

CHAPTER II

LITERATURE REVIEW

A. The Concept of English Learning

1. Definition of English Learning

The term "learning" refers to the process of acquiring information, abilities, habits, values, perspectives, and inclinations. The ability to absorb and implement novel ways of thinking and behaving is central to Ndruru's definition of learning (Ndruru, 2024). English, meantime, was a vital means of communication and a medium of engagement. A person's messages, thoughts, and emotions might be communicated via language. According to Ndruru, there are two distinct approaches to studying English: ESL (English as a second language) and EF (English as a foreign language). While the rest of the globe taught English as a foreign language in classrooms, immigrants often utilized ESL to converse with native-born citizens and work within their own communities (Ndruru, 2024). Listening, speaking, writing, and reading are the four cornerstones of a well-rounded English education. The capacity to focus one's attention and respond to what another person said called listening. The act of communicating ideas or facts via the use of expressive vocalizations was referred to as speaking. The ability to put one's ideas, thoughts, or emotions into

written form was a means of communicating with others. Learning to read required deciphering written words and other symbolic representations. Passive abilities included reading and listening, while active abilities included writing and speaking (Ndruru, 2024).

According to Wulandari Pranawengtias, English was one of the indicators of human capital in the fourth industrial revolution. In order to develop these English language skills, the government set a policy, namely requiring English language teaching. This English language teaching began to be implemented from the secondary level to the high level, namely universities. This English language learning had a goal, namely as a way to produce graduates who were able to communicate actively using English and compete at the global level. In English language learning, it was assumed that someone with clear motivation, desire, and learning goals tended to achieve greater success than those who lacked motivation or drive. English learning acted as an international language, where English language skills were needed for graduates to increase their competitiveness. Therefore, English was made one of the subjects that must be taught in the Indonesian education curriculum. According to Wulandari Pranawengtias, English language skills were needed to compete at the international level. Therefore,

the integration of English in the learning process and various other activities was something that could not be ignored (Wulandari Pranawengtias, 2022).

2. Purpose of Learning English

The purpose of English learning implemented in Indonesia was to improve people's ability to communicate using English. English was widely used in various fields such as business, education, and technology, which was an international language. Therefore, Indonesian people were expected to be able to master English well because it made it easier for them to communicate and access extensive opportunities in the global world because English was an important requirement in the world of work. The younger generation was given English lessons starting from basic education to higher education in order to compete in the era of globalization. We could refer to the policy set by the Ministry of Education, Culture, Research and Technology regarding the objectives of learning English in Indonesia in the graduate competency standards (SKL) for English language courses and training based on the Indonesian national qualifications framework, referring to presidential regulation number 8 of 2012 (M. Putri & Santoso, 2016).

- 1) Improved skills such as listening, speaking, reading, and writing which were useful for a person to be able

to understand and provide information fluently and correctly. In addition, developed knowledge such as grammar, vocabulary, and understanding in cultural and social contexts.

- 2) Helped a person in developing English language skills actively in daily life, such as interacting with foreigners, participating in discussions, and getting global information. In addition, English could increase self-confidence, strengthen intercultural relationships, and prepare individuals to compete in the global world.
- 3) Developed language skills that were appropriate to the context, so that individuals could use them effectively in academic, professional, and social aspects and encouraged intercultural competence, technological adaptation, and global participation in the era of globalization.

B. The Concept of Writing Skills

1. Definition of Writing Skills

Writing was one of the most important skills in learning English. Maulida stated that writing ability was a way for someone to convey their ideas and ideas through writing on paper (Maulida et al., 2022). Suleman and Pakaya say that writing was a useful and creative language skill that was used for both direct and indirect

communication. In informal communicate, writing skills meant being able to write notes and do other kinds of writing-based communication. Writing was also a way to indirectly share thoughts, ideas, and feelings with other people. Because of this, writing tasks needed people who could put their thoughts, feelings, and imaginations into written words. Several experts were asked to explain what writing meant: Tarigan (2008:3) says that writing was a function of language that allowed people to talk to each other without truly meeting. Tarigan (2008:21) also said that writing was the process of drawing or writing graphic marks that stood for a language that the writer knew. Other people can understand these symbols if they also know the language and what the symbols mean. Suparno and Mohammad Yunus (2007:13) said that writing is the act of communicating through written words. There were also different steps to writing: planning, writing, and revising (Suleman & Pakaya, 2020).

Writing was a skill that students had to have. Writing was an activity in which using language could convey ideas, feelings and desires through writing. In writing activities, there were many components that writers had to pay attention to, such as grammatical structures, vocabulary, and punctuation in order to make good writing. However, students often made mistakes in

making their writing so that the idea of the writing was not fully conveyed properly. This was caused by several factors, namely limited vocabulary and writing skills that were still lacking (N. Putri & Aminatun, 2021).

