

## Improving Student Motivation and Learning Outcomes in English Subjects Through Cooperative Teams Games Tournament

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### Abstrak

Penelitian ini bertujuan meningkatkan motivasi dan hasil belajar siswa pada mata pelajaran bahasa inggris melalui model Kooperatif Teams Games Tournament. Subjek penelitian ini adalah siswa kelas X ATR 2 SMKN 1 Cangkringan yang terdiri dari 35 siswa. Teknik pengumpulan data menggunakan observasi, wawancara, dan tes evaluasi hasil belajar. Instrumen yang digunakan adalah lembar observasi keaktifan belajar, lembar observasi guru, lembar wawancara untuk mengukur motivasi belajar bahasa inggris dan instrumen tes hasil belajar. Indikator keberhasilan adalah terjadinya peningkatan motivasi dan hasil belajar. Teknik analisis menggunakan analisis deskriptif. Pada siklus I persentase motivasi belajar peserta didik sebesar 66,35%, kemudian pada siklus II mencapai 79,18%. Peningkatan hasil belajar dapat dilihat dari nilai tes peserta didik yang mencapai ketuntasan. Dari 35 peserta didik, yang mencapai nilai sesuai KKM ke atas pada siklus I sebanyak 20 orang atau sekitar 57,14%, kemudian pada siklus II mencapai 29 orang atau sekitar 82,85%. Dengan demikian, penggunaan model Kooperatif Teams Games Tournament dapat meningkatkan motivasi dan hasil belajar peserta didik pada mata pelajaran bahasa inggris kelas X ATR 2 SMKN 1 Cangkringan.

**Kata kunci:** *Motivasi, Hasil Belajar, Kooperatif Teams Games Tournament*

### Abstract

This study aims to improve students' motivation and learning outcomes in English subjects through the Teams Games Tournament Cooperative model. The subjects of this study were students of class X ATR 2 SMKN 1 Cangkringan which consisted of 35 students. Data collection techniques using observation, interviews, and evaluation tests of learning outcomes. The instruments used are learning activity observation sheets, teacher observation sheets, interview sheets to measure motivation to learn English and learning outcomes test instruments. An indicator of success is an increase in motivation and learning outcomes. The analysis technique uses descriptive analysis. In the first cycle the percentage of students' learning motivation was 66.35%, then in the second cycle it reached 79.18%. Improved learning outcomes can be seen from the test scores of students who achieve completeness. Of the 35 students, who achieved the value according to the KKM and above in the first cycle as many as 20 people or about 57.14%, then in the second cycle it reached 29 people or about 82.85%. Thus, the use of the Cooperative Teams Games Tournament model can increase students' motivation and learning outcomes in English class X ATR 2 SMKN 1 Cangkringan.

**Keywords :** *Motivation, Learning Outcomes, Kooperatif Teams Games Tournament*

### INTRODUCTION

Teaching is an activity of teacher interaction with students, the environment, and the tools used to achieve certain goals. "Teaching is imparting knowledge to students, efforts to organize the environment so as to create learning conditions for students, providing tutoring for students, passing on culture to the younger generation, activities aimed at preparing students to become good citizens, a process of helping students in dealing with life." in

everyday society." (Hamalik, 2008). To achieve the intended goal, various kinds of views and opinions have emerged from education experts both from Indonesia and from various parts of the world, but there is no single theory that can be used as a single guide in learning activities. In addition to the many factors that influence the intended learning, the teacher's own factor is very influential, such as educational background, experience, and ability to provide teaching materials to students. Some people think that teaching is not much different from educating. Therefore, in English, it is usually called Teaching, more or less the same meaning as education.

English is a subject that is less liked or interested by class X ATR 2 SMKN 1 Cangkringan students. The lack of more attention to students on English language problems and the lack of good management of the learning process from the teacher, makes students less motivated in participating in English learning. Given the importance of understanding English lessons, students in these classes should receive better attention and proper handling. Handling the English language in question aims to improve the quality of learning English which begins with the high motivation of students in learning activities in class. The success of the learning process and results is influenced by various factors, including the motivation of teachers towards students (Emda, 2018).

According to Uno (2021) motivation and learning are two things that influence each other. Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic factors are the appreciation, a conducive learning environment, and interesting learning activities. So it can be concluded that learning motivation is the desire and encouragement to learn to achieve a good target or intended target.

The motivation that exists in a person can be done by providing reinforcement so that the motives that exist in the individual will produce better results (Lailiyah, 2008). According to Kurniati (2020) there are two reinforcements given to students, including:

1. Verbal reinforcement, namely reinforcement given during learning activities in the form of words of comments, praise, support, recognition or encouragement which is expected to improve student behavior and appearance.
2. Non-verbal reinforcement, namely reinforcement given to students during the learning process in the form of actions / actions, such as facial expressions and body movements, approaching movements, touching.

