Improving Students' Writing Skill in Recount Text using Team Games Tournament

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Abstrak: Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks recount siswa kelas VIII di SMP Negeri 34 Surabaya tahun pelajaran 2024/2025 melalui penerapan strategi Team Games Tournament (TGT). Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen penelitian meliputi lembar observasi aktivitas siswa dan guru, serta tes menulis dalam bentuk pre-test dan post-test. Hasil penelitian menunjukkan adanya peningkatan skor rata-rata dari 70,00 (pre-test) menjadi 78,70 pada siklus I, dan meningkat lagi menjadi 83,54 pada siklus II. Persentase ketuntasan belajar juga meningkat dari 58,06% menjadi 87,10%. Selain peningkatan nilai, siswa menunjukkan antusiasme tinggi, partisipasi aktif, dan keterlibatan positif selama proses belajar berlangsung. Dengan demikian, strategi TGT terbukti efektif dalam meningkatkan kemampuan menulis teks recount siswa dan dapat dijadikan alternatif strategi pembelajaran menulis dalam kurikulum Bahasa Inggris di tingkat SMP.
Katakunci: Kemampuan Menulis, Pembelajaran Kooperatif, Team Games Tournament, Teks Recount, Penelitian Tindakan Kelas

Abstract: This study aims to improve the recount text writing skills of eighth-grade students at SMP Negeri 34 Surabaya in the academic year of 2024/2025 through the implementation of the Team Games Tournament (TGT) strategy. The research employed a Classroom Action Research (CAR) design conducted in two cycles, each consisting of planning, action, observation, and reflection stages. Data were collected using observation sheets and tests in the form of pre-test and post-test. The results revealed an improvement in students' average scores from 70.00 (pre-test) to 78.70 in Cycle I, and further to 83.54 in Cycle II. The mastery level also increased from 58.06% to 87.10%. In addition to academic improvement, students showed high enthusiasm, active participation, and positive engagement throughout the learning process. Therefore, the TGT strategy proved to be effective in enhancing students' writing skills in recount texts and is recommended as an alternative teaching approach for writing instruction in junior high school English classes.
Keyword: Writing Skill, Cooperative Learning, Team Games Tournament, Recount Text, Classroom Action Research

INTRODUCTION

English language is considered as a universal language in the world. It is commonly used as a communication tool for people from different countries. In Indonesia, English is taught as the primary foreign language in the classroom (Kurniawan, 2024). There are four language skills that must be mastered by English language learners. It is impossible to separate these abilities from one another because they are linked. As a result, students are expected to be well-versed in the four main areas of English language acquisition: listening, reading, speaking, and writing. Developing students' writing skills is one of the main objectives of junior high school English instruction (Al-Jiboury, 2024).

Writing is a productive language skill that involves a complex process of generating, organizing, and expressing ideas in written form. As one of the four key English language skills, writing is often considered the most difficult to master due to the high cognitive demand it places on learners. According to Hyland (2022), writing is not merely about

transferring spoken language to text, but it involves planning, drafting, revising, and editing in response to the writer's goals, the audience, and the context. In the context of English as a Foreign Language (EFL), writing becomes even more challenging as students must simultaneously acquire grammatical accuracy, appropriate vocabulary, coherence, and cohesion (Khoiriyah & Pertiwi, 2021).

One of the standard writing competencies in Grade VIII is the ability to compose recount text, which are narrative of past experiences presented in a chronological order. Mastering this type of writing allows students to reflect on their personal experiences while applying appropriate language structures, particularly the use of past tense verbs. However, based on researcher's preliminary observations in Grade VIII.D revealed that students often struggle with writing recount texts. Common problems include the inability to generate relevant ideas, poor text organization, limited vocabulary, and frequent grammatical errors—especially in the use of past tense verbs. Furthermore, many students exhibit low levels of motivation and engagement during writing sessions, leading to poor outcomes and a lack of confidence in writing.

Addressing these issues requires innovative teaching strategies that can engage students actively while developing their writing skills. One such promising strategy is the Team Games Tournament (TGT) model, a cooperative learning model developed by Robert Slavin. It is a learning technique designed to promote collaboration, active participation, and healthy competition among students. TGT integrates academic learning with team-based activities and tournaments, encouraging students to work together to master the content and support one another's progress. TGT also creates a social and supportive environment, which is particularly helpful for language learners who benefit from peer interaction and reduced anxiety (Sari & Rukmini, 2020). TGT consists of five key components: class presentation, team study, games, tournaments, and team recognition (Slavin, 2021).

