

THE EFFECT OF MOBILE LEARNING-BASED TEAM GAME TOURNAMENT LEARNING MODEL ON RECOUNT TEXT WRITING ABILITY: THE ROLE OF LEARNING STYLE AS VARIABLE MODERATION

by Purwo Haryono, Tukiyo Purwo Haryono ,tukiyo

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**THE EFFECT OF MOBILE LEARNING-BASED TEAM GAME
TOURNAMENT LEARNING MODEL ON RECOUNT TEXT WRITING
ABILITY: THE ROLE OF LEARNING STYLE AS VARIABLE
MODERATION**

Purwo Haryono

Universitas Widya Dharma Klaten, Central Java, Indonesia
Email: pwharyono@gmail.com

Tukiyo

Universitas Widya Dharma Klaten, Central Java, Indonesia
Email: tukiyo@unwidha.ac.id

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Abstract: The aim of this study is to use quantitative research methods and causality models to investigate the proposed hypothesis of the mobile learning-based team game tournament learning model effect on the recount text writing ability: The Role of Learning Style as a Moderating Variable. The participants in this study are pupils from Kartasura's Al-Islam Junior High School. This study's sample consisted of 100 students chosen using a basic random selection procedure. SEM (Structural Equation Modeling) is the analytical technique employed, and it is controlled by Smart PLS application. The results show that the Team Game Tournament learning model had a substantial beneficial effect on the capacity to write recount text, and the learning style had a significant positive influence on the students' ability to write recount text. In addition, to improve the learning model for the team game tournament's recount text writing abilities, it's important to consider the learning style of each participant

Keywords: *team game tournaments; ability to write recount text; learning style*

INTRODUCTION

Education is a basic effort to prepare the next generation to accept and face the challenges of the global era. Education must be carried out as efficiently as possible to create quality education and improve human resources quality (Nurrita, 2018). English education is becoming increasingly vital in schools along with the times. Every school in Indonesia teaches English as the first foreign language. Listening, speaking, reading, and writing are all abilities that students are required to learn in English class. "Writing is a manifestation of language through letters, symbols, or words," says Bryne (in Pardede & Herman, 2020). To create words and sentences, a set of symbols must be placed in a specific way.

Writing is a form of communication. In other words, writing is a person's attempt to communicate an idea in written form. The writing is realized in the form of text. Recount text is a

type of text that combines the individual's own experiences given sequentially, is one part of this type of text. In this scenario, students are asked to write down events that have occurred in other people's lives and relate them in the order in which they occurred (Prayogo, 2021). A lack of vocabulary and a fear of grammatical errors are the result of the perception that writing is difficult and dull for students (Pardede & Herman, 2020).

The importance of English language education in learning needs to be accompanied by an appropriate learning style. Learning style is considered as a series of behaviors that are collected in one goal. Learning style is defined as a combination of cognitive, affective, and physiological traits (Costa, Souza, Valentim, & Castro, 2020). Every student learns in a different way, such as visual, auditory, and kinesthetic learning styles, in which the three categories of learning styles. When the learning style taught by

the teacher is suitable for the students, the learning outcomes of students will increase more.

Following the times, mobile learning has become an option for teachers to help make learning more effective. Mobile learning is learning that allows students to easily access more resources, directions, and applications related to the lessons taught (Ilman, Sulthoni, & Wedi, 2022). Monotonous and less creative methods will cause students to easily get bored, disinterested, and ultimately hinder the transmission of knowledge.

The habit of using gadgets increasingly often causes students to be more interested in something that can be accessed via their smartphone. Mobile learning that aims to make it easier for teachers and still be accepted by students needs to be packaged in an attractive and effective way (Kabunggul, Pramita, Mandailina, Abdillah, Mahsup, & Sirajuddin, 2020).

Team Games Tournament (TGT) is a cooperative strategy in training students to write. According to Fuji, Uus, & Cucu (2018), this method trains students by emphasizing the game as a means to achieve a common goal. The TGT approach is easy to apply because it incorporates the game aspect, which increases students' enthusiasm in learning English. Therefore, the research that applies the use of TGT in recount text writing ability with the use of learning style needs to be conducted to know the connection between variables so that it can contribute to the learning activities in which teacher can apply it to enhance recount text writing ability.

