

CHAPTER II LITERATURE REVIEW

In this chapter, there are general theories based on experts regarding cooperative learning, Team Games Tournaments and previous research.

2.1 Theory Background

2.1.1 Cooperative Learning

The study of cooperative learning began in 1898, and almost 600 experiments and more than 100 relevant studies on cooperative learning have been conducted by Roger and Jonson (Lubis & Harahap, 2016). The main focus of cooperative learning is on the social aspect, which involves encouraging interaction among group members (Namaziandost et al., 2020). The teacher aims to create this environment by motivating students to work together and develop a sense of unity and interdependence (Tran, 2019). This approach is intended to foster mutual help and improve social behavior among students, by encouraging teamwork during the learning process (Namaziandost et al., 2019).

Many experts have put forward their opinions about cooperative learning. According to Depdiknas (2003:5) stated that cooperative learning is a learning strategy through small groups of students who work together to maximize learning conditions to achieve learning goals. Bern and Erickon (2001:5) stated that cooperative learning is a learning strategy that organizes learning by using small learning groups, where students work together to achieve learning goals. According to Johnson, et al. (1994), cooperative learning is the use of small groups consisting of 2-5 people in learning that allows students to work together to maximize their learning and the learning of other members in the group. Slavin (Isjoni, 2011:15) cooperative learning is a teaching strategy in which students work in groups of four members to understand and internalize the material presented by the teacher. Sunal and Hans (2000) cooperative learning is a way of approach or a

series of learning strategies that are specially designed to encourage students to work together during the learning process.

Based on the definitions of cooperative learning presented by the experts above, it can be concluded that cooperative learning is a unique learning method where this learning activity is specially designed for students. This method of learning requires every student in the class to join a small group consisting of 2-5 people, with different genders, ethnicities, tribes and backgrounds (heterogeneous). This learning makes the students as the main actors in learning, while the teacher is just an instructor and facilitator.

Some research has stated that cooperative learning is quite effective in supporting the learning process, because each student is emphasized to work together in their group. In a cooperative class, students are expected to help each other, discuss and argue with each other and make decisions together, thus allowing open interaction and the ability to understand each other. This learning model also requires students to be active in the learning process, as this is a requirement in supporting the success of learning and in achieving group goals.

According to Johnson and Johnson (1990), there are five elements of cooperative learning:

1. **Positive Interdependence**

Cooperative Learning is an approach in which students work together towards a clear and defined goal, with the understanding that the success of each individual is linked to the success of the group as a whole. Students are motivated to contribute to the group's success, and the positive interdependence created promotes individual success as well.

2. **Individual and Group Accountability**

Each group must take responsibility for their actions and each member must also make a fair contribution to the group and must prioritize cooperation in order to achieve common goals. Each

student cannot copy or steal the work of their friends, because the performance of each group member must be evaluated, and the results will be given for group points.

3. Small Group and Interpersonal Skills

In this small group, they must have team work skills. The team work referred to is self-motivation or the ability to motivate each other, efficient leadership, making good decisions based on expressed opinions, building trust, communicating with each other, and having the ability to manage conflicts well.

4. Promotive face-to-face Interaction

It means that each student in their group must help each other, trust each other, support each other, and appreciate each other's work.

5. Group Processing

In a cooperative learning group, members should feel comfortable expressing themselves openly and honestly with one another. They should also take an interest in one another's well-being, celebrate their successes together, and have open and ongoing discussions about working towards their goals and maintaining positive relationships.

2.1.2 Team Games Tournament (TGT)

The Team Games Tournament (TGT) learning model is one of the easily implementable cooperative learning models that are widely used both in Indonesia and around the world in education. This learning model involves students in the teaching and learning activities in the classroom without any differences in status, ethnicity, gender, and background of each student.

In the beginning, the concept of cooperative learning was introduced by education experts David W. Johnson and Roger T. Johnson in the 1970s. They played a significant role in developing

cooperative learning models. In the 1980s, together with Edythe Johnson Holubec, they further developed the concept and created a learning model that combines elements of competition and cooperation, which later became known as Team Games Tournament (TGT).

According to Slavin (1980), Team Games Tournament is a cooperative learning model consisting of two main components, students who consist of 4-6 people, and a tournament. According to Hidayat in the book *Effective Learning Models* (2016), Team Games Tournament is a cooperative learning model that includes the activities of all students without considering differences in status, involving their role as peer tutors, and contains elements of group games. Quoted from Zenius.net (2022), states that TGT is a method of education that involves group learning, where students with diverse backgrounds and skill levels come together to study. Following this process, they will participate in an academic competition to assess their understanding of the material.

The primary goal of TGT is to increase student involvement and active participation during the learning process. This approach emphasizes collaborative learning within diverse groups, where students work together, engage in discussions, and take part in applicable games or quizzes. The outcomes of these activities foster a healthy sense of competition among the groups and offer valuable feedback to the students. TGT has gained popularity as a widely adopted cooperative learning model across different educational levels. Its effectiveness is evident in enhancing students' academic achievements, improving social skills, and fostering a positive and inclusive learning atmosphere.