The theoretical foundation of this research lies in two major frameworks: the process-based approach to writing and Vygotsky's sociocultural theory. The process-based approach emphasizes that writing is a recursive process involving planning, drafting, revising, and editing (Hyland, 2022). It encourages students to view writing as a cycle of improvement, supported by feedback and revision. This model aligns well with TGT, where peer collaboration and interactive learning naturally lead to opportunities for revision and improvement. Meanwhile, Vygotsky's sociocultural theory emphasizes the role of social interaction in cognitive development. Daniels (2020) asserts that learning occurs most effectively when students work within their Zone of Proximal Development (ZPD), supported by peers and teachers through scaffolding. TGT operationalizes these principles by facilitating structured peer interactions that enhance comprehension and language use.

Recent studies show that TGT model has positive impacts on students' academic achievement and motivation. Handayani and Arifin (2020) found that TGT significantly improved students' writing performance by enhancing content organization and grammatical accuracy. Ningsih et al. (2022) concluded that TGT increased student engagement and reduced writing anxiety, leading to better writing outcomes. Moreover,

Putri and Nurkamto (2021) emphasized that cooperative learning models like TGT provide a positive environment where students feel more confident in expressing their ideas in written form.

While many studies have explored the benefits of TGT in general language learning, there remains a limited number of classroom-based studies focusing specifically on the use of TGT to improve students' ability in writing recount texts at the junior high school level. This highlights the urgency and novelty of the present research. By implementing TGT in the context of writing recount texts, this study aims to fill the research gap and provide practical pedagogical insights that can be applied in similar classroom settings.

Based on the background above, this research aims to answer the research question: *"Does the implementation of Team Games Tournament method improve students' writing skill in recount text?".* The objective of the study is to enhance students' writing skill in recount text through the application of TGT. This study is expected to provide meaningful benefits. For students, it creates a fun, interactive environment that encourages active participation and confidence in writing. For teachers, it offers a practical strategy to teach writing more effectively. For schools, it contributes to the overall improvement of learning outcomes in English. Lastly, for researchers, it offers insights and empirical data for further exploration of game-based cooperative learning models in writing education.

RESEARCH METHOD
Research Design
This study employed a classroom action research (CAR) method, which aimed to improve the students' writing skills in recount text through the implementation of Team Games Tournament (TGT) strategy. The research followed the cyclical model developed by Kemmis and McTaggart (2014), which consists of four stages: 1) planning, 2) acting, 3) observing, and 4) reflecting. These stages were carried out in two cycles to ensure that the intervention could be revised and improved based on the outcomes of each cycle.

In planning stage, the researcher provides an explanation regarding the aspects of what, why, when, where, who, and how the research will be conducted. During action and observation stage, the researcher implements the planned activities to teach writing skill and monitor the outcomes of using the cooperative learning model of team games tournament. In reflecting phase, both the researcher and the collaborator reflected back on what they had done. They conducted depth analyses and interpretations of the learning process's outcomes through discussions.

Setting and Participant
The research was conducted at SMP Negeri 34 Surabaya, during the even semester of the 2024/2025 academic year. The subject of this research was 31 eight-grade students of VIII.D class. The selection of class VIII.D for the research was based on the research's observation, which revealed that a majority of students in that particular class were facing challenges with their writing skills.

Data Collection

The researcher uses a variety of techniques, including tests and observation, to gather the data needed for this study. The pre-test and post-test were the two tests that the researcher used as research tools. These tests were design to measure the students' abilities in writing recount text before and after the implementation of Team Games Tournament method. The pre-test was given at the beginning to measure the students' proficiency in writing recount text, while post-test was administered to assess the improvement of the students' writing abilities in recount text after the intervention.

Along with the test results, qualitative information on students' involvement and behaviour was gathered through classroom observation during the learning process. Observation were recorded in the form of observation checklist for both teacher and students.

Data Analysis

This study employed both qualitative and quantitative method to analyse the data. The qualitative method is used to understand how the students participate and behave throughout classroom activities. In this case, the researcher applied observation checklist previously prepared by a collaborator. The main focus of observation is the activity of both students and teacher during teaching and learning process, specifically in the implementation of TGT method to enhance students' writing skill.

Accordingly, quantitative method is employed to analyse the outcomes of implementing TGT method regarding students' improvement in writing skill, based on the results of the pre-test and post-test. The formula used for this analysis is learning completion criteria as follows:

a) Individual completion
   Students are said to have completed learning if they have reached a minimum completeness of 75% with the formula:
   $$x = \frac{\sum Score\ achieved}{Maximum\ score}\ x\ 100\%$$

b) Classical completion
   A class is declared to have achieved classical completeness if it can reach 85% of the number students who have met individual completion criteria with the formula:
   $$x = \frac{\sum Students\ who\ completed\ their\ learning}{\sum Students}\ x\ 100\%$$

RESULT AND DISCUSSION
Result

The minimum completion criteria for English subject in VIII class of SMP Negeri 34 Surabaya is ≥75, as individual completion. Thus, students are considered to have completed individually if they get a score of ≥75. While the class is said to have completed its learning if it reaches ≥85% of students who have completed their learning.
Cycle I
Planning

In the planning stage, the researcher designed the lesson plan with a focus on teaching recount text using the Team Games Tournament (TGT) strategy. This included the preparation of learning materials, teaching aids, group arrangements, scoring systems, and assessment tools such as pre-test and post-test instruments, observation checklists, and writing rubrics. Coordination with the classroom teacher was also carried out to ensure the successful implementation of the plan.