These reinforcements are carried out so that students' learning motivation can increase. Although it is undeniable that individual students have different ways of learning, this difference must be considered by teachers to design learning strategies so that each child can be fully motivated and develop and master the subject matter completely.

According to Miarso (2008), learning is a deliberate and purposeful effort that focuses on the interests, characteristics and conditions of others so that he/she can learn effectively and efficiently. So that before the learning process takes place a teacher is expected to make the steps to be carried out which are contained in a clear program based on the demands of the curriculum. Therefore, the provision of motivation by the teacher is needed before, during, and after the learning activities take place. From the results of the author's observations on students' learning motivation in learning English class X ATR 2 SMKN 1 Cangkringan:

1. There are only some students who pay attention to the teacher's explanation, namely students who sit in the front row.
2. About 60% of students who do the exercises or assignments given.
3. There are students who play cellphones and listen to music while English learning activities are in progress.

Based on the problems seen above, it can be concluded that students' motivation towards English lessons should be increased so that students' desire to pay attention to lessons will appear. So that students are interested and have curiosity in learning English, a learning method is needed that can involve all students and can increase student motivation.

One of the learning models that can be used is the Teams Game Tournaments (TGT) type of cooperative learning model.

The TGT model of cooperative learning is one type or model of cooperative learning that is easy to apply, involves the activities of all students without any status differences, involves the role of students as peer tutors and contains elements of games and reinforcement (Asih, 2017). In the English-Indonesian dictionary written by John and Hassan, reinforcement means reinforcement or reinforcements. In this case, the TGT type of cooperative learning model provides them with rules and strategies to compete as individuals after receiving help from their friends. Based on the above background, the researchers are interested in conducting an action research as an effort to improve learning with the title "Improving Learning Motivation in English Subjects Through Cooperative Learning Model Types of Teams Games Tournaments (TGT) in Class X ATR 2 SMKN 1 Students. cup".

## **METHOD**

This research uses classroom action research method. The CAR model in this study is an interactive spiral-shaped Stringer action research model that describes action research as a simple but powerful framework (Mertler, 2011). The research procedure consists of three regular steps: "seeing, thinking, and acting". Throughout each stage, participants observe, reflect, and then take certain actions. The Stringer model is based on three basic steps of action research routines which include seeing, thinking, and acting.

The subject of this research is focused on students of class X ATR 2 with a total of 35 students in the odd semester of the academic year 2021/2022. The research was carried out from July 2021 to November 2021. This time includes preparation activities to the preparation of research reports. Data collection techniques used were observation, interviews and evaluation tests of learning outcomes. The instruments used in this study include learning activity observation sheets, teacher observation sheets, interview sheets to measure motivation to learn English and learning outcomes test instruments.

## **RESULTS AND DISCUSSION**

Observations made on students' learning motivation progressed from cycle I to cycle II. Students' learning motivation has increased in the first cycle when compared to the results of the pre-action learning motivation which only reached 61.688%, but still needs improvement in the second cycle so that the results are optimal and achieve the desired target. Overall, the percentage of indicators of learning motivation in the first cycle was 66.35%, then in the second cycle it increased to 79.18% and included high criteria. Thus in the second cycle the results of the collaboration of students have exceeded the criteria for the success of the action set, namely 70%.

The use of Cooperative Teams Games Tournament in learning English has a positive effect on cognitive learning outcomes achieved by students in class X ATR 2 SMKN 1 Cangkringan. Before using the Cooperative Teams Games Tournament, from 35 students there were only 12 people or around 34.28% who were able to achieve a score according to the KKM 72 and above. After using Cooperative Teams Games Tournament in learning, student learning outcomes can be improved. This is indicated by the increase in test scores from cycle I to cycle II.

In the first cycle, from 35 students who were able to achieve the value according to the KKM were 20 people or about 57.14%, then there was an increase in the second cycle as many as 29 people or about 82.85%. Although in cycle II there were still six students whose scores had not reached the KKM 72, the target set by the researchers had been achieved, which was 75%.

The implementation of learning in the first cycle of the first meeting showed that students were not familiar with the use of the Teams Games Tournament Cooperative learning model. Students are still wondering about what will be taught. In addition, the teacher still looks uncomfortable in applying the Cooperative Teams Games Tournament to learning and

applying it to the lecture method. However, at the second meeting, the teachers began to adapt in using the Teams Games Tournament Cooperative model.

The obstacles in the first cycle were a lesson to be improved further in the second cycle. The teacher has carried out learning in accordance with the planned RPP according to the results of the reflection of the first cycle. Students who were initially unable to catch material from the media that were broadcast too quickly have also been improved. So that students can absorb the material and note the important points. Overall learning went smoothly and achieved the target desired by the researcher.

## CONCLUSION

From the results and discussion, it can be concluded that this study shows that learning using the Teams Games Tournament Cooperative model can increase motivation and learning outcomes of students in English class X ATR 2 SMK Negeri 1 Cangkringan.

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