
The Effect Of Cooperative Learning Method By Using Team Games Tournament (TGT) Model Toward Students Writing Skills (A Quasi Experimental Research on 11th Grade Students at SMAN 1 Bengkulu City)

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran kooperatif model Team Games Tournament (TGT) terhadap keterampilan menulis siswa, khususnya menulis teks eksposisi analitis siswa kelas XI SMAN 1 Kota Bengkulu. Latar belakang masalah meliputi beberapa masalah, seperti sebagian siswa tidak mencapai Kriteria Ketuntasan Minimal (KKM), kesulitan menerjemahkan soal dan menulis paragraf bahasa Inggris karena keterbatasan kosakata, perbedaan minat belajar, dan rendahnya keterlibatan siswa dalam diskusi kelas. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi eksperimen yang melibatkan dua kelas, kelas eksperimen dan kelas kontrol, masing-masing berjumlah 36 siswa. Instrumen yang digunakan adalah tes menulis yang terdiri dari tes awal dan tes akhir. Data dianalisis menggunakan SPSS versi 28. Hasil penelitian menunjukkan terdapat pengaruh yang signifikan model TGT terhadap keterampilan menulis siswa, dibuktikan dengan hasil uji F dengan nilai F hitung sebesar 56,782, lebih besar dari nilai F tabel sebesar 3,98, dengan sumbangan pengaruh sebesar 44,8%. Hasil penelitian menunjukkan bahwa model Team Games Tournament (TGT) efektif dalam meningkatkan kemampuan siswa menulis teks eksposisi analitis secara terstruktur dan komunikatif sehingga dapat direkomendasikan sebagai salah satu model pembelajaran bagi guru dalam mengajarkan keterampilan menulis di kelas.

Kata kunci: Pembelajaran bahasa Inggris, Metode pembelajaran kooperatif, Team Games Tournament (TGT), Keterampilan menulis, Teks eksposisi analitis, Siswa SMA.

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 text 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, Students senior high school

INTRODUCTION

English is recognized as an international language that plays a significant role in the global era, especially in communication, education, and professional domains. In Indonesia, English is taught as a foreign language (EFL) and integrated into the national curriculum from junior high school to university level. Winaldo and Oktaviani (2022) stated that English learners are categorized into two groups: ESL learners, who acquire English through immersion in English-speaking countries, and EFL learners, who learn English in non-English-speaking countries

through formal education. In Indonesia, English is a mandatory subject in schools, reflecting its essential role in preparing students to face global challenges (Liu, 2023).

Among the four fundamental language skills listening, speaking, reading, and writing writing is considered the most complex. It requires not only vocabulary mastery and grammatical understanding but also critical thinking and coherent structuring of ideas. Writing allows learners to express thoughts, convey information, and argue positions in an organized manner. According to Dhuge et al. (2021), writing is a process of transferring thoughts and ideas into written form to communicate indirectly with others. This complexity makes writing a challenging yet indispensable skill for students' academic success.

However, teaching and learning English writing face several challenges. Based on preliminary observations conducted at SMAN 1 Bengkulu City in September 2024, it was found that students encounter numerous difficulties in writing, particularly in constructing paragraphs due to limited vocabulary and grammatical skills. Some students fail to meet the Minimum Competency Criteria (KKM), while others lack interest and motivation in English learning. Moreover, student participation in class discussions remains low, which hinders collaborative learning and peer feedback two critical aspects of writing development (Feby et al., 2024).

The most prominent issue observed is the students' inability to develop coherent English paragraphs due to their restricted vocabulary and writing strategies. These challenges necessitate innovative teaching models that can enhance student engagement, vocabulary acquisition, and writing proficiency. One such model is the Team Games Tournament (TGT), a cooperative learning method that emphasizes teamwork, academic games, and peer support to improve learning outcomes (Pransiska, 2021). In TGT, students work in heterogeneous groups and engage in games-based tournaments to reinforce understanding, making the learning environment more enjoyable and interactive.

