

**THE EFFECT OF TEAM GAMES TOURNAMENT IN BIOLOGY FOR
STUDENTS IN SECOND SEMESTER GRADE XI OF
SMAN 15 MEDAN ACADEMIC YEAR 2014/2015
ON THEIR LEARNING OUTCOME,
MOTIVATION, AND RETENTION**

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ABSTRACT

The aims of this study were to investigate the effect of Team Games Tournament on students' (1) Motivation, (2) Learning Outcome, (3) Memory Retention. Two classes of students from one school in Medan as control (conventional learning) and experimental class (TGT). Students' learning outcome were measured with multiple choice and essay test (pretest and post-test). Data of students' motivation were derived from questionnaire filled by students, and students memory retention were measured by retention test after 21 days. The data were analyzed with ANCOVA by using SPSS v.19 software package for Windows, AnstasV4- New software, and SYSTAT. Results showed that Team Games Tournament did not have significantly affected students' model ($F= 0.771$; $P= 0.383$), corrected model ($F=1.532$; $P= 0.214$), sex ($F= 0.930$, $P= 0.338$) and the unification between model and sex ($F= 1.612$; $P= 0.208$) but, it was significant in the students intercept ($F=3523.514$, $P= 0.000$) for the motivation of students in pretest. The corrected model ($F= 11.774$; $P= 0.000$), intercept ($F= 4923.363$; $P= 0.000$), and model ($F= 30.042$; $P= 0.000$) were very significant, but sex ($F= 0.489$; $P= 0.486$) and the unification between model and sex ($F= 0.25$; $P= 0.874$) were not significant for motivation of students in post- test. The corrected model ($F= 1.667$; $P= 0.182$), model ($F= 0.277$; $P= 0.601$), sex ($F= 3.488$; $P= 0.66$), and unification between model and sex ($F= 0.216$; $P= 0.274$) were not significant, but it was significant in students intercept ($F= 4505.125$; $P= 0.000$) for learning outcome for students in pretest. The corrected model ($F= 14.067$; $P= 0.000$), intercept ($F= 11908.631$; $P= 0.000$), model ($F= 14.433$; $P= 0.000$), sex ($F= 4.979$; $P= 0.000$), and unification between model and sex ($F= 4.979$; $P= 0.29$) were very significantly for learning outcome of students in post- test, and the corrected model ($F= 90.968$; $F= 0.000$), intercept ($F= 53702.422$; $F= 0.000$), model ($F= 196.175$, $F= 0.000$), and unification between model and sex ($F= 10.414$; $F= 0.002$) were significant, but it was not significant for sex ($F= 0.216$, $P= 0.643$) to students' memory retention.

Keywords: Motivation, Learning Outcome, Retention, Team Games Tournament