THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT (TGT) LEARNING MODEL TO IMPROVE MEMORY SKILL ON TEACHING VOCABULARY AT SDN BANDUNGREJO I NGASEM

SKRIPSI

Presented to
IKIP PGRI Bojonegoro in Partial Fulfillment of Requirements
for the Degree of Sarjana in the English Education Department

By:
Wulan Suci Ramadhani
NIM: 20120040

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
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APPROVAL SHEET

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Bojonegoro, 15 July 2024

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Chair,

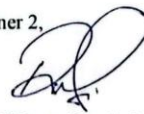Fitri Nurdianingsih, M.Pd.
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I solemnly declare that the undergraduate thesis that I have written is really my own writing and does not constitute plagiarism either in part of in whole.

If in the future, it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions. By upholding academic integrity, sincerely and without any coercion from any party.

Bojonegoro, 19. July 2024

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ABSTRACT

Ramadhani, W.S. (2024). The Effectiveness Of Team Games Tournament (TGT) Learning Model To Improve Memory Skill On Teaching Vocabulary At Sdn Bandungrejo 1 Ngasem . Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keyword: Teams Game Tournament (TGT), Memory skill, Vocabulary

This study presents the author's experiment on the effectiveness of the Teams Games Tournament (TGT) learning model. The purpose of this study is to improve children's memory skills in vocabulary learning in grade 4 elementary school children. The researchers used experimental quantitative methods. In this study, researchers used crossword puzzles as learning media in conjunction with the Team Games Tournament learning model. In this study, the researchers made a comparison between the pre-test and post-test scores, namely the lowest score was 36 and the lowest score of the post-test was 40. And the maximum value of the pre-test was at 84 with the maximum value during the post-test was 88, so it was said that the study was quite effective in improving children's memory in 4th grade English vocabulary lessons.

ABSTRAK

Ramadhani, W.S. (2024). The Effectiveness Of Team Games Tournament (TGT) Learning Model To Improve Memory Skill On Teaching Vocabulary At Sdn Bandungrejo 1 Ngasem . Skripsi, English Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa Dan Seni, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci: Teams Game Tournament (TGT), Memory skill, Vocabulary

Penelitian ini berisi tentang eksperimen penulis mengenai ke efektifan model pembelajaran Teams Games Tournament (TGT). Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan mengingat anak pada pembelajaran kosakata pada anak tingkat SD kelas 4. Peneliti menggunakan metode kuantitatif eksperimental. Pada penelitian ini peneliti menggunakan crossword puzzle sebagai media pembelajaran yang di gunakan bersamaan dengan model pembelajaran Teams Games Tournament. Pada penelitian ini peneliti mengambil perbandingan antara nilai pre-test dan post-test yakni nilai minimum berada di angka 36 dengan nilai minimum post test berada di nilai 40. Dan nilai tertinggi pre test berada di nilai 84 dengan nilai tertinggi saat post test adalah 88 sehingga dikatakan penelitian tersebut cukup efektif dalam meningkatkan daya ingat anak dalam pelajaran kosakata bahasa inggris kelas 4 SD.

MOTTO

"Remember That The Reason You're Doing This Is To Make Your
Live Better."

G-Dragon

"to whatever is placed in front of us, it is a reality.."

B.J Habibie

DEDICATION

Many thanks to Allah SWT. This thesis is dedicated to my loved ones,

1. For my parents and my brother, thank you for supporting, and encouraging me to continue to complete this thesis until the end.

2. For Kwon Ji-Yong (G-dragon) my idol who always motivates me through his music so as to create enthusiasm in me so as not to give up easily to reach the future.

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4. for my bestfriend Guntur and Riris, Thank you for being strong together in completing the thesis.

5. And also for myself, Thank you for not giving up with the situation. for sticking it out this far. thank you for being yourself and choosing to go through it all together and let's be together until the end.