2. Purpose of Writing

Dhuge says that the reasons for writing were (Dhuge et al., 2021):

- 1) To inform, where we often created writing to convey information to readers.
- 2) To entertain, if we made writing to entertain then used interesting language.
- 3) To satirize, usually writing was made with a serious purpose, which was used to trigger change or reform.
- 4) To persuade, where the writing you made was used to influence the thoughts or actions of the reader.

3. Writing Process

Dhuge says there are four steps in the writing process: planning, draughting, rewriting, and the end form (Dhuge et al., 2021).

1) Planning

The first stage was planning. In the planning process, the writer had stages, namely planning, trying and determining what ideas or ideas to convey before writing. There were three main aspects that had to be considered in the writing process, namely purpose,

audience and content structure. The purpose could affect the type of text produced and the information to be conveyed. Then the audience could also affect the form of writing such as layout, paragraph structure and language choices such as formal and informal tones depending on the audience. Finally, the content structure contained the effective sequencing of facts, ideas or arguments to support the purpose of the writing.

2) Drafting

The first step in the writing process was draughting, which was the second step. The first version of the work that was made was the draft. Several drafts may have been made between the writing and rewriting stages before the final version was made.

3) Editing (reflecting and revising)

The third stage was editing which was a writing process used to make changes to ambiguous drafts and text structures such as word usage and grammar. In the process of reflecting and revising, it usually included comments and suggestions from readers where the reader's reaction could help the writer in improving the writing to make it even better.

4) Final version

In the writing process, the final form was the last step. It meant that the writing was ready to be sent to the right person.

According to N. Putri & Aminatun, the writing process included the following steps (N. Putri & Aminatun, 2021):

1) Prewriting

Prewriting referred to the activities that students did to get clues that helped in thinking, planning and making choices. In this step, students were freed to write what they want.

2) Writing

Writing at this stage contained suggestions for writing suggestions followed by details on how to make good writing blocks such as, sentences, paragraphs and multi-paragraph writing.

3) Revising

Revising at this stage students were assisted in the writing that might have been most difficult, such as refining composition, improving content, structure, continuity, and emphasis. The aim of this stage was to perfect the draft that had been made before.

4) Proofreading

Proofreading once revision was complete, students should have checked spelling, punctuation, grammar, mechanics and usage.

C. Concept of Writing Skills Especially of Analytical Exposition Text

An analytical exposition text was a text that explained a main idea or opinion by providing clear reasons, examples and evidence. This text elaborated on an issue from a particular point of view so that the reader could understand why the opinion was important and was supported by existing data. this text aimed to convince the reader to agree with the opinion or idea presented. Using easy-to-understand explanations, logical reasoning, and solid evidence, this text aimed to influence the reader to accept the author's point of view and, if necessary, took action based on the information provided (Elfa, 2020).

The structure of analytical exposition text consisted of thesis, argument, and reaffirmation (Sitepu & Conny, 2022).

a) Thesis

this part contained the introduction of the topic or main idea to be discussed and usually the thesis was located in the main paragraph in the analytical exposition text.

b) Argument

this part contained opinions or arguments which aimed to support the main idea. Analytical exposition texts usually contained more than two reasons. the more reasons that were put forward, the more convincing the reader that the topic discussed has urgency and needed attention.

c) Reiteration

Reiteration was located at the end of the paragraph of the analytical exposition text which presented a reaffirmation of the main idea in the first paragraph, this section was usually referred to as the conclusion of the entire text.

D. Concept of Cooperative Learning Method By Using Team Games Tournament (TGT) Model

1. Cooperative Learning Method

Several instructional approaches can be applied in classroom settings, one of which is cooperative learning. According to Melian and Solihat, cooperative learning refers to a variety of strategies designed to promote student collaboration during the learning process. Slavin describes this method as an instructional approach that enables students to support one another in understanding the material through small group interactions. Similarly, Cruickshank defines cooperative learning as a strategy where learners engage in teamwork within small groups and receive recognition for their academic success (Pransiska, 2021).

Karman & Indriani stated that there were three elements in cooperative learning, namely positive interdependence, face-to-face interaction, and individual accountability. Positive interdependence occurred when the three group members needed each other's support, like symbiosis mutualism. Face-to-face interaction involved direct discussion between group members on a given topic. Individual accountability increased when students focused on their contribution to the group and made maximum effort to achieve the common goal (Karman & Indriani, 2021).

