A COMPARATIVE STUDY BETWEEN TPS (THINK–PAIR–SHARE) AND TGT (TEAM GAME TOURNAMENT) IN TEACHING WRITING RECOUNT TEXT

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Abstract

The purposes of the research are to find out: whether there is a significant comparison between study TPS and TGT in teaching writing recount text at the X Grade Students of SMA Swasta Kampus Padangsidimpuan. In order to achieve the purposes of this research, the researcher carried out the quantitative approach by applying experimental method. The samples are 80 students. Data is measured by using t-test formulation to find the comparison of both methods in teaching writing recount text. Based on the data that have been analyzed, it is found that t_{test} value is 4.12 meanwhile t_{table} value is 1.99 at 5% significant level. So, the t_{test} is bigger than t_{table} or 4.12 > 1.99. It means there is a significant comparison between study TPS and TGT in teaching writing recount text at the X Grade Students of SMA Swasta Kampus Padangsidimpuan, in other words the hypothesis is accepted.

Keywords : *teaching writing, team game tournament, think–pair–share, recount text*

INTRODUCTION

Teaching writing recount text is very important to make the students easy to compose recount text. One of the purposes of teaching recount text for the level senior high school is the students to able explain something about recout text, understand about generic structure and also to be able to speak in daily communication.

Many students in SMA Swasta Kampus Padangsidimpuan have the low ablity, especially about recount text. It can be proved based on the writer observation which found the average of the students english in last semester, the students only got the average of 60. (Padangsidimpuan : SMA Swasta Kampus Padangsidimpuan, 2015). Meanwhile they are expected to get the average 70.

Although their English score is not only taken from writing, but at least their ability is contributed by writing. If this problem is not be solved, it will cause many problems in the world of education, they are: give the impact to their further achievement,

failure in the national examination, students that continue to the university especially in English department difficult to receive the lessons.

The teacher has made so many efforts to improve the quality of the students' ability in English such as: doing the discussion among the teachers in a group that named MGMP (Musyawarah Guru Mata Pelajaran), the increasing of the school's facilities, using of teaching media, giving guidance and giving motivation, making exercises in writing, giving various methods such as lecturing, discussion, giving tasks, etc. But all of them do not show satisfy result. Most of English teachers in this school choose lecturing method as a general method of teaching without comparing it with the other methods.

To handle the problems, teachers should use some efforts. One of them is choosing the suitable method in teaching and learning process. If the method of teaching and learning process is based on the necessity, the result of learning would be better. The selection and the application of certain method should be based on the objective research. Hence, the use of method is very essential to improve the students' ability in writing.

There are many methods which can be used in teaching reading such as Think Pair Share and Team Game Tournament. Think Pair Share (TPS) is the strategy which consists of think, pair, and share steps. The teacher designated individual stands before the class, shows something, and tell what is happening or what has happened, or ask students to discuss what happened. While Team Game Tournament (TGT) is a kind of teaching strategy, where the students are facing to a problem that can be a statement or question that problematic to solved together.

Finally, from the explanation above, the writer would like to conduct a research with title: "A comparative study between TPS (Think-Pair-Share) and TGT (Team-Game-Tournament) in Teaching Writing Recount Text (A Study at the X grade students of SMA Swasta Kampus Padangsidimpuan in 2016/2017 Academic year)".

Recount text

Recount text is a text that tell or inform the readers about sequence of events over time. The social function of recount text is to retell events for the purpose of informing or to describe the way things are with reference to range of natural, man, male, and social

phenomenon in our environment. Pardiyono says that recount text is the kinds of contexts that consists of events, activties or experience someone. (Pardiyono, 2007)

It means, recount text is a text which retells events or experience in the past. It purposes either to inform or to entertain the audience. There is no complication among the participants and the differentially from narrative. Recount describes the way and social phenomenon in environment.

P. Iwuk says that categorizes the text of recount into three types, personal recount is retelling of an activity that the writer or speaker has been personality involved in, factual recount is recording the particulates of an incident, and imaginational recount is talking on an imaginary role and giving details of events. (P. Iwuk , 2007).