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Firstly, I would like to express my gratitude for the presence of Allah SWT who has given his grace and mercy. secondly, sholawat and salam remain devoted to our lord prophet Muhammad SAW. The author can complete the preparation of the thesis with the title The Effectiveness of Team Games Tournament (TGT) Learning Model To properly and correctly.

The author would also like to express her gratitude to:

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. I hope that Allah will give a good reply to the parties involved in the preparation of this thesis. For the sake of further improvement, constructive suggestions and criticism will be gladly received by the author. Finally, only to Allah SWT, the author submits everything, hopefully, it will be useful especially for the author in general and for all of us.

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and spiritual, family, and all friends who have encouraged him to complete this thesis

Bojonegoro,

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, learning activities are still considered weak because teachers usually focus the learning process on teaching students certain topics without considering how students learn. Teachers should not take the lead in carrying out teaching and learning activities, but students should be more active during the learning process (Teladaningsih et al., 2019). (Syaf, 2023) pointed out in an article in *Kompasiana* that the Indonesian education system still focuses on improving cognitive abilities, especially intellectual knowledge and skills. Children's cognitive abilities are closely related to the development and function of their brains, which allow them to understand, process, and apply information.

Meanwhile, according to an article in FKM UI, Marjan (2022) states that the average cognitive ability of Indonesian children in the PISA survey is 397 points, still below the world average of 500. Based on the identification of this issue, there is a need for improvement in learning activities because, without an active learning process, the possibility of effective learning may be disrupted (Clara Nahak, 2023).

This perspective aligns with Natawijaya's view, as expressed in Depdiknas (2005), which emphasizes that active learning is a teaching and learning system that encourages students' physical, intellectual, and emotional involvement to achieve learning outcomes that encompass cognitive, affective, and psychomotor aspects. However, the focus of this research is on the pre-

adolescent age group. The pre-adolescent period, or pre-teen years, is a developmental stage involving the transition from childhood to adolescence.

As children enter pre-adolescence, typically between the ages of 10 to 12 years old, they generally undergo a transition toward adolescence that impacts their social, physical, and cognitive abilities. Primary school marks the beginning of formal education for children. Cognitive development in children refers to processes such as memory, decision-making, and problem-solving. In this context, one of the main focuses in Indonesia should be the memory skills of children. (Putri, 2019). (Slavin et al., 2015) as mentioned in an article on Viva.com, states that according to the Programme for International Student Assessment (PISA), Indonesia ranks 62nd out of 72 countries in terms of children's memory skills.

Based on my first observations from an interview with Mr. Sutriono, S.Pd.Sd a 4th-grade teacher at SD N Bandungrejo 1 Ngasem, 4th-grade students at SD N Bandungrejo 1 Ngasem tend to have difficulty retaining information in the content being taught. It turned out that there is. Have your class teacher or subject teacher remember it. This is supported by the poor results of midterm exams in odd-numbered semesters, with approximately 62. 22% of students scored below the passing mark and required participation in remedial classes. In contrast, 37. 78% of students achieved a passing grade or higher. Additionally, the average fourth grader at this school seems to face memory problems. This is supported by the statement of the class teacher that children often forget newly learned material. The next day, when the class

teacher re-discusses the topic previously covered, almost 90% of the students tend to ask their classmates for answers to the teacher's verbal questions.

To solve this problem, we need learning methods that directly involve students in their learning. The method is called cooperative learning. Collaborative learning is instruction in which students work together in groups to set a common goal. Learning this way places more emphasis on student interaction and allows students to have active communication with their classmates. Through this communication, it is expected that students will be able to master the subject more easily as their level of knowledge and thinking will be consistently appropriate since it is easier for them to receive explanations from their peers than from their teachers.

One cooperative learning model that can be implemented in English language learning is the Team Game Tournament (TGT) model. According to Slavin (2015), this learning model is characterized by students working in small groups, engaging in in-game tournaments, and receiving group rewards. The Team Games Tournament (TGT) learning model was introduced by Johnson in 1975 as one of the cooperative learning approaches. TGT is an easily applicable cooperative learning model that involves the participation of all students without any status differences, engages students as peer tutors, and incorporates elements of games and reinforcement (Maharani et al., 2021). An advantage of the TGT learning model is the presence of academic tournaments within the learning process (Sholeh et al., 2019).

