The Effect of Team Games Tournament (TGT) Model Toward Students Writing Skills of 11th Grade of SMAN 1 Bengkulu City

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Abstract. This study aims to investigate the effect of the cooperative learning method using the Team Games Tournament (TGT) model on students' writing skills, specifically in writing analytical exposition texts for 11th-grade students at SMAN 1 Bengkulu City. The background includes several problems, such as some students not reaching the Minimum Completeness Criteria (KKM), difficulties in translating questions and writing English paragraphs due to limited vocabulary, differences in learning interest, and low student involvement in class discussions. This research used a quantitative approach with a quasi-experimental design involving two classes, the experimental and control class, each with 36 students. The instrument was a writing test consisting of pre-tests and post-tests. Data were analyzed using SPSS version 28. The results showed a significant effect of the TGT model on students' writing skills, proven by the F test result with an F value of 56.782, greater than the F table value of 3.98, with an effect contribution of 44.8%. The findings indicate that the Team Games Tournament (TGT) model is effective in improving students' ability to write analytical exposition texts in a structured, communicative manner, so it can be recommended as a learning model for teachers in teaching writing skills in the classroom.

Keywords: English Learning, cooperative learning method, Team Games Tournament (TGT), Writing Skills, Analytical Exposition Text

1. INTRODUCTION

English is the most important communication tool. By using it, people can convey their thoughts, feelings and messages. According to Winaldo & Oktaviani, English learning is divided into two categories. The first is English as a second language (ESL) which is used by immigrants to interact with the local environment and population. and the second is English as a foreign language which is a foreign language studied at school (Winaldo & Oktaviani, 2022). English language learning is one of the subjects that has an important role in the world of education, especially in Indonesia. English is a very important international language and a major requirement for students in supporting their academic success and career preparation in the future. In Indonesia, the ability to speak English is a graduation standard which starts from elementary school to college level. This is certainly very reasonable considering the importance of having the ability to understand English well.

English language skills are divided into two parts of language functions, namely oral and written communication. Spoken language is listening and speaking while written language is reading and writing (Liu, 2023). English language skills must be well integrated, especially writing skills. writing ability is one of the English language skills which in mastering it must

have creative thinking. This writing skill is indispensable in the world of work and academics, therefore it is important for someone to master English writing skills, to master English writing skills well one must have the ability to create cohesive and coherent writing, be able to use good and correct language and punctuation. Therefore, some people say that writing is considered the most difficult activity and the most complex skill than other skills (Dhuge et al., 2021). According to Dhuge, writing is the process of conveying ideas in the form of writing or sharing stories with others through writing. Writing can also be interpreted as a way to express feelings. In other words, through writing we can communicate indirectly (Dhuge et al., 2021).

In this modern era of education, there are many learning methods that can improve English writing skills. However, these writing skills often face various challenges in the field. Based on my initial observations at SMAN 1 Bengkulu City, in September 2024, there are several problems faced by students, first, some students' scores have not reached the minimum completeness value (KKM) that has been set. So it can be said that students' understanding of learning materials has not been maximized. Secondly, some students still have difficulties in translating questions in English and have difficulty in writing paragraphs and sentences in English, due to limited vocabulary which affects students' ability to organize ideas and write clearly and structured. On the other hand, some students show strong enthusiasm in learning English while others do not. This condition shows that there are differences in students' interest in learning which can affect the learning atmosphere in class. And finally, the lack of student involvement in discussions, even though this discussion method is an important method in the application of English language learning because it can improve students' communication and thinking skills. So if there is a lack of student involvement in class discussions, the learning objectives have not been optimally implemented.

However, from each problem that has been described by the researcher, there is one very important problem, namely some students still have difficulty in making sentences or paragraphs in English, this is due to limited vocabulary which affects students' ability to organize ideas and write clearly and structurally. The researcher obtained this information through classroom observations. This problem is important to address immediately because writing skills are very important for students' academic success and improve their critical thinking. Therefore, it is important to provide solutions to overcome this difficulty, one of which is by applying learning methods that can support the development of vocabulary and writing skills of learners. Researcher assume that to improve writing skills can be through cooperative learning methods, namely the team games tournament (TGT) model. Team games tournament is a learning step that involves competition. Feby argues that the TGT (team games

tournament) learning model is learning where students have the opportunity to understand the material first and then test individual understanding through academic games. In the learning process, students act as peer tutors and help and guide each other through group discussions. Feby argues that the application of the TGT learning model in writing skills must have several procedures, namely class presentations, study groups, and academic tournaments (Feby et al., 2024). By applying this learning model, it can create a fun learning space, make students play an active role in the learning process, especially in English lessons, and can improve their writing skills.