Cooperative learning had a variety of methods that could be used in the learning process, namely students teams achievement divisions (STAD), teams games tournament (TGT), Teams Accelerated Instruction (TAI), Jigsaw, and Cooperative Integrated Reading and Composition (CIRC) (Pransiska, 2021). In this study, the authors used a learning method, namely team games tournament (TGT).

2. Definition of Cooperative Learning Method By Using Team Games Tournament (TGT) Model

Nurchasanah stated that TGT was a model of cooperative learning method that emphasised group work, which could help increase students' confidence and make it easier for them to understand the text. With this method,

students had the opportunity to discuss certain topics in English both within their group and with other groups, and could give opinions or responses to other students' opinions. According to Nurchasanah, TGT was a method applied in academic tournaments and aimed to develop students' individual score system through quizzing. Meanwhile, Widhiastuti revealed that the Team Game Tournament (TGT) method was a form of cooperative learning that could be used as an alternative to help students solve problems (Nurchasanah, 2020).

Team Games Tournament (TGT) was a great example of a shared learning method that worked for all students, no matter what their level was. Students also helped each other as teachers, and there were games and positive feedback. David deVries and Keith Edwards came up with Teams Games Tournament (TGT), which was the first group learning model from Johns Hopkins. The TGT model of cooperative learning was similar to the Student Team Achievement Division (STAD) model in that students were put into groups and given material. The only difference was that instead of quizzes, students played academic games with other students in their groups to earn points (Banua et al., 2022).

According to Sugiyati and Indriani, "cooperative learning" was a term for a group of similar ways of

learning that were meant to help students work together better in the classroom. emphasised that cooperative learning was a way to learn in which students work together in small groups to help each other understand the material. Games like Tournament Teams Game (TGT) were one way that students could work together to learn in the classroom. David DeVries and Keith Edwards made TGT, and Johns Hopkins was the first person to talk about it. In TGT, people in the group learnt about the topic together first, and then they were tested on their own through academic game activities. The TGT model, according to Sugiyati and Indriani, was one of the easiest group learning methods to use. The action of all students, regardless of their standing, was part of this plan. Students could act as peer teachers, and there were games and reward parts. For this approach to work, students were put into small groups of three to five people who were different in terms of race, gender, academic level, and culture. Through TGT, students could fight as members of their team against other teams whose members were better than them. Teams, games, events, and team awards were some of the things that made up the TGT learning approach. A lot of research has shown that using team games in English as a foreign language (EFL) lessons made students more motivated and helped them get better

at reading, writing, speaking, and expanding their knowledge (Sugiyati & Indriani, 2022).

Karman and Indriani say that cooperative learning happened when students worked together in small groups to reach a common goal. A joint learning approach could be seen in team competition games. One of Robert and Slavin's ways for teams to learn how to master learning materials was to play team games. This model put students of all levels of ability together in groups of four to five. Slavin discovered that TGT could help students get better at basic skills and do better in school. Positive connection, face-to-face contact, and personal responsibility were the three parts of joint learning. The first was dependency that was good. Positive connection happens in joint learning when people in the group think they need each other's help to do well. For lack of a better word, it was like a mutually beneficial friendship. The second one was talking to someone face-to-face. In cooperative learning, people in the same group had to get together and talk about what they had learnt in class. The third one was Personal Responsibility. By breaking up chores into team goals, Karman and Indriani stated that learning activities that made students focus on their own role in the group made them more accountable as individuals. Everyone in the class was supposed to do

their best to help the group reach its goal. Group game events were a good way for all of the students to work together to learn. Because students might understand the material better and find it easier to do the work if they learn in groups and play games. Karman and Indriani said that TGT helped students get better at basic skills and schoolwork, made it easier for students to get along with others, accepted new peers, and felt better about their own self-worth. According to Karman and Indriani, TGT can be used in the classroom in a number of ways, such as for class projects, team learning, games, and team awards (Karman & Indriani, 2021).

Based on the theory above, the researcher concluded that Team Games Tournament (TGT) was a method of cooperative learning method that combined elements of games and learning reinforcement. The TGT model was implemented through several stages, namely class presentation, learning in teams, games, tournaments, and team recognition. In this study, TGT was referred to as a method because it was applied specifically in the classroom to achieve learning objectives. However, TGT could also be referred to as a learning model because it included the principles and outlines of co-operative learning.

3. Elements of Cooperative Learning Method By Using Team Games Tournament (TGT) Model

After being introduced for the first time by Johns Hopkins, TGT was developed by David DeVries and Keith Edwards. In the TGT learning model, each member was required to study the subject with other members before being tested independently through academic games. Sugiyati & Indriani defined the TGT model as an easy-to-use cooperative learning model. This model includes all student activities regardless of their status, in this tgt model students acted as peer tutors, and included elements of reinforcement and games. in this tgt model Students were divided into small groups that had three to five heterogeneous individuals in the group based on their academic achievement, gender, race, or ethnicity according to this approach. TGT allowed students to compete as representatives of their team against members of other teams who had done the same thing before. Presentation of material, teams, games, tournaments, and team recognition were the components of TGT (Sugiyati & Indriani, 2022).