Research by Feby, Rahma, and Suparmi (2024) revealed that implementing TGT significantly improved students' writing ability, as evidenced by a notable increase in post-test scores. Their study reported an average post-test score of 89.45, compared to 60.24 before using TGT, indicating a substantial improvement in student outcomes. Similarly, Manuputty (2020) demonstrated the effectiveness of TGT in teaching cover letter writing at SMK Negeri 1 Ambon, highlighting its role in increasing motivation and learning engagement. Zakaria et al. (2023) further emphasized that TGT encourages students to collaborate, compete positively, and reinforce academic materials through peer interactions.

TGT is structured into several phases: class presentation, team study, game tournaments, and team recognition. These stages foster positive interdependence, individual accountability, and group cooperation key elements of successful cooperative learning (Nadrah, 2023). During tournaments, students answer questions and solve tasks competitively, and winners contribute to their team's overall score. The sense of achievement and group responsibility nurtures a supportive yet stimulating learning environment.

Given these advantages, this research aims to examine the effect of cooperative learning method by using team games tournament (TGT) model toward students writing skills of eleventh-grade students at SMAN 1 Bengkulu City. The objective is to determine whether students taught using the cooperative learning method by using team games tournament (TGT) model demonstrate significant improvement in writing analytical exposition texts compared to those taught through conventional methods.

The significance of this research lies in its contribution to educational practice. Practically, it offers English teachers an engaging and effective teaching model to improve students' writing skills. It also encourages students to be more enthusiastic and participative in classroom activities. For schools, adopting TGT could serve as an innovative approach to enhance the quality of instruction. Theoretically, this research adds to the growing body of literature

supporting cooperative and game-based learning as effective pedagogical tools in language education (Nasichah, 2023; Banua et al., 2022).

In conclusion, English writing proficiency is a vital skill that remains challenging for many EFL learners in Indonesia. Traditional teaching approaches may not fully address the complexities of writing or stimulate student engagement. Therefore, cooperative learning method like TGT present a promising alternative. By integrating academic games, teamwork, and peer feedback, TGT can potentially transform the classroom into a dynamic and inclusive learning space. Based on previous studies and observed challenges in the classroom, this study seeks to investigate: “Is there any significant effect of the Cooperative Learning Method by Using the Team Games Tournament (TGT) Model Toward Students Writing Skills at the Eleventh Grade of SMAN 1 Bengkulu City?”

METHODOLOGY

This study applied a quantitative research approach with a quasi-experimental design to examine the effect of the cooperative learning method using the Team Games Tournament (TGT) model on the writing skills of eleventh-grade students at SMAN 1 Bengkulu City. According to Creswell, quantitative research allows for objective testing of hypotheses through analysis of relationships between variables and group comparisons, using statistical procedures to analyze numerical data (Creswell & Creswell, 2023). A quasi-experimental design was selected because the researcher could not randomly assign subjects but sought to determine the effect of a treatment by comparing two groups: the experimental and the control group (Zyra et al., 2022).

The type of design used in this study was the nonequivalent control group design, involving two groups that were given pre-tests and post-tests. The experimental group received treatment using the TGT model, while the control group was taught using traditional methods. The design structure helped the researcher compare results between both groups to determine the effectiveness of the TGT learning model (Slavin, 1988). Both pre-test and post-test were designed to assess students’ writing skills before and after the treatment. This research was conducted at SMAN 1 Bengkulu City, located on Kuala Lempuing street, Ratu Agung District, Bengkulu City, during the academic year 2024/2025. The location was selected due to the researcher’s ease of access and support from the school for conducting the research.

The population of the study consisted of all eleventh-grade students at SMAN 1 Bengkulu City, totaling 430 students across 12 classes. The sample was chosen through purposive sampling based on input from English teachers and considerations of student characteristics and needs. Class XI 3, consisting of 36 students, was selected as the experimental group, while class XI 1, also consisting of 36 students, was selected as the control group. Thus, the total number of participants in this study was 72 students (Ahmad et al., 2023).

The instrument used to collect data was a writing test focused on analytical exposition texts. The pre-test and post-test consisted of one essay question: “Social Media Use among Teenagers: Positive and Negative Impacts.” Students were instructed to write a structured analytical exposition text including thesis, arguments, and reiteration. The pre-test was administered before the teaching intervention to determine students’ baseline writing skills, while the post-test was given at the end of the treatment period to measure progress (Siregar Aisyah et al., 2023).