In Ira Setia Pransiska's journal (2021) entitled "*The Implementation Of Cooperative Learning Type Teams Game Tournament (TGT) Method To Improve Students Motivation In Learning English*" found that; 1) Students become more active in learning activities, 2) Student cooperation and courage increase when discussing in groups, and 3) Students become more active in learning. Learning materials are more easily accepted and understood by students. These results show that the application of team game tournament (TGT) cooperative learning method has increased students' interest in learning English (Pransiska, 2021). Furthermore, in the journal Ananda Feby, Dania Rahma, Suparmi Suparmi (2024) with the title "*The Implementation Of Teams Game Tournament (TGT) To Improve Students' Writing Ability Of Second Grade Students In SMP Negeri 7 Padang*". The results showed that the average score of students in the post-test was (89.45) higher than the average score in the pre-test (60.24). From the t-test, this study shows that the t-test value (11.54) is higher than the t-table (1.697) at a significance level of 0.05 with degrees of freedom (df) = 32. These results mean that there is a significant difference. This shows that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that the application of Teams Game Tournament (TGT) significantly improves students' writing ability (Feby et al., 2024). And the last is in the journal of Glorya Manuputty (2020) with the title "*Improving Students' Writing Through Team Game Tournament (TGT) at SMK Negeri 1 Ambon*". The results showed that the tgt method is quite effective in learning to write job application letters which can improve writing skills, increase student participation, motivation, enthusiasm, especially in learning to write job application letters (Manuputty, 2020).

So to support the previous assumptions and foundation, there are several opinions according to experts. According to Zakaria, team games tournament is a learning model that provides opportunities for students to contribute to games and competition in the hope of achieving a team score. This TGT learning model includes five stages namely presentation, team, game, tournament and team recognition. This learning model is very interesting and can

increase student motivation in the learning process because the team tournament will encourage cooperation and exchange opinions (Zakaria et al., 2023). Besides that This TGT learning model also aims to increase student participation and create a creative and interactive learning process by involving students in games, peer tutor activities, and competition. According to Nadrah, the syntax of the Team Games Tournament (TGT) model consists of four stages. First, the teacher conducts a class presentation to provide an initial overview of the material. Second, students are divided into study groups to understand the material collaboratively through cooperation and peer tutors. Next, in the game and tournament stage, students compete using question cards or other media, where individual results are collected as group points. Finally, group awards are given to the team with the highest score as a form of appreciation for their participation (Nadrah, 2023). based on the explanation above, then researcher is interested in conducting research entitled : "the effect of cooperative learning method by using team games tournamnet (TGT) model toward students writing skills (A quasi experimental research on 11ᵗʰ grade students at SMAN 1 bengkulu city)"

2. METHOD

Research design

This research used quantitative methods, According Creswell John and Cresswell David, Quantitative research was a technique used to test theories objectively by analyzing the relationship between variables or comparing various groups. Variable measures were taken, usually with certain instruments, and then the data obtained in the form of numbers were analyzed using statistical techniques(Creswell John and Creswell David, 2023). This study employed a quantitative approach with a quasi-experimental design, specifically the nonequivalent control group design, to investigate the effect of the Cooperative Learning Method using the Team Games Tournament (TGT) model on the writing skills of 11th-grade students at SMAN 1 Bengkulu City. Two classes were involved: the experimental group using the TGT model and the control group using conventional methods. Both groups were given pretests and posttests to assess changes in writing skills. The data were analyzed using descriptive statistics and independent t-test, supported by SPSS 28, to identify significant differences between the groups. This design allowed the researcher to evaluate the effectiveness of the TGT model in enhancing students' writing performance.

Population and sample

The population of this study consisted of all 11th grade students at SMAN 1 Bengkulu City in the academic year 2024/2025, totaling 430 students across 12 classes. The sample was

selected using a purposive sampling technique, with class XI 3 consisting of 36 students as the experimental group who received treatment using the Cooperative Learning Method with the Team Games Tournament (TGT) model, and class XI 1 consisting of 36 students as the control group who were taught using conventional learning methods.

Instrumentations

The purpose of this study was to measure students' writing skills, specifically their ability to write an analytical exposition text. The instrument used in this study was a writing test. The researcher administered two tests: a pre-test and a post-test. The pre-test was given to assess students' writing ability before the implementation of the Team Games Tournament (TGT) cooperative learning method. The post-test was given after the treatment to evaluate the improvement in students' writing skills. Both tests required students to write an analytical exposition text consisting of an introduction (thesis), supporting arguments with evidence, and a conclusion (reiteration). The use of the same test for both pre-test and post-test ensured consistency in measuring the students' progress.

