

CHAPTER I

INTRODUCTION

A. Background

When it comes to communicating, English is a crucial tool. People are able to convey thoughts, feelings, and facts using this language. Winaldo and Oktaviani classify two distinct approaches to studying English. The first one is ESL, which stands for English learnt by immigrants to converse with native speakers of their host country. The second is EFL, or English as a Second Language, which describes students who have acquired the English language skills via institutionalized means (e.g., schools) in countries where English is not the native tongue (Winaldo & Oktaviani, 2022). Among the many disciplines that play a significant role in the educational system across the globe, studying English is particularly vital in Indonesia. The ability to communicate effectively in English is crucial for students' future academic and professional success on a global scale. Fluency in English is one of the requirements for graduation in Indonesian schools ranging from primary to university. The rationale for this is that fluency in English is crucial.

English language skills consist of two main functions: spoken and written communication. Spoken communication includes listening and speaking skills, while written communication includes reading and writing skills (Liu,

2023). Writing proficiency in English is very important. One of the linguistic abilities that calls for original thought is writing. Having this talent under one's belt is crucial for success in school and the workplace. Proficiency in written English requires not just the ability to utilize proper grammar and punctuation, but also the ability to construct coherent and well-structured documents. For this reason, many people rank the ability to put thoughts on paper as the pinnacle of linguistic complexity.

According to Dhuge, writing is the process of conveying ideas in the form of writing or sharing stories with others through writing. Writing can also be interpreted as a way to express feelings. In other words, through writing we can communicate indirectly (Dhuge et al., 2021).

In this modern era of education, there are many learning methods that can improve English writing skills. However, these writing skills often face various challenges in the field. Based on my initial observations at SMAN 1 Bengkulu City, in September 2024, There are several problems faced by students. One of them is that some students have not reached the predetermined Minimum Completion Criteria (KKM). So it can be said that students' understanding of learning materials has not been maximized. Secondly, some students still have difficulties in translating questions in English and have difficulty in writing paragraphs and sentences in

English, due to limited vocabulary which affects students' ability to organize ideas and write clearly and structured. On the other hand, some students show strong enthusiasm in learning English while others do not. This condition shows that there are differences in students' interest in learning which can affect the learning atmosphere in class. And finally, the lack of student involvement in discussions, even though this discussion method is an important method in the application of English language learning because it can improve students' communication and thinking skills. So if there is a lack of student involvement in class discussions, the learning objectives have not been optimally implemented.

However, from each problem that has been described by the researcher, there is one very important problem, namely some students still have difficulty in making sentences or paragraphs in English, this is due to limited vocabulary which affects students' ability to organize ideas and write clearly and structurally. The researcher obtained this information through classroom observations. This problem is important to address immediately because writing skills are very important for students' academic success and improve their critical thinking. Therefore, it is important to provide solutions to overcome this difficulty, one of which is by applying learning methods that can support the development of vocabulary and writing skills of learners. Researcher assume that to improve writing

skills can be through cooperative learning methods, namely the team games tournament (TGT) model. Team games tournament is a learning step that involves competition. According to Feby, the TGT (Team Games Tournament) learning model is a model that allows students to first understand the material, and then test their understanding through academic games. In the learning process, students act as peer tutors and help and guide each other through group discussions. feby states that implementing the (TGT) learning model in writing skills must have several procedures, namely class presentations, study groups, and academic tournaments (Feby et al., 2024). The implementation of this learning model can create an enjoyable learning environment, encourage active student participation in the learning process, especially in English lessons, and improve their writing skills.

Researchers Ira Setia Pransiska and colleagues discovered three things in their 2021 journal article "The Implementation of the Cooperative Learning Method Type Team Games Tournament (TGT) to Improve Students' Motivation in Learning English": 1) students were more engaged in their own learning, 2) they were more cooperative and confident in group discussions, and 3) they were more enthusiastic about learning overall. In addition, the course content was simplified so that students could easily grasp it . Pransiska (2021) found that using the TGT cooperative learning

technique piqued pupils' interest in the English language (Pransiska, 2021). In a study published in 2024 by Ananda Feby, Dania Rahma, and Suparmi, the authors examined the effects of a teams game tournament on the writing skills of second graders at SMP Negeri 7 Padang. The results demonstrated an improvement in students' abilities, with an average post-test score of 89.45 compared to 60.24 before the tournament. At a 0.05 level of significance with 32 degrees of freedom, the computed t-value (11.54) exceeded the table t-value (1.697) according to the t-test. Given the significance of the observed difference, we may conclude that alternative hypothesis (H1) is correct and reject the null hypothesis (Ho). According to Feby et al. (2024), pupils' writing skills are greatly enhanced when the Teams Game Tournament (TGT) concept is used. Finally, "Improving Students' Writing Through Team Game Tournament (TGT) at SMK Negeri 1 Ambon" appears in Glorya Manuputty's (2020) notebook. Findings demonstrate that TGT is an efficient strategy for instructing students in the art of writing cover letters for employment, which in turn boosts their engagement, drive, and passion for the subject matter (Manuputty, 2020).