1. Class Presentations

At first, the teacher introduced and explained the material to the students through class presentations. These presentations were usually lectures or

discussions, but they could also be audiovisual presentations. As such, students should have paid close attention during the presentation as this would have helped them during the tournament (Slavin, 1988).

2. Teams

Teams consisted of four or five students who represented all student groups based on their academic achievement, gender, race or ethnicity. Teams consist of four or five students who represent all student groups based on their academic achievement, gender, race or ethnicity. Preparing team members to do well on the quiz was the main task of this team. Teams gathered to study worksheets or other materials after the teacher delivered the lesson. The worksheets could have been materials obtained from the Johns Hopkins Team Learning Project or materials created by the teacher. This usually took the form of quizzes between students to ensure they understood the material or worked on problems together to correct teammates' mistakes. In TGT, the team was a very important feature. At every point, all members had an obligation to give their best to the team and the team had to give their best to the members. The team supported peers for academic performance, which was important for

its impact on learning. In addition, the team provided mutual respect and caring, which was critical to its influence on outcomes such as self-esteem, intergroup relations, and acceptance of underdogs (Slavin, 1988).

3. Games

This game was a game played at a table consisting of three students, where the students came from different teams whose role was to represent the team. A student took one number card and answered questions based on the number taken. This game was just a numbered question on a question sheet that contained simple questions but was in accordance with the lesson material that had been explained previously and was made to test the knowledge possessed by students from presentations and team exercises (Slavin, 1988).

4. Tournament

Every once in a while, at the end of the week, after the teacher had given the teams the information and they had trained with the worksheets, tournaments were held. For the first event, the teacher put students into groups based on how well they had done in previous tournaments. This way, students of the same level of skill sat together at the same table. First, the top three students were put at the first table. The next

three students were put at the second table, and so on. All of the kids could raise their marks with this system. This system made it possible for all students, no matter how they started, to improve their team score. After the first week, the students' spots at the tables will change based on how the competition went. The winner at each table moved up to a higher table, the runner-up stayed where they were, and the loser moved down to a lower table of the same rank. This will make sure that students were put in classes based on how well they actually did (Slavin, 1988).

5. Team Recognition

Newsletters were used as the main medium to reward teams and students for their performance. Every week, the teacher compiled a newsletter to announce the team scores. The bulletin also rewarded students who showed the greatest improvement or completed tasks perfectly, as well as displaying the team's cumulative ranking. Many teachers used bulletin boards, perks, small gifts, or other forms of awards along with or instead of emails to stress how important it was to work well with others (Slavin, 1988).

4. Advantages and Disadvantages of Cooperative Learning Method By Using Team Games Tournament (TGT) Model

Robert Slavin came up with the TGT cooperative learning plan, which got students involved by putting them in small groups. Team skills were used in this method, which could be used to help students understand facts, ideas, and skills better. Students are more likely to be involved with this model because they had to work together to compete. Another joint learning model that was easy to use was the Team Games Tournament. It treated all students the same, had students act as peer teachers, and included some fun. Students could be more active and learn in a more relaxed setting when the TGT type cooperative learning model was used. It also encouraged a sense of responsibility, cooperation, healthy competition between teams, and discipline in learning, all of which helped students do better in school (Samio et al., 2021).

Said that the pros and cons of the TGT type cooperative learning model were the same as those of other cooperative learning models. The good things about this TGT-style group learning model were. First and foremost, not only did students who did better in school get more help with their work, but students who did worse

also took part and were important in their group. Second, the kids became more close and liked each other more. Third, getting benefits as a group made them want to learn more. Fourth, it allowed students to join in games and events during the learning process (Adha et al., 2023). Team Games Tournament (TGT) was a great way to help students get better at writing in many ways. Through fun and exciting rivalry, this TGT approach could get students more excited about learning. The students could work together to improve their writing and learn new words. They also got feedback from friends, which helped them write better. TGT taught students how to think critically and artistically, let them practise what they were learning, and made the classroom a fun place to be. TGT helped students get better at writing, was simpler to understand, and pushed them to work together.

