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IMPLEMENTATION OF TEAM GAMES TOURNAMENT LEARNING METHOD TO IMPROVE WRITING ABILITY OF PROCEDURAL TEXT IN SMP MUHAMMADIYAH 10 SURABAYA

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Abstract

This research aimed to examine the learning method of Team Games Tournament (TGT) to improve the writing ability of eighth grade students in SMP Muhammadiyah 10 Surabaya. The researcher used Classroom Action Research (CAR) as the research design which was conducted in two cycles, with success indicators including at least 82% of students achieving scores above the Minimum Mastery Criteria of 75 and classes must have an average score of at least 80. The data collection techniques included observation, written tests, and documentation, while data was analyzed using descriptive quantitative. The results showed that the TGT method significantly improved students' writing ability, as seen from the increase in average scores from 65 (pre-cycle) to 75 (cycle I) and 81 (cycle II), along with an increase in student achievement from 55.25% to 70.75% and finally 85.5%. This success was also supported by the modification of the tournament system from a competitive buzzer-style to a turn-based approach, which fostered a more equitable, participatory, and conducive learning environment.

Keywords: *Cooperative learning, Procedural text, Team game tournament (TGT), Writing Ability,*

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Introduction

In learning, a teacher is expected to be able to bring students to be active in cooperative learning to solve problems and discover knowledge. One of the skills is writing skill that is one of the essential aspects in mastering foreign languages, especially English. According to Harmer (2004), writing not only requires mastery of vocabulary and grammar, but also requires critical thinking skills, careful planning, and skills in organizing ideas sequentially and logically. At the junior high school level, mastery of various genres of text is an integral part of the English curriculum, one of which is the text procedure. This text has a high applicative value because it is directly related to daily life, such as in providing instructions or steps to carry out an activity. Therefore, mastery of procedural texts is important for students, both in terms of structure, language, and content.

The reality that occurs in classroom learning practices, students' ability to write procedural text is still relatively low. Based on the results of initial observations in the eighth grade SMP Muhammadiyah 10 Surabaya, it is known that most students are not able to write procedural texts with a complete structure, appropriate vocabulary selection, and correct grammar usage. The 25 students, only 10 students (55.25%) were able to achieve the Minimum Completeness Criteria (KKM) of 75. This percentage is still far below the classical completeness set at 85%, which shows that there are significant problems in the learning process of procedure text for writing ability. This condition indicates that the learning method used so far has not been fully effective in building students' writing ability.

The issues in the field of education still include learning activities. Especially for motivation and active involvement are important components in the success of learning to write. In this context, a cooperative learning approach can be an alternative solution. Slavin (1995) stated that cooperative learning encourages interaction between students which can improve understanding of concepts and skills through group work. One cooperative learning model that has proven effective is the Team Games Tournament (TGT). The method combines elements of collaborative learning,

educational games, and healthy competition, so that it can create a more fun, challenging, and meaningful learning atmosphere. The use of game-based learning appears as the best exercise to make students interested, especially when the material is being reviewed, since it allows students to think critically.

The results of a number of previous studies can improve the learning outcomes and support the effectiveness of the TGT method in improving student learning outcomes, especially in writing skills. Tran (2014) found that TGT is able to improve students' writing ability through activities that emphasize social interaction and shared responsibility in groups. Similarly, Susilawati et al. (2022) reported that the TGT method significantly contributed to improving the quality of students' writing, especially in terms of structure and language use. Another study by Akmal et al. (2021) showed that the application of TGT to English lessons can significantly improve students' critical thinking and collaboration skills. The same thing was also found by Nurdin & Yuliani (2020), who stated that TGT increases students' enthusiasm and participation in writing narrative texts in junior high school. In addition, research by Mulyani (2023) confirms that cooperative learning models such as TGT create a learning environment that supports students to be active, creative, and mutually respectful of their peers' contributions.

