THE IMPLEMENTATION OF TEAMS GAME TOURNAMENT(TGT) TECNIQUE TO IMPROVE STUDENTS' ENGAGEMENT IN THE ENGLISH LEARNING PROCESS

THESIS

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iii

MOTTO

وَعَسَىٰٓ أَن تَكْرَهُواْ شَيْـًٔا وَهُوَ خَيْرٌ لَّكُمْ ۖ وَعَسَىٰٓ أَن تُحِبُّواْ شَيْـًٔا وَهُوَ شَرٌّ لَّكُمْ ۗ

وَٱللَّهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

"It may be that you hate something, even though it is good for you and it may be
that you like something, even though it is bad for you. Allah knows, while you do
not know". (QS. Al-Baqarah:216)[1]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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[1] Shahih Al Jami' No. 4434, Online Acces From Https://Quran.Nu.Or.Id/Al-Baqarah/216

iv

DEDICATION

I proudly dedicate this thesis to:

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Jember, November 29th 2023

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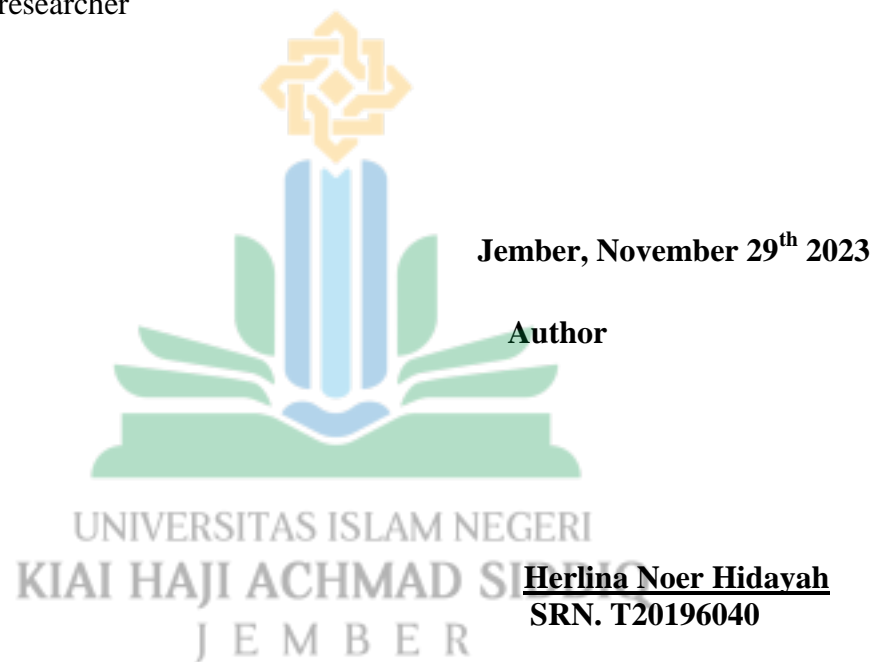
ABSTRACT

Herlina Noer Hidayah, 2023: *The Implementation of Teams Game Tournament(TGT) Technique To Improve Students' Engagement In The English Learning Process*

Keywords:Students' Engagement, Teams Game Tournament.

Students' engagement is an important in teaching and learning process. Students' engagement is the intensity of behavior, emotional quality and personal effort for students' to be actively engaged in learning. Based on the result interview with the students' of XI MIPA 5 in SMAN Pakusari, it was found that in teaching and learning English the teacher still predominantly used a teacher-centered learning model, where the teaching and learning was only directed at the teacher. So the students did not have the opportunity to express their ideas and explore abilities. As a result, this causes student engagement to be low in the teaching and learning process. There are many ways to improve students' engagement, and one of the techniques used by researchers is used Teams Game Tournament(TGT).

The research question of this research was "How is the implementation of teaching by using Teams Game Tournament to improve students' engagement in the XI MIPA 5 of SMA Negeri Pakusari in the academic year 2022/2003?" And "How is the response of class XI MIPA 5 at SMAN Pakusari in academic year 2022/2023 in the use of cooperative learning model of Teams Game Tournament(TGT)?" The research objective on this research is to find out the process of the implementation of teaching by using Teams Game Tournament to improve students'engagement in the XI MIPA 5 of SMA Negeri Pakusari in the academic year 2022/2023 and to find out the response of class XI MIPA 5 at SMAN Pakusari in academic year 2022/2023 in the use of cooperative learning model of Teams Game Tournament(TGT)?

The researcher used Classroom Action Research (CAR). The participants of this research were the students of XI MIPA 5 of SMAN Pakusari, which consisted of 34 students. The research was carried out in one cycle which consisted in two meetings. Data collecting techniques used in this research was checklist of observation, questionnaires and interview. The total score determined by the researcher to reach the criteria of success was 75% students' was considered engaged in the learning process.

The results of this research showed that, the students actively engaged after the implementation of Teams Game Tournament. It was different from previous engagement that was only 18%, meanwhile the students' responses to Teams Game Tournament were very hig category with the score of 3.62. It can be conclude that the Teams Game Tournament could improve students' engagement in the learning process.

TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background

Learning is a series of external events carried out to provide support for the internal teaching and learning process.[2]Gagne states that the success of learning to improve students' learning outcomes is to design such an external situation to be able to support and activate the teaching and learning process in the classroom.[3] According to Dewi and Isriani learning is an activity that is carried out intentionally to be able to modify situations and conditions that are directed at achieving curriculum goals.[4] Learning in essence is also not only to convey the mandate but also a demand for teachers to use teaching skills in order to create efficient situations and conditions. Therefore it is necessary to have teacher creativity in learning to create conducive classroom conditions and interesting teaching and learning strategies so that students' can be engaged.[5] Students' engagement and the use of appropriate learning models in teaching and learning activities will determine the success or failure of a lesson, with the right learning model it will be able to attract students' '

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[2] Gagne, R.M, *The Conditions of Learning,* (New York: Holt, Renehart and Winston, 1977)

[3] Gagne, R.M, *The Condition of Learning Theory of Instrucion*. (New York:Rinehart, 1985)

[4] Isriani Hardini dan Dewi Puspitasari, *Strategi Pembelajaran Tepadu* (Yogyakarta: Familia, 2012). P, 10.

[5]Toha Mashudi, Dkk, *Karakteristik Umum Pembelajaran di Sekolah Dasar* (http://masguruonline. wordpress.com, 2007). P, 3.

1

interest and students'engagement to play an active role in the teaching and learning process.[6]

According to Conell students' engagement is the positive emotions of students'as shown by an attitude of optimism, enthusiasm, concentration and curiosity.[7] Students' engagement in the teaching and learning process has a very important role to improve achievement and students' learning outcomes[8]. Students' engagement is a manifestation of motivated students'which is seen through action, emotion and cognitive which refers to directed action, energy, and can survive when facing difficulties in learning and in improving the quality of students'in their interactions with friends in doing academic assignments[9] Klem and Conell also stated that high students' engagement in the teaching and learning process can improve students' performance in learning and can increase their achievement.[10] Students' engagement in the teaching and learning process can not only increase their achievement but students' engagement can also protect students'from dropping out of school and prevent them from juvenile delinquency.[11] From the explanation that has been put forward it can be concluded that students' engagement is very

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[6] Wahyu Astuti dan Firosalia Kristin, Penerapan Model Pembelajaran Teams Game Tournament untuk mrningkatkan keatifan dan hasil belajar IPA. (Jurnal imiah sekolah dasar, vol.1, 2017). p, 155-156.

[7] Klem, A. M., & Connell, J. P, *Relationships Matter: Linking Teacher Support to Students' Engagement and Achievement,* (Journal of School Health, 2004)

[8] Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J, *Enhancing Students's`` Engagement by Increasing Teachers' Autonomy Support. Motivation and Emotion,* (2004)

[9] Handelsman, M.M., Briggs, W.L., Sullivan, N. and Tower, A, *A Measure of College Students' Course Engagement* (The Journal of Educational Research, 2005). p, 184-191.

[10] Klem, A. M., & Connell, J. P, op. cit.

[11] Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J, op. cit.

important. If students' have low engagement, this can be self-defeating and can trigger dropping out of school.[12]

Based on the results of interviews with one of students of class XI MIPA 5, he said if the teacher explains the material only by lecturing, the class atmosphere is very boring, even their friends are sometimes preoccupied with themselves because maybe they felt less interested in their learning process and only listened to the teacher's explanation.[13] Besides that, the researcher also interviewed another students' from class XI MIPA 5 she said if it's only through the teacher's explanation, most of them don't understand the material, especially when they are immediately given assignments, sometimes they are confused about how to do it.[14]

Based on initial observations and interview result at SMAN Pakusari in class XI MIPA it was found that in learning English the teacher still predominantly used a teacher-centered learning model, where learning is one-way so that students'do not have the opportunity to express their ideas and explore abilities within the students'The teacher only delivers the material in front of the class, while the students'become passive. As a result of this habit, students' participation is very low because students'in class do not have the opportunity to express their ideas, there is not much they can involve in learning except by just listening to the material delivered by the teacher.

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[12] Klem, A. M., & Connell, J. P, op. cit.

[13] Wawancara dengan Moch. Yozzy Rachmatullah, tanggal 03 november 2022 di SMAN Pakusari.

[14] Wawancara dengan Dewi Candra Kirana, tanggal 03 november 2022 di SMAN Pakusari.

Students'becoming passive, uninterested in learning, feeling bored, unfocused and result in teaching and learning activities becoming inefficient.

In order to help students'solved these problems, it is necessary to apply a learning model that can improve students' ' active participation and can attract attention and interest in the teaching and learning process. Cooperative learning is one of the learning models that can help students'to develop attitudes and understanding that can increase productivity, motivation and learning outcomes through teamwork in groups.[15]According to Sunal and Hans in isjoni "Cooperative learning is a series of strategies or approaches that can encourage students'to work together during the teaching and learning process takes place"[16]. Based on this explanation it can be concluded that the cooperative learning model is a way of learning that is done in groups or together, helping each other to achieve the same goal. Through group work, it can indirectly increase students' engagement in the teaching and learning process and can develop interactions between students'which can create more active learning situations. According to Slavin cooperative learning can also make the classroom situation conducive and fun. Cooperative learning can also be applied in all types of classes and can develop background relationships between students'Starting from differences in ethnicity, race and different religions[17].

[15] Etin Solihatin, *Cooperative Learning Analis Model Pembelajaran IPS*, (Jakarta:PT Bumi Aksara, 2007). P, 4.
[16] Isjoni, *Cooperative Learning*, (Bandung : Alfabeta. 2009)
[17] Slavin, Robert E., *Cooperative Learning*, (Bandung:Nusa Media, 2015)

According to Kiranawati one of the easiest cooperative learning to implement is the team game tournament. Because in a team game tournament students'can as a whole participate in learning activities without having to look at the differences in status between them. Involving students'as peer tutors and in team games tournaments contains games and reinforcement. Learning activities carried out with special games that have been designed in cooperative learning model teams game tournaments allow students'to be more relaxed and have fun in learning, and can foster self-confidence, responsibility, cooperation, involvement in learning and healthy competition.[18]

The Teams Game Tournament (TGT) learning model developed by Slavin is a learning model that is carried out by combining group techniques to compete with each other. Teams game tournaments (TGT) can also be used to improve students' skills, this learning model will also stimulate students'to play an active role in learning, because with competition between teams and rewards that will be given this can encourage students'to be engaged in answering questions, ask and cooperate regardless of ability above or below, all students'will work together to complete the tasks that have been given.[19]

This explanation is also supported by Sugiata who revealed that Teams Game Tournaments can improve students' learning outcomes in class XI MIPA 6 at SMA Negeri 1 Malang.[20]. Agustina and Humairoh in their research

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[18]Kiranawati, *Model Teams Game Tournament*, (Tersedia pada http:kiranawati.blog.woodpress.com., 26 Mei 2012)

[19] Silberman, Melvin, *Active Learning*, (Bandung:Nusa Media, 2006)

[20] Sugiata, I. W, *Penerapan Model Pembelajaran Teams Game Tournament(TGT) Untuk meningkatkan Hasil Belajar.* (Jurnal pendidikan kimia Indonesia, 2019)

revealed that the Tems Game Tournament can motivate students'to speak English.[21]

Based on the description above, the researcher was motivated to conduct a research entitled "The Implementation of Cooperative Learning model of Teams Games Tournament (TGT) To Improve Students' Engagement in The Learning Process"

B. Limitation Of Problem

Based on the background of this research is focused and limited to Improving Students'engagement by Using Team Games Tournament of the IX MIPA 5 of SMA Negeri Pakusari in the academic year 2022/2023

C. Research Questions

The questions of the research are as follows:

1. How is the implementation of teaching by using Teams Game Tournament to improve students' engagement in the XIMIPA 5 of SMA Negeri Pakusari in the academic year 2022/2003?