The advantages of TGT-type cooperative learning were that students were given free opportunities to interact and expressed their opinions, which could increase self-confidence. Disruptive behavior among students was also reduced, and their learning motivation increased. With this method, students' understanding of the subject matter became deeper, and good attitudes, sensitivity, and tolerance, both among students and between students and teachers, were increasingly built. In

addition, TGT encouraged students to develop their various potentials. Cooperation in groups made the classroom atmosphere dynamic and interesting. The disadvantages of the TGT model, according to Adha et al, included that not all students always actively participated or contributed their opinions in learning. In addition, the time for the learning process could feel less, and there was a possibility that the class would become rowdy if the teacher was not able to manage the atmosphere well (Adha et al., 2023).

5. The Implementation of Cooperative Learning Method By Using Team Games Tournament (TGT) Model

TGT technique was an effective method to increase students' speaking motivation as they were encouraged to answer questions orally and engaged in activities that indirectly encouraged them to try responding in English. Students were placed in groups with diverse members. In addition, the TGT technique also provided benefits as it involved physical activity, created a comfortable and non-intimidating learning environment. This could encourage students to become more active learners. First, formed “teams” F. R. Agustina & Humairoh said that teams ideally consisted of four to five students who were diverse as in academic achievement, gender, race, and ethnicity. Second, “games”

and “tournaments”, were conducted with “tournament tables” and numbered cards containing questions that group members had to answer. Next, team recognition. in this session, the winning team was determined based on each player's individual score. These individual scores werel then summed up into their team score. According to the Team-Game-Tournament implementation theory, TGT consisted of five stages: first, class presentation; second, teams; third, games; and fourth, team recognition (F. R. Agustina & Humairoh, 2020).

6. Cooperative Learning Methods Using the Team Games Tournament (TGT) Model in the Teaching and Learning Process

This method was been widely used in formal education and was proven effective in improving student learning outcomes. There were several steps in applying the TGT method in the teaching and learning process (Rihanah & Sudiyono, 2020), namely:

1. Class Presentation

The teacher went over the subject with all of the kids.

2. Team Formation

Students were divided into groups of four to five. Each group was tasked to explore the material together, encouraging deeper understanding through teamwork.

3. Game

The game session contained questions relevant to the material. The games were designed to test students' understanding based on the in-class presentations as well as practicing team collaboration skills.

4. Tournament

The tournament was the stage where the game took place in a competition structure.

5. Team Recognition

Teams that successfully showed the best performance were recognized and were given appreciation, which aimed to strengthen their learning motivation.

7. Syntax of Cooperative Learning Method By Using Team Games Tournament (TGT) Model

This is how the Team Games Tournament (TGT) Method works in the learning process (N. R. Agustina et al., 2020) :

a) Preliminary activities

1) Class presentation

- a. Teacher Greeted, Teacher checked the neatness of students' clothes and the condition of cleanliness in the classroom.
- b. Prayed, took attendance, conveyed learning objectives, methods and conveyed assessment of learning outcomes.

- c. The teacher gave an introduction to the material and explained the content of the material.
- b) Core Activities
- 2) Study in groups
 - a. The teacher divided the students into groups one group consisted of 6 students
 - b. The teacher provided worksheets for discussion
 - c. The teacher asked the students to discuss
 - d. The teacher organized the discussion
 - e. The teacher asked one of the group members to present the result of the discussion
 - f. The teacher gave an opportunity to other groups to give responses to the group presentations
 - g. The teacher corrected and evaluated students' presentations
- c) Games Tournament
 - a. The teacher made groups for the students who were the representatives of their groups to each tournament table.
 - b. The instructor clarified the game regulations.
 - c. The instructor monitored the gameplay.
 - d. Every participant from each team proceeded to their assigned tournament station.
 - e. At the tournament table, each player determined the question reader and player by drawing. The

first player shuffled the cards, then took one question card and gave it to the question reader.

- f. The question reader read the question according to what the player picked up.
- g. Questions were handled independently by player within one minute.
- h. After the allotted time was over, the player answered the question. If the player did not submit an answer, then the question was tossed to the next the challenger next to them.
- i. The question reader opened the answers and score was awarded to the player who answered correctly or the challenger gave the correct answer.
- j. If both player and challenger answered wrong then the card was left alone / returned again.
- k. Player positions were rotated clockwise so that each player at a table could act as question reader, player and challenger.
- l. The question reader was only in charge of reading the question and opening the answers, could not answer or give answers to other participants.
- m. After the cards were answered, each player at one table counted the number of cards obtained and calculated the points earned.

- n. Each player returned to their group to add up the points earned by group.

3) Group Awards

1. The teacher helped to calculate the score obtained by the group
2. The teacher gave awards as appreciation to groups based on achievement of the average score in one group

d) End Activity

1. In this activity, the class was led by the instructor in a review of previously covered content.
2. In preparation for the next meeting, the instructor went over the agenda items.
3. Greetings and reading of prayers were used to close the class.