Acting

There were two meetings for cycle I. The first meeting took place on Thursday, 13th February 2025. The second meeting was on Thursday, 20th February 2025. In this stage, the researcher played the role of the teacher and carried out the prepared lesson plan. The researcher administered a pre-test to gauge the students' proficiency in writing recount texts during the first meeting. Then, using the Team Games Tournament as a primary tool for teaching writing skills, the instructional activities were carried out in accordance with the prearranged procedures. Additionally, the researcher gave out the post-test at the end of teaching process on the next meeting.

Observation

During cycle 1, all of the events that occurred during the learning process were actively observed and documented by the researcher and observer. The following are the recorded results:

Table 1. The Students' Observation Checklist

No	The Students' Activity	Yes	No	Description
1.	Arrive on time	v		All students come to the class on time.
2.	Pay attention to the lesson	v		Most of the students' pay attention to the learning materials.
3.	Respond to teacher's questions	v		Most of the students able to answer the teacher's questions.
4.	Accomplish assigned tasks	v		All students completed the task given by the teacher
5.	Participate enthusiastically in TGT	v		Students felt excited during the learning process using TGT.

Table 2. The Teacher Observation Checklist

No	The Teacher' Activity	Yes	No	Description
1.	Prepare the materials and tools	v		All the materials and tools needed are well-prepared.
2.	Begin lesson with greeting and prayer	v		The teacher greeted and invited the students to pray together.
3.	Check students' attendance	v		The teacher checked the students' attendance.
4.	Review previous materials	v		The materials were reviewed effectively.

5.	Deliver the learning objectives	v		The objectives were clearly explained.
6.	Give explanation related to recount text	v		The teacher explained the materials related to recount text pretty well.
7.	Explain the game rules	v		The teacher explained the rules of the games to the class.
8.	Give rewards to the winning team	v		The teacher gave the reward for the winning team.
9.	Provide feedback and conclusion	v		The teacher gave feedback and conclusion for the students.
10.	Close with prayer and greeting	v		The teacher invited the students to pray and closed the learning process by greetings.

Based on the students' observation checklist above, most students came on time, paid attention, responded to the teacher's questions, completed the assigned tasks, and enthusiastically participated in the TGT. The teacher checklist indicated that the teacher had successfully prepared materials, delivered the lesson, facilitated the game, and provided appropriate feedback and closure.

Moreover, the researcher collected the data form Cycle I and used a writing rubric to examine the pre-test and post-test results. Below are the results and calculation for both tests:

Table 3. Summary of Pre-test and Post-test Results Cycle I

Assessment	Average Score	Number of Students Achieving ≥75	Percentage of Mastery
Pre-test	70.00	18 out of 31	58.06
Post-test	78.70	24 out of 31	77.41

The data was collected from the scores of 31 students on both pre-test and post-test. Only 18 out of 31 students (58.06%) achieved mastery (score ≥75), according to the pre-test results, which revealed an average class score of 70.00. There is a noticeable disparity in writing abilities since the majority of students had scores below the minimal competency standard. There is an urgent need for instructional improvement because some children received scores as low as 30 or 40.

A post-test was given after the lesson plan—which included the TGT, peer cooperation, and active learning strategies—was put into practice. The mean score rose to 78.70, indicating a quite improvement of 8.70 points over the pre-test. Six more students than in the pre-test achieved mastery, bringing the total number of students reaching mastery to 24 (77.41%).

Reflecting

Data from the first cycle was examined during the reflection phase to see if a second cycle should be carried out or if adjustments were necessary. It was determined that changes were required because Cycle I result had not yet reached the goal of ≥85% class mastery. This was particularly relevant for increasing feedback mechanisms and TGT procedures to help students improve their writing.

Cycle II
Planning

Similar to the first cycle, preparations were made in the planning phase. The researcher prepared all the necessity for teaching process including planned a revised lesson plan based on the adjustments of the Cycle I reflection.

Acting

The cycle II was also held in two meetings. The initial meeting was on Thursday, 10th April 2025 while the second meeting took place on Thursday, 17th April 2025. A redesigned lesson plan was used to guide the teaching activities. To guarantee improved learning environments, changes were made in response to Cycle I's reflection. Another post-test was given at the conclusion of this cycle to gauge the students' development and compare their performance with the results of Cycle I.

Observation

During cycle II, the researcher and the observer kept a close eye on the learning activities, paying particular attention to the students' level of participation and concentration. The following are the recorded results.