Some research has been conducted to determine whether TGT can affect the English language learning. First, the research conducted by Pratiwi, Rasana, & Pudjawan (2018) showed that TGT can affect the English vocabularies of grade IV students in Tabanan. Other than that, Arifin, Vega, & Anggriani (2018) also showed that TGT can increase the English achievement of students. In addition, research conducted by Merti (2020) showed that TGT is able to increase the learning outcomes of SMA Negeri 1 Blahbatuh in XI MIPA 6 through audio-visual media. However, from the previous research, there is no research that involves TGT, recount text learning ability, with the use of learning style as moderation has been conducted. Therefore, this research is conducted entitled "The Effect of Mobile Learning-Based

Team Game Tournament Learning Model on Recount Text Writing Ability: The Role of Learning Style as a Moderating Variable".

Learning model is a conceptual framework, serves as a guideline for developing the implementation of learning in the classroom and provides a systematic management of students in achieving learning goals (Sugiata, 2019). According to experts, the learning model is a blueprint or pattern in the form of a curriculum to plan and lead classroom learning for the implementation of learning achievements (Usman, Saud, & Kasim Achmad, 2018).

It has been suggested that this learning paradigm is one that is easy to implement, includes all students regardless of status, involves students as peer tutors, and incorporates elements of games and rewards (Setiani, 2019). In addition, learning activities based on TGT paradigm train students to learn comfortably and at the same time encourage healthy competition, collaboration, responsibility and learning.

Putri & Wati (2020) revealed that TGT learning style divides students into 5-6 people in each team. The members of each team are the same. Giving some questions to students and delivering lecture materials in accordance with the lecture contract (+90 minutes). This is the "first round" of the learning competition. These questions must be answered individually by each student. Students count the number of questions answered correctly the they can add up the scores obtained. As part of the "second half," they have to repeat the test questions. Instruct the team to collect their score once again and add it to their first-round total. Students who give an incorrect answer must receive a score of minus 2. If they are not sure about the answer, they can mark the blank answer page as zero. Students who give correct answers with a score of 4 is rewarded. There will be two rounds or two tournaments whenever there is a conference in lectures. It also provides opportunities for teams to participate in learning sessions between rounds.

There are five components of TGT according to Putri & Wati (2020), defined in the following table.

Table 1. *Five components of TGT (Putri & Wati, 2020)*

Component	Indicators
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Class	1. Explaining subject materials
Presentation	2. Giving learning techniques
Team	1. Discussing the problems 2. Comparing answers 3. Checking students' understanding is their team makes errors
Game	1. Testing students' understanding they get from the presentation class
Tournament	1. Doing academic matches and games 2. Balance competition may make students contribute maximally toward the team scores
Game Recognition	1. Getting certificate or other achievement appreciations if their scores reach certain criteria

The concept of "mobile learning" refers to dealing with information technology (IT) in the teaching and learning process, such as PDAs, cell phones and other smartphones. Since mobile learning is a component of electronic learning (e-Learning), it is also considered distance learning (d-Learning) (Yafie, Samah, Kustiawan, Tirtaningsih, Astuti, & Haqqi, 2020).

Using such technology allows students to understand information by expanding their cognitive domain, optimizing their cooperation by expanding their affective domain, and enhancing psychomotor interactive skills and power. This condition causes mobile learning to use local game applications as an instructor's effort to achieve the three learning domains of cognitive, emotional, and psychomotor culture. Purnama, Sesunan, & Ertikanto (2017) stated that m-learning is wrong. A learning media that allows educators to deliver teaching materials to students using smartphone-based media.

To maximize mobile learning, mobile learning tools must have several helping features, including connecting with other devices, displaying information, and actualizing bilateral teacher-student contact. Mobile learning differs from traditional learning in that students can view related materials, guides, and applications at any time from any location.