To make students to understand recount text, the teacher have to choose the best way to teach recount text, because the ablity of the students in mastering recount text is different, most of the students have difficulties to identify the generic structure of recount text, so teacher have to let them to understand the generic structure according to their way that they regard as an easy way.

According to Hornby, categorization of recount text describes two kinds of recount text there are:

1. Personal recount is as in personal letters and excursion write-up
2. Historical recount : which attempts to retell past experience in the objective view, such as report of science experiment and police report.

From the explanation above, the writer concludes that the type of recount text simply can define as one type of text which made to give the information. (Hornby, 2000).

Think Pair Share

TPS (Think Pair share) is a kind of teaching strategy in english subject, where the teacher explains and practices what she/he explains. Syaiful Bahri Djamarah says that TPS is the strategy which the teacher or another designated individual stands before the class, shows something, and tell what is happening or what has happened, or ask students to discuss what happened. (Syaiful Bahri Djamarah, 2006).

Further, Sudjana says that TPS is a strategy that used to teaching the strudents to a lesson with ways think, pair, and share the matery. (Sudjana, 2001). It means that the purposes of TPS is serving lesson material by demonstrating the material in front of the class to make the students understand about the description of the material.

From the above explanation, the writer concludes that TPS also better use to get clearer description about something that have relationship and process to arrange something, make the process of something, how the working of something, how to make and using them, the components to make something, to compare and see and know the truth of something.

Team Game Tournament

TGT is serving way the lesson material, where the students facing to a problem that can be a statement or question that problematic to solved together. Syaiful Bahri Djamarah says that TGT is a kind of teaching strategy that do by the teacher in the school that involve interaction between two or more person. (Syaiful Bahri Djamarah, 2006) Furthermore, Sudjana says that TGT is a strategy of education and teaching trough try the students to mastery that given, actually it is used for motoric lesson, like: writing subject, language lesson, and art lesson, and lesson that has aim to make the students think quickly.

From the explanation, the writer concludes that TGT is a teaching strategy that use to know how far the students understood of the material that teach for the time, so the teacher must give a task, by using TGT method. Based on the quotation above, it can be known that the purpose of TGT also better use to get experience, information, solve the problem, and make all of student be active, no one is passives as listener only.

METHODOLOGY

The method that will be used in this research is experimental method. Suharsimi Arikunto says that experimental method is the way to find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence.

(Suharsimi Arikunto , 2006) This method is always done with purpose to see the influences or cause-effect and relationship between two factors.

Population and Sample

The population of this research is all the X Grade Student of SMA Swasta Kampus Padangsidimpuan which is divided 3 classes and total is 120 students. The population data is tabulate in following table.

Table 1.Population of the Student X Grade of SMA S Kampus Padangsidimpuan

NO	Grade	Male	Female	Total
1	X-1	28	12	40 Students
2	X-2	29	11	40 Students
3	X-3	31	9	40 Students
	Total	88	32	120 Students

The writer used cluster sampling in this research because the population is in a group. It means that the sample was taken from the population by cluster sampling. According to Mark Balnaves and Peter Caputi, "Cluster sampling is based on the group cluster with all members in each cluster randomly selected." (Mark Balnaves and Peter Caputi , 2001) In cluster sampling, intact groups, not individuals are randomly selected. It may be the only feasible method of selecting a sample when the researcher is unable to obtain a list of all members of the population. It is also convenient when the population is very large area. Cluster sampling usually involves less time and expense and is generally more convenient than either sample random sampling or stratified sampling.

Instrument of the Research

The instrument of this research is essay test, but before that must be determined an operational definition. The way for collecting data is an important role in conducting research in order the result of the study will be valid. In this study the instrument is made based on both variables that are analyzed. They are study TPS in teaching writing recount text as the independent

variable that symbolized with X, and study TGT in teaching writing recount text as the dependent variable that symbolized with Y, these indicators can be measure by using essay test.

Technique of Collecting the Data

In taking the data a researcher should choose suitable technique. Technique of collecting data means the way that will be used by the writer to collects the data of the research. Test is a list of questions to measure skill, attitude and intelligences of someone. ((Suharsimi Arikunto , 2006). After the treatment in both classes has been conducted, the writer will administer the writing recount text test to collect the data which is needed in this research. The writing recount text test is made by asking the students to compose a recount text.

