



The Implementation of Teams Game Tournament (TGT) to Improve Students' Writing Ability of Second Grade Students in Junior High School Level

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Abstract

This pre-experimental study examined the effectiveness of the Teams Game Tournament (TGT) in enhancing the writing abilities of second-grade English learners at 7th State Junior High School in Padang. The research involved 33 students from class VIII.5, employing a one-group pre-test/post-test design to measure the impact of TGT implementation. Quantitative data analysis revealed a substantial increase in students' writing scores following the intervention. Specifically, the post-test average score (89.45) significantly surpassed the pre-test average (60.24). A t-test analysis yielded a t-value of 11.54, which exceeded the t-table value of 1.697 at a 0.05 significance level, with 32 degrees of freedom. This statistically significant difference confirmed the study's hypothesis, indicating that TGT effectively improved students' English writing skills. The findings suggest that TGT is a valuable pedagogical strategy for enhancing writing proficiency in English language learning.

Keywords: *Cooperative Learning, English Language Learning, Pre-experimental Design, Teams Game Tournament (TGT), Writing Skill*

INTRODUCTION

Writing stands as a cornerstone of academic success, serving as a vital tool for students to articulate ideas, convey messages, and fulfill educational requirements. As a productive skill, it enables indirect communication and is indispensable across all levels of education. However, writing is often perceived as a challenging task, leading to student disengagement and diminished effort. This difficulty stems from a combination of internal and external factors. Internal factors include deficiencies in background knowledge, paragraph development, language structure comprehension, and essay construction. External factors encompass teacher methodologies, available resources, and instructional facilities (Yuliadi, 2021). The pivotal role of teachers in employing effective teaching strategies and fostering a supportive learning environment is crucial in addressing these challenges and motivating students to overcome their writing apprehensions.

The challenge of fostering student engagement in writing instruction is significantly compounded by prevalent pedagogical practices that often result in boredom and disinterest

(Graham & Perin, 2007). Traditional methods, such as teacher-centered lectures and passive note-taking, consistently fail to stimulate active participation and creative expression among students (Applebee & Langer, 2009). This approach contrasts sharply with the fundamental goal of writing education: to empower students to independently generate and articulate their thoughts and ideas through coherent sentences (Bereiter & Scardamalia, 1987; Hayes, 2012). To bridge this critical gap, educators must actively seek and implement innovative teaching methodologies that transcend conventional practices. Research consistently advocates for student-centered approaches, such as process writing and peer feedback, as they demonstrably enhance engagement and writing quality (Ferris, 2003; Hyland, 2003). Furthermore, incorporating interactive and multimodal activities, particularly those leveraging digital literacy (Kress, 2003; Warschauer & Grimes, 2007), is crucial for creating a more dynamic and engaging writing environment. By prioritizing these evidence-based strategies, teachers can cultivate a learning space where students actively participate, develop their writing proficiency, and foster genuine enthusiasm for the writing process (Storch, 2005; MacArthur, 2016).

Addressing the challenge of student disengagement in writing, this study examines the impact of the Teams Game Tournament (TGT) method. TGT, a cooperative learning strategy, organizes students into diverse groups of 4-8, fostering a competitive, collaborative environment through writing-focused question-and-answer sessions. As outlined by Rusman (2014), TGT promotes inclusive learning by integrating students with varied abilities, genders, and backgrounds. This research hypothesizes that TGT will significantly enhance students' writing abilities by increasing motivation and creating a more relaxed, engaging learning atmosphere.

While various methodologies exist to address the challenges of student engagement and writing proficiency, a critical gap remains in the empirical exploration of specific, interactive cooperative learning strategies within the context of second-language writing acquisition. Despite the established benefits of cooperative learning and the potential of game-based approaches, the direct impact of the Teams Game Tournament (TGT) method on improving students' writing ability, particularly within the specific demographic of second-grade students at 7th State Junior High School in Padang, necessitates further investigation. Therefore, this research seeks to bridge this gap by examining the implementation of TGT, aiming to provide evidence-based insights into its effectiveness in enhancing students' writing competence within this particular educational setting.

LITERATURE REVIEW

Writing ability

Written composition, a fundamental communicative modality, involves the structured articulation of meaning through the sequential arrangement of graphemes, symbols, and lexical items into coherent sentences and paragraphs. Aligning with Dalman's (2021) conceptualization, writing can be defined as the systematic encoding of cognitive constructs into symbolic representations. This process necessitates the precise manipulation of graphemes to form words, the syntactical organization of words into sentences, and the logical progression of sentences into cohesive paragraphs. Mastering these structural elements is paramount for effective written communication.