Students are motivated to use mobile applications for various reasons. For mobile learning to be successful, certain variables must be

taken into account. Criollo, Guerrero-Arias, Jaramillo-Alcázar, & Luján-Mora (2021) stated that the influencing factors are classified into three main categories, namely features of the device which contain about usability and functionality, user expectations which contain about ownership, privacy, self-regulated, flexible learning, fun, and the last is profit. pedagogical.

According to Mastura, Arsyad, & Koto (2020), writing is the act of telling or painting visual symbols to explain to others in easy-to-understand language. Aprina (2018) also stated that writing is defined as an action in which a person conveys a thoughts and ideas with writing as the medium. In sum, writing is a collection of actions in which a person expresses a thoughts in written language so that others can read and understand them (Barus, Herman, & Niswa, 2020).

Recount texts teach students how to make regular or structured writing that tells about previous events. Students tell stories through writing that contains a chronology of what happened. Recount text is a type of text in sequence and contains one's own experience (Prayogo, 2021).

The purpose of recount writing, according to Amir (2020), is to give the reader a summary of an event at a certain time and location. The focus is on events written in chronological order, such as (1) personal recount: the author is directly involved; (2) factual recounts: describing events or scenarios such as newspaper headlines or accident reports; and (3) imaginative retelling: depicting fictional roles and relating imagined events (Sari, Sutapa, & Sada, 2021).

Shamsuddin & Kaur (2020) stated that learning style is to describe how students learn. Students' learning style can be described as a combination of the ways in which they acquire, organize, and process information. Learning styles, according to Widharyanto & Binawan (2020), are distinct combinations that help people learn more efficiently. A learner's learning style is a consistent technique in capturing stimuli or knowledge, as well as ways of remembering, thinking, and solving problems (Childs-Kean, Mlis, & Smith, 2020).

Students will have a difficult time retaining material when presented with ways they aren't used to. It is important to remember that students learn in different ways, use different methods of

processing information, and have different learning styles. Students who have dominant learning styles tend to use such styles in a variety of contexts, making it less likely that they will switch to another type.

According to the theory and characteristics of the learning styles stated by Kulkarni, Banerjee, & Raghunathan (2022), the signs of each learning style are as follows

Table 2. *The signs of each learning style according to Kulkarni, Banerjee, & Raghunathan (2022)*

Learning Style	Indicators
Visual	Learning by visual Understanding well related to position, numbers, and colors Neat and in order Having no bother with crowd Having difficulty in accepting verbal instructions
Auditorial	Learning by listening Good in spoken activities Having sensitivity toward music Easily distracted by crowd Low in visual activities
Kinesthetic	Learning by physical activities Sensitive toward expression and body language Liking to try but not neat Low in verbal activities

METHOD

The hypotheses hypothesized are tested using a quantitative technique with a causality model in this study. Participants in this study are students of SMP Al-Islam Kartasura. This study’s respondents consist of 100 students selected using a basic random selection procedure. This survey approach is used to obtain an overview of the Mobile Learning-based Team Game Tournament Learning model on the ability to make Recount Text for this research.

SEM (Structural Equation Modeling) is the analytical method employed in this study, which is managed by the Smart PLS program. Using a combination of factor analysis and regression analysis (also known as correlation analysis), SEM analyzes how different variables in a model are

connected. The three stages of PLS analysis are outlined in the following:

Outer model analysis establishes the link between latent variables and the model's indicators. The outer model dictates how each indicator interacts with its associated hidden variable. The external model is entered through the following tests: (1) *Convergent Validity*: The degree of convergent validity is determined by the loading factor value on the latent variable and its accompanying indicator. Expected value > 0.7. (2) *Average Variance Extracted (AVE)*: A variable's AVE is the average of the percentage of variance extract (AVE) between question items or indicators of the variable. AVE value should be > 0.5 for good condition. (3) *Composite Reliability*: data that has composite reliability of >0.7 has high reliability. (4) *Cronbach Alpha*. Cronbach Alpha is used to improve the reliability test. For all constructs, the expected value is >0.6.