The steps of the implementation of TGT in the classroom are:

1. Groups Division.

Each student will join a group where each group consists of 4-6 students randomly (heterogeneous). The purpose of this heterogeneous group is hoped that students can interact with others and are able to discuss together when they receive tasks from the teacher.

2. Class Presentation

In every learning process, it is essential for the teacher to initiate by motivating the students, conducting pre-lesson activities, and clearly stating the learning objectives. The teacher presents the subject matter using diverse methods, such as posing questions, presenting problems, or assigning tasks that are relevant to the topic under study. Moreover, the material can be delivered through traditional lectures or by incorporating audiovisual learning media that contains pertinent information related to the subject matter. Following the presentation of the material, the subsequent stage involves group discussions. Each group is composed of several students collaborating to collectively discuss and comprehend the subject matter. During these discussions, students support each other and exchange ideas to reinforce their understanding.

3. Game Tournament

After the material is presented, the next step is the team tournament. This game is academic in nature as its objective is to measure the extent of students' mastery of the material. In the Team Games Tournament (TGT) learning model, there is a main game commonly conducted, which is the quiz-based game. The teacher prepares a table containing cards with questions related to the learning material. A student from each group takes a card and reads the question aloud, and the other groups compete to answer it. Each question must be answered by a different student.

Therefore, there is time for discussion to ensure that each student understands the question being asked. Points are awarded to each group for every question they answer correctly, as a result of their hard work and collaboration.

4. Group Recognition

In the Team Games Tournament (TGT) learning model, groups that succeed in games or quizzes are given recognition as a form of acknowledgment for their participation and achievements in the learning process. These rewards can come in the form of praise from the teacher, certificates of appreciation, or other small gifts. Each form of reward has its own advantages and disadvantages, so it is expected that the researcher can make an appropriate decision.

The purpose of group rewards in TGT is to provide extra motivation to students, encouraging them to be more motivated and active during the learning process. With these rewards, students feel valued for their efforts and collaboration in achieving learning objectives. Additionally, these rewards can boost students' self-confidence and create a positive atmosphere in the classroom.

2.2 Previous Research

There is a fact that the TGT learning model is effective in supporting the success of the learning process, as reported in previous studies that are relevant to this research, as follows:

1. Nurul Hidayah in her thesis “The Implementation of Team Games Tournament (TGT) Type Cooperation Learning Model To Improve Learning Motivation and Learning Achievement of XI Accounting 1 Students of SMK Negeri 1 Pengasih Academic Year 2016/2017” found that the results of the student motivation survey score in the class in cycle 1 was 72.41% and increased to 78.13% in the second cycle, meaning there was an increase of 5.97% in

both cycles. Then, the calculation of learning results in pre-test was 68.33% and increased to 84.58% in post-test in the first cycle. Meanwhile, the pre-test and post-test scores in the second cycle were 75.42% increased to 90.21%. This reveals that in the research, the use of TGT learning model is effective in supporting learning outcomes and increasing self-motivation in students.

2. Wahyu Lestari & Ani Widayati in their journal “Implementation of Teams Games Tournament to Improve Student’s Learning Activity and Learning Outcome: Classroom Action Research” found that in their study the average score of the seven indicators of accounting learning activity improved significantly from the first cycle, which was 71.28%, to 90.03% in the second cycle. Additionally, the pre-test results of the first cycle showed an average score of 44.06, which improved to 81.56 in the post-test, representing an increase of 37.50%. In the second cycle, the pre-test results showed an average score of 28.98 which improved to 95.70 in the post-test, representing an increase of 66.72% (Lestari & Widayati, 2022)
3. Maftuhatur Nurul Millah & Alfia Nurmala in their journal “The Use of Team Game Tournament (TGT) to Improve Student’s Participation in English Class at The VIII Grade of MTs Miftahul Huda Bulungan” found that the students were engaged and actively participated in the learning process when Team Game Tournaments (TGT) was used. They were also willing to express their answers in front of their peers, even if their answers were incorrect. The results of the student surveys showed that the students had a positive attitude towards the implementation of Team Game Tournaments in class. It was also observed that the use of TGT helped the students to become more confident when expressing themselves in front of their classmates and answering questions provided by the researchers. Furthermore, the students

showed deeper understanding of the material after the implementation of Team Game Tournaments (TGT) (Millah & Nurmala, 2020).

Based on the previous research above, researcher is focus on the effectiveness of the Team Games Tournament (TGT) learning model. From this research, it is also more focused on one sample class, or one control class and one experimental class. So therefore, now the researcher will take two classes as samples for research, where the number of students in both classes is different, namely a class with many students and a class with few students.