This research aimed to describe the process of applying the Team Games Tournament method in learning to write procedural texts and evaluate its effectiveness in improving the writing ability of the eighth-grade students of SMP Muhammadiyah 10 Surabaya. The results of this research showed that a meaningful contribution, both theoretically and practically. Theoretically, the findings of this research can enrich the treasures of science in the field of English learning, especially the development of writing learning strategies. Practically, the results of this research can be used by teachers as an alternative to innovative learning methods, by students as a more interesting and interactive learning experience, and by educational institutions as a reference in the development of more effective and student-centered learning policies.

The success of this research would be measured through an increase in student learning outcomes, both in terms of average scores and the number of students who reach or exceed the final score after the

implementation of the TGT method. Thus, the effectiveness of the Team Games Tournament method can be objectively identified and provides a strong empirical basis for its application in learning to write procedural texts at the junior high school level.

Research Methods

Research Design

Classroom Action Research can be seen as a collective-self-reflective inquiry to improve the rationality and fairness of the participant's social or educational practices. This research uses a qualitative approach with the type of Classroom Action Research (CAR). Classroom Action Research was chosen because its main focus is to improve the learning process directly through actions taken by teachers in the classroom. Kemmis and McTaggart (1988) define PTK as a reflective and systematic process carried out by education practitioners to improve their learning practices on an ongoing basis. In this context, the researcher doubles as a teacher who designs, implements, observes, and reflects on the entire learning process directly.

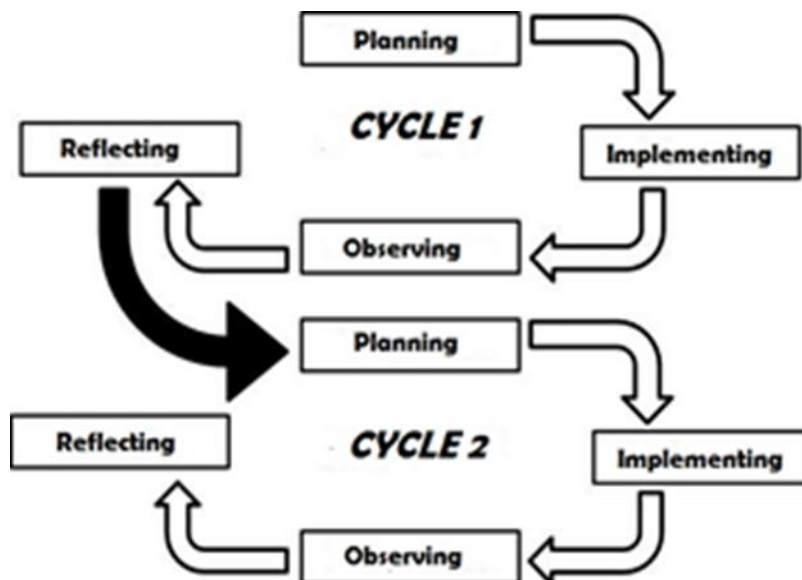


Figure 1 Classroom Action Research designed by Kemmis and McTaggart (1988)

Location and Research Subject

This research was carried out at SMP Muhammadiyah 10 Surabaya which is located on Jl. Raya Sutorejo No 98, Surabaya. The location selection was made because the researcher was conducting research at the school whose school is close to the teaching campus, thus facilitating the observation process and implementation of actions. The research lasted for two months, from January to March 2025.

The subject of the study was eighth grade students of SMP Muhammadiyah 10 Surabaya which amounted to 25 students, consisting of 10 male students and 15 female students. Based on the results of the initial assessment and class observations, it is known that most students have difficulty in writing procedural texts effectively and show a lack of enthusiasm for conventional writing learning.

Research Procedure

The planning stage involves the preparation of a Learning Implementation Plan (Lesson Plan) evaluation tools, observation sheets, and learning media that support the implementation of the TGT model. The Team Games Tournament (TGT) learning model has a main syntax consisting of five steps, namely:

- 1) The formation of groups where students are divided into groups heterogeneously (various abilities) in order to help each other in learning.
- 2) Presentation of classes by teachers to deliver material,
- 3) Teamwork in which students discuss in heterogeneous groups to deepen knowledge,
- 4) Tournaments in the form of academic games that encourage healthy competition between students from various teams, and
- 5) Team award for the best performing group.