Item difficulty test

The level of difficulty was a measure that showed how difficult a question item was, which was expressed in numerical form. A question was considered good if it was neither too easy nor too difficult (Saputri et al., 2023). Based on the difficulty index calculation, the test item achieved a score of 52.2%. According to the established criteria, this score falls into the moderate category, as it lies within the range of 41% to 70%, which is classified as moderately difficult. Therefore, the test item is considered appropriate for use in this study.

Item Discrimination Test

Ferguson devised a formula to measure how well a test, including essay questions, differentiated between students. This formula compared the number of score differences that actually appeared on the test with the maximum number of possible differences. In other words, Ferguson's formula was used to see if the questions in the test were effective enough to differentiate students based on their ability levels (Pascasarjana Undiksha, 2020). Based on the calculation using Ferguson's discrimination index, a score of 0.83 was obtained, which falls into the "Good" category (0.40–1.00). This indicates that the test effectively distinguishes between students of different ability levels and is suitable for measuring students' writing skills in analytical exposition texts.

Technique Of Data Collection

The data in this study were collected through tests, treatment, and documentation. Pre-tests and post-tests using the same question—writing an Analytical Exposition text titled

"Positive and Negative Impacts of Social Media Use Among Teenagers"—were administered to both the experimental and control classes. The experimental class received treatment through the Cooperative Learning Method by Using Team Games Tournament (TGT) over four meetings, which included presentations, discussions, games, tournaments, and Team Recognition. Meanwhile, the control class followed the regular learning process without any treatment. Documentation included student lists, test scores, and photos of learning activities as supporting data for the research.

Technique of Data Analysis

This study used several tests to ensure the quality of the questions and data analysis. The difficulty test measures whether the questions are too easy or difficult, while the differentiating power test looks at the ability of the questions to distinguish between low and high ability participants. then conduct statistical tests using SPSS version 28. The normality test ensures that the data is normally distributed, and the homogeneity test checks the similarity of variances between groups. The t-test was used to compare the learning outcomes of two groups, while the F-test (ANCOVA) compares the means of two or more groups with control of other variables.

Findings And Discussion

The analysis of the data

a) Normality test

Tabel 1

Tests of Normality Experimental Class						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Kelas Eksperimen	.145	36	.055	.947	36	**.081**
Post-Test Kelas Eksperimen	.127	36	.149	.967	36	**.344**
a. Lilliefors Significance Correction						

Based on the table above, the significance value shown by the Lilliefors test indicates that the data tested is normally distributed. The significance value for the experimental class posttest data is 0.344, while the significance value for the experimental class pretest data is 0.081. Because both values are greater than the significance level of 0.05, it can be concluded that the posttest and pretest data in the experimental class are normally distributed.

Tabel 2

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality Control Class						
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Kelas Kontrol	.128	36	.145	.942	36	**.058**
Post-Test Kelas Kontrol	.134	36	.102	.944	36	**.068**
a. Lilliefors Significance Correction						

Based on the table above, the significance value shown by the Lilliefors test indicates that the data tested is normally distributed. The significance value for the Control class posttest data is 0.068, while the significance value for the control class pretest data is 0.058. Because both values are greater than the significance level of 0.05, it can be concluded that the posttest and pretest data in the control are normally distributed.

b) Homogeneity test

After the normality test is carried out, the next step is the homogeneity test to determine whether the data from the experimental class and control class have the same variance. This test was carried out using the help of the IBM SPSS Statistics program by applying Levene's test.

Tabel 3

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	1.080	1	70	**.302**
	Based on Median	1.123	1	70	.293
	Based on Median and with adjusted df	1.123	1	69.000	.293
	Based on trimmed mean	1.133	1	70	.291

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	.608	1	70	**.438**
	Based on Median	.578	1	70	.450
	Based on Median and with adjusted df	.578	1	69.518	.450
	Based on trimmed mean	.605	1	70	.439

Based on the two tables above, the significance value of Levene's test is 0.302 for pre-test data and 0.438 for post-test data. Because both significance values are greater than 0.05, it can be concluded that the variance between the experimental and control classes is homogeneous. In other words, both pre-test and post-test scores in both groups have equal variances. This shows that the data meets the assumption of homogeneity, which is characterized by a significance value greater than 0.05 in all testing approaches, so it is feasible to proceed to the next stage of analysis.

c) T-test

After conducting normality and homogeneity tests, the researcher used SPSS to perform a t-test on the post-test scores of the experimental and control classes. This was done to determine the effect of the Cooperative Learning Method using the Team Games Tournament (TGT) model on students' writing skills. The t-test results are presented below.