Therefore, there are a number of expert judgments that back up the prior assumptions and basis. Zakaria posits that TGT is a model of instruction that encourages students to work together in teams to complete games and contests with

the goal of accumulating points. There are five steps to the TGT model: introduction, team building, competition, and final recognition. (Zakaria et al., 2023) found that this technique may motivate students to study more by having them work together in teams and talk about what they've learned. Apart from that By including games, peer tutor activities, and competition into the learning process, this TGT model hopes to boost student involvement and foster an engaging and creative learning environment. Team Games Tournament (TGT) models include four steps in their syntax, as stated by Nadrah. To set the stage for the rest of the session, the instructor will first give a presentation outlining the course topics. The second step is for students to work together in study groups and use peer tutors to help each other learn the topic. Students then go on to the game or tournament phase, when they compete with the use of question cards or other media, with the outcomes of each round counting toward the group's total. Last but not least, as a token of our gratitude for their efforts, we present prizes to the winning team (Nadrah, 2023). based on the explanation above, then researcher is interested in conducting research entitled : "the effect of cooperative learning method by using team games tournamet (TGT) model toward students writing skills (A quasi experimental research on 11th grade students at SMAN 1 bengkulu city)"

B. Identifications of The Problems

Based on the background of the study above, the identification of problems are as follows:

1. Some students' grades have not reached the minimum completeness score (KKM) that has been set.
2. Some students still have difficulties in translating the questions and creating sentences and paragraphs in English, because of limited vocabulary.
3. Some students show strong enthusiasm in learning English Some students have not.
4. lack of student involvement in class discussions.

C. Limitation of The Research

In the academic year 2024–2025, eleventh graders at SMAN 1 in Bengkulu City were the focus of this study, which examined the effects of a cooperative learning method based on the team games tournament (TGT) model on their writing abilities, with a focus on analytical exposition text.

D. Research Question

The following research questions were developed by the researcher when the issues and context of the study were identified:

Is there any significant Effect of Cooperative Learning Method By Using Team Games Tournament (TGT) Model Toward Students Writing Skills at 11th Grade Students at SMAN 1 Bengkulu City?

E. Research Objectives

Based on the research questions above, then the researcher is aimed to find out whether there is a significant effect toward students who are taught using Team Games Tournament (TGT) model and those who are not taught using Team Games Tournament (TGT) model toward students writing skills at 11th Grade Students At SMAN 1 Bengkulu City.

F. Significant of The Research

Practical Significance

1. Teachers

This research provides options for teaching model that may help teachers increase students' writing proficiency. By applying the cooperative learning method by using TGT model, teachers are expected to create a more fun, interactive, and effective learning atmosphere in motivating students to be more interested in learning English.

2. Students

Students are anticipated to show more enthusiasm for learning and actively engage in classroom activities when taught utilizing the TGT model of cooperative learning. The goal of this technique is to pique students' interest in the English language by giving them chances to study the language via competitive activities.

3. School

In order to raise the bar for classroom instruction, schools may use this study's findings as a springboard for creating new and exciting learning methods. Schools have the option to include this approach into their regular learning practices if it shows promise.

Theoretical Significance

The educational community, and the TGT model of cooperative learning in particular, stands to benefit from the findings of this study. This research lends credence to the idea that TGT helps students become better writers. Furthermore, this study might serve as a foundation for future research on the impact of game-based learning strategies on students' writing abilities.

G. Definition of Key Terms

In order for readers to have a common understanding of the words used in this research, we have supplied definitions below. Misunderstandings between researchers and readers are another goal. The definitions of these words follow:

1. English learning

English learning is categorized into two types: ESL, where learners use English in daily interactions, and EFL, where English is taught mainly as a school subject. In learning English, students are expected to master four

main skills: listening, speaking, reading, and writing (Ndruru, 2024).

2. Cooperative learning method

Cooperative learning is a very effective learning method used to increase student participation in the classroom through individual responsibility in the group, and this method is very efficient and flexible to collaborate with other learning methods so that it can reduce the burden on teachers (Nasichah, 2023).

3. Team games tournament (TGT)

An easy-to-implement form of cooperative learning, Team Games Tournament (TGT) promotes engagement from every student. According to (Banua et al., 2022) this paradigm incorporates games and prizes into the learning process while allowing students to function as peer tutors.

4. Writing skills

One area of English proficiency that calls for original thought is writing. The act of putting thoughts, tales, or emotions into written form is known as writing. So, writing may be a way for the author and reader to communicate indirectly (Dhuge et al., 2021).

5. Analytical exposition text

An analytical exposition is a genre of writing that conveys the author's ideas about events or issues around them, according to Nurhikmah and April, this text encourages

students to understand the tofik so that they can present arguments as support (Reski et al., 2021).

6. Students senior high school

Senior high school students are learners who are still studying in grades 11 and 12, who are usually 16 to 18 years old, and play an active role in various academic subjects (Levz Cadag Jimenez, 2024).