This syntax is designed to increase students' motivation, cooperation, and understanding of the subject matter. The implementation of actions is carried out in two learning cycles. In its implementation, students are heterogeneously grouped, given teaching materials, and actively involved in

quiz games and tournaments as part of TGT's learning strategy. Teachers play the role of facilitators, while researchers act as observers and recorders of the learning process. Observations were carried out to observe student involvement, group dynamics, and the effectiveness of the implementation of the TGT model. After each cycle, reflection is carried out on the results of the action and determines the improvement steps to be taken in the next cycle.

Success Indicators

The success of this research is determined by two main indicators, namely: (1) as many as 82% of students obtain scores above the Minimum Completeness Criteria set, which is 75; (2) the minimum grade point average reaches the predetermined one, which is 80.

Data Collection Techniques

Data was collected through observation, written tests, and documentation. Observation is used to observe the behavior and engagement of students and teachers. Written tests are conducted before and after action to determine the development of students' writing ability. Documentation in the form of photos of activities and field records is used as supporting data.

Data Analysis Techniques

The instruments used in this research included activity observation sheets and assessment rubrics for writing procedural texts that include structure, vocabulary, and grammar. The data was analyzed in a quantitative descriptive manner by calculating the average value and the percentage of classical completeness.

Determine the average of the class:

$$X = \frac{\text{Total Student Scores}}{\text{Number of Students}}$$

The average expected grade in this study is 80.

Calculating classical completeness:

$$CCC = \frac{\text{Number of students completed}}{\text{Total Learners}} \times 100\%$$

If the percentage of classical completeness reaches 85%, then the class in question is considered complete.

Results and Discussion

Results

Pre-Cycle

An initial assessment is carried out before the action to identify the student's initial ability to write the procedural text. This pre-cycle meeting applies a conventional method, namely lectures. Based on the results of the evaluation, an average grade score of 61.4 was obtained, with only 15 out of 25 students (55.5%) achieving or exceeding the Minimum Completeness Criteria of 75. These results show that the majority of students are not yet able to write procedural texts with the correct structure, appropriate vocabulary selection, and proper use of grammar. These findings confirm the need for a change in more participatory and motivating learning approaches.

Table 2. Conclusion of pre-cycle test results

Category	Number of Students	Percentage
Finished (≥ 75)	10 students	55,25%
Incomplete	15 students	70,75%
Entire	25 students	100%
Grade Point Average		65

Cycle I: Planning

At this stage, the researcher compiled a learning tool by integrating the Team Games Tournament (TGT) model, where the syntax consists of five steps, namely: (1) Group formation (2) Presentation of material (3) Group discussion (4) Tournament implementation, and (5) Team award. The tournament activities designed include word puzzle games, crossword puzzles and questions in the form of short group fill-ins that require cooperation and discussion. Students are grouped heterogeneously based on the results of the initial assessment. In addition, individual Student Worksheets are prepared to write procedural text independently.

Implementation

Learning activities were carried out in two meetings. Tournament activities that are the main part of this cycle include word puzzle games, crossword puzzles, and short fill-ins that aim to strengthen students' understanding of the structure of the procedural text, such as the sequence of steps and the use of imperative verbs. In addition, at the end of each session, students are given individual tasks in the form of a Student Worksheet which contains the task of writing procedural texts independently. This provides an opportunity for students to apply what they have learned during the game, as well as assess their understanding of the material being taught.

Observation

During the learning process, the classroom atmosphere is quite active and dynamic. Educational games encourage student participation in groups, although there is still a dominance of some of the more active students. Some students seem not yet confident to contribute in the group. However, in general, there is an increase in interaction between students and enthusiasm in completing the challenges given.

Reflection

Reflection shows that the TGT method with word puzzles, crossword and crossword puzzles games is effective in increasing students' interest and cooperation. The results of the evaluation showed an increase in the average score to 75, with 15 students (70.75%) achieving the KKM. Despite a significant increase compared to the pre-cycle, the success indicators ($\geq 85\%$ of students complete and the average score of ≥ 80) have not been achieved. Therefore, it is necessary to adjust the strategy in the next cycle.