2. How is the response of class XI MIPA 5 at SMAN Pakusari in academic year 2022/2023 in the use of cooperative learning model of Teams Game Tournament(TGT)

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[21] Febrina Rizky Agustina and Mega Fariziah Nur Humairoh, Motivating Students' to Speak using Teams Game Tournament Technique, (UIN KHAS Jember: Lintang Songo, Jurnal Pendidikan, Vol. 3 No. 1 Februari 2020)

D. Research Objective

The objectives of the research are as follows:

1. To find out the process implementation of teaching by using Teams Game Tournament to improve students'engagement in the XIMIPA 5 of SMA Negeri Pakusari in the academic year 2022/2003

2. To find out the response of class XI MIPA 5 at SMAN Pakusari in academic year 2022/2023 in the use of cooperative learning model of Teams Game Tournament(TGT)

E. Significance Of The Research

1. Teacher

Teachers can make a reference to improve students' engagement through the teams game tournament

2. Students

Students can enjoy the teaching and learning process in a fun way, and can always play an active role and can always involve themselves in the teaching and learning process

3. Researcher

This research can be a lesson for researchers in writing scientific papers and researchers can find out more about the teams game tournament

F. Definition Of Key Term

1. Students' Engagement

Students' engagement is the intensity of behavior, emotional quality and personal effort for students'to be actively engaged in

learning[22]. Students' engagement observed through an observation checklist. The checklist observation is a modified version of Richard D. jones. This observation activity carried out during teaching and learning activities.

2. Teams Game Tournament

Team game tournament (TGT) is a type of cooperative learning model developed by Slavin.[23] Teams game tournament (TGT) is a learning model that is carried out by combining group techniques to compete with each other. regardless of ability above or below, all students' worked together to complete the tasks that have been given.[24] In this research, researchers used teams game tournament version of Slavin's theory that consists of five stages, which consist of class presentation, teams, games, tournaments and team recognition.

3. Cooperative Learning model

Cooperative learning is a learning model that is carried out together. The activities carried out together are carried out in small groups to help each other in learning the learning material.[25] In this research, cooperative learning that was used based on slavin's theory particularly on the Teams Game Tournament model. During the joint learning activities, naturally there was joint discussions, helping each other in

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[22] Jang, H., & Reeve, J., *Engaging students's` in learning activities: It's not autonomy support or structure, but autonomy support and structure.* Unpublished manuscript, University of Wisconsin–Milwauk, (2005)

[23] Slavin, R.E, *Cooperative Learning : Theory, Research ang Practice. Englewood Cliff,* (NJ: Prentice Hall, 1990)

[24] Silbeman, Melvin, op.cit.

[25] Robert E. Slavin, *Cooperative Learning*, (Bandung: Nusa Media, 2010), p. 4

understanding teaching materials, exchanging ideas and carrying out activities in a compact manner.[26]

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[26] Muhammad Thobroni, *Belajar dan Pembelajaran*, (Yogyakarta: Ar-Ruzz Media, 2013), p. 286

CHAPTER II

LITERATURE REVIEW

A. Previous Research

According to Randi, previous research is one of the references for researchers to get a lot of theory in researching the research that will be carried out. From previous research researchers can also make it as a reference in research. The following are five previous studies related to this research.[27]

For the first previous research, education journal written by Febrina Rizky Agustina and Mega Fariziah Nur Humairoh vol.3 No.1. It is about "Motivating Students'to Speak Using Teams Game Tournament (TGT) Technique". In their research used Classroom Action Research (CAR) method, their research consisted of two cycles. The results of their research showed that the implementation of the Teams Game Tournament technique can successfully promote the students' motivation to speak English. It could be seen in the first cycle shows that there were four students' (11.8%) categorized into motivated, four students' (11.8%) categorized into fairly motivated, 26 students'(76.4%) categorized low motivated and no one was categorized into very motivated . In cycle two shows that there were three students'(8.8%) categorized into fairly motivated, 27 students'(79.4%) categorized into fairly motivated and four students'(11.8%) categorized into low motivated. It could be perceived that 85% have at least an increase in one category level in motivation, which means the first criterion of success has been reached. In the second cycle it also showed that students'gave a positive

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[27] Randi, Teori Penelitian Terdahulu, (Jakarta:Erlangga, 2018)

10

response to the implementation of TGT. The average score was categorized into high category (3.75%)[28]

For the second previous research, journal of English language and education written by Karman and Indriani vol. 6 No. 1. It is about "Improving Students'Vocabulary Mastery By Using Cooperative Learning Method Type Teams Game Tournament (TGT)". In their research used Classroom Action Research (CAR) method, their research consisted of two cycles. The results of their research showed that there was an improvement in students' ' vocabulary mastery from cycle one to cycle two. It can be seen that in cycle one the percentage of students'who passed the test was 47.36% and in cycle two was 89.47%. [29]

For the third previous research, Enreal Journal written by Zahirotul Mufidah vol. 2 No. 1 (2022). It is about "Using Teams Game Tournament to Improve Students' ' Reading Comprehension of Narrative Text". In her research used the Classroom Action Research (CAR) method which consisted of cycle one and cycle two. The results of his research show that teaching English uses Teams Game Tournament as a strategy to comprehend the narrative text was successful. It can be seen that in cycle one the percentage score was 70.05% and in cycle two was 84.14%. [30]

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[28] Rizky Febrina Agustina And Mega Fariziah Nur Humairoh, *Motivating Students' To Speak Using Teams Game Tournament Technique,* (IAIN Jember:Lintang Songo, Journal Pendidikan, 2020), , Vol. 3 No. 1,

[29] Karman And Indriani, Improving Students' *Vocabulary Mastery Using Cooperative Learning Method Type Teams Game Tournament (Tgt),*(journal of english education, 2021)

[30] Mufidah, Zahirotul, *"Using Team Game Tournament To Improve Student's Reading Comprehension Of Narrative Text." Enreal: English Research And Literacy Journal* 2.1 (2022): 251-279.

For the fourth previous research, Professional Journal of English Education written by Ira Setia Pransiska vol.4 No.2[31]. It is about "Implementation of Cooperative Learning Type Teams Game Tournament (TGT) Method to Improve Students' ' Motivation in Learning English". In her research used qualitative (descriptive method) and for the results from the research, the students' ' teamwork and courage were increasing while engaging group time, students'became more active in teaching and learning activities and material could be easily understood and accepted by students.

For the fifth previous research, international journal for educational and vocational studies written by Arif Rahman Muttaqien, Agus Suprijono, Nugroho Hari Purnomo dan Dwi Bagus Rendy A.P Vol.3 No.6. It is about "The Influence of Cooperative Learning Model Type of Teams Game Tournament on Students'Critical Thinking Ability". In their research used quantitative method and for the result from their research showed that there was positif influence on students'critical thinking ability by using Teams Game Tournament. It can be seen in final assessment showed that critical thinking thinking showed sig. (2-tailed) 0.011 < 0.05, which means that there was significant difference. The excistence of significant difference that there

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[31] Pransiska, I. S, *The Implementation Of Cooperative Learning Type Teams Game Tournament (Tgt) Method To Improve Students Motivation In Learning English. Project (Professional Journal Of English Education,2021)*, *4*(2), 202-207.

was an effect of the Teams Game Tournament learning model on students'critical thinking ability. [32]

Table 2. 1 The similarities and differences previous research and the researcher's research

No	Journal	Similarities	Differences
1	Febrina Rizky Agustina and Mega Fariziah Nur Humairoh (2020) "Motivating Students'to Speak Using Teams Game Tournament (TGT) Technique".	• Both research used Teams Game Tournament • Both research used Classroom Action Research Method	• The previous research focused on Teams game tournament to motivating students' to speak, while the researcher's focus on students' engagement. • Research subjects in previous research were to junior high school students, while the researcher to senior high school students
2	Karman and Indriani (2021) "Improving Students'Vocabulary Mastery By Using Cooperative Learning Method Type Teams Game Tournament (TGT)"	• Both research used Teams Game Tournament • Both research used Classroom Action Research	• The previous research focused on Teams game tournament to improve students' vocabulary mastery while the researcher focus on students' engagement.

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[32] Muttaqien, Arif Rahman, Et Al, "*The Influence Of Cooperative Learning Model Types Of Teams Games Tournaments On Students' Critical Thinking Ability,"* International Journal For Educational And Vocational Studies 3.6 (2021): 432-437.

No	Journal	Similarities	Differences
		Method • Both research same in research subject to senior high school students'	
3	Zahirotul Mufidah (2022) "Using Teams Game Tournament to Improve Students'Reading Comprehension of Narrative Text".	• Both research used Teams Game Tournament • Both research used Classroom Action Research Method • Both research same in research subject to senior high school students'	• The previous research focused on Teams game tournament to improve students' reading comprehension ,of narrative text while the researcher's focus on students'engagement.
4	Ira Setia Pransiska (2021)"Implementation of Cooperative Learning Type Teams Game Tournament (TGT) Method to Improve	• Both research used Teams Game Tournament	• Types of research design previous M english, while the researcher's focus on students'engage ment.

No	Journal	Similarities	Differences
	Students'Motivation in Learning English".		• Research subjects in previous research were to junior high school students' , while the researcher's to senior high school students'
5	Arif Rahman Muttaqien, Agus Suprijono, Nugroho Hari Purnomo dan Dwi Bagus Rendy A.P (2021) "The Influence of Cooperative Learning Model Type of Teams Game Tournament on Students'Critical Thinking Ability".	• Both research used Teams Game Tournament	• Types of research design previous research used quantitative method and researchers used classroom, action research • The previous research focused on knowing the influence of game M high school students' , while the researcher's to senior high school students'

B. **Theoretical Framework**

1. **Students' Engagement**

   a. **Definition of Students' Engagement**

   According to Willms, students' engagement is a component of students' behavior that shows an active attitude in school activities as well as a psychological component of students' who shows ownership

of their school.[33]Meanwhile, according to Conell, students' engagement is a positive emotion shown by behavior that is full of enthusiasm, concentration, curiosity and optimism.[34] It is the same as the statement of Jimerson et al which says that students' involvement is that students' are emotionally involved with teachers, friends and school. Students' are also engaged in school activities such as participating in extracurricular activities, having confidence in self-perceptions, teachers, schools and good friends.[35]

Appleton, et al defines students' engagement as students' who are actively involved in school activities which consist of four subtypes namely, attitudes of active participation in school activities (behavioural), good academics, goal setting and self-regulation (cognitive) as well as having a sense of belonging and attachment to school (psychological).[36] Meanwhile, according to parson, students' engagement consists of cognitive engagement, emotional engagement, behavioral engagement.[37] This is the same as Fredrick's statement

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[33] Willms, J.D, *Students' Engagement at school:A Sense of Belonging And Participation,* (Paris:OECD, 2003)

[34] Klem, A. M., & Connell, J. P, *Relationships Matter: Linking Teacher Support to Students' Engagement and Achievement, (*Journal of School Health, 2004)

[35] Jimerson, S.R., Campos, E., & Greif, J.L, *Toward An Understanding Of Definitions And Measures Of School Engagement And Related Terms,* (The California Pyschologist, 2003)

[36] Appleton, J.J., Crishtenson, S.L., Kim, D., & Reschly, A.L., *Measuring Cognitive And Psychological Engagement Validation Of The Students' Engagement Instrument,* (Journal Of Scholl Psychology, 2006)

[37] Parsons, Jim, "*Student Engagement,*" (2011).

which said that students' engagement is students' actively involved cognitively, emotionally and behaviorally.[38]

Based on some of the definitions above, it can be concluded that students' engagement is students' who are actively involved in school by showing enthusiasm, optimism and confidence, involved cognitively, emotionally and behaviorally. The involvement of many students' who are also often discussed is students' participation in positive school activities, more time is used to complete assignments and achieve good grades and the quality of homework.[39]

b. **Aspects of Students' Engagement**

According to Fredricks, students' engagement has 3 aspects namely behavioral, emotional, cognitive.[40]

1) Behavioral engagement

Behavioral engagement is students' engagement in behavior that leads to students' participation in school academic activities, for example obeying school rules, attendance, doing assignments and participating in teaching and learning activities.[41] Behavioral engagement can be defined through 3 categories, namely students' engagement in teaching and learning activities in class (active in debriefing, active in discussions, and focusing on

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[38] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H., *School Engagement: Potential Of The Concept, State Of The Evidence,* (Review Of Educational Research, 2004)74(*1*), 59–109.

[39] Jimerson, S.R, Campos, E & Greif, J.L., *Toward an Understanding of Definitions and Measures of School Engagement and Related Terms,*(The California School Psychologist, 2003)

[40] Redricks, J. A., Blumenfeld, P. C., & Paris, A. H, (School Engagement: Potential of the Concept, State of the Evidence. Review of Educational Research, 2004)

[41] *Ibid.*

learning), obeying existing rules at school and participating in sports, organizational and school extracurricular activities.[42]

2) Emotional engagement

Emotional engagement refers to students' positive emotions in learning activities as well as to assignments received. Emotional engagement is usually a students' condition which is shown by enthusiasm, pleasure, interest, enjoy and satisfaction with academic activities. Emotional engagement is very important, because this aspect can provide positive benefits, namely it can build stronger attachments between students and agencies, and can foster students' willingness to take part in teaching and learning activities properly.[43]

3) cognitive engagement

Cognitive is the involvement of students'in the learning process in the classroom where this involvement not only shows the presence of himself or his body but also his mind such as focus, concentration, having a harder effort than usual and participating and absorbing learning material well.[44] This cognitive engagement refers to the quality of the students' process of academic assignments received, for example students' have an extraordinary

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[42] *Ibid.*

[43] *Ibid.*

[44] Connell, J. P., & Wellborn, J. G, *Competence, autonomy, and relatedness: a motivational analysis of self system process*, (Richester, NY: University of Rochester, 1990).

will and perseverance in learning and like challenges.[45] So cognitive engagement looks at how students' work in understanding and mastering the material so they can achieve these abilities.

