedom (df). The formula of t-test which is used in this research.

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{X2+Y2}{N_1+N_2-2}\right] + \left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

Where:

N_1: total of the data (subject) of Experimental Group

N_2 : total of the data (subject) of Control Group

M_x : mean of Experimental Group

M_y : mean of Control Group

X^2 : standard deviation of Experimental Group

Y^2 : standard deviation of Control Group

FINDING AND DISCUSSION

Evaluation of research findings is possible through the testing of hypotheses. The means of the experimental and control groups were both different.The post-test mean of the experimental class was greater than that of the control class. Each test requires the formulation of one or more hypotheses regarding what should occur if a hypothesis is true or false. Collecting and analyzing observational, and experimental data will help us decide whether the predictions are accurate.

According to the data from the preceding section, it was discovered through this research. The experimental class had a range of scores before using Teams Games Tournament Strategy (TGT), with the highest score being 80 and the lowest being 20. After using TGT, the highest score increased to 93 and the lowest score increased to 40, so it was higher than in the controlled class after using TGT. Similarly, the control class had a range of scores before treatment, with the highest score being 80 and the lowest being 20. After using Conventional Strategy, the highest score increased

to 93 and the lowest score increased to 40, which was higher than in the controlled class after using Conventional Strategy. The pre-test scores for the experimental class were 1711 and the control class was 1813, so the total score of the pre-test of the experimental class was lower than the pre-test of the control class. On the other hand, the pre-test scores for the experimental class were 2448, and the control class was 2314. So the total score of the post-test of the experimental class was higher than the control class
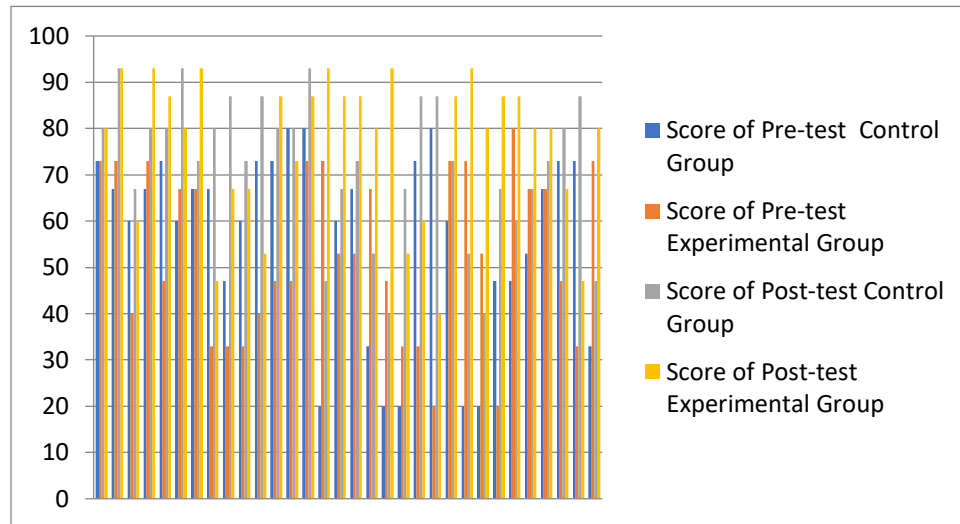

Figure 1. The Student's Score in Experimental Group and Control Group

In conclusion, Ha is accepted if $T_o > T_{table}$, and Ho is accepted if $T_o < T_{table}$. This study calculated the scores using a T-test with a degree of freedom (df) of 62 and a significance level of 5%, with a T_{table} value = 1,999. The computation of the T-test revealed that T_o is higher than T_{table}, or it can be understood as $T_o > T_{table}$(5%) with df 62 or 11,25 >1,999.

The data was analyzed using the T-test formula after counting the significant score of the pre-test and post-test. It means that the alternative hypothesis (Ha) has been accepted, and it revealed that the hypothesis using Teams Games Tournament Strategy (TGT) on the students' mastery of simple present tense is effective because the students' mastery of simple present tense using Teams Games Tournament Strategy (TGT) gets higher result than without using Teams Games Tournament Strategy (TGT).

In previous research by Nadial Fajri (2019). "Teaching Simple Present Tense By Using Team-Game-Tournament (TGT)." The research showed teams games tournament is more effective than conventional methods and can increase students' ability to master simple

present tense. The results showed that the post-test score of the experimental group (72.5) and the control group was (53.7), because the post-test of the experimental group was higher than the post-test of the control group so that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) accepted. This means that students at MTsN 7 Aceh Besar who are taught simple present tense using TGT get better results than students who are taught simple present tense without using TGT.

While in this research, the results showed that The mean score of the student's pre-test in the control class was 56,6 after giving treatment using the conventional strategy, it only increased by 15,7%, and the mean score became 72,3 in the post-test. Meanwhile, the mean score of the student's pre-test in the experimental class was 53,4 after giving treatment using Teams Games Tournament Strategy (TGT) increased by 23,1%, and the mean score became 76,5 in the post-test.

The minimum learning mastery standard value in the SMA Negeri 7 Tanjungbalai was 75. Therefore, the mean score of the students on the post-test in the control class was lower than the minimum learning mastery standard value in SMA Negeri 7 Tanjungbalai, which was 72,3. Meanwhile, the student's mean score in the experimental class post-test was higher than the minimum learning mastery standard value in SMA Negeri 7 Tanjungbalai, which was 76,5. It means that the Teams Games Tournament Strategy (TGT) is effective on students' mastery of simple present tense.

CONCLUSIONS

Quantitative research methods were used for the research. The total sampling method was used to collect the sample, and the data was gathered by giving students multiple-choice questions on a pre-test and a post-test. It is clear from the discussion, we can concluded that using Teams Games Tournament Strategy (TGT) with the help of Word Wall Application get better at mastering the simple present tense. Before using Teams Games Tournament Strategy (TGT) with the help of Word Wall Application, students were not very good at using the simple present tense. It's not the same as when students used Teams Games Tournament Strategy (TGT) with the help of Word Wall Application, and their post-test scores were higher than their pre-test scores.

Then, in this research, the students liked it, and it's not easy to get bored when learning about the simple present tense. This strategy can help teach and learn more effectively. According to the data analysis results, Ho was rejected and Ha was accepted. This shows that the Teams Games Tournament Strategy (TGT) with the help of Word Wall Application had a significant effect on students' mastery of simple present tense at X grade students of SMA Negeri 7 Tanjungbalai as a the research concludes that the Teams Games Tournament Strategy (TGT) with the help of Word Wall Application is effective in teaching simple present tense.

According to the findings of the research analysis, the research comes to the conclusion that using Teams Games Tournament Strategy (TGT) with Word Wall Application strategies can make learning more attractive. The students will like learning and not become bored. Because of this strategy, students become more interactive and enthusiastic.

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