Table 3. Conclusion of the test results of cycle I

Category	Number of Students	Percentage
Finished (≥ 75)	10 students	70,75%
Incomplete	15 students	55,25%
Entire	25 students	100%
Grade Point Average		75

Cycle II Planning

Planning in cycle II is carried out based on reflections from the implementation of cycle I. There are games that use a scramble system. This gives rise to domination by certain groups. This inequality of participation has an impact on uneven involvement in the learning process. In response to the findings, researchers and teachers made improvements by changing the tournament system to a rotation system. With this system, each group would have the opportunity to answer in turn, so that participation is more evenly distributed and encourages all members to be actively involved.

The type of game is in the form of group quizzes using Wordwall in the form of jumbled sentences (compiling random sentences into logical instructions) and fill in the blanks (completing procedural sentences with the right vocabulary). The game is designed to reinforce the understanding of structure and vocabulary in procedural texts. In addition, individual assessment was prepared to measure students' writing ability personally and assess learning outcomes after cooperative activities took place.

Implementation

Cycle II was carried out in one meeting, considering the time and effectiveness that had been better planned. The tournament was held using Word wall in two sessions: the first was jumbled sentences, in which students had to arrange random sentences into correct procedural steps; the second was fill in the blanks, where students completed sentences with the appropriate vocabulary. Each group takes turns answering. The teacher gives time to discuss before the group answers. The classroom atmosphere became more balanced because the entire group got a fair chance. After the tournament is over, students complete their individual worksheet with the task of writing procedural texts based on available topics.

Observation

The results of the observation showed that the classroom atmosphere became more conducive and collaborative than cycle I. With the turn system, no group dominated the game. Students who were previously passive become more confident because they have the opportunity to speak and

discuss actively in groups. The teacher also noted that the interaction in the group became more even, and the students were more focused during the learning process. Participation increased overall, both in game sessions and when completing individual work sheet. The students' enthusiasm also increased because the games given felt challenging, but still fun. The qualitative data based on the findings of student responses which showed that most students were interested and enjoyed the learning process through the application of the Team Games Tournament (TGT) learning method in the text of the teaching procedure.

Reflection

Reflections on cycle II show that the change in tournament strategy has managed to overcome the weaknesses of the previous cycle. The rotation system allows for fairer student engagement, so that each member of the group gets a meaningful learning experience. Evaluation of

Work sheet showed a significant improvement in students' writing ability, both in terms of structure, vocabulary, and grammar. The average student score increased to 81, and the number of students who reached (75) increased to 20 students or 87.5% of the total students. The established success indicators (≥ 80 grade point average and $\geq 85\%$ completion) have been met.

Table 3. Conclusion of the test results of cycle II

Type	Total	Percentage
Finished (≥ 75)	20 students	85,5%
Incomplete	5 students	14,5%
Total Students	25 students	100%
Grade Point Average		82

Discussion

The application of the Team Games Tournament (TGT) method has proven to be effective in improving students' writing ability, especially in the genre of procedural texts. This can be seen from the increase in learning outcomes in each cycle. In the pre-cycle stage, only 10 of the students (55.5%) achieved the Minimum Completeness Criteria of 75, with an average

class score of 65. After the implementation of the TGT method in the first cycle, there was a significant increase: the number of students who completed increased to 15 students (70.75%) and the average score increased to 75. This increase continued in cycle II, with 15 students (85.5%) achieving the Minimum Completeness Criteria and the average grade of 82, indicating that the classical completeness of 85% had been exceeded.

These results are in line with the findings reported by Yuliana (2021), who stated that the implementation of TGT is able to improve students' English learning outcomes through a competitive but fun learning atmosphere. Similar research by Rahmawati and Syamsuddin (2020) also showed that TGT is effective in improving the writing skills of junior high school students, especially because this method encourages collaboration and meaningful interaction between students.