2. **Cooperative learning model**

   a. **Definition of Cooperative Learning Model**

   Cooperative learning is a type of learning that is carried out in small groups so that students' can work together and create good learning conditions to be able to achieve learning goals.[46]This learning model emphasizes students' to be positively dependent on each other, good interaction, responsibility, face-to-face and evaluation in the process of learning groups. [47]Anita lie in Agus Suprijono describes this cooperative learning model with the philosophy of *homo homini socius*, which emphasizes that humans are social beings, and to place humans in the environment around this requires social interaction. [48]

   Cooperative learning according to Slavin is a learning model that groups students'in small groups consisting of different levels of achievement, gender and ethnicity. These differences will help students' to help each other in the group learning process. In

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[45] Poskitt , J., & Gibbs, R, *Students' engagement in the middle years of schooling (Years 7-10): A literature review*, Literature Review. Report to the Ministry of Education (Evaluation Associates Ltd) (Massey University, 2010)

[46] Sugiyanto, *Model-model Pembelajaran Inovatif,* (Surakarta : Yuma Pustaka, 2010)

[47] Arif Rohman. *Memahami Pendidikan dan Ilmu Pendidikan.* (Yogyakarta:LaksBang Mediatama, 2009)

[48] Agus Suprijono, *Cooperative Learning: Teori dan Aplikasi PAIKEM*, (Yogyakarta : Pustaka Pelajar, 2009)

cooperative learning students'are expected to work well together, help each other and hone each other's knowledge through argumentation, interaction and discussion.[49]Meanwhile, according to Sunal and Hans in Isjoni, argued that cooperative learning is a learning model with a series of strategies or approaches designed to encourage students' to work together during the teaching and learning process.[50]

From some of the explanations regarding the definition of cooperative learning above, it can be concluded that cooperative learning is a learning model that places students' to work together in small groups where each member has differences from one another, such as differences in status, ethnicity, gender and even level of achievement. The purpose of these combined differences is for students' to work well together and be able to help each other, not only that but students' can hone their skills through interaction, discussion and even through argumentation.

b. **Benefits Of Cooperative Learning Model**

The benefits of the cooperative learning model are not only to improve students' cognitive and affective skills. Cooperative learning also has other major impacts as follows:

1) Teaching students' with structured cooperative learning will obtain high learning outcomes

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[49] Slavin, R. E., *cooperative learning teori, riset dan praktik*, (Bandung: Nusa Media, 2005)

[50] Isjoni, *"Cooperative Learning",* (Bandung : Alfabeta, 2009)

2) Students' who are enthusiastic about participating in cooperative learning will have high self-confidence and self-esteem as well as great motivation to learn

3) By using a cooperative learning model, in a group students' can build a great sense of caring and a positive sense of dependence to be able to develop their learning process.

4) In cooperative learning, all students' will be combined into several groups which can increase students' acceptance of other friends in different backgrounds, ethnicities, and religions.[51]

c. **Characteristics Of Cooperative Learning Model**

Isjoni describes several characteristics of the cooperative learning model, as follows:

1) Each member of the group has their respective roles

2) There is a direct interaction relationship between students' and teachers

3) In group activities each member has responsibility for their learning and also responsibility for their team

4) The teacher assists students'in developing students' skills interpersonally and in teams

5) Teacher and group interaction occurs only when necessary[52]

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[51] Huda, Miftahul., *Cooperative Leaning Metode*, Teknik, Struktur, Dan Model Penerapan, (Yogyakarta:Pustaka Belajar, 2011)

[52] Isjoni, *"Cooperative Learning",* (Bandung : Alfabeta, 2009)

3. **Teams game tournament**

a. **Definition of Teams Game Tournament**

Teams game tournament is a learning model developed by Robert Slavin, this type of cooperative learning is designed to allow students' to learn more relaxed and can foster an attitude of responsibility, intense competition, cooperation, and involvement in the teaching and learning process.[53] Teams game tournament is a learning model that is used by combining groups and competition between teams that can improve skills and learning outcomes.[54]

According to Kiranawati Teams game tournament is one of the cooperative learning models that is easy to implement, because the Teams Game Tournament involves students'as a whole to take an active role without having to see any difference in status between them.[55] This statement is the same as Sri Rumini's opinion in Muhammad Irham's book which says that in this team game tournament students' who have different levels of intelligence and gender are combined into several groups, from these differences students' can help each other so that good cooperation can be established.[56]

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[53] Kokom Komalasari, *Pembelajaran Konstektual*, (Bandung : PT Refika Aditama, 2010), p. 61

[54] Silberman, Melvin., Active Learning, (Bandung:Nusa Media, 2006)

[55] Kiranawati, *Model Pembelajaran Concept Sentence.* Tersedia: https://bagawanabiyasa.wordpress.com/2016/01/08/model-pembelajaran-concept-sentence.html, (2007).

[56] Muhammad Irham dan Novan Ardy Wiyani, *Psikologi Pendidikan Teori dan Aplikasi dalam Proses Pembelajaran,* (Yogyakarta: Ar-Ruzz Media, 2013), p. 202

From the explanation above, it can be concluded that the team game tournament is a type of cooperative learning that is carried out in groups, without having to look at differences in status in order to improve skills and good cooperation. In this learning model there are also games that can provide fun and interest in the teaching and learning process. The learning model with this group system certainly requires good cooperation, helping each other so that learning gets good results.

b. The Steps Of The Team Game Tournament Learning Model

According to Slavin the steps of the Teams game tournament learning model consist of five stages namely, class presentation, teams, game, tournament and team recognition[57]

1) Class presentation

Presentation of material in a Teams Game Tournament is also called a class presentation. At this stage the class presentation is carried out by the teacher, the teacher conveys the material that will be studied directly. In addition to conveying learning material, at this stage the teacher also conveys learning objectives, assignments to be given, and what learning activities will be carried out and even provides motivation to learn to students' When delivering material, students'must really pay attention to what is conveyed by the teacher, because paying attention to this

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[57] Slavin, R. E., cooperative learning teori, riset dan praktik, (Bandung: Nusa Media, 2005)

will help students' carry out learning activities well, be able to work together optimally in teams, games and tournaments.[58]

2) Teams

In the teams game tournament students'work in groups, at this stage students' are divided into several groups that have been conditioned by the teacher so that they become heterogeneous groups. In this team, it must be ensured that all group members can work well together and can learn seriously. In a group every students' has the responsibility to be able to help other friends, because the success of a group is a factor in being able to achieve success.

3) Game

The given game contains questions with the aim of knowing students' knowledge. In this game, students'as representatives of their respective groups answer simple questions that have been prepared by the teacher. Students' who answered the questions correctly was got points from the results of their answers.

4) Tournament

Tournament is the stage where game activities take place, at this stage students' worked together with a team to become the best group. Groups that work well was certainly affect the results of

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[58] Aeni, Nur., Tes Psikologi: Tes Intelegensi dan Tes Bakat, (Yogyakarta: Pustaka Pelajar, 2012)

group scores, so that it was create opportunities for them to then get awards.

5) Team recognition

In the Teams Game Tournament the scores of group members are averaged to become group scores, and groups that have scores that match the criteria was receive an award.[59]

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[59] Sutirman, *Media & Model-Model Pembelajaran Inovatif*, (Yogyakarta:Graha Ilmu, 2013). P, 34

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, researcher used Classroom Action Researh (CAR) to solved students' engagement problems in SMAN Pakusari by using the Teams Game Tournament learning model. There are several opinions about the meaning of Classroom Action Research.

According to kemmis and tagart in padmono classroom action research is a self-reflection carried out by teachers and students'to improve understanding and reasoning in their educational practice and social practice.[60]

According to Arikunto, et al. Classroom action research is an examination in a teaching and learning process in the form of an action.[61] According to Supardi, classroom action research is a method with several procedures that can improve the learning process in the classroom by looking at the conditions of students' .[62]

According to Aqib, classroom action research is an action carried out by a teacher in his own class, through self-reflection to improve his own performance in the teaching and learning process so that students' achievement or learning outcomes can increase.[63] According to O'Brien in Mulyatiningsih, classroom action research is a research conducted after

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[60] Padmono, Y, *Kekurangan dan kelebihan, Manfaat Penerapan PTK,* Online: edukasi.kompasiana.com (2010)

[61] Arikunto, Suhardjono dan Supardi, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2006)

[62] Supardi dan Suhardjono., *Strategi Menyusun Penelitian Tindakan Kelas*, (Yogyakarta: Andi Offse, 2012)

[63] Aqib, Zainal, *dkk., Penelitian Tindakan Kelas untuk Guru SD, SLB, dan TK,* (Bandung: Yrama Widya, 2011)

students'have identified the problem, then the researcher establishes a class action that aims to solve the problems experienced by students' .[64]

Based on some of the definitions above, it can be concluded that classroom action research is research conducted by an educator in the classroom, with the aim of correcting existing problems and improving the quality of learning and better learning outcomes. In this research, the researcher used the research design by Kemis which consisted into 4 parts, that is planning, acting, observation and reflection.

B. Research Procedure

In this research, the researcher use classroom action research procedure based on Mc Taggart and Kemmis. According to Mc. Taggart and Kemmis class action research is divided into 4 parts, that is planning, acting, observation and reflection. research design model by Mc. Taggart and Kemmis are the basic concepts of Kurt Lewin that they developed.[65]
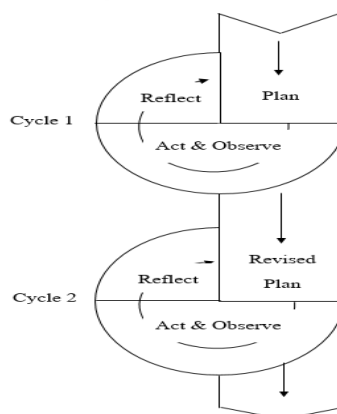
Figure 3. 1 Action Research Model By Mc. Taggart And Kemmis(1986)

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[64] Endang Mulyatiningsih, *Metode Penelitian Terapan Bidang Pendidikan,* (Bandung: Alfabeta,2011)

[65] Hamzah Buno Dkk, *Teori Motivasi dan Pengukurannya*, (Jakarta: Bumi Aksara, 2007), p. 87

1. Planning

At this planning stage the researcher explained what is done in research, along with planning the time when and where the research was conducted. In this stage the researcher must prepare how the research action which is implemented[66]

The following are the planning steps that was implemented by the researcher:

a. Examine the learning material for class XI MIPA 5 in the workbook for the 2022/2023 academic year at SMAN Pakusari, Jember City.

b. Make a lesson plan in accordance with the learning material that used in research. In this research using KI-3 and KI-4 as well as KD 3.9 and 4.9. This research used 1 cycle consisting of 2 meetings. The time in each meeting is 2x45 minutes, for the material in the research are songs.

c. Prepare the media to be used during the research like worksheet (see appendix 4), students'LKS for the 2022/2023 academic year, and instruction of team game tournaments (see appendix 3)

d. Prepare an observation sheet in the form of an observation checklist that used to observe how students'are engaged in the class during the teaching and learning process. The observation checklist to be used is a modification of the observation checklist by Richard D. Jones. The contents of the observation checklist consist of attendance, positive

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[66] Suharsimi Dkk, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: PT. Bumi Aksara, 2014), p. 17

body language (eye contact, following directions), verbal participation (asking questions, answering questions, sharing ideas), and students' confidence (initiating to complete a task). The total column of the observation checklist is seven columns, where in each column can fill in more than one checklist according to the actions students'can take related to the observation checklist indicators (see appendix 5)

e. Prepare a questionnaire that distributed to students'to find out how students'are interested in the Teams Game Tournament learning model. The questionnaire to be used is a total of ten statements. The statements contained in the questionnaire are statements regarding students' responses to the use of teams game tournaments in the teaching and learning process (see appendix 9)

2. **Acting**

At this stage is the stage where the researcher implement the lesson plan that has been made. Implementing the lesson plan was carried out for two meetings.

a. First meeting

The teacher opens the lesson by greeting and praying together and distributing identity numbers to students' After that, the teacher explains the material to be learned (song) then proceed with the teams game tournament which begins with the formation of groups into 5-6 groups. Before carrying out the core activities, the teacher warms up the students' by filling in the gaps in the song lyrics. How to fill in the

lyrics of the song is to start with the teacher was played a song "Give Me Your Forever" and students' listened carefully, then fellow groups will compete with each other for answers according to what they hear to complete the missing song lyrics. The teacher placed the answers to the jumbled lyrics on the floor at random. Activities are carried out until the song is finished.

