

# The Effect of Team Game Tournament and Board Game on Students' Mastery of Simple Past Tense and Past Continuous Tense at SMK Muhammadiyah Karanganyar

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## The Effect of Team Game Tournament and Board Game on Students' Mastery of Simple Past Tense and Past Continuous Tense at SMK Muhammadiyah Karanganyar

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### ABSTRACT

The aim of this study was to find out the significant difference on students' grammar mastery with the application of team game tournament and grammar board game and know the responses of tenth grade students of SMK Muhammadiyah Karanganyar in the Academic Year 2018/2019.

This research was a quasiexperimental research. In conducting the research, I used pre-test post-test control group design. The population in this study were the students of grade X SMK Muhammadiyah Karanganyar in the Academic Year 2018/2019. Two classes were selected as a sample of the research taken by simple random sampling technique. They were 30 students from grade X Pharmacy I as the experimental group, taught by using team game tournament and board game. While 30 other students from class X Culinary as the control group were taught by using conventional's method.

The data analysis was calculated by using the t-test formula. Based on the calculation of the t-test, there was a significant increase in students' grammar mastery in the experimental class after being given a treatment that was equal to 12.08. While in the control class only increased as much 3.38. I made conclusion that the use of team game tournament and board game gave better result of students' mastery of past tense and past continuous tense in grade X Pharmacy I in Academic Year 2018/2019. The method and media could raise the students' interest in learning. Based on the results of the research, the teachers are suggested to use cooperative learning team game tournament and board game on the learning process to improve students' grammar mastery.

*Keywords: Team game tournament, board game, and grammar*

### INTRODUCTION

Grammar has several meanings, and many people attempt to explain grammar. Different experts explain or define about the term of grammar differently. Harmer (2001) as cited in Onesty (2013) explains grammar as the descriptions of the ways in which words can change their forms and can be combined into sentences in a language. It is also defined by Dykes (2007) in her book that grammar is a language to talk about language. It means that grammar is a language for learning languages. Because the grammar further explains how we can communicate with the language, and that is very much related to learning grammar, starting from the vocabulary and function, sentence patterns, expressions, and their meanings. Besides, learning grammar means the study of how words are constructed in a sentence well when the pattern of grammar is used appropriately and how the sentence will be interpreted correctly. Meanwhile, teaching grammar for senior high school is not an easy thing. Most of students think that grammar is a boring subject.

Regarding the statement above, the tenth-grade students, in the 2013 curriculum, are expected to be able to analyze elements of language in recount texts, including the structure of the words, or grammar. Grammar teaching generally consists of explaining formulas



accompanied by examples of their use. However, this is sometimes not sufficient for students' needs in grammar learning, so that they are competent in analyzing sentences and are able to apply the sentence formulations in various contexts. Teachers should be able to ensure that students have achieved the expected analytical competencies.

The learning approach can be the right teaching solution. Some reasons that make senior high school students got difficulty in learning grammar. According to Onesty (2013), firstly, the students think that English is a tricky subject because it is a foreign language. Secondly, most of the students believe learning grammar is dull and confusing. It has many rules that should be understood by the students. As a result, the teacher gets difficulties to encourage the students in teaching grammar. Thirdly, Senior High School students cannot focus when they are studying in a long time. Nedomova (2007) argues that students are not able to pay their attention for more than 10-20 minutes and after that, they start to be bored and tired. Therefore, the teacher should find suitable strategies or technique in teaching English, especially grammar.

### **Technique of Teaching Grammar**

Technique is a way that is used by the teacher in teaching learning process. Komalasari (2010) adds that the technique is a way that is used in implementing a method specifically. Technique is implementation of strategies and ways done by the teacher and students in classroom which is designed to help the teacher in transferring their knowledge to their students so that they can achieve the goal of the teaching-learning process. The Technique of teaching grammar is variety, and it can help the teacher to teach students in teaching grammar. According to Baleghizadeh (2011), there are three techniques in teaching grammar. The first is using task-based, then role-play, and using game. One of the technique of teaching grammar is using games. Games have always been used in education to give students motivation. As cited in Baleghizadeh (2011) there are three main ways through which players are motivated: fantasy, challenge and curiosity. Based on that statement, I decide to use Team Games Tournament and Board games in teaching grammar.