The treatment applied to the experimental group followed the TGT model which involved several stages: class presentation, team study, academic games, tournaments, and team recognition. This model encourages students to interact, collaborate, and learn competitively in a fun and engaging manner. According to Slavin, the TGT model promotes active participation, enhances motivation, and reinforces academic concepts through group-based academic games

(Slavin, 1988). During the tournament sessions, students competed in small groups using question cards and earned points for their teams based on their individual performance.

The data were analyzed using SPSS version 28. Descriptive statistics were used to describe the students' performance in both groups, while inferential statistics, including independent sample t-tests, were used to determine whether there was a significant difference between the writing scores of the experimental and control groups. Additionally, normality and homogeneity tests were conducted to confirm that the data met the assumptions for parametric testing, and an F-test was also performed as a final test to examine the overall effect of the TGT model (Amelia et al., 2023). If a statistically significant difference was found in the post-test scores of the two groups, it would indicate that the TGT model had a positive impact on students' writing skills. In summary, this study utilized a structured methodology combining a quasi-experimental design, appropriate sampling, valid testing instruments, and rigorous data analysis. The aim was to determine the effectiveness of the Team Games Tournament model in enhancing students' ability to write analytical exposition texts in English.

RESULT AND DISCUSSION

A. The Description of Data

The data in this study were collected over a one-month period, from April 10 to May 10, 2025, at SMAN 1 Bengkulu City. The research involved 72 students from classes XI I and XI 3. The students were divided into two groups: 36 students in the experimental class (XI 3), consisting of 14 males and 22 females, and 36 students in the control class (XI I), with 18 males and 18 females. The goal of the study was to investigate the effectiveness of the Team Games Tournament (TGT) model in improving students' skills in writing analytical exposition texts.

The participants were selected using purposive sampling. XI 3 was assigned as the experimental group and XI I as the control group. The research began with a formal permit submission to the school principal on March 19, 2025.

In the experimental group, learning was carried out using cooperative learning methods using the team games tournament (TGT), which includes several phases: class presentation, team work, games, tournaments, and awarding group scores. In the class presentation stage, the teacher delivered the material about analytical exposition texts covering their purpose, structure (thesis, arguments, reiteration), and linguistic features. Students were then grouped to engage in discussions, preparing themselves for the game and tournament phases. During the game, students answered questions collaboratively, followed by a tournament where each student represented their team and contributed to the group score.

The effectiveness of this method was evaluated through pre-test and post-test assessments. The scores for the experimental class are summarized as follows:

- 1) Pre-test mean score: 37.97
- 2) Post-test mean score: 78.30
- 3) Minimum pre-test score: 34
- 4) Maximum pre-test score: 73
- 5) Minimum post-test score: 58
- 6) Maximum post-test score: 94

These results clearly demonstrate a significant improvement in students' writing abilities following the implementation of the TGT model. The bar chart for this group also shows a consistent increase in scores across all students, reflecting both individual and collective academic progress.

Meanwhile, the control group, which was taught using conventional methods, also underwent pre- and post-tests. However, the progress was notably smaller:

- 1) Pre-test mean score: 52.66

- 2) Post-test mean score: 61.63
- 3) Minimum score (pre and post): 34
- 4) Maximum pre-test score: 73
- 5) Maximum post-test score: 76

From these results, it is evident that although there was improvement in the control group, the difference between pre-test and post-test scores was relatively minor compared to the experimental group. This suggests that conventional methods, while still beneficial, were not as effective as the TGT model in enhancing students' writing competence.

The bar charts of both classes clearly show that students in the experimental group experienced greater improvements. While both groups began with varied levels of understanding, the use of the TGT model in the experimental group led to significantly better performance outcomes.

B. The Analysis of the Data

1. Classical Assumption Test

a. Normality Test

To determine whether the test results followed a normal distribution, a normality test was conducted using the Shapiro-Wilk method with SPSS. For the experimental class (XI 3), the significance values were:

- a) Pre-test: 0.081
- b) Post-test: 0.344

Both values are greater than 0.05, indicating that the data in the experimental group were normally distributed.