When warming up finished, then proceed with the core activity where each group member filled in the song lyrics that are missing on the students' worksheet that the teacher has pasted on the board. The beginning of this activity also begins with the teacher playing a song but the song that used was different from the song used when warming up. The title of the song to be used is "Baraka Allahu Lakuma by Maher Zain". Another difference is that filling in the missing parts of the song lyrics instead of fighting over answers, the group members standing at the front will fill in the missing song lyrics at number one on the worksheet provided on the board. The activity is repeated until the song is finished. After the activity has been carried out then the teacher and students' corrected together the song lyrics that have been completed by each group.The group that gots the highest score was got the best score and the group that gets the lowest score was got punishment. After the activity is finished then summarizes the conclusions of what has been learned then closes with greetings

b. Second Meeting

The teacher opens the lesson by greeting and praying together and distributing identity numbers to students'After that, the teacher explains the material to be learned (song) then proceed with the teams game tournament which begins with the formation of groups into 5-6 groups. Each group then forms a line sequentially starting from the first group to the last group. Then each group was equally got the task of translating English vocabulary into Indonesian. In translating it was finished alternately by group members and the students' standing at the front is the first participant who was translated vocabulary number 1, for the worksheet the teacher pasted it on the board. In translating the vocabulary, each group was given 10 minutes to translate 20 vocabularies. Students' are allowed to use handphone as translator tool. When the time is up, each group must stop working even though the vocabulary has not been completed to be translated.

After finishing, teacher asked students' to sit together with their group members, at this stage each group was given 10 minutes to discuss in finding the meaning of a song entitled "Baraka Allahu Lakuma by Maher Zain" through the translated vocabulary students'will find it easier to understand. find the meaning of the song. After through the translated vocabulary students' was find it easier to understand the meaning of the song. After the activity has been carried

out then the teacher and students' was corrected together the vocabulary that has been translated. The group that gets the highest score according to the translation and presentation results was got the best score and the group that gets the lowest score was got punishment. After the activity is finished then summarizes the conclusions of what has been learned then closes with greetings.

3. Observation

Observation is the process of collecting data carried out by researchers based on class observations from the first to the end of the teaching and learning process while implementing actions according to class conditions and events that occur. According to Yusuf, in collecting this data the key to success is determined by the researcher, because the researcher can examine the object of research directly and the results of the research are then concluded by the researcher in accordance with the results of the observed object.[67]

At this stage the researcher will use a modified observation checklist by Richard D. Jones to be able to determine students' engagement in the learning process (see appendix 3). This observation was implemented during the teaching and learning process. The researcher also use a questionnaire to be able to find out how students' respond to the use of the team game tournament learning model and how Teams Game Tournament can help improve students' engagaement, this

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[67] A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, (Jakarta : prenadamedia group, 2013)

questionnaire was distributed to class XI MIPA 5 students'after the learning activities at the last meeting (see appendix 4).

4. Reflection

At this reflection stage the researcher analyzes the results of the observations made, to obtain conclusions about the success or failure of an action that has been taken in achieving a goal. Namely in increasing students' engagement in the teaching and learning process in class. If deficiencies are still found and have not reached the predetermined success indicators, then the results of the first cycle was used as reference material to continue in the second cycle as a stage of improvement. However, if in the first cycle the indicators of success have been met, the research not proceed to the next cycle.

C. Place and Time

This research was conducted at SMAN Pakusari, Jember City. The choice of location for this research was based on the findings of phenomena by researchers from observations that had been made. In this observation, it was found that there was a phenomenon that was relevant to the title of this research. The research carried out based on consideration and according to the research permit that has been determined. The time for conducting the research in the even semester of the 2022/2023 academic year.

D. Research Subject

Students' who are use as subjects in this research are students' of class XI MIPA 5, the total of students'are 34 students'Based on the results of

observations that have been made, that in learning English the teacher still predominantly uses a teacher-centered learning model, where learning is one-way so that students' did not have the opportunity to express their ideas and explore abilities within students'The teacher only delivers the material in front of the class, while the students'become passive. As a result of this habit, students' participated is very low because students' in class do not have the opportunity to express their ideas, there is not much they can involve in learning except by just listening to the material delivered by the teacher. Students' become passive, not interested in learning, bored, not focused and result in teaching and learning activities becoming inefficient.

E. Research Target

This research was conducted until the success criteria are successfully achieved. Mulyasa(2019) stated that the quality of learning can be seen in terms of the teaching and learning process. In terms of the process of learning, it can be said to be of high quality if all students'or at least 75% of the total number of students'can be actively engaged in the teaching and learning process based on observation checklist (see appendix 5).[68]Based on this explanation it can be concluded that to get good quality learning at least 75% of the number of students'must be engaged in learning.

Therefore, in this research if the first cycle has met the success criteria in accordance with the researcher's target, the treatment will be stopped.

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[68] Mulyasa, *Implementasi Kurikulum 2013 Revisi Dalam Era Revolusi Industri, (* Jakarta: Bumi Aksara, 2019)

However, if it is the other way around, the result of cycle one will be used as a reflection of improvement in the second cycle.

F. The Technique of Data collection

1. Observation

At this observation, according to Muhammad idrus Observation is an activity carried out to find out the phenomena that occur by doing it systematically.[69] Observation has more specific characteristics compared to other data collection methods because observation does not have limitations on people but can also be done on nature and the environment.[70]

In this research, researchers made observations by going directly to the field to be able to see how the application of the team game tournament learning model can improve students' engagement in the learning process. At this stage the researcher uses an observation checklist to obtain effect data from the actions taken to improve students' engagement in the class.

The observation checklist use is a modification of the observation checklist by Richard D. Jones[71]. The indicators contained in the observation checklist are as follows (see appendix 5).

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[69] suharsimi Arikunto, *Prosedur Suatu Pendekatan Praktek*, (Jakarta: Rineka cipta, 2005), p. 145

[70] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatig, dan R&D,* (Bandung:Alfabeta, 2018).

[71] Richard D. Jones, Ph.D., *Students' Engagement*, The International Center for Leadership in Education, (2009), p. 29.

a. Attendance

This component leads to the presence and participation of students' directly in the teaching and learning process, this is also called behavioral engagement[72]

b. Positive body language

Students'demonstrate postures that show they are paying attention to their teacher and listening to their explanations and or other students'The position of the head leaning forward, making eye contact and the position of the body and arms that show interest and interest.

1) Eye contact

Eye contact is an event that occurs between two people by looking at each other's eyes simultaneously, this is also called non-verbal communication which can have an influence on social attitudes[73]

2) Following direction

Following direction will help to be more successful in completing any task and minimize errors in behavior.[74]

[72] Jimerson, S.R, Campos, E & Greif, J.L, *Toward an Understanding of Definitions and Measures of School Engagement and Related Terms*, (California:School Psychologist, 2003), p. 27

[73] Eye contact, *Cambridge Advanced Learner's Dictionary.* Retrieved May 14, 2006.

[74] Audrey N. Jenkins, The importance of following directions, (2016).

c. Verbal participation

Students'can express ideas or answers wisely. They can ask questions that are relevant and appropriate to the learning material. Students'participate actively.

1) Asking question (ask questions that are relevant and appropriate to the learning material)

2) Answering question (answer when the teacher asks any questions)

3) Sharing idea (share ideas related to the material with friends or teachers)

d. Students' confidence to iniate complete a task

Students'can start and complete assignments with confidence and can participate actively in group work

Observations will be conducted during learning activities using a checklist observation

Table 3. 1 Interpretation Of Students' Responses To The Teams Game Tournament (TGT) Learning Model

Criteria	Score	Category
VE (4)	>7	Very Engaged
E (3)	5-6	Engaged
FE (2)	3-4	Fairly Engaged
LE (1)	<3	Low Engaged

a. The following are the steps in analyzing students'engagement in the teaching and learning process using a teams game tournament.

1) Make a score on each of the available answer using checklist observation

Table 3. 2 Scores For The Students' Engagement Observation Checklist

No	Category	Score
1	VE (4)	>7
2	E (3)	5-6
3	FE (2)	3-4
4	LE (1)	<3

VE : Very Engaged

E : Engaged

FE : Fairly Engaged

LE : Low Engaged

2) calculating the average observation score of each students' from the results of the first meeting and the second meeting

The formula used is the formula for calculating the average

$$Average = \frac{M1 + M2}{2}$$

Information:

M1 :Observation Scores Meeting 1

M2 :Observation Scores Meeting 2

2 :Meeting Totals

3) calculating the total number of students'in the VE, E, FE and LE categories

4) Interpret students' engagement

2. Questionnaire

According to Sugiyono, a questionnaire is a data collection technique that contains questions or statements made in writing to be given to respondents in order to find information related to the object under research.[75]

The researcher chose a data collection technique using this questionnaire with the aim that the researcher could find information related to students' interest in the team game tournament learning model. This questionnaire was distributed to students' of class XI MIPA 5 at SMAN Pakusari through paper leaflets containing a set of statements. So that through this questionnaire it can help researchers in obtaining data in the field related to students' interest in team game tournament.

The questionnaire used was a closed questionnaire in the form of a Likert scale with four rating scales, namely Strongly Agree (SA), agree (A), Disagree (D) and Strongly Disagree (SD).

Table 3. 3 Interpretation Of Students' Responses To The Teams Game Tournament (TGT) Learning Model

%NRS	Category
76%-100%	Very Good
51%-75%	Good

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[75] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung : Alfabeta, 2009), p. 42

26%-50%	Enough
0%-25%	Less

%NRS: Percentage of students'response scores

a. The following are the steps in analyzing students' responses to the use of the teams game tournament learning model

1) Make a score on each of the available answer using likert scale

Table 3. 4 Answer Choice Scores For The Questionnaire

No	Answer Category	Score
1	SA	4
2	A	3
3	D	2
4	SD	1

SA : Strongly Agree

A   : Agree

D   : Disagree

SD : Strongly Disagree

2) Calculate the frequency of respondents choosing SA, A, D, SD

3) Calculate the score of each item

4) Calculate the percentage of the total score of questions on each item

The formula used is:

5) Interpret the percentage of students' response scores on each question item[76]

3. Interview

An interview is a process of obtaining information from a source by means of questions and answers conducted face to face. This is done to be able to obtain information directly, where questions can be asked with or without using an interview script.[77]

In this research, researchers used semi-structured interviews. This type of interview is also included in the in depth interview type. The aim of a semi-structured interview is to be able to find information more openly, where in this interview session the interview was asked to provide ideas and provide opinions..[78] The informants in this research were class XI MIPA 5 students, Interviews was conducted after the implementation of the Teams Game Tournament.

G. The Technique of Data Analysis

Data analysis is a very important to data collection process in research. The data collection process is carried out systematically to make it easier for researchers to make conclusions. According to Bogdan and Sugiyono.[79] Data analysis is the process of systematically finding and compiling data obtained

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[76] Novia Viktoria Nini, *Respon Siswa Terhadap Media Pembelajaran Interaktif Berbasis Flash Pada Materi Sel Pada Kelas IX Di SMAN 1 Sandai Kabupaten Ketapang,* (Skripsi Universitas Muhammadiyah Pontianak, 2019)

[77] Louis, Cohen, Lawrence Manion And Keith Morrison, *Research Method In Education*, (New York:Routledge Farmer, 2000)

[78] Sugiyono, *Metodelogi Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung:Alfabeta, 2019)

[79] Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Cet. VI, 2008), P. 334

from the results of field notes, interviews, and the results of other materials. So that the findings can be informed to others and become easy to understand. According to miles and Huberman, Data analysis is divided into 3 streams of activities carried out simultaneously, namely, data reduction, data presentation, conclusion or verification.[80]

1. Data Reduction

   Data reduction is the process of summarizing, focusing and selecting things that are important and getting rid of unnecessary things. So that at this stage the data obtained can provide a clearer picture and can make it easier for researchers to collect further data.

2. Data Display

   In this stage, the researcher presents data that has been organized as a whole and has gone through the edit stage in the form of narrative text. Researchers convey information systematically so that it is easy for readers to understand. In qualitative research the presentation of data can be carried out in the form of brief descriptions or charts. According to Miles and Huberman the most widely used presentation in qualitative research is narrative texts. With the presentation of data, it can make it easier to understand what is happening and can be used as a reference to plan the next work based on what has been understood.[81]

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[80] Miles dan Huberman, *Analisis Data Qualitatif*, (Jakarta:universitas Indonesia press,1992), p.16

[81] Miles, M.B., Huberman, A.M. and Saldana, J, *Qualitative Data Analysis: A Methods Sourcebook*, (Sage, London, 2014)

3. Conclusion

In drawing conclusions or verification, that is, the final stage after reducing and displaying data. At this stage is to draw conclusions from the already obtained data. After the researcher has reviewed some specific data about the problems in the object of research, then the researcher makes conclusions in general, double-checking the data presentation process to be able to ensure that the data obtained is not an error in doing so.[82]

H. Validity of data

Data validity is the collection of data obtained to be used as evidence that the research carried out has met the correct scientific research criteria. The validity of the data is also used to test the data that has been obtained by the researcher. Ghony and Almanshur also stated that the validity of data is not only used to find out or contradict what is stated in qualitative research or against what is considered unscientific, but testing the validity of data is indeed an element that is never separated from qualitative research.[83]

According to Sugiyono triangulation is a test of the validity of data by utilizing something other than the data that has been obtained as an examination or comparison of the data[84].