#### **1. Team Game Tournament**

To create such favorable atmosphere, I decide to apply Teams Games Tournament (TGT) technique in teaching grammar. TGT is one of techniques in cooperative learning method. Rusman (2011) in Sitorus and Surya (2017) state that Team Games Tournament is one of cooperative learning model that is easy to apply, involves the activities of all students, and involves the role of students as peer tutor and consist of elements of play and reinforcement. Organizing the classroom into four or five member for each teams for all levels of achievement. Slavin (2006) explained that TGT is a game that can be adapted to the subject. He stated that games are usually better than individual games. It provides opportunities for teammates to help one another and avoid one problem from individual game

From that statement, I decided TGT is suitable to teach grammar. A lot of experts said that The Team Games Tournament is very simple to apply and it is also fun and challenging. Team Games Tournament is a technique which demands the students to learn on group with 4-5 students' members who have heterogeneous ability and then ask them to work with their teams to make sure all team members have mastered the lesson being discussed. The main idea behind TGT is to motivate students to encourage and help each other master skills presented by the teacher. This technique is chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. They



had chances to discuss the difficulties of grammar task that they have faced with their group process successful.

## 2. Board Game

A board game is a game that involves counters or pieces moved or placed on a pre-marked surfaced or board, according to a set of rules. For example monopoly, snake and ladders, and many other board game. Morsund (2007) says that board game has some of the same characteristic. Player deals with set of rules with money, dice, making decision, and striving to win the game. It is also about taking turn, rules in gaming, and communicating the language with other players. This game also makes the students interact each other and communicate the language without hesitation.

According to Tengku & Rahmah (2012), the board game is started with the introduction of the rules and regulations of the games to make sure the students know the rules that would lead to a better use of the board games. They explained that board games can be done with various learning models. The game can be done using boards such as snake and ladder boards, monopoly boards, white board, and many other board games.

In this research, I use a board game that was designed in A3 size. The concept of the game similar to snake and ladder game where the winner will be the first group who reaches the finish box. The students in a group of six members were given a board game and a paper consist of some instruction to play with the game. Unlike the snake and ladder games, the board game consists of sentences from various tenses which are all grammatically incorrect. The players have to correct the sentences as they follow the instruction.

### **The Steps of Team Game Tournament and Board Game in Teaching Grammar**

Furthermore, the step of Team Games Tournament and board game is as follows:

1. The teacher gave explanations about the rule of TGT and Board Game.
2. The teacher divided class into groups and each group consists of the member from 6 or more students.
3. Each group got a board game. The board games are designed in A3 size. The concept of the game was similar to snake and ladder game where the winner was a the fastest group who could solve the problem correctly. Unlike the snake and ladder games, the board game consisted of first group who reaches the finish box. The students in a group of 6 members will be given paper consist of some instruction to play with the sentences from various tenses which are all grammatically incorrect. The player has to correct the sentences on their paper as he follow the instruction in a paper given by the teacher.
4. The three fastest groups that could solve the problem correctly will get a reward or prize.
5. The teacher gave the overview about the teaching learning process.
6. The teacher gave feedback and the conclusions.

## **METHOD**

The research design used in this research was experimental research. According to Creswell (2012) experimental research is a study to test an idea, practice or procedure to determine whether it affects the outcome or the dependent variable. The experimental research used in this research was quasi experimental, in which quasi experimental design is a study which has a purpose to investigate whether there is an effect of something that is treated to the subject of research. It means that in this experimental research, I tried to build a





condition or situation to find out the effect. In other words, experiment is a way to find out the cause and effect relation between two factors.