Technique of Data Analysis

After the data is collected, it is important to analyze the data by using statistical analysis, the formula that will be used is as follows: (Anas Sudjono, 2008)

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where:
t_o = Test
M_1 = Mean Variable X
M_2 = Mean Variable Y
SE_{M_1} = Standard Error Mean Variable X
SE_{M2} = Standard Error Mean Variable Y

RESULT

Teaching Writing Recount Text by Using TPS

After collecting the data, it is found the highest score is 95 and lowest score is 50. Then, it is calculated in order to know the description of the data. From the calculation of the data, it is found the average or mean is 72.23, standard deviation is 8.50 and standard error is 1.36. Then, the score of median and mode can be seen in the following table:

Table 2. The Score of Mean, Median and Mode of Teaching Writing Recount Text
by Using TPS at the X Grade Students of SMA S Kampus Padangsidimpuan

No	Category	Score
1	Mean	72.23
2	Median	65
3	Mode	80

From the table above, it can be seen that the average or mean is 72.23 it is categorized "good" , the median is 65, mode is 80, standard deviation is 8.50 and standard error is 1.36. The definition of mean is the average of the score that got by the students, median means the middle score that got by the students, and mode is the score that mostly come in the data.

Teaching Writing Recount Text by Using TGT

After collecting the data, it is found the highest score is 90, and the lowest score is 45. Then, it is calculated in order to know the description of the data for the variable from the calculation o the data, it is found that the average or mean is 64.53, standard deviation is 8.03 and standard error is 1.29. Then, the score of median and mode can be seen in the following table:

Table 3. The Score of Mean, Median and Mode of Teaching Writing Recount Text
by Using TGT at the X Grade Students of SMA S Kampus Padangsidimpuan

No	Category	Score
1	Mean	64.53
2	Median	65
3	Mode	80

From the calculation, it is known that the mean of teaching writing recount text by using TGT is categorized "enough". The value of t_{test} is 4.12. While, the sample are 80 students where

N1=40 students and N2=40 students. So, df (N1+N2) – OR (40+40) – 2 = 80 – 2 = 78 because there is no df = 78 in the table so the writer takes the nearest df that is 80. The value if t table at 5% significant level of number 80 is 1.99. After finding the value of the calculation and t_{table}, both of scores are compared. It is found that t calculation is bigger than t table ($t_{test} > t_{table} = 4.12 > 1.99$).

From the result of the calculation above it shows that there is a significant comparison between study TPS and TGT in teaching writing recount text at the X grade at SMA Swasta Kampus Padangsidimpuan. It means that TPS is better than TGT. So the hypothesis in this research can be accepted.

DISCUSSION AND CONCLUSION

Discussion

After describing all the findings in the analysis, there are some points to discuss :

1. Teaching Writing Recount Text by Using TPS gives better result, it can be seen from the average or mean is 72.23 it is categorized "good" while Teaching Writing Recount Text by Using TGT has the average or mean is 64.53,hich categorized enough. So, it can be said that Teaching Writing Recount Text by Using TPS is more appropriate than TGT.
2. Not all the teaching strategies are appropriate in teaching writing genre, especially recount text.

Conclusion

Looking over the result of the data analysis, the writer comes to the conclusions, the scores of teaching writing recount text by using TPS and TGT at the X grade students of SMA Swasta Kampus Padangsidimpuan can be seen as follows:

1. The result of teaching writing recount text by using TPS at the X Grade Students of SMA Swasta Kampus Padangsidimpuan is 72.23. It is categorized "good".
2. The result of teaching writing recount text by using TGT at the X Grade Students of SMA Swasta Kampus Padangsidimpuan is 64.53. It is categorized "enough".
3. By comparing both results of students' mean scores. It is found that teaching writing recount text by using TPS is better than by using TGT. It is proved by the means 72.23 > 64.53. Based on the data analysis which is analyzed by using t_{test} formula. It is found that $t_0 = 4.12$, this result

is related to the t_{table} = 1.99, where to is bigger than t_{table} (4.12 > 1.99). It means there is significant comparison between study TPS and TGT in teaching writing recount text at the X Grade Students of SMA Swasta Kampus Padangsidimpuan. In other word, the hypothesis is accepted.

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