For the control class (XI I), the significance values were:

- a) Pre-test: 0.058
- b) Post-test: 0.068

Again, both values exceeded the 0.05 threshold, confirming that the control class data were also normally distributed. Therefore, the data met the normality assumption necessary for further parametric analysis.

b. Homogeneity Test

Next, a Levene's Test was conducted to evaluate the homogeneity of variance between the two groups. The results were:

- a) Pre-test significance: 0.302
- b) Post-test significance: 0.438

Since both significance values are greater than 0.05, it can be concluded that the variances in both classes were equal. This confirms that the data were homogeneous, allowing for the use of independent samples t-tests in the next stage.

c. T-Test

An independent samples t-test was used to analyze the post-test scores of both groups to evaluate the impact of the TGT model. The results were as follows:

- a) Experimental group mean score: 78.31 (SD = 8.915)
- b) Control group mean score: 61.64 (SD = 9.830)
- c) t-count: 7.535
- d) p-value (2-tailed): 0.000

After that, the researcher analysed the t-test results to determine the effectiveness of the TGT model. The t-count was 7.535, which was higher than the t-table value of 1.671, and the Sig. (2-tailed) was 0.000, which was less than 0.05. This indicates that the cooperative learning method using the Team Games Tournament (TGT) model had a significant effect on students' writing skills in analytical exposition text.

d. F-Test (Simultaneous)

To assess whether the treatment had a simultaneous effect, an F-test (ANCOVA) was conducted using SPSS. The findings were:

- a) F value: 56.782
- b) Significance value: 0.000
- c) Partial Eta Squared: 0.448 (44.8%)

Since the F-count (56.782) > F-table (3.98) and the Sig. value (0.000) < 0.05, it can be concluded that the implementation of the cooperative learning method using the Team Games Tournament (TGT) model had a significant simultaneous effect on students' writing ability. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Tabel 1. Tests of Between-Subjects Effects

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				

e. Effect Size

The effect size, measured using Partial Eta Squared, was 0.448, indicating that 44.8% of the variance in the students' writing scores could be explained by the TGT treatment. According to Cohen's benchmarks, this value represents a large effect, signifying that the treatment had not only statistical significance but also practical implications in improving learning outcomes.

In educational research, an effect size of this magnitude is highly desirable. It shows that the teaching model used had a meaningful impact on student learning, beyond mere chance. The implementation of interactive and competitive cooperative learning helped stimulate interest, motivation, and deeper engagement, all of which are key to mastering complex writing skills.

The results of this research strongly support the conclusion that the cooperative learning method using the TGT model is more effective than conventional methods in improving students' writing skills. The data clearly demonstrate that students in the experimental group outperformed their peers in the control group by a significant margin. This is attributed to the

active learning process embedded in the TGT Model, which promotes discussion, competition, peer learning, and critical thinking.

Students were not merely passive recipients of information, but actively participated in constructing knowledge with their peers. The stages of class presentation, team work, games, and tournaments fostered a learning environment that was dynamic and engaging. This approach aligns with the theories of constructivism and social learning, which emphasize the role of interaction and collaboration in the learning process.

In contrast, students in the control class, who experienced more traditional teaching methods, showed only modest improvement. This suggests that conventional teaching, which often lacks interactive elements, may not be sufficient in promoting complex language skills like analytical writing. Thus, integrating game-based cooperative method such as TGT into English language classrooms can result in more effective and enjoyable learning experiences.

These findings are consistent with previous studies. According to Slavin (1995), cooperative learning method like TGT increase academic achievement and motivation. Similarly, Johnson & Johnson (2009) highlight the value of positive interdependence and individual accountability in cooperative settings. The present study adds to this literature by demonstrating the specific effectiveness of TGT in enhancing writing performance in Indonesian high school contexts.