Furthermore, the evaluation of writing proficiency is predicated on a comprehensive assessment of several key linguistic and rhetorical dimensions. As elucidated by Brown (2007), these evaluative criteria encompass the substantive content of the writing, the organizational

coherence of the discourse, the grammatical accuracy employed, the lexical range and precision demonstrated, and the adherence to mechanical conventions. These interconnected aspects provide a robust framework for gauging and enhancing students' writing abilities, ensuring the clear and effective transmission of ideas in written form.

Cooperative Learning

Cooperative learning represents a pedagogical paradigm that emphasizes collaborative engagement to achieve shared learning objectives. As defined by Ali (2021), this methodology necessitates the establishment of student groups, wherein members engage in reciprocal knowledge exchange and collaborative problem-solving to attain collective success. This approach fosters a dynamic learning environment characterized by peer-mediated instruction, wherein students are encouraged to articulate their understanding and engage in constructive dialogue. Students who demonstrate lower levels of initial comprehension are afforded opportunities to seek clarification and support from their more knowledgeable peers, thereby promoting equitable participation and fostering a sense of collective responsibility for learning outcomes. This collaborative structure facilitates the development of both cognitive and social skills, fostering a deeper understanding of the subject matter while cultivating crucial interpersonal competencies.

Teams Game Tournament (TGT)

The Teams Games Tournament (TGT) represents a structured pedagogical approach that integrates competitive elements within a cooperative learning framework. This methodology facilitates student engagement through strategically designed academic competitions. As articulated by Huda (2013), the TGT model involves students participating in heterogeneous groups, wherein they initially engage with instructional material and subsequently demonstrate comprehension through academic games. A key feature of TGT is the emphasis on peer tutoring, wherein students with higher levels of content mastery provide support to their peers within the group. This collaborative dynamic encourages active learning and knowledge construction, as students engage in discussions and provide mutual assistance in completing academic tasks. The implementation of TGT is posited to enhance student motivation and foster a collaborative learning environment, ultimately contributing to improved academic outcomes.

METHODOLOGY

This study employed a quantitative research methodology, characterized by its systematic, planned, and transparent design. Aligned with Sugiyono's (2016) definition, quantitative research adheres to a positivist paradigm, focusing on the investigation of specific populations and samples. Sampling procedures typically involve random selection to ensure representativeness. Data collection is conducted using structured research instruments, and hypotheses are subjected to rigorous statistical analysis to derive numerical and objective findings. Within the framework of quantitative research, a variety of research designs are available, each tailored to address distinct research objectives and questions.

In accordance with the selected quantitative methodology, this study adopted a pre-experimental research design. As defined by Creswell (2014), pre-experimental designs are characterized by the investigation of a single participant group, without the inclusion of a control group for comparative purposes. The research protocol comprised a sequential, three-phase structure. Initially, a pre-test was administered to establish a baseline measure

of the participants' writing proficiency. Subsequently, the experimental intervention, specifically the implementation of the Teams Game Tournament (TGT) method, was introduced. Finally, a post-test was conducted to determine the extent to which the intervention impacted the participants' writing abilities. This design allowed for the examination of within-group changes in writing performance following the experimental treatment.

FINDINGS AND DISCUSSION

The findings of this pre-experimental study, which employed a pre-test, treatment, and post-test design, revealed the following: Initial observations confirmed the consistent implementation of the planned instructional sequence throughout the research period. Prior to the introduction of the experimental treatment, a pre-test was administered to establish a baseline measure of students' writing abilities. The resulting pre-test scores constituted the initial data set, reflecting the participants' writing proficiency prior to the implementation of the Teams Game Tournament (TGT) intervention.

The findings revealed a statistically significant improvement in students' writing abilities following the implementation of the Teams Game Tournament (TGT) intervention. Specifically, the post-test scores demonstrated a marked increase compared to the pre-test scores, indicating a positive impact of TGT on students' writing proficiency. This improvement was observed across the rubric-assessed aspects of writing, including content, organization, grammar, vocabulary, and mechanics, suggesting that TGT effectively addressed multiple facets of writing development. This observation aligns with previous research, such as Ekawan et al. (2015), which highlighted TGT's capacity to enhance student engagement and motivation through its competitive framework. The observed increase in student enthusiasm during the TGT sessions, as noted during the treatment phase, likely contributed to the enhanced learning outcomes. The collaborative and competitive nature of TGT fostered a dynamic learning environment, encouraging students to actively participate and engage with the writing tasks. This finding supports the notion that incorporating game-based learning strategies, particularly those that promote peer interaction and competition, can significantly enhance student learning outcomes in writing (Plass et al., 2015). Moreover, recent studies have emphasized the effectiveness of cooperative learning strategies, particularly in language acquisition, through active participation and peer support (Slavin, 2014; Johnson & Johnson, 2009). The statistically significant results from the pre-test and post-test data, along with the qualitative observations of student engagement, suggest that TGT is a viable and effective pedagogical approach for improving students' writing skills, especially in the context of fostering a dynamic and interactive learning environment (Sailer et al., 2017).