One effort to enhance cognitive development in children is by utilizing the cooperative learning model known as Teams Games Tournaments (TGT).

Despite the widespread application of TGT in various contexts, there is limited research specifically examining the use of this model through puzzle media at the elementary school level.

Puzzles are a common form of media used in children's learning. The use of puzzles requires problem-solving, concentration, and logical thinking, all of which are important cognitive skills. Therefore, combining TGT with puzzle media has the potential to create a holistic learning experience that stimulates cognitive development, specifically in terms of memory, in fourth-grade elementary school children.

Therefore, this research is expected to make a significant contribution to the improvement of the quality of elementary education through an innovative and effective approach. With this background, the study "Enhancing Cognitive Development in Fourth-Grade Elementary School through the Teams Games Tournament (TGT) Learning Model with Puzzle Media" aims to explore the potential of the TGT learning model through puzzle media in enhancing the memory skills.

B. Research of the Question

Based on the background the research questions are:

1. How can the Team Games Tournament (TGT) learning model through puzzle media contribute to the improvement of memory skills, in elementary school students?

2. How is the effectiveness of English vocabulary learning activities using the Teams Games Tournament learning model with crossword puzzles at SD N Bandungrejo 1 Ngasem?

C. Research Objective

The objectives of the research are :

1. To enhance memory skills, among fourth-grade elementary school students through the implementation of the Team Games Tournament (TGT) learning model with puzzle media.

2. To investigate the effectiveness of learning English vocabulary of daily activity with the teams games tournament learning model using puzzle media.

D. Research Significant

This research categorizes its significance into two aspects

1. Theoretically

This research is expected to provide insights and knowledge about how the interactive learning model of Teams Games Tournament (TGT) can enhance the cognitive development of fourth-grade elementary school students by improving memory processes using crossword puzzle media.

2. Practically

   a. For teacher

      1. Improvement in the effectiveness of delivering instructional materials through the TGT model.

      2. Development of classroom skills through team management, facilitating discussions, and providing support to each group member.

b. For next Researchers

To serve as a foundation or guide for further research in the field of learning, especially those related to the use of the TGT model with puzzle media.

E. Definition of Key Terms

1. Teams Games Tournament (TGT)

(Poerwanti, 2021) describes TGT as a collaborative learning system that uses academic tournaments, quizzes, and an individual progress assessment system. Students represent teams and compete against other team members with similar previous academic performance. Did. The Teams Games Tournament (TGT) learning model is a cooperative learning model that applies the concept of games between learning groups of 5 to 6 people of different abilities, genders, races, and ethnicities (Willian et al., 2014). Based on the above definition, team gaming tournaments (TGT) aim to emphasize the active participation of students in small groups to achieve a common goal by incorporating gaming elements into the learning process. A fun learning model. This approach improves students' memory and analytical skills regarding daily activiy vocabulary.

2. Vocabulary

Vocabulary is the basic language aspects that must be mastered before mastering English skill (Lestari, 2015).   Vocabulary is one of the linguistic aspects that must be considered and mastered in order to support fluent communication. be considered and mastered in order to support the

fluency of communication both in oral and written communication.(Hayani Fitra, 2019).

From the above definitions of vocabulary, it can be concluded that that vocabulary is words that are understood both in meaning and in the way they are used by a person. the way they are used by someone.

3. Memory

According to (Stephanie et al., 2016), memory is a manifestation of the human soul or a mental process that connects experiences to the past through the ability to remember, store, and reproduce lived experiences. According to (Nggadi et al., 2023) memory is the power of the soul to receive, store, and reproduce impressions. Remembering is the act of storing what you know or have experienced to retrieve and reuse it at another time. Based on that definition, memory is the ability to remember something by storing and retrieving information from the brain regarding the vocabulary related to daily activities.