E. Procedure of Using Team Games Tournament (TGT) Cooperative Learning Method in Writing Skills Specifically Analytical Exposition Text

Here were the steps in applying the team games tournament model cooperative learning method to writing skills, especially Analytical Exposition text.

1) Preparation

Teachers prepared learning objectives, prepared materials, learning media, and made questions for the tournament.

2) Material delivery

- a. The teacher explained the material, namely writing, especially Analytical Exposition text
- b. Students were given examples of writing steps, starting from brainstorming (collecting ideas), creating an outline, to revising the text.

3) Group formation

- a. The teacher divided students into heterogeneous groups (a mixture of students with different ability levels).
- b. Each group consisted of 4-6 students

4) Group work

- a. After being divided into groups, the teacher assigned tasks to each group.
- b. Students worked together in groups to understand the writing material and complete the task.
- c. Each group member helped each other, such as giving suggestions or correcting each other's writing.

5) Implementation of the tournament

- a. Individual competition. Where representatives from each group were pitted against other groups on a tournament table. The tournament tasks could be:
 - 1) Composing paragraphs from the given points
 - 2) Complete the unfinished text

- 3) Make a short writing that was in accordance with the theme determined by the teacher.
- b. Individual assessment

The results of student writing were assessed based on certain criteria, such as grammar, paragraph structure, vocabulary and creativity.
- 6) scoring and winner determination
 - a. Individual scores from the tournament were accumulated into group scores.
 - b. The group with the highest score was announced as the winner.
 - c. The teacher gave awards (for example, praise, certificates, or simple prizes) to increase student motivation.
- 7) discussion and reflection
 - a. The teacher gave feedback on the students' writing, both individually and in groups.
 - b. Students reflected on what they had learned, mistakes to correct, and how to improve their writing skills.

F. The Role of The Teacher in the Cooperative Learning Method By Using Team Games Tournament (TGT) Model

To ensure success at every stage of the Team Games Tournament (TGT) learning paradigm, the instructor plays a vital role. The TGT learning model outlines the following instructor duties (Adha et al., 2023):

- 1) Teachers played a role in conveying learning objectives and motivating students.

Teachers played an important role at the beginning of learning by explaining the objectives to be achieved. In addition, the educators also encouraged students to foster enthusiasm and engagement in the learning process, both on their own and collaboratively. Through this encouragement, students are anticipated to become more attentive and involved during lessons.

- 2) The teacher played a role in conveying information

The teacher provided information to students by explaining the material, showing examples, or providing reading materials. The teacher ensured that all students understood the material to be learned so that they could proceed to the next stage properly.

- 3) Teacher's role was in organizing students into learning groups

The teacher divided students into small groups, each containing 4-5 people. This grouping was done regardless of status or academic ability, so that each group consisted of diverse students. The goal was for each student to learn from each other, share knowledge and help each other. In this way, learning became more effective and inclusive.

4) Teacher's role in guiding group work

The teacher monitored and guided students as they worked in groups. The teacher ensured that all students participated, understood the assigned tasks, and worked together to complete their tasks. If there were any difficulties, the teacher will provided direction and assistance.

5) The teacher's role in managing evaluation and competition

The teacher evaluated the students' work, for example by giving tests or looking at the results of group presentations. The teacher also monitored competitions between groups, such as tournaments, so that everything ran fairly and in accordance with the learning objectives.

6) The teacher's role in rewarding groups

Teachers gave awards to groups that showed the best results in learning. This award aimed to motivate students to be more active, enthusiastic, and felt appreciated for their efforts in the group.

G. The Role of the student in the Cooperative Learning Method By Using Team Games Tournament (TGT) Model

Every stage of the Team Games Tournament (TGT) learning process relied heavily on the teacher's participation. According to Adha et al. (2023), the TGT learning paradigm included the following instructor roles:

1) Students participated in the Class Presentation.

Students listened and understood the material explained by the teacher. At this stage, students had to focus in order to apply the knowledge gained in the next steps.

2) Students Worked Together in Learning Groups.

Students were active in the groups that the teacher had formed. In diverse groups, students helped each other to understand the material. The role of peer tutors was very important here, where smarter students helped friends who were struggling. This helped the one being helped and also strengthened the understanding of the student being tutored.

3) Students played a role in Participating in Games.

Students took part in teacher-created games to test their understanding. In these games, students competed to answer questions. As peer tutors, students who understood better helped their friends prepare before the game started, so that all could answer well.

4) Students Competed in Tournaments.

Students took part in a competition between groups, using the knowledge they had learned. Each student had a role to contribute to the group. Peer tutors helped maintain the confidence of their peers and ensured they understood the strategies for the group to perform at its best.