The proportion of variance described in the Inner Model, particularly R2, indicates that the Inner Model is a model from inside. Changes in R2 can be used to assess whether certain independent factors have a meaningful effect on the latent variable. According to Colton, the strength of a link between two variables is classified into four categories:

Table 3. *The strength of a link between two variables*

R-Square	Correlation strength
0.00-0.25	Low
0.25-0.50	Moderate
0.51-0.75	Strong
0.76-1.00	Very strong/perfect

Hypothesis test

The last stage is hypothesis test using the criteria of using statistical numbers, such as 1.96 for 5% alpha (Purnamasari, Warastuti, & Murniati, 2013). As a result, the research hypotheses are: (1) Ha is accepted if t-statistic is > t-table and P value is <0.05. (2) Ha is rejected if t-statistic is < t-table and P value is > 0.05.

RESULTS AND DISCUSSION

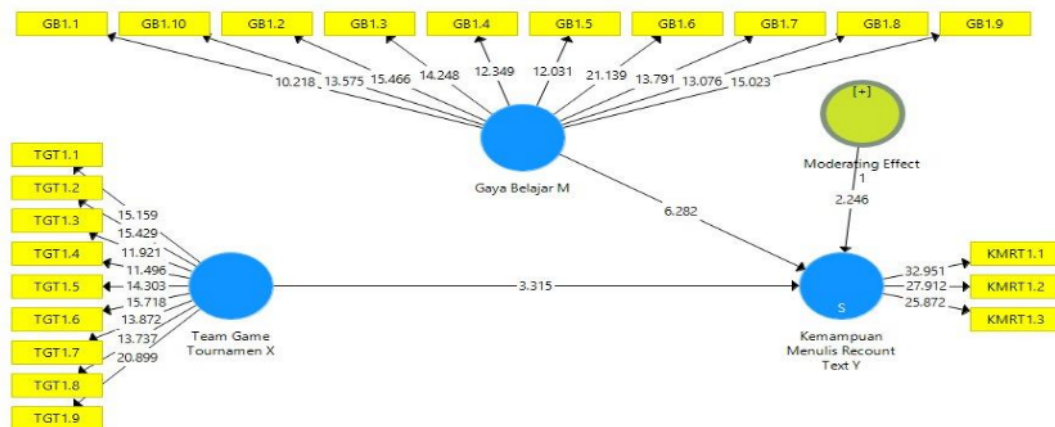


Figure 1. Number of subtheme published in ERJEE

Outer model analysis

Validity test

A validity test is used to verify whether or not a questionnaire is valid. In this study, convergent validity and AVE were used to assess validity. If the AVE value is greater than 0.05 and the outer loading value is greater than 0.6, the instrument is certified valid.

Table 4. The results of the instrument validity test

Variable	Instrument Code	Outer Loading	AVE	Result
Team Game Tournament	TGT1.1	0.751	0.564	Valid
	TGT1.2	0.741		
	TGT1.3	0.727		
	TGT1.4	0.743		
	TGT1.5	0.747		
	TGT1.6	0.763		
	TGT1.7	0.738		
	TGT1.8	0.765		
	TGT1.9	0.783		
Recount Text Writing Ability	KMRT1.1	0.835	0.688	Valid
	KMRT1.2	0.831		
	KMRT1.3	0.822		
Learning Style	GB1.1	0.731	0.558	Valid
	GB1.10	0.727		
	GB1.2	0.771		
	GB1.3	0.712		
	GB1.4	0.723		
	GB1.5	0.721		
	GB1.6	0.798		
	GB1.7	0.765		
	GB1.8	0.773		
GB1.9	0.744			
Team Game Tournament* Learning Style		1.660	1.000	

Reliability test

In this study, researchers performed two types of reliability tests: the Cronbach Alpha test and the Composite Reliability test. Cronbach Alpha is a

measure of the lowest level of reliability (lower limit). It is regarded good if the data has a Cronbach Alpha value of more than 0.7 and a composite reliability score of more than 0.7.