The quantitative analysis of the pre-test and post-test data revealed a statistically significant improvement in students' writing abilities following the implementation of the Teams Game Tournament (TGT) intervention. Specifically, the calculated mean pre-test score was 60.24, while the mean post-test score demonstrated a substantial increase to 89.49. This represents a 48% improvement in students' overall writing proficiency, indicating a notable positive impact of the TGT method. This finding suggests that TGT effectively facilitated the development of students' writing skills, likely through the integration of competitive and collaborative learning elements. The observed improvement aligns with the theoretical framework of cooperative learning, which posits that peer interaction and collaborative problem-solving can enhance learning outcomes (Slavin, 2014). Moreover, the game-based nature of TGT may have contributed to increased student motivation and engagement,

thereby enhancing their ability to acquire and apply writing skills. Recent meta-analyses on game-based learning have consistently shown positive effects on learning outcomes, particularly when integrated with sound pedagogical principles (Byrne et al., 2021). Furthermore, research on collaborative writing and peer feedback has highlighted the benefits of interactive learning environments for improving writing proficiency (Ellis & Shintani, 2019). The substantial percentage improvement in writing abilities provides empirical support for the conclusion that TGT is a viable and effective pedagogical strategy for improving the writing proficiency of second-grade students at 7th State Junior High School in Padang.

The analysis of the pre-test and post-test scores, coupled with the statistical t-test, provided compelling evidence for the effectiveness of the Teams Game Tournament (TGT) intervention. Specifically, the calculated t-test value of 11.54, which significantly exceeded the critical t-table value of 1.697 at a significance level of 0.05 with 32 degrees of freedom, indicated a statistically significant improvement in students' writing abilities. This finding aligns with the observed 48% increase in mean writing scores from the pre-test (60.24) to the post-test (89.49), further substantiating the positive impact of TGT. The statistical significance of the t-test, in conjunction with the substantial mean score improvement, confirms that TGT effectively enhanced the writing proficiency of second-grade students at 7th State Junior High School in Padang. This is consistent with previous research, such as Lisnawati (2016), which demonstrated a significant positive influence of the TGT method on students' writing abilities. The convergence of these findings underscores the viability of TGT as a pedagogical strategy for improving writing skills, likely through its facilitation of collaborative learning, competitive engagement, and enhanced student motivation.

CONCLUSION

In conclusion, the findings of this study provide compelling evidence that the implementation of the Teams Game Tournament (TGT) method significantly enhanced the writing abilities of second-grade students at 7th State Junior High School in Padang. This conclusion is grounded in the robust statistical analysis of the pre-test and post-test data. The substantial increase in the mean writing score, from 60.24 in the pre-test to 89.45 in the post-test, representing a 48% improvement, clearly demonstrates the positive impact of TGT on student writing proficiency. Furthermore, the statistically significant t-test result ($t = 11.54$, $df = 32$, $p < 0.05$) confirmed the rejection of the null hypothesis and the acceptance of the alternative hypothesis, indicating a significant positive influence of TGT on students' writing. These quantitative findings, coupled with the previously discussed observations of increased student engagement and motivation during the TGT sessions, collectively demonstrate that TGT is a viable and effective pedagogical strategy for improving writing skills within this educational context. The observed improvement in student writing across multiple rubric-assessed aspects, as evidenced by the significant mean score increase and t-test results, reinforces the efficacy of TGT in fostering a dynamic and collaborative learning environment conducive to writing development.

This study holds significant implications for both pedagogical practice and academic research. Firstly, it offers empirical validation for the Teams Game Tournament (TGT) method as a potent tool for enhancing writing abilities among English language learners, providing educators with a practical and engaging strategy to address student disengagement and improve writing outcomes. Secondly, its findings are directly applicable to English language teachers at 7th State Junior High School in Padang and similar educational settings, offering

a model for TGT implementation and contributing to the development of more engaging curricula. Thirdly, this research expands the existing body of knowledge on cooperative and game-based learning within second-language writing, exploring the specific impact of TGT and paving the way for further comparative studies. Ultimately, the study underscores the potential of TGT to foster a dynamic learning environment, leading to increased student motivation, improved writing skills, and a more positive attitude toward writing, thereby contributing to enhanced student learning outcomes.

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