This research investigates the impact of the Cooperative Learning Method employing the Team Games Tournament (TGT) Model on students' writing abilities. The analysis was carried out through preliminary assumption tests and hypothesis testing. The normality test results indicated that both the pre-test and post-test data from the experimental and control groups followed a normal distribution, as evidenced by Lilliefors statistics exceeding the critical values. Additionally, the homogeneity test, performed using Levene's Test, yielded significance levels of 0.302 for the pre-test and 0.438 for the post-test, both above the 0.05 . This confirms that the variances between the two groups were homogeneous, validating the use of parametric statistical methods.

The t-test outcomes showed a calculated t-value of 7.535, which is greater than the critical t-value of 1.671, accompanied by a significance level (2-tailed) of 0.000, below the 0.05. These results demonstrate that students who were taught using the Cooperative Learning Method with the TGT Model achieved significantly better writing performance than those in the control group. Moreover, the F-test results reinforced these conclusions, with an F-value of 56.782 exceeding the critical F-table of 3.98 and a significance level of 0.000. The Partial Eta Squared value of 44.8% indicates that the Cooperative Learning Method using the TGT Model had a substantial effect on enhancing students' writing skills.

Since the data met the assumptions of normality and homogeneity, parametric analysis was deemed appropriate. The findings reveal a statistically significant difference between the experimental and control groups, highlighting the positive influence of the Cooperative Learning Method using the TGT Model on students' writing abilities. These results are further substantiated by the F-test and the 44.8% effect size, underscoring the notable contribution of this learning method in English writing instruction.

This research has several limitations that need to be addressed to provide a comprehensive understanding of the context of the research implementation. First, there were limitations in terms of time. Researchers were only given the opportunity to enter the class for four meetings because the subject teacher was participating in the teacher certification program. Nevertheless, all stages of the research from administering the pre-test, implementing the Team Games Tournament (TGT) learning model in the experimental class, to administering the post-test could still be carried out systematically and according to procedures. With effective time planning, this limitation did not reduce the completeness of the research implementation.

Secondly, this research was carried out in a single school, SMAN 1 Bengkulu City, involving two classes: one designated as the experimental group and the other as the control group. In the experimental group, the learning process was facilitated by the researcher using the TGT model, whereas in the control group, teaching was conducted in a conventional manner by the regular subject teacher, following the usual teaching and learning procedures. The choice of location and design was based on official permission from the school as well as the availability of classes that allowed for research with two comparison groups. Although the scope of the study was limited, these two limitations did not reduce the quality and validity of the research results. All procedures have been carried out following scientific principles, so that the findings obtained still make a meaningful contribution to the development of English language learning models, especially in improving students' writing skills.

CONCLUSION

Based on the results of the study, it can be concluded that the application of cooperative learning methods using the Team Games Tournament (TGT) model has a significant impact on improving students' writing skills, especially in writing analytical exposition texts. Students in the experimental group taught with the TGT model showed better writing performance compared to students in the control group who received instruction through conventional methods. This is evident from the range of control group scores which are between 34 to 76, while in the experimental group the scores increased significantly to reach 94. The results of statistical analysis through SPSS version 28 show that the F-count value of 56.782 far exceeds the F-table value of 3.98 at a significance level of 0.000, which means that the difference is highly statistically significant. In addition, the Partial Eta Squared value of 44.8% indicates that almost half of the improvement in students' writing ability was contributed by the application of the TGT model. This finding was reinforced by observations during the learning process, where students were more enthusiastic, actively discussed in groups, and showed high interest in the game and tournament sessions. Interaction between students also increased, accompanied by the courage to express opinions and express ideas in writing. The learning process became more fun, dynamic and less monotonous due to the element of healthy competition that encouraged active student involvement. The teacher also noted an increase in students' focus and motivation in understanding the material due to the drive to earn points for their group. Thus, the improvement of students' writing ability is not only proven quantitatively through statistical data, but also qualitatively through direct observation of a more lively, collaborative, and meaningful learning process. Therefore, the use of the TGT model is highly recommended as an alternative learning method that is effective in improving students' writing skills and creating a more interactive learning atmosphere that is oriented towards cooperation and healthy competition in the classroom.

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in the form of tables and descriptive explanati. 3(2), 27–32.

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