5) Students Participated in Group Awards

Students worked together to accumulate points during games and tournaments. Peer tutors motivated their group mates to stay focused and excited for the awards.

H. Previous Study

The application of Team Games Tournament (TGT) cooperative learning method in English language learning had been a topic of interest for researchers aiming to improve students' writing skills. This method was considered effective as it encouraged active engagement and interaction between students. Here were some studies relevant to this topic:

Some research was directly related to the effect of the Team Games Tournament (TGT) cooperative learning method on students' writing skills. Previous research was an important reference for researchers in conducting this research. There were 5 previous studies related to this research.

A study by Rini Marlina and Dian Novia Isroyana (2022), titled *The Effect of Teams Games Tournament (TGT) Method Towards Students' English Learning Achievement*, investigated the impact of the TGT method on the English achievement of eighth-grade students at MTs. Muallimat NW Kelayu. Using a quantitative experimental design, they compared an experimental group taught with TGT and a control group taught with conventional methods. Data from pre- and post-tests were analyzed using a t-test, showing a

significant effect ($t\text{-count } 3.68 > t\text{-table } 2.02$), indicating that the TGT method positively influenced learning outcomes (Marliana & Isyarona, 2022).

This research shares similarities with the present study in terms of method and design, as both used quantitative approaches with experimental and control groups. However, the studies differ in sample size (36 vs. 71 students), educational level (junior vs. senior high school), and focus area — the current study examines writing skills, while the former focused on general English achievement.

The second relevant study was conducted by Yusuf et al. (2023) under the title *Cooperative Team Games Tournament to Enhance Learning Outcomes in English Learning*. "This classroom action research, using a qualitative approach, involved 24 elementary school students and aimed to examine the application of the TGT model to improve learning outcomes. Data collection included observation, documentation, and learning progress tests. The findings revealed that the implementation of TGT positively impacted student performance, with teacher activity and student outcomes improving across cycles (Yusuf et al., 2023).

Compared to this current study, both employed the TGT model in English instruction; however, they differed in research design, sample size, and educational level. Yusuf et al.'s study used a qualitative classroom action approach in a

primary school setting with 24 students, while the present research applied a quantitative quasi-experimental design at the high school level with 71 participants, focusing specifically on writing skills.

Safitri Nurchasanah (2020) examined the efficacy of the Team Games Tournament (TGT) approach in improving eighth graders' reading comprehension in the third research. The research demonstrated, via the use of a pretest-posttest control group, that students taught using TGT outperformed their traditionally taught counterparts on the posttest (Nurchasanah, 2020).

Similar to this research, both applied the TGT model in English language learning and used experimental methods. However, the focus and context differed. Nurchasanah's research targeted reading comprehension at the junior high school level, while the present study examines writing skills among eleventh-grade students at SMAN 1 Bengkulu City, involving a larger sample of 72 students.

The fourth study by Arif Rahman Muttaqien et al. (2021) examined the impact of the Team Games Tournament (TGT) model on students' critical thinking skills in Social Studies. Using a quantitative approach with a pretest-posttest control group design, the study compared students taught through TGT and those taught using a discussion method. The findings revealed that students in the experimental group

demonstrated significantly higher critical thinking abilities, indicating that the TGT model effectively enhanced students' cognitive performance (Muttaqien et al., 2021). The similarities between the two studies were that they both used the TGT model, used a quantitative approach, used a pretest-posttest control group design, and focused on improving student abilities. However, the difference lay in the subject, focus, and context of the material. Arif Rahman Muttaqien, Agus Suprijono, Nugroho Hari Purnomo & Dwi Bagus Rendy Am's research discussed Social Science and critical thinking, while this research discussed English and writing skills.

Researchers Nadrah (2023) looked explored the impact of a cooperative learning approach called Teams Games Tournament (TGT) on the physics knowledge of students at SMA Negeri 2 Makassar. Researchers used a quasi-experimental methodology to find that TGT-taught students outperformed their conventionally taught counterparts, suggesting that the model had a beneficial effect on students' academic performance (Nadrah, 2023). This research compared writing abilities at SMAN 1 Bengkulu City to those at SMA Negeri 2 Makassar, while Nadrah's research (2023) measured physics learning outcomes at SMA Negeri 2 Makassar using the same Team Games Tournament (TGT) model with a quasi-experimental design and statistical analysis.