This validity test will be carried out by several experts in accordance with their fields or are called validators. Validators will be given an instrument

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[82] Afrizal, *Metode penelitian: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif dan berbagai disiplin Ilmu*, (Jakarta: Raja Grafindo Persada, 2016), p. 179-180

[83] Almanshur Fauzan , Ghony Djunaidi, *Metodologi Penelitian kualitatif*, JogJakarta: Ar- Ruzz Media, 2012).

[84] Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung:Alfabeta, 2007), p. 273

sheet using a Likert scale (1-4), in which each instrument item will be filled in by ticking (√). The following is the Likert scale that will be used:

1 : Less Relevant

2 : Fairly Relevant

3 : Relevant

4 : Highly Relevant

The design of the validity test on this questionnaire instrument uses two validators including an English lecturer at UIN KHAS Jember and an English teacher at SMAN Pakusari. So before the questionnaire is distributed to students' , the validator will test the validity of the questionnaire that the researcher used

Table 3. 5 Validator Questionnaire

No	Name	Profession
1	Febrina Rizky Agustina, M.Pd	English lecturer at UIN KHAS Jember

Data from the validity test results that have been tested by the validators then the researcher analyzed based on the value obtained, taking into account the criticisms and suggestions given by the validator. The results of the analysis was used by researchers as a guideline so that revisions can be made as improvement efforts. The validity test sheet that has been filled in by the validator then be processed using the following Aiken's formula.

$$V = \frac{\sum S}{n(c-1)}$$

Information :

s : r-1o

r : Score given by the validator

lo : The lowest validity assessment score

c : Score of the highest validity assessment

n : Number of validators[85]

Table 3. 6 Validity Interpretation[86]

Intervals	Interpretation
0,00-0,199	Very Invalid
0,20-0,399	Invalid
0,40-0,599	Less Valid
0,60-0,799	Valid
0,80-1	Very Valid

The following are the results of the validity test which have been calculated using the V aiken formula.

Table 3. 7 Result Of Validity Test

No	Aspect	Score by validator	r-1o	∑s	V	Category
1	Instructions for the questionnaire sheet are clearly stated.	4	3	3	1	Very Valid

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[85] Syaifuddin Azwar, *Reliabilitas Dan Validitas*, (Yogyakarta:Pustaka Belajar, 2013), P. 113

[86] Ridwan Dan Sunarto, *Pengantar Statistika Untuk Pendidikan, Sosial, Ekonomi, Komunikasi Dan Bisnis*, (Cet. III; Bandung:Alfabeta, 2010), p. 81

2	suitability of the statement	4	3	3	1	Very Valid
3	use good and correct Indonesian language	4	3	3	1	Very Valid
4	use communicative statements	4	3	3	1	Very Valid

Based on the results of the validity test calculations in the table above, each aspect has a value of 1 in the very valid category. So in this case the questionnaire is declared valid and can be used to collect research data.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This classroom action research was carried out to find out how is the implementation of teaching by using Teams Game Tournament (TGT) in the XI MIPA 5 of SMAN Pakusari in the academic year 2022/2023, where to find out this the researcher used a modified observation checklist by Richard D. Jones and to find out how is the response of class statement of 5 indicators. The discussion of the results of this classroom action research is based on the results of observations carried out during two meetings in class XI MIPA 5 SMAN Pakusari Jember.

1. The implementation of student Engagement using Teams Game Tournament (TGT)

a. Acting

1) First meeting

Researcher carried out actions based on the lesson plan that have been made (Appendix 3). This learning implementation activity is carried out for 2x40 minutes, consisting of pre activity, while activity and post activity.

In the pre-activity session, researchers began to observed student engagement while carrying out a series of learning activities according to the lesson plan that had been created. The series of activities include opening greetings, prayer, then

47

continuing with checking student attendance. When checking students' attendance, the teacher distributed identity numbers on order their number list, this is so that in the observation process researchers can more easily find out who is engaged in the teaching and learning process by looking at their identity numbers. When distributing identity numbers, the researcher asked students who were called to take their identity numbers at the teacher's desk, but when taking identity numbers there were several students who ordered their friends to take their identity numbers. It can be seen that there are some students who do not follow direction, but almost all students make eye contact, which means they pay very close attention so as not to miss out when taking the identity number. They also made eye contact when the researcher conveyed the learning objectives. There were even several students who dared to answer questions from researchers regarding the social function of songs. They proposed various answers, such as "to entertain the listeners", there were also those who answered "to motivate the listeners through the lyrics of the songs". This can be concluded that students not only make eye contact but are also active in answering questions.

At this stage the researcher explained in detail the song material. Starting from the social function and structure of song.

Student engagement in the teaching and learning process can be seen when they make eye contact, focus on paying attention, and there are also some students who are very active in answering questions and have the courage to share ideas, such as interpreting more broadly the social function of songs, one of which is "To inspire the listeners" where the meaning of the word "Inspire" gets many different meanings from several students. There are those who answer that inspiration is encouragement, guidance and there are also those who answer with inaccurate answers. However, incorrect answers are not a problem because the most important thing is that they are willing to try and be involved in the teaching and learning process.

During the warm-up and implementation of the teams game tournament, the students were also very enthusiastic. They followed the directions of the researcher, they carried out the stages of the game well. Like forming groups, then forming a line from the first group to the last group, confident in the task they are going to do, taking turns answering according to the order and asking about things they don't understand regarding the rules of the game. From the explanation above, it can be concluded that students are very actively engaged in the teaching and learning process, such as making eye contact,

following directions, sharing ideas, asking and answering questions.

In the post activity, at the final stage, the researcher conveys the material that studied at the next meeting, as well as praying together, which of course in this case the students are engaged as a whole, especially in the engagement of eye contact.

2) **Second meeting**

Researcher carried out actions based on the lesson plan that have been made (Appendix 1). This learning implementation activity is carried out for 2x40 minutes, consisting of pre activity, while activity and post activity.

In the pre-activity session, researchers began to observe student engagemet while carrying out a series of learning activities according to the lesson plan that had been created. The series of activities include opening greetings, prayer, then continuing with checking student attendance. When checking students' attendance, the teacher casually distributes identity numbers according to their absence numbers, this is so that in the observation process researchers can more easily find out who is engaged in the teaching and learning process by looking at their identity numbers. When distributinng identity numbers, the researcher asked students who were called to take their

identity numbers at the teacher's desk, but when taking identity numbers there were several students who ordered their friends to take their identity numbers. It can be seen that there are some students who do not follow direction, but almost all students make eye contact, which means they pay very close attention so as not to miss out when taking the identity number.

At this stage the researcher explains in detail the song material, namely "how to understand a song". Students' engagement in the teaching and learning process can be seen when they make eye contact, focus on paying attention, and there are also some students who are very active in answering questions and have the courage to share ideas, such as how they can find out the meaning contained in a song. There were those who answered "listen while reading the song lyrics" and there were also those who said "just read the lyrics, then conclude the meaning contained". When researchers asked how they could understand the figurative language that they sometimes found in some song lyrics, almost all of the students answered searching on Google and some said asking teachers or friends who they believed had an understanding of figurative language. In this case, it can be seen that they are very enthusiastic and involved in the teaching and learning process, plus many students share ideas about how they can

find out the meaning of a song. When implementing the teams game tournament, the students were also very enthusiastic. They followed the directions of the researcher, they carried out the stages of the game well. Like forming groups, then forming a line from the first group to the last group, confident in the task they are going to do, taking turns answering according to the order and asking about things they don't understand regarding the rules of the game. From the explanation above, it can be concluded that students are very actively engaged in the teaching and learning process, such as making eye contact, following directions, sharing ideas, asking and answering questions.

In the post activity, at the final stage, the researcher asks how students respond regarding the material and learning model that has been used. Several students said that the learning model used was very fun and not boring. Then the next final activity is to pray together, which of course in this case the students are engaged as a whole, especially in eye contact.

b. **Observing**

1) **Observation before the implementation of TGT**

This pre-observation was carried out to determine student engagement before implementing the action. At the pre

observation on the students using the obsevation checklist provided. The observation checklist that has been provided. consists of 4 indicators, namely as follows Attendance, Positive body language (Eye contact, Following direction), Verbal participation (Asking question, Answering question, Sharing idea), Student confidence to initiate complete a task

Table 4. 1 Results of observations of students engagement
Before implementation of TGT

No	Name	Atten Dance	Poditive body language		Verbal participation			Student confidence	Total
			Eye contact	Following direction	Asking question	Answering question	Sharing idea	Confidence to complete a task	
1	AD	√	√	√				√	4
2	AS	√	√						2
3	AP	√	√	√	√			√	5
4	AM	√	√	√				√	4
5	AR	√	√	√				√	4
6	AS	√	√	√				√	4
7	AB	√	√	√				√	4
8	DC	√	√	√					3
9	DK	√	√√	√	√			√	6
10	DO	S	S	S	S	S	S	S	S
11	FA	√	√	√				√	4
12	FS	√	√	√	√			√	6

13	FE	S	S	S	S	S	S	S	S
14	GT	√	√	√	√				3
15	IP	√	√	√				√	4
16	JS	√	√√	√	√			√	6
17	LA	√	√	√				√	4
18	MA	√	√						2
19	MM	√	√	√				√	4
20	MY	A	A	A	A	A	A	A	A
21	MA	√	√	√	√√			√	6
22	MD	√	√	√				√	4
23	MR	√	√	√				√	4
24	NT	√	√	√				√	4
25	NN	√	√					√	3
26	OR	√	√	√				√	4
27	PA	√	√	√				√	4
28	RR	√	√	√					3
29	RP	√	√	√	√√			√	6
30	RO	√	√			√		√	4
31	RU	√	√	√				√	4
32	ST	A	A	A	A	A	A	A	A
33	YL	√	√	√				√	4
34	AP	√	√	√				√	4

Note: S(sick)

A(Absen)

Table 4. 2 Total Number Of Students In The VE, E, FE And LE Categories Before implemention of TGT

Category	Total
VE (Very Engaged)	0 students
E (Engaged)	6 students
FE (Fairly Engaged	22 students
LE (Low Engaged)	6 students

Based on the table above, it can be seen that in the pre-observation only 6 students(18%) were engaged in the learning process, 22 students(65%) were fairly engaged and 6(18%)students were low engaged. From a total of 6(students engaged in the pre-observation, this is stated that students' engagement is still very low, and has not yet reached the specified target, which is 75% of students must engaged in the teaching and learning process.

Therefore, the researcher carried out the action phase of cycle one to improve student engagement in the teaching and learning process using the Teams Game Tournament (TGT) learning model.

2) **The first meeting**

At the first meeting, the researcher made observations on the students using the observation checklist provided (Appendix 3). This observation activity is carried out during the teaching

and learning process. To make it easier for researchers to observe students, researchers used the same 3 observation checklist sheets in 1 meeting. The 3 observation checklist sheets will be used in 3 sessions, namely during pre-activity, during activity and post-activity. Below are the results of the overall observation checklist from pre-activity, during activity and post activity.

Table 4. 3 Results of Observations of Students Engagement At The First Meeting

N o	Na m e	Atte n danc e	Positive body language		Verbal participation			Student confidenc e	Tot al
			Eye conta ct	Followi ng directio n	Asking questio n	Answeri ng question	Sharin g idea	Confiden ce to complete a task	
1	AD	√	√√√	√√				√√	8
2	AS	√	√√	√√				√√	7
3	AP	√	√√	√√		√		√√	8
4	AM	√	√	√√				√√	6
5	AR	√	√	√√				√√	6
6	AS Z	S							0(S)
7	AB	S							0(S)
8	DC	√	√	√√				√√	6
9	DK	√	√	√√				√√	6
10	DO	√	√√	√√				√√	7
11	FA	√	√√	√√				√√	7
12	FS	√	√	√√				√√	6

13	FE	S							0(S)
14	GT	√	√√	√√		√√		√√	9
15	IP	√	√	√√				√√	6
16	JS	S							0(S)
17	LA	√	√√	√√				√√	7
18	MA	√	√√	√√		√√	√	√√	10
19	M	√	√√	√√			√	√√	8
20	MY	√	√√	√√				√√	7
21	MA	√	√√	√√		√√		√√	9
22	MD	√	√√	√√		√√		√√	9
23	MR	√	√	√√		√√		√√	8
24	NT	√	√√	√√				√√	7
25	NN	√	√	√√				√√	6
26	OR	√	√	√√				√√	6
27	PA	√	√√	√√		√√		√√	9
28	RR	√	√	√√		√√		√√	8
29	RP	√	√	√√		√√√		√√	9
30	RO	√	√	√√		√		√√	7
31	RU	√	√√	√√				√√	7
32	ST	√	√√	√√				√√	7
33	YL	√	√	√√				√√	6
34	AP	√	√√	√√				√√	7

Note: S(sick)

3) The second meeting

At the second meeting, the researcher made observations on the students using the observation checklist provided. At the first meeting, the researcher made observations on the students using the observation checklist provided (Appendix 3). This observation activity is carried out during the teaching and learning process. To make it easier for researchers to observe students, researchers used the same 3 observation checklist sheets in 1 meeting. The 3 observation checklist sheets will be used in 3 sessions, namely during pre-activity, during activity and post-activity. Below are the results of the overall observation checklist from pre-activity, during activity and post activity.