The design of the research was a pretest posttest control group design. Pretest posttest control group design was a design which used two groups that are experimental group and the control group. Regarding to the statement before, the experimental group in this research received treatment using cooperative learning namely Team Games Tournament (TGT) and Board Game as the media in grammar learning, while the control group got treatment using handout or conventional teaching.

Furthermore, the illustration of quasi experimental research (pretest posttest control group design) could be seen as follows:

Class	Pretest	Treatment	Posttest
EC	O1	X1	O2
CC	O3	-	O4

Explanation:

EC : Experiment Class

CC : Control Class

O1 : Pretest (in experiment class)

O3 : Pre test (in control class)

X1 : Treatment that will be given for experiment class using TGT and BG

O2 : Post test (in experiment class)

O4 : Post test (in control class)

(Creswell, 2012: 307)

## RESEARCH FINDING AND DISCUSSION

### 1. The Effect of Team Games Tournament and Board Game on Students' Mastery of Simple Past Tense and Past Continuous Tense

Table 1. The Different Score

Group	Total of Students	Mean of Pretest	Mean of Posttest
Experimental	30	66.533	79.333
Control	30	63.433	67.267

The Table 4.1 expands that the average of pretest result obtained by the students in the experimental and control classes, those were 66.53 and 67.26. To measure students' ability after being treated in learning, I gave posttest. This test was given to the control and experimental classes, where the learning in the experimental class used Team Game Tournament and Board Game, while the control class used the conventional learning method. From the Table 4.1, it could be concluded that the learning method using Team Game Tournament and Board Game obtained a higher average value compared to learning using conventional method that were 79.33 in experimental class and 67.26 in control class.

### 2. The Students' Perception towards Team Games Tournament and Board Game on Students' Mastery of Simple Past Tense and Past Continuous Tense



**Tabel 2. The Result of Students' Responses of TGT and Board Game**

No.	Statement	Mean	Criteria
1.	I can understand easily about past tense and past continuous tense when teacher use this method	3.50	Very good
2.	This learning method is very time consuming.	2.30	Poor
3.	I like study in the class with learning in a group	3.53	Very good
4.	I became know that learning grammar is not always boring.	3.10	Good
5.	By using grammar board game I can distinguish easily about past tense and past continuous tense	3.36	Very good
6.	I prefer to work individually rather than working in groups.	2.06	Poor
7.	I can write some sentences in recount text	3.13	Good
8.	I became active and able to think creative with this learning method	3.36	Very good
9.	My understanding of material has increased after following this lesson	3.03	Good
10.	I got bored with learning in a group	2.30	Poor

$$\begin{aligned} \bar{X} &= \frac{\sum X}{n} \\ &= \frac{29.7}{10} \\ &= 2.97 \end{aligned}$$

Based on the result of the questionnaire in table 2, it could be concluded that the majority of students agreed that the team game tournament and board game could facilitate students in the grammar learning well. It was reached in the range from 3.03-3.53. Students got a favorable atmosphere using cooperative learning methods and games which make them assume that English lessons especially grammar is not always boring subject.

**Picture 1:**



Picture 1. The teacher gave explanation about the rule of TGT and Board Game

**Picture 2:**



Picture 2. The students were playing grammar board game

## CONCLUSION

1. Team Game Tournament and Board Game can improve students' understanding of past tense and past continuous tense. This can be seen in the average pretest and posttest score of students which indicates an increase of 12.80, from 66.63 to 79.33, and it could be seen from the students' writing quality that they were able to distinguish the formula of past tense & past continuous tense and they were able to create the simple sentences congruent with the formula of past tense and past continuous tense.
2. The students' perception of using TGT and Board Game is that the majority of students agreed if team game tournament and board game could facilitate students in the grammar learning well. It was reached in the range from 3.03-3.53. Students got a favorable atmosphere using cooperative learning methods and games which make them assume that English lessons especially grammar is not always boring subject.

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