The TGT method facilitates a fun learning process through the integration of educational games and group work. This approach is able to arouse students' motivation to learn, increase participation, and foster a sense of responsibility for group learning outcomes. The designed tournament activities—such as crosswords, jumbled sentences, and fill-in quizzes—focus students on the structure of the procedural text, the use of imperatives, and the logical sequence of writing. This strengthens students' competence in compiling procedural texts systematically and according to language rules.

Research by Azizah and Nugroho (2019) underlines that game-based activities in the TGT model increase students' attention and involvement in understanding the linguistic structure of a particular text, including procedural texts. They found that educational games not only build a positive learning atmosphere, but also increase a deep understanding of the teaching material.

The effectiveness of the TGT method is also supported by a combination of cooperative activities and individual tasks through Student Worksheets of writing ability. This activity is a means for students to apply the learning results from the tournament into their procedural writing products, so that the strengthening of competence does not only occur verbally in groups, but also productively and independently. These findings are in line with the opinion of Slavin (2014), the developer of the TGT method, who states that the success of cooperative learning depends on a balance between cooperation and individual responsibility.

Although TGT in cycle I succeeded in improving learning outcomes, evaluation showed that the game model that uses a scramble system in answering questions causes dominance by certain groups. This situation

makes student engagement uneven, as students who lack confidence or tend to be passive do not get equal opportunities to participate. This is an important note in the implementation of the TGT method which is based on collaboration and active involvement of all group members.

In response to these problems, improvements were made to the game mechanics in cycle II by changing the scramble system to a turn system. With this system, each group is given the opportunity to answer in turn, so all group members are encouraged to actively participate. In addition, the variety of quizzes used—such as jumbled sentences and fill in the blanks—designed to stimulate logical thinking and language skills in the context of procedural texts.

This change in mechanism has been proven to be able to increase overall student involvement. Students who were previously passive become more confident because they feel they have a safe space to contribute. On the other hand, students who are dominant can still play an active role without dominating the process. Observers noted that the classroom atmosphere became more balanced, dynamic, and conducive to cooperative learning.

These findings are strengthened by the research of Pratiwi and Handayani (2020) who concluded that the success of the TGT method is not only determined by its basic model, but also by its flexibility in adjusting the game mechanics according to class dynamics. They suggested that teachers actively modify tournament implementation strategies to ensure equal participation of all students.

Thus, the combination of the TGT method and the modification of the appropriate game system can create an effective, fair, and empowering learning process for all students. These findings support the importance of a learning approach that is not only formally appealing, but also sensitive to classroom dynamics and individual student needs.

Conclusion

Based on the results of the research, it can be concluded that the application of the Team Games Tournament (TGT) method is significantly able to improve students' writing skills, especially in compiling procedural texts. This method not only has a positive impact on improving learning outcomes quantitatively, but also on the qualitative aspect of the learning process. In the pre-cycle stage, the level of student completeness is still relatively low, which is 55.5% with an average score of 65. However, after the application of the TGT method, there was a consistent increase: in the first

cycle the completeness increased to 70.75% with an average score of 75, and in the second cycle it reached 85.5% with an average score of 82. This shows that learning with the TGT approach is effective in encouraging the achievement of the Minimum Completeness Criteria as well as classical completeness.

This study also shows that the success of the TGT method is influenced by the flexibility of teachers in adjusting the implementation mechanism. The evaluation in the first cycle showed that the use of the scramble system in the game caused inequality in participation between students. To overcome this, modifications by implementing the in-game turn system in cycle II proved to be more effective in ensuring the involvement of all group members. Students who were previously passive tend to become more confident and active, while dominant students can still contribute constructively. This condition creates a more balanced, collaborative, and conducive classroom atmosphere for meaningful learning.

Thus, the TGT method that is implemented in an adaptive and contextual manner can be an effective learning strategy in improving learning outcomes and skills student writing. These findings underscore the importance of learning designs that are not only formally appealing, but also responsive to classroom dynamics and individual needs of learners. Therefore, teachers are advised not only to adopt the TGT model structurally, but also reflexively and flexibly, in order to be able to create a learning process that is equitable, empowering, and oriented towards optimal competency achievement.

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