Table 5. Instrument reliability test results

	Cronbach's Alpha	Rho_A	Composite Reliability
Learning Style	0.912	0.913	0.927
Recount Text Writing Ability	0.773	0.773	0.869
Moderating Effect	1.000	1.000	1.000
Team Game Tournament	0.903	0.905	0.912

Based on the calculation results, all instrument items meet the standards of validity and reliability, with scores that exceed the threshold.

R square

The coefficient of determination of measurement (R-Square) describes how much outside factors influence endogenous variables. The R-Square value is calculated based on data analysis using the smart PLS program, as shown in the table below.

Table 6. Results of r-square analysis

	R Square	R Square Adjusted
Recount text writing ability	0.639	0.628

The table shows that the variable of recount text writing skill is explained by the TGM learning model and learning style 62.8 percent of the time,

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while the rest is explained by variables outside of this study.

Hypothesis testing

	Original sample (O)	T Statistics (IO/STDEV)	P-Values
Learning style → recount text writing ability	0.596	6.282	0.000
Moderating effect → recount text writing ability	0.089	2.246	0.025
Team game tournament → recount text writing ability	0.032	3.315	0.001

The effect of learning style on recount text writing ability

According to results from testing the first hypothesis of learning style on students' recount text writing ability, the beta score (0.596) was found to be positive and the T-statistic (6.282) was found to be statistically significant, which means that students' recount text writing ability was positively influenced by their learning style. The better the learning style possessed by students, will affect their ability to write recount text. A recount text must be well-structured and convey the details of the events it recounts. In other words, students inform others about events that have just happened, which can be in the form of writing and include a chronology of events. In a study by Mastura et al., (2020) pupils' writing skills were improved by using serial visuals. For children who prefer to learn by visual means, the utilization of picture series has an impact on their writing abilities. Furthermore, the use of picture series has an impact on students' writing skills based on their learning style.

The effect of TGT on recount text writing ability moderated by learning style

Team game tournament moderated learning style was found to have a positive beta score (0.089) with a T statistic of 2.246 ($p > 1.96$) and a significant positive effect between the team game variables ($p = 0.025$) in the hypothesis testing results. Recount Text Writing Ability is used as a moderator for the tournament. The better the Team Game Tournament learning model given by the

teacher to students, will increase recount text writing ability. Additionally, the presence of an appropriate learning style ensures that students' capacity to create recount material is enhanced. Class presentations, teamwork (teams), games, tournaments, and group rewards are the five stages of TGT learning. Using TGT is meant to provide students with a unique learning experience and keep them from being bored while in class. TGT is one of the positive techniques in teaching writing recount texts. Researchers observed that students' ability to create narratives was influenced by their learning methods because they made mistakes in writing descriptive texts. The existence of moderation between Team Game Tournament and learning styles will make recount text writing ability even better (War-wind & Simamora, 2018).

The effect of team game tournament on recount text writing ability

Testing hypotheses about how well teams can write recount texts yielded a Positive Beta score (0.302) and the following statistics: T statistic = 3.315% and p values (0.001) ($p < 0.05$). This indicates that there is an important positive correlation between the recount text writing ability and various aspects of teams' performance in team game tournaments. The better the teacher in providing team game tournament for students, their writing skills will also improve. TGT techniques can help students develop their social skills and work together to solve challenges (Usman et al., 2018). The TGT technique prioritizes group achievement over individual success. However, group incentives are mostly based on the topic mastery of each person in the team. Students can use the TGT Model to compare their responses, identify differences, and help one another when they reach a dead end. They can even give each other quizzes about the material they are studying. Writing skills will also improve for those taking the course. That the TGT model has an effect on students' writing skills is supported by the study of Baydar, (2020).

CONCLUSION

Based on the results of the study, it can be stated that the Team Game Tournament learning model has a large effect on recount text writing ability, and learning styles have a significant positive effect on students' recount text writing skills.

Therefore, if the Team Game Tournament learning model on Recount Text Writing Ability is controlled by learning style, the results will increase 62.8% of the time, the value of r square is reached. Suggestions for further research include including variables not included in this study to improve research.

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