Table 4. 4 Results of Observations of Student Engagement At The Second Meeting

N o	Na m e	Atten danc e	Positive body language		Verbal participation			Student confidenc e	Tot al
			Eye conta ct	Followi ng directio n	Asking questio n	Answeri ng question	Sharin g idea	Confiden ce to complete a task	
1	AD	√	√√	√√				√√	7
2	AS	√	√√	√√				√√	7
3	AP	√	√√	√√		√		√√	8
4	AM	√	√√	√√				√√	7
5	AR	√	√√	√√				√√	7

6	AS	√	√√	√√		√		√√	8
7	AB	√	√	√√				√√	6
8	DC	√	√	√√				√√	6
9	DK	√	√	√√		√		√√	7
10	DO	√	√√	√√				√√	7
11	FA	√	√√	√√				√√	7
12	FS	√	√√	√√				√√	7
13	FE	√	√√	√√				√√	7
14	GT	√	√√	√√		√√		√√	9
15	IP	√	√	√√		√		√√	7
16	JS	√	√√	√√				√√	7
17	LA	S							0(S)
18	MA	√	√√	√√		√	√	√√	9
19	M	√	√√	√√			√	√√	8
20	MY	√	√√	√√				√√	7
21	MA	√	√√	√√		√√√		√√	10
22	MD	√	√√	√√		√√		√√	9
23	MR	√	√	√√		√√√√		√√	10
24	NT	√	√√	√√				√√	7
25	NN	√	√	√√				√√	6
26	OR	√	√√	√√				√√	7
27	PA	√	√√	√√		√√		√√	9
28	RR	√	√	√√		√		√√	7
29	RP	√	√	√√		√√√		√√	9
30	RO	√	√√	√√		√		√√	8
31	RU	√	√√	√√				√√	7

32	ST	√	√√	√√		√		√√	8
33	YL	√	√	√√				√√	6
34	AP	√	√√	√√				√√	7

4) Results Of The Observation Checklist For Meeting 1 And 2

After observed during two meetings, the following are the results of observations from first and second meetings can be seen in the table below

Table 4. 5 Results of Observations of Students Engagement At The First And Second Meeting

No	Name	M1	M2	Total	Mean score	Category
1	AD	8	7	15	7,5	VE
2	AS	7	7	14	7	VE
3	AP	8	8	16	6	E
4	AM	6	7	13	6,5	E
5	AR	6	7	13	6,5	E
6	ASZ	0	8	8	4	FE
7	AB	0	6	6	3	FE
8	DC	6	6	12	6	E
9	DK	6	7	13	6,5	E
10	DO	7	7	14	7	VE

11	FA	7	7	14	7	VE
12	FS	6	7	13	6,5	E
13	FE	0	7	7	3,5	FE
14	GT	9	9	18	9	VE
15	IP	6	7	13	6,5	E
16	JS	0	7	7	3,5	FE
17	LA	7	0	7	3,5	FE
18	MA	10	9	19	9,5	VE
19	MM	8	8	16	8	VE
20	MY	7	7	14	7	VE
21	MA	9	10	18	9,5	VE
22	MD	9	9	18	9,5	VE
23	MR	8	10	18	9,5	VE
24	NY	7	7	14	7	VE
25	NN	6	6	12	6	E
26	OR	6	7	13	6,5	E
27	PA	9	9	18	9,5	VE
28	RR	8	7	15	7,5	VE
29	RP	9	9	18	9	VE
30	RO	7	8	15	7,5	VE

31	RU	7	7	14	7	VE
32	ST	7	8	15	7,5	VE
33	YL	6	6	12	6	E
34	AP	7	7	14	7	VE

Table 4. 6 Total Number of Students In The VE, E, FE And LE Categories After Implementation Of TGT

Category	Total
VE (Very Engaged)	19 students
E (Engaged)	10 students
FE (Fairly Engaged	5 students
LE (Low Engaged)	0 Student

Based on the results of observations from first and second meetings, it was found that 19 students were very engaged, 10 students were engaged and 5 students were fairly engaged. From the total of students engaged, there were 29 students (19 students very engaged + 10 students engaged) or the equivalent of 85% where initially there were only 18% of students engaged, so in this case the research target has been achieved, that is 75% of students can be engaged in the English language learning process. Based on the checklist observation results, this research was deemed sufficient up to cycle one with

85% of students actively engaged in the teaching and learning process, so it can be concluded that the Teams Game Tournament can improve students engagement of class XI MIPA 5 in the teaching

5) **Research results regarding The student's responses to the use of Teams Game Tournament**

One of the aims of this research is to find out how class XI MIPA 5 students respond to the Teams Game Tournament cooperative learning model. The researcher used a questionnaire with likert scale consisting of 10 positive statements from 5 indicators. The 5 indicators are enthusiasm in participating in learning, media use, work together in groups, motivated and interest in learning models.

The questionnaire data obtained were the results of responses from class XI MIPA 5 students with a total of 32 students (minus 2 students, because the student are sick). The results of students' responses to the use of cooperative learning media teams game tournament can be seen below:

Table 4. 7 Analysis Of Students Questionnaire

Aspect	Rating				Total Responden	Total Score	Average Score	Category
	1	2	3	4				
Enthusiasm in participating in learning			10	22	32	118	3,68	Very High
Media use			17	15	32	111	3,46	Very High
Work together in group			9	23	32	119	3,71	Very High
Motivated			14	18	32	114	3,56	Very High
Interest in learning model			9	23	32	119	3,71	Very High
Total average score			59	101		160	3,62	Very High

Table 4. 8 Description of average score

Total average score	Category	Meaning
3.51-4.00	Very High	Students` positive respons towards the strategy is high
2.51-3.50	High	Students` positive respons towards the strategy is high
1.51-2.50	Low	Students` positive respons towards the strategy is low
1.00-1.50	Very Low	Students` positive respons towards the strategy is low

Based on the results of the questionnaire above, it shows that students' response toward the Teams Game Tournament is high, with an average score of 3.62 (high).

c. **Reflecting**

After calculating the results of the checklist observation first and second meeting, the results show that the Teams Game Tournament can improve student engagement with 85% of students actively engaged in the learning process. There were significant advantages of implementing Teams Game Tournaments to improve student engagement, such as:

1) Students are actively engaged in the teaching and learning process

2) Students became more confident in doing assignments

3) The class atmosphere becames more enjoyable

4) The result of questionnaire showed that students' response toward the Teams Game Tournament is high with an average score of 3.62 (high)

5) The criteria of success is 75% of students engaged in the teaching and learning process. Meanwhile, the total of student engagement after implementing Teams Gme Tournament was 85%. Which means, the score has exceeded the score of the criteria for success

Based on the explanation above, so it can be concluded that the Teams Game Tournament could improve students'

engagement of class XI MIPA 5 in the teaching and learning process, it can be said that the classroom action research was successful and the cycle can be stopped.

B. Discussion of the research

1. Students Engagement

In this part presented the discussion of the research findings of improving students engagement using Teams Game Tournament (TGT) and Responses of class XI MIPA 5 in the use of cooperative learning model of Teams Game Tournament(TGT) which related to the theories.

The implementation of the Teams Game Tournament to improve student engagement is a learning model that can attract students' attention and make the teaching and learning process more enjoyable. It is proven, the students are very active and enthusiastic about learning because there are games in it. Based on the results of an interview with one of the students of XI MIPA 5, he said the learning model used is more interesting than the learning model used by previous teachers, and what makes it interesting is because there are games in it. This is line with willms, who states that learning activities carried out with special games that have been designed in cooperative learning model teams game tournaments allow students to be more

relaxed and have fun in learning.[87] By using teams game tournaments students can work together in groups without having to look at their status. It is proven by students being divided into groups randomly without any comment about who they worked, This is line with Slavin that in a team game tournament students can as a whole participate in learning activities without having to look at the differences in status between them.[88] Through teams game tournaments, students was encouraged to be actively engaged, because with competition between each team, all students worked together to complete the tasks that have been given. One of students of class XI MIPA5 also said that learning using a competition system like TGT makes us challenged to work together to complete the tasks given, This is line with silberman who states that, Teams game tournaments (TGT) can also be used to improve student skills, this learning model also stimulated students to play an active role in learning, because with competition between teams and rewards that was given this can encourage students to be engaged.[89]

In observing students, there were differences before and after the implementation of TGT, students asked more questions during pre-observation because the material studied was more difficult than the material when using TGT. The material used during pre-observation

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[87] Willms, J.D, *Student Engagement at school:A Sense of Belonging And Participation,* (Paris:OECD, 2003)

[88] Slavin, Robert E, *Cooperative Learning*, (Bandung : Nusa Media,2009*)*

[89] Silberman, Melvin, *Active Learning*, (Bandung:Nusa Media, 2006)

was report text, while during TGT implementation the material used was songs.

The implementation used Teams Game Tournament received very good responses from the students. During the implementation of the Teams Game tournament, students were very enthusiastic, especially during games that made them more active in learning. In the games task, students competed to complete the tasks given by researcher, and the competition between teams made them even more enthusiastic. With the good responses they showed, naturally this can increase their self-confidence, increase their skills on how to interact well with their friends when working as a group to achieve a common goal. This is line with Arif Rohman that states this learning model emphasizes students to be positively dependent on each other, good interaction, responsibility, face-to-face and evaluation in the process of learning groups.[90]

The implementation of Teams Game Tournament which was carried out in two meetings to improve student engagement in the teaching and learning process turned out to be very effective in improving the engagement of class XI students at SMAN Pakusari. This is proven by data from observations of students engagement using an observation checklist. After carrying out two observations at two meetings, the average obtained from the results of observations from

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[90]Arif Rohman. *Memahami Pendidikan dan Ilmu Pendidikan.* (Yogyakarta:LaksBang Mediatama, 2009)

meetings one and two was that the students who were very engaged were 19 students, and those who were engaged were 10 students. The total reached was 85% where initially there were only 18% of students engaged. The student engagement target has been exceeded, namely 75% of students can be actively engaged in the learning process. That means the target has been achieved with the number of students engaged. This is because by using the Teams Game Tournament, all students got the opportunity to participate in answering questions through the games that researchers have provided. Students are very enthusiastic, and ask what they don't know and answer questions according to what they understand.

2. **Students Responses Towards The Implementation Of TGT Technique**

After the implementation of Teams Game Tournament the researcher distributed the questionnaire to class XI MIPA 5 students to find out how students responded to the use of Teams Game Tournament (TGT). After distributing the questionnaire, based on the results of the analysis of class XI MIPA 5 students' responses to the use of Teams Game Tournament (TGT), it showed that the five questionnaire indicators received very good responses. The students' responses chose to agree that they were very happy when participating in English learning using the Teams Game Tournament learning model, and they agreed that using the Teams Game Tournament

learning model the classroom atmosphere became very enjoyable, it is proven by the results of an interview with one of the students who said that by using TGT the class atmosphere was not boring and they really enjoyed learning using TGT. The average student responses agrees that the Teams Game Tournament learning model is more interesting than using the lecture model. The students' responses also agreed that the Teams Game Tournament made them more interested in learning English, this is line with Slavin that cooperative learning can also make the classroom situation conducive and fun.[91]

From those explanation, it can be concluded that using Teams Game Tournament can improve student engagement in the learning process, increase their activity and interest, and can make them much more challenged in the teaching and learning process. Based on the results of the questionnaire, it also shows that students are interested in the implementation of the Teams Game Tournament in the teaching and learning process.

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[91] Slavin, Robert E., *Cooperative Learning*, (Bandung:Nusa Media, 2015)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research conducted in class XI MIPA 5 at SMAN Pakusari, it can be concluded that:

1. The results of implementing the Teams Game Tournament to improve student' engagement in the teaching and learning process turned out to be very effective in improving student engagement. This can be seen from the percentage of students engaged after implementing the Teams Game Tournament, this percentage reached 85% where initially there were only 18% of students engaged. The percentage of students engaged has exceeded the target of this research, where the target engagement of students who must be engaged in this research is 75% of the total number of students. So with the percentage results that exceed the research target, it can be concluded that the Teams Game Tournament can improve the students engagement of class XI MIPA 5 at SMAN Pakusari. This is because students were very enthusiastic when Teams Game Tournament was implemented engaged as a whole, and were more confident in carrying out assignments.

2. Students' responses to Teams Game Tournament learning were also in the very high category, with the mean score of 3.62. From the mean score, it can be concluded that Teams Game Tournament got a very good responses and could be used in the teaching and learning process.

71

Based on the results of classroom action research using Teams Game Tournament to improve student engagement, the researcher provides the following suggestions:

1. For teacher

   The researcher suggested the teacher that the Teams Game Tournament method can be used as an alternative method that can make students more active in the teaching and learning process, besides that students can be engaged as a whole. With the Teams Game Tournament, it can improve students' engagement which is still lowed. So it could made the class creative, varied and more interesting..

2. For future researchers

   The researcher suggested that future researchers can use this report as a reference for conducting difference research

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NIM   : T20196040

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Fakulty   : Education and Teacher Training Faculty

Institution   : Islamic State University KH Achmad Siddiq Jember

Declare truthfully that in the results of this research there are no elements of plagiarism of research works or scientific works that have been carried out or made by other people, except in writing quoted in this manuscript and mentioned in the source of quotations and identityliography.