Tabel 4

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai Post-Test	Equal variances assumed	.608	.438	7.535	70	**.000**	16.667	2.212	12.255	21.078
	Equal variances not assumed			7.535	69.342	**.000**	16.667	2.212	12.255	21.079

(table header: **Independent Samples Test**)

After calculating the data in the table above, the researcher compares T count and T table, the T count value was 7.535 with Sig. (2-tailed) 0.00, and T table of 0.05 (5%) because the significance level is 1,671 with a df of 70 degrees of freedom (df). It is known that T count 7.535 t table 1,671 and sign (2-tailed) 0.00<0.005. This means that the cooperative learning method using the team games tournament (TGT) model to be effect students' writing skills.

d) F-Test (Simultaneous)

The F test is used to determine whether the independent variables simultaneously have an influence on the dependent variable. In other words, this test aims to test the significance

of the influence of all independent variables together on the dependent variable. The dependent variable can be simultaneously influenced by the independent variable, or vice versa, if a significant value of F <0.05 is obtained at the 0.5 or 5% level (Ghozali, 2016).

Tabel 5

Tests of Between-Subjects Effects					
Dependent Variable: Nilai Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5000.000^a	1	5000.000	56.782	.000	.448
Intercept	352520.056	1	352520.056	4003.346	.000	.983
Kelas	5000.000	1	5000.000	56.782	.000	.448
Error	6163.944	70	88.056			
Total	363684.000	72				
Corrected Total	11163.944	71				

a. R Squared = .448 (Adjusted R Squared = .440)

From the results of the f test, it can be seen that the significant value for the effect of cooperative learning methods using the team games tournament (TGT) model on student writing skills (Experimental Class) f count 56.782 from f table 3,98, this proves that f count is greater than f table, hereby stating that HO is rejected and Ha is accepted, meaning that there is a significant effect of cooperative learning methods using the team games tournament (TGT) model on student writing skills. So when comparing the experimental class with the control class using cooperative learning methods using the team games tournament (TGT) model has an influence of 44.8% based on the partial eta squared table.

3. DISCUSSION

This study examines the effect of the Cooperative Learning Method By Using Team Games Tournament (TGT) Model on students' writing skills. The analysis was conducted through prerequisite tests and hypothesis testing.

The normality test results showed that the pre-test and post-test data from both the experimental and control classes were normally distributed, as indicated by Lilliefors values exceeding the critical point. Meanwhile, the homogeneity test using Levene's Test showed

significance values of 0.302 (pre-test) and 0.438 (post-test), both greater than 0.05. This indicates that the variances between the two groups are homogeneous, making the data suitable for parametric testing.

The t-test results revealed a t-count of 7.535 > t-table 1.671 with a Sig. (2-tailed) of 0.000 < 0.05. This indicates that students taught using the Cooperative Learning Method By Using Team Games Tournament (TGT) Model performed better in writing compared to the control group.

Furthermore, the F-test supported these findings with an F count of 56.782 > F table 3.98 and a significance value of 0.000. The Partial Eta Squared value of 44.8% shows a substantial effect of the Cooperative Learning Method By Using Team Games Tournament (TGT) Model on improving students' writing skills.

With the fulfillment of normality and homogeneity assumptions, the data were appropriate for parametric analysis. The analysis indicates a significant difference between the experimental and control groups, where the use of the Cooperative Learning Method By Using Team Games Tournament (TGT) Model positively influenced students' writing skills. These findings are further supported by the F-test results and the 44.8% contribution value, reflecting a considerable impact of this method in the context of English writing classes.

4. CONCLUSION AND SUGGESTION

After conducting the experiment of teaching writing skills by Implementation cooperative learning method using team games tournament (TGT) model in the experimental class and without using the model in the control class, the researcher obtained data that the lowest score in the experimental class was 58 and the highest score was 94. Meanwhile, in the control class, the lowest score was 34 and the highest score reached 76. Furthermore, the researcher analyzed the data and concluded that there was a significant difference in writing skills between students in the experimental and control classes. The results also showed that the gain score of students in the experimental class who received treatment through cooperative learning method using team games tournament (TGT) model was higher than the control class who were not given treatment. Based on statistical analysis using SPSS version 28, the F-test results show an F-count of 56.782, which is greater than the F-table value of 3.98, with a significance value of 0.000. This indicates that the model has a significant and effective influence in improving students' writing skills. The Partial Eta Squared value of 44.8% also demonstrates a substantial effect of the Cooperative Learning Method by Using Team Games Tournament (TGT) Model on enhancing students' writing performance. Therefore, it can be

concluded that the use of the Cooperative Learning Method by using the team games tournament (TGT) Model in the classroom learning process has a significant and meaningful effect on students' writing skills.

Based on the findings of this study, the Team Games Tournament (TGT) model has been proven effective in improving students' writing skills, particularly in analytical exposition texts, by creating an active, collaborative, and enjoyable learning environment. Therefore, it is recommended that teachers implement the TGT model in writing instruction, schools consider integrating it into English learning programs, and future researchers explore its application in other language skills, different text types, and various educational levels to examine its effectiveness and adaptability.

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