I. Theoretical Framework

An impact of cooperative learning technique employing the team games tournament (TGT) model towards students' writing abilities (A quasi experimental study on 11th grade students at SMAN 1 Bengkulu city) was named as follows in the research's theoretical framework. The following factors were considered for this study:

- 1) Variable X (Independent Variable) was Team Games Tournament (TGT), which was a cooperative learning method applied in the classroom as an effort to improve students' writing skills. The focus of this research was on how the application of TGT cooperative learning method could affect students' writing skills.
- 2) Variable Y (Dependent Variable) was writing skills of eleventh grade students. This student's writing skills were the result measured in the research, and was expected to increase through the application of the TGT cooperative learning method. Any increase in students' writing skills was influenced by how effective the TGT cooperative learning method was in making students more interested and motivated in the English learning process.

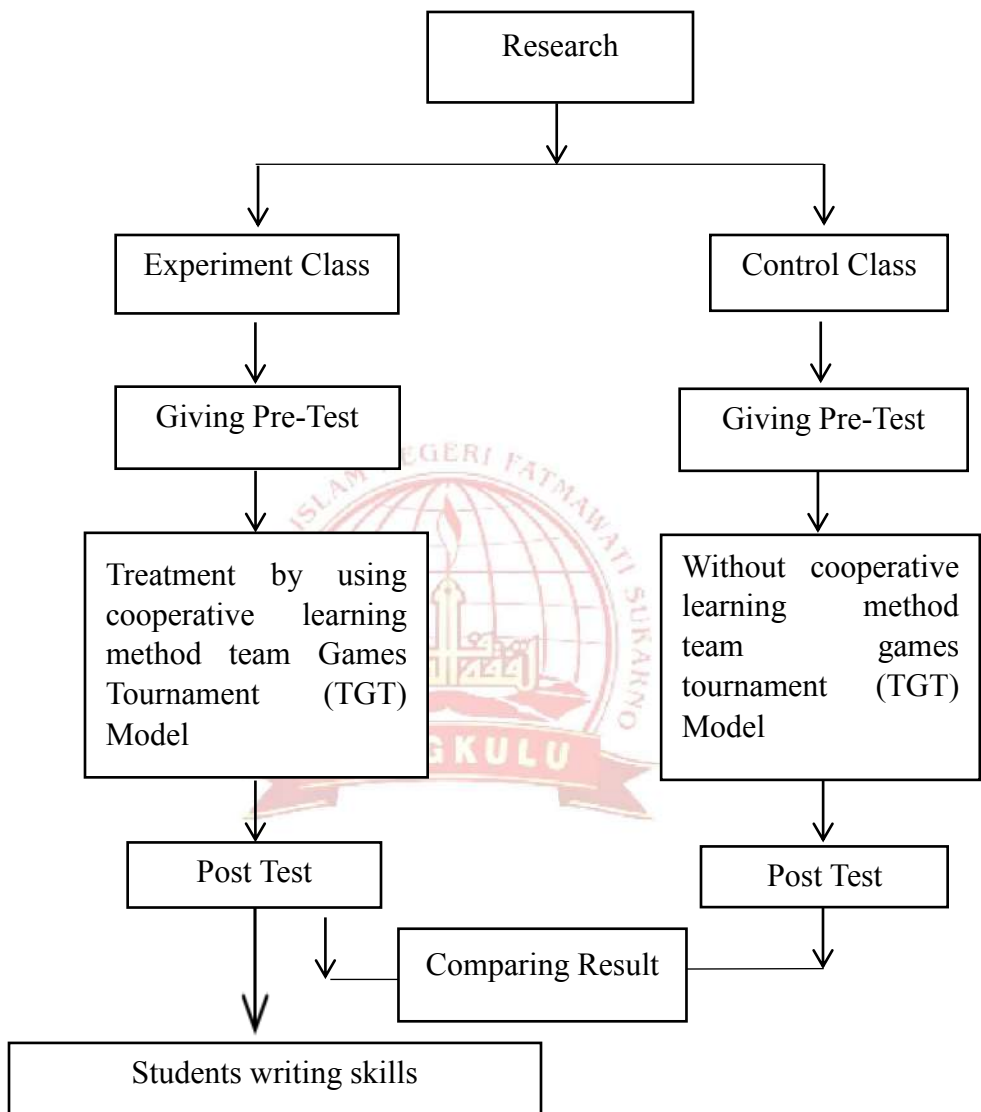


Figure 1. Conceptual Framework

J. Hypothesis

Based on the identified research problem, the researcher formulated the following hypotheses:

- 1) Null Hypothesis (Ho): There was no significant The Effect of Cooperative Learning Method By Using Team Games Tournament (TGT) Model Toward Students writing skills of 11th Grade Students at SMAN 1 Bengkulu City.
- 2) Alternative Hypothesis (Ha): There was a significant The Effect of Cooperative Learning Method By Using Team Games Tournament (TGT) Model Toward Students Writing Skills of 11th Grade Students at SMAN 1 Bengkulu City.