If in the future it turns out that the results of this research prove that there are elements of plagiarism and there are claims from other parties, then I am willing to be processed according to the applicable laws and regulations.

Thus I made this statement truthfully and without coercion from anyone.

Jember, 12th November 2023
Author

Herlina Noer Hidayah
SRN. T20196040

APPENDIX 1

Nomor : B-1885/In.20/3.a/PP.009/05/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA NEGERI PAKUSARI
Jl. PB. Sudirman No.120, Kec. Pakusari, Kabupaten Jember, Jawa Timur 68181

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196040
Nama	:	HERLINA NOER HIDAYAH
Semester	:	SEMESTER DELAPAN
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai The Implementation of Cooperative Learning Model of Teams Game Tournament (TGT) to Improve Student Engagement selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak Suryadi, S.Pd, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 01 Mei 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

APPENDIX 2

SURAT KETERANGAN
Nomor : 421/385/101.6.5.15/2023

Yang bertanda tangan di bawah ini :

Nama	:	SURYADI,S.Pd.M.Pd
NIP	:	19730922 199703 1 003
Jabatan	:	Kepala Sekolah
Instansi/Sekolah	:	SMA Negeri Pakusari

Menerangkan Bahwa :

Nama	:	Herlina Noer Hidayah
NIM	:	T20196040
Fakultas	:	Tarbiyah dan Ilmu Keguruan
		Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah menyelesaikan Penelitian di SMA Negeri Pakusari pada kelas XI MIPA 5 dengan judul "The Implementation of Cooperative Learning Model of Teams Game Tournament To Improve Students Engagement In The Learning Process" pada tanggal 08 s.d 15 Mei 2023.

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya.

Jember, 17 Mei 2023
Kepala,

SURYADI, S.Pd., M.Pd.
NIP.19730922 199703 1 003

Appendix 3

RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)

Nama Sekolah　　　: SMA Negeri Pakusari

Mata Pelajaran　　: Bahasa Inggris

Kelas / Semester　: XI / 2

Materi Pokok　　　: Song

Alokasi Waktu　　: 4 Jam Pelajaran (2 kali pertemuan, 2 x 45 menit)

A. **KOMPETENSI INTI**

KI-3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. **KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI**

Kompetensi Dasar	Indikator
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.9.1　Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 3.9.2　Mengidentifikasi　　　unsur

	kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	4.9.1 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

C. TUJUAN PEMBELAJARAN

1. Siswa secara berkelompok dapat memperkirakan fungsi sosial dari sebuah teks lagu terkait kehidupan remaja dengan baik

2. Siswa secara kelompok mampu mengemukakan unsusr kebahasaan dari sebuah teks lagu terkait kehidupan remaja dengan baik

3. Siswa secara berkelompok mampu menentukan makna dari sebuah lagu terkait kehidupan remaja dengan baik

D. MATERI PEMBELAJARAN

➢ Fungsi sosial, Mengembangkan nilai-nilai kehidupan dan karakter yang positif

➢ Unsur Kebahasaan

- Kosa kata dan tata bahasa dalam lirik lagu.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

➢ Topik, Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di dalam KI

E. PENDEKATAN DAN MODEL PEMBELAJARAN

1. Pendekatan : Scientific approach

2. Model : Teams Game Tournament

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

Media :	Alat/Bahan :
➢ Worksheet atau lembar kerja siswa	➢ Spidol
➢ Lembar penilaian	➢ Papan tulis
➢ Buku LKS Bahasa Inggris Kelas XI semester 2	➢ Kertas Manila
➢ Checklist observation	➢ Nomor Dada
➢ Teams Game Tournament	➢ Handphone
➢ Kamus Bahasa inggris	➢ Speaker
➢ Lagu barakallah dan I have a dream	

G. KEGIATAN PEMBELAJARAN

Pertemuan Pertama (2 JP)

Pendahuluan (30 menit)	
Orientasi	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin serta membagikan nomor dada peserta didik
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang tujuan pembelajaran hari ini.
Kegiatan Inti (50 menit)	
Orientasi Peserta Didik	**Literasi** ➢ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada m a t e r i yang akan dipelajari

Kepada Masalah	➢ peserta didik mendengarkan serta menyimak penjelasan materi oleh guru
Mengorganisa siPeserta Didik	**Critical Thinking (Berpikir Kritis):** • Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi. Contoh leading question: *"what songs do you like?"* *"why do you like that song?"*
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ➢ **Warming up** • Peserta didik dibentuk menjadi 5-6 kelompok untuk bekerja sama untuk melengkapi lirik lagu yang rumpang yang berjudul *"Brakallah"* • Setiap kelompok diminta untuk berdiri dan membentuk menjadi 5-6 barisan secara berurutan, mulai dari kelompok pertama hingga kelompok terakhir • Guru memberikan soal lirik lagu yang rumpang untuk dilengkapi Contoh soal: *-A momen you'll always..............* *-lets ask Allah to make your.............* • Guru meletakkan beberapa kertas dilantai secara acak, dimana kertas tersebut berisi jawaban umtuk mengisi lirik lagu yang rumpang. Jawaban yang diletakkan dilantai bisa didapatkan oleh anggota kelompok dengan saling memperebutkan.

		• Siswa yang berdiri di paling depan adalah peserta pertama yang akan memperebutkan jawaban tersebut
		• Guru memutar lagu *"Barakallah"* secara bertahap, dan siswa mendengarkan secara seksama
		• Setelah lirik lagu nomer 1 selesai diputar kemudian peserta pertama dipersilahkan untuk mencari jawaban dilantai sesuai dengan apa yang mereka dengar
		• Setelah soal pertama selesai, dilanjutkan oleh peserta yang kedua untuk mencari atau memperebutkan jawaban untuk mengisi lirik lagu yang rumpang pada nomer 2
		• Kegiatan tersebut dilakukan berulang sampai dengan soal yang terakhir
		➢ Teams Game Tournament
		• Setiap kelompok diminta untuk berdiri dan membentuk menjadi 5-6 barisan secara berurutan, mulai dari kelompok pertama hingga kelompok terakhir
		• Siswa yang berdiri di paling depan adalah peserta pertama yang akan mengisis lirik lagu yang rumpang pada nomor 1
		• Guru memutar lagu *"I Have a Dream"* secara bertahap, dan siswa mendengarkan secara seksama
		• Setelah lirik lagu nomer 1 selesai diputar kemudian siswa pertama dipersilahkan mengisi bagian lirik lagu yang rumpang sesuai dengan lirik lagu yang sudah didengarkan pada lembar jawaban yang sudah disediakan di papan.

	Contoh soal lirik lagu yang rumpang:
	-………good in everything I see
	-when I know the ……….is right for me
	• Setelah soal pertama selesai, kemudian dilanjutkan dengan soal kedua yang akan dijawab oleh perserta nomer 2
	• Kegiatan tersebut dilakukan berulang sampai dengan soal yang terakhir
	• Guru dan siswa memeriksa bersama hasil kerja masing-masing kelompok
	• Kelompok yang mendapatkan skor tertinggi akan mendapatkan nilai terbaik sedangkan kelompok yang mendapatkan skor paling rendah akan mendapatkan punishment.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** • Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran mengenai dengan materi yang sudah dipelajari
Penutup (10 menit)	
Penutup	▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ▪ Menutup pelajaran dengan berdo'a dan salam

Pertemuan Kedua (2 JP)

Kegiatan Pendahuluan (30 menit)	
Orientasi	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin serta membagikan nomor dada peserta didik
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan Kegiatan pembelajaran pada pertemuan sebelumnya
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang tujuan pembelajaran hari ini.
Kegiatan Inti (50 menit)	
Orientasi Peserta Didik Kepada Masalah	**Literasi** • Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada m a t e r i yang akan dipelajari • peserta didik mendengarkan serta menyimak penjelasan materi oleh guru
MengorganisasiPeserta Didik	**Critical Thinking (Berpikir Kritis):** • Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi. Contoh leading question: *"what songs do you like?"* *"why do you like that song?"* *"what is the meaning of the song you like?"*

Membimbi ng Penyelidika n Individu Dan Kelompok	**Collaboration (Kerja Sama):** • Peserta didik dibentuk menjadi 5-6 kelompok • Setiap kelompok diminta untuk berdiri dan membentuk menjadi 5-6 barisan secara berurutan, mulai dari kelompok pertama hingga kelompok terakhir • Siswa yang berdiri di paling depan adalah peserta pertama yang akan menerima soal nomer 1, soal yang akan diterima adalah kosa kata bahasa inggris yang harus diterjemah dalam bahasa indonesia. Kosa kata tersebut adalah kosa kata yang terdapat dalam lagu I have a Dream Contoh soal kosakata terjemah: *Translate the vocabulary below into Indonesian!* 1. *Day* : 2. *Heart* : 3. *Together* : • Guru menempelkan soal beserta lembar jawaban di papan tulis secara tertutup, sehingga masing-masing kelompok tidak dapat melihat jawban kelompok lainnya. • Siswa akan maju secara bergantian dimulai dari siswa yang berdiri paling depan, kemudian dilanjutkan siswa baris kedua, ketiga dan seterusnya. Setiap kelompok diberikan waktu selama 10 menit untuk menerjemahkan kosa kata yang telah disediakan. • Guru dan siswa memeriksa bersama hasil kerja masing-masing kelompok • Kelompok yang mendapatkan skor tertinggi akan mendapatkan nilai terbaik sedangkan kelompok yang

	mendapatkan skor paling rendah akan mendapatkan punishment.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** • Setiap kelompok diberikan waktu selama 10 menit untuk berdiskusi mengenai makna yang terkandung dalam lagu *"I Have a Dream"* • Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran mengenai dengan materi yang sudah dipelajari
Penutup (10 menit)	
Penutup	▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ▪ Menutup pelajaran dengan berdo'a dan salam

PENILAIAN

1. Penilaian Sikap (Observasi selama kegiatan berlangsung)
2. Penilaian Pengetahuan

                                                Mengetahui
                                       Jember, 6 April 2023

Guru Pamong   **Guru Praktikan**

Dwi Suwita K., S.Pd   **Herlina Noer Hidayah**
NIP. 196911251994121003   **NIM. T20196040**

APPENDIX 4

A. Soal (Pertemuan Pertama)

  1. Warming Up (Barakallah)
     We're here on this special day
     Our hearts are full of pleasure
     A day that brings the two of you
     Close _____(1)
     We're gathered here to celebrate
     A moment you'll always_____(2)
     Let's ask Allah to make your_____(3)
     Last forever
     Let's raise our hands
     And make du'a
     Like the Prophet taught us
     And with one voice_____(4)all say
     Baraka Allahu lakuma
     Wa baraka 'alaykuma
     Wa jama'a baynakuma fi khayr
     Baraka Allahu lakuma
     Wa baraka 'alaykuma
     Wa jama'a baynakuma fi khayr
     From now you'll _____(5) all your joys
     Through hardship _____(6)each other
     Together worshipping Allah
     _____(7) His pleasure
     We pray that He will fill your life
     With happiness and _____(8)

  2. Teams Game Tournament(I Have a Dream)
     I have a dream
     A song to sing
     To help me cope
     With ………………(1)
     If you see the wonder (wonder)
     Of a fairy tale
     You can take the future
     Even if you fail
     I believe in angels
     ………………(2) good in everything I see
     I believe in angels
     When I know the ………………(3) is right for me
     I'll cross the stream
     I have a dream, oh yeah

I have a dream (have a dream)
A ………………(4)
To help me through (help me through)
Reality (reality)
And my destination (destination)
Makes it worth the while
Pushing through the darkness (through the darkness, baby)
………………(5) another mile
I believe in angels
Something good in everything I see
I believe in angels
When I know the ………………(6)is right for me
I'll cross the stream
I have a dream
I have a dream (oh yeah)
A song to sing (a song to sing)
To ………………(7)me cope
With anything
If you see the wonder (if you see the wonder)
Of a fairy ………………(8)
You can take the future
Even if you fail (yeah, yeah, yeah, yeah)
I believe in angels
………………(9) good in everything I see (everything)
I believe in angels (angels)
When I know the time is right for me (right for me)
I'll cross the stream (cross the stream)
I have a ………………(10)

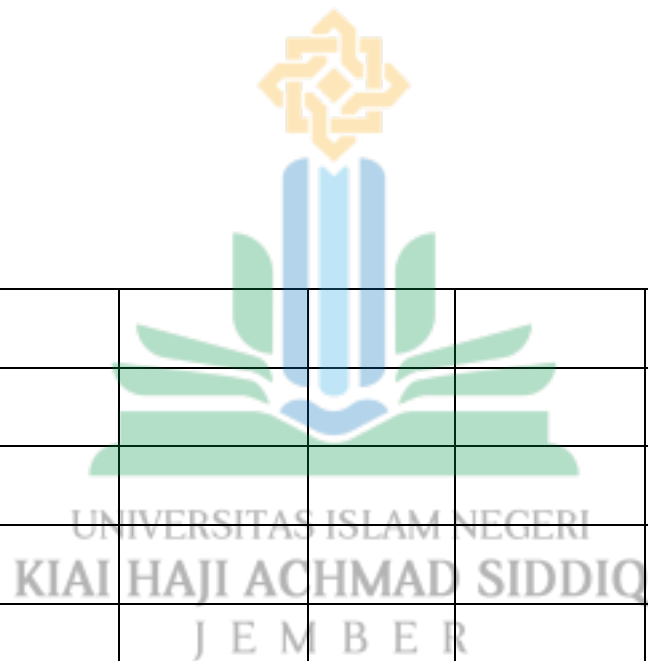## B. Soal (pertemuan Ke-2)
> Find the indonesian meaning of the following words!

1. Can :
2. Song :
3. Sing :
4. Help :
5. Cope :
6. Everything :
7. See :
8. Fairytale :
9. Take :
10. Even :
11. If :
12. Fail :

13. Believe :
14. Angel :
15. Cross :
16. Stream :
17. Through :
18. Darkness :
19. Something :
20. Destination :

➢ Based on the song "I Have A Deam" write your understanding!

APPENDIX 5

OBSERVATION CHECKLIST STUDENTS' ENGAGEMENT

No	Name	Attendance	Positive body language		Verbal participation			Students' confidence	Total
			Eye contact	Following directions	Asking question	Answering question	Sharing idea	Confidence to complete a task	
1									
2									
3									
4									
5									
6									
7									
8									

9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
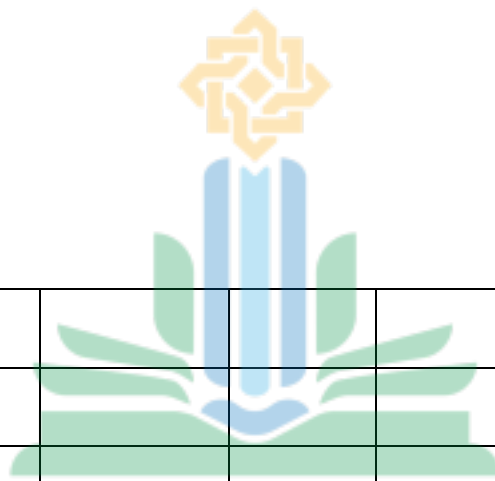
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APPENDIX 6

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: *tarbiyah.iainjember@gmail.com*

Nomor : B-0359/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : **Permohonan Menjadi Validator**

Yth. Febrina Rizky Agustina, M.Pd.
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Febrina Rizky Agustina, M.Pd. untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM	:	T20196040
Nama	:	HERLINA NOER HIDAYAH
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS
Judul Skripsi	:	The Implementation of Cooperative Learning Model of Teams Game Tournament to Improve Students' Engagement in The Learning Process

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Maret
2023an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

APPENDIX 7

INSTRUMEN UJI VALIDITAS QUESTIONAIRE RESPON SISWA TERHADAP PENGGUNAAN MODEL PEMBELAJARAN TEAMS GAME TOURNAMENT PADA PEMBELAJARAN BAHASA INGGRIS

Mata pelajaran : Bahasa Inggris

Kelas   : XI MIPA 5

Petunjuk:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap lembar pengamatan pengelolaan pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk tabel tentang *Aspek yang Dinilai* diomohon Bapak/Ibu memberikan tanda centang (√) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk *Penilaian Umum*, dimohon Bapak/Ibu melingkari angka yang sesuai dengan penilaian Bapak/Ibu.
4. Untuk saran dan revisi, Bapak/Ibu dapat menuliskannnya langsung pada kolom *Saran* yang telah tersedia

No	Aspek yang dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar kuesioner dinyatakan dengan jelas				✓
2	Kesesuaian pernyataan				✓
3	Menggunakan bahasa indonesia yang baik dan benar				✓
4	Menggunakan pernyataan yang komunikatif				✓

Keterangan:

1 : Kurang Relevan

2 : Cukup Relevan

3 : Relevan

4 : Sangat Relevan

Penilaian Umum:

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

Saran

Jember, 31 / 03 / 2023

Validator

Febrina Rizky Agustina, M.Pd

APPENDIX 8

KISI-KISI ANGKET TANGGAPAN SISWA TERHADAP TERHADAP MODEL PEMBELAJARAN TEAMS GAME TOURNAMENT PADA PEMBELAJARAN BAHASA INGGRIS

No	Aspek	Pernyataan
1	Semangat dalam mengikuti pembelajaran	Saya sangat senang ketika mengikuti pembelajaran bahasa inggris dengan menggunakan model pembelajaran Team Games Tournament
2		Dengan menggunakan model pembelajaran Teams Game Tournament suasana kelas menjadi sangat menyenangkan
3	Penggunaan media	Pembelajaran bahasa inggris dengan menggunakan model pembelajaran teams game tournament membuat saya jauh lebih tertarik dalam proses belajar mengajar bahasa inggris
4		Media yang digunakan guru dalam pembelajaran ini membantu saya dalam memahami tugas yang harus dikerjakan
5		Dalam pembelajaran ini guru sangat memanfaatkan media dengan baik
6		Dengan menggunakan media pembelajaran team game tournament saya merasa lebih tertantang dalam proses belajar mengajar
7	Bekerja sama dalam kelompok	Saya menikmati kebersamaan dan kerjasama dalam penyelesaian tugas
8		Melalui pembelajaran teams game tournament menyadarkan saya untuk menghargai ide dan gagasan orang lain
9	Termotivasi	Dengan adanya penerapan model pembelajaran ini saya menjadi termotivasi untuk menyelesaikan tugas dengan baik
10	Ketertarikan pada model pembelajaran	Model pembelajaran ini jauh lebih menarik daripada model pembelajaran yang menggunakan metode ceramah

APPENDIX 9

KUESIONER TANGGAPAN SISWA TERHADAP MODEL PEMBELAJARAN TEAMS GAME TOURNAMENT PADA PEMBELAJARAN BAHASA INGGRIS

Dalam rangka penyusunan skripsi dengan judul " The Implementation Of Cooperative Learning Model Of Teams Game Tournament To Improve Students'Engagement In The Learning Process" peneliti menggunakan instrumen lembar angket uji respon siswa. Untuk itu, peneliti meminta kesediaan Siswa/Siswi untuk mengisi angket dibawah ini dengan petunjuk sebagai berikut:

1. Dimohon agar Siswa/Siswi memberikan penilaian terhadap kuesioner respon siswa yang telah disediakan sebagaimana terlampir
2. Untuk memberikan penilaian, Siswa/Siswi dapat memberikan tanda centang (√) pada kolom penilaian sesuai dengan penilaian Siswa/Siswi

Atas bantuan dan kesediaan Siswa/Siswi, Peneliti ucapkan banyak terima kasih :)

Keterangan skala penilaian

SS   : Sangat Setuju

S   : Setuju

TS   : Tidak Setuju

STS : Sangat Tidak Setuju

NO	Pernyataan	SS	S	TS	STS
1	Saya sangat senang ketika mengikuti pembelajaran bahasa inggris dengan menggunakan model pembelajaran Team Games Tournament				
2	Dengan menggunakan model pembelajaran Teams Game Tournament suasana kelas menjadi sangat menyenangkan				
3	Pembelajaran bahasa inggris dengan menggunakan model pembelajaran teams game tournament membuat saya jauh lebih tertarik dalam proses belajar mengajar bahasa inggris				

4	Media yang digunakan guru dalam pembelajaran ini membantu saya dalam memahami tugas yang harus dikerjakan				
5	Dalam pembelajaran ini guru sangat memanfaatkan media dengan baik				
6	Dengan menggunakan media pembelajaran team game tournament saya merasa lebih tertantang dalam proses belajar mengajar				
7	Saya menikmati kebersamaan dan kerjasama dalam penyelesaian tugas				
8	Melalui pembelajaran teams game tournament menyadarkan saya untuk menghargai ide dan gagasan orang lain				
9	Dengan adanya penerapan model pembelajaran ini saya menjadi termotivasi untuk menyelesaikan tugas dengan baik				
10	Model pembelajaran ini jauh lebih menarik daripada model pembelajaran yang menggunakan metode ceramah				

APPENDIX 10

DOCUMENTATION

Class presentation(Teacher explained the material of song)

Teams

Game of TGT

Discussion(Students discussed about the meaning of song)

APPENDIX 11

THE RESULT OF INTERVIEW

1. **The Result of Interview Before Implementation of TGT**

   Day, Time and Place

   Day   : Monday, december 23th 2022

   Time : 10.00-finish

   Place :SMAN Pakusari

   Responden : Students of XI MIPA 5

   Note

   S : Student

   R : Researcher

   THE SCRIPT OF INTERVIEW WITH STUDENTS

   R : saya ingin menanyakan seputar pembelajaran bahasa inggris. Menurut kalian bagaimana situasi dalam setiap pertemuan pembelajaran bahasa inggris. Apakah menyenangkan, membosankan, atau bagaimana?

   S1 : membosankan miss

   S2: kurang menarik miss

   R: menurut kalian kenapa suasana kelas bisa menjadi membosankan dan menjadi kurang menarik?

   S1: gurunya cuma ngasi tugas, habis itu keluar kelas miss

   S2: kadang menerangkan sangat panjang, kayak ceramah gitu. Jadi anak anak ngantuk miss

   R: biasanya kalau dengan model pembelajaran yang Cuma ngasi tugas dan ceramah. Apa yang teman teman kalian lakukan?

   S1: sekedar mendengarkan miss, tapi lebih banyak yang maen hp, dan tiduran

   R: menurut kalian apabila dalam pembelajaran menggunakan game untuk belajar, apakah akan lebih menyenangkan?

   S1: akan lebih menyenangkan miss

S2: kalau ada gamenya anak anak pasti tertarik miss, karena kita bisa bermain sambil belajar

R: kalau bermain game apakah lebih seru game perorangan atau game berkelompok

S1 dan S2: berkelompok lebih seru miss

R:baik, mungkin itu saja yaaa yang ingin saya tanyakan. Terima kasih banyak

S1 dan S2: sama sama miss

2. **The Result Of Interview After Implementation Of TGT**

   Day, Time and Place

   Day   : Monday, july 25th 2023

   Time : 08.00-finish

   Place : SMAN Pakusari

   Responden : Students of XI MIPA 5

   Note

   S : Student

   R : Researcher

   THE SCRIPT OF INTERVIEW WITH STUDENTS

R: kemarin kan kita sudah belajar menggunakan model pembelajaran yang sambil bermain, apakah kalian masih ingat model pembelajaran apa yang saya gunakan?

S1: ingat miss, TGT yaaa

R: ya benar. Saya ingin menanyakan kesan kalian terhadap model pembelajaran yang kemarin saya gunakan. Bagaimana rasanya ketika belajar tapi juga bisa bermain

S1: lebih seru dan menyenangkan miss

S2: kami juga merasa lebih semangat miss, karena ada permainannya

R: apakah kalian menyukai TGT ini?

S1 dan S2: suka miss

R: bagaimana suasana kelas ketika menggunakan TGT?

S1: semua teman-teman sangat aktif miss

S2: suasana kelas heboh dan menyenangkan miss

R: apakah dengan model pembelajaran TGT kalian bisa mejadi lebih paham?

S1: lebih paham miss, karena kemarin kan kita juga praktek langsung tentang lagu

R: dengan menggunakan TGT, bagaimana kemaren dengan siswa yang biasanya hanya diam saja

S2: langsung aktif miss, kan kemaren semuanya ikut bermain game

S1: iya miss, yang biasanya dia hanya diam saja kemarin jadi ikut bermain

R: baik, mungkin hanya itu saja yaaa. Terima kasih sudah bisa menerima saya dengan baik, senang bisa belajar bersama dengan kalian dan terima kasih juga untuk hari ini.

S1 dan S2: sama sama miss
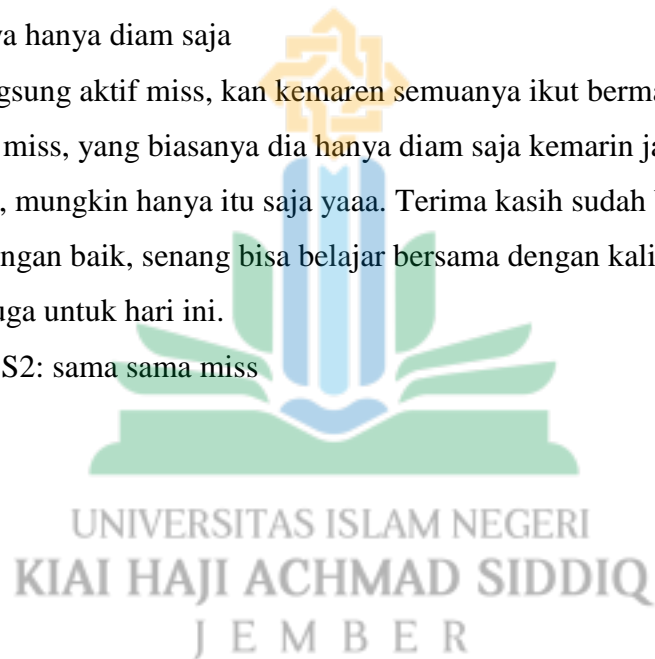
APPENDIX 12

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RESEARCHER BIODATA

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PERSONAL INFORMATION

Name : Herlina Noer Hidayah

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EDUCATIONAL BACKGROUND

2007-2013 : SDN Lembengan 02

2013-2016 : SMPN 01 Ledokombo

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