Table 4. The Students' Observation Checklist

No	The Students' Activity	Yes	No	Description
1.	Arrive on time	v		All students come to the class on time.
2.	Pay attention to the lesson	v		Most of the students' pay attention to the learning materials.
3.	Respond to teacher's questions	v		Most of the students able to answer the teacher's questions.
4.	Accomplish assigned tasks	v		All students completed the task given by the teacher
5.	Participate enthusiastically in TGT	v		Students felt excited during the learning process using TGT.

Table 5. The Teacher Observation Checklist

No	The Teacher' Activity	Yes	No	Description
1.	Prepare the materials and tools	v		All the materials and tools needed are well-prepared.
2.	Begin lesson with greeting and prayer	v		The teacher greeted and invited the students to pray together.

3.	Check students' attendance	v		The teacher checked the students' attendance.
4.	Review previous materials	v		The materials were reviewed effectively.
5.	Deliver the learning objectives	v		The objectives were clearly explained.
6.	Give explanation related to recount text	v		The teacher explained the materials related to recount text pretty well.
7.	Explain the game rules	v		The teacher explained the rules of the games to the class.
8.	Give rewards to the winning team	v		The teacher gave the reward for the winning team.
9.	Provide feedback and conclusion	v		The teacher gave feedback and conclusion for the students.
10.	Close with prayer and greeting	v		The teacher invited the students to pray and closed the learning process by greetings.

The observation phase of Cycle II confirmed that students maintained their motivation and enthusiasm. They came to class on time, followed instructions, engaged actively in the lesson, and completed the writing tasks well. Teacher performance also improved, with all planned activities being carried out effectively, including the delivery of more detailed feedback.

The data was collected from post-test scores administered to the students after the revised strategies were applied. The results of the research in cycle II are as follows.

Table 6. Summary of Pre-test and Post-test Results Cycle II

Assessment	Average Score	Number of Students Achieving ≥75	Percentage of Mastery
Post-test Cycle I	78.70	24 out of 31	77.41
Post-test Cycle II	83.54	27 out of 31	87.10

A cumulative gain of 4.84 points was shown in the average post-test score of cycle I (78.70) and cycle II (83.54). This improvement shows that, in comparison to the first cycle, the revised implementation of Team Games Tournament had a significant and beneficial impact on students' performance.

In cycle II's post-test, 27 students obtained mastery (≥75), marking moderate improvement from the prior cycle. Even though there were only three students who attained mastery, the majority of students demonstrated personal growth, particularly those who had previously scored between 60 and 70 improved to score ranging from 80 to 90. According to the data, the number of students scoring higher than 80 also increased

significantly. In particular, only 16 students (51.61%) received a score between 85 and 100 on the previous cycle's post-test, while 21 students (67.74%) did so in cycle II.

Reflecting

The second cycle of this study showed a significant improvement in the overall performance of the class as well as the number of students who achieved mastery. Since 87.10% of students met or above the minimum proficiency criterion (≥85%), the class was deemed to have satisfied the learning goals. The larger number of students who achieved mastery and the increase in average scores show that the Team Games Tournament had a beneficial impact on students' recount text writing abilities. The study was ended after the second cycle due to time restrictions and the fact that the mastery criterion had been exceeded.

DISCUSSION

The implementation of Team Games Tournament in improving students' writing skill

The implementation of Team Games Tournament (TGT) in the classroom showed a significant impact on increasing students' engagement and motivation during the learning process, particularly in writing lessons. Through collaborative games and structured group interaction, students became more involved and attentive, as seen in the consistent positive observations throughout both cycles.

This finding aligns with the research conducted by Ananda et. al (2024), who emphasized that TGT as a cooperative learning strategy creates a dynamic classroom environment that enhances student participation and encourages teamwork. Similarly, Slavin (2021), the originator of TGT, explained that students learn better when they are motivated by group goals and individual accountability.

Furthermore, a study by Yuliana & Lestari (2018) entitled *"The Effect of Team Games Tournament (TGT) Technique on Students' Writing Ability of Recount Text"* found that students taught using TGT had significantly better writing performance compared to those taught using conventional methods. The TGT structure allowed students to internalize the components of the text type more easily while maintaining a high level of enthusiasm.

In the current research, students' enthusiastic participation and ability to complete tasks during the TGT sessions reflected the positive classroom climate and increased intrinsic motivation, which are vital components of successful language learning (Anggoro & Khasanah, 2024).

Improvement of students' writing skill in recount text using Team Games Tournament (TGT) method

The students showed substantial improvement in writing recount texts, as evidenced by the increase in post-test scores from Cycle I (78.70) to Cycle II (83.54) and the rise in mastery level from 77.41% to 87.10%. These results indicate that TGT did not only increase participation but also effectively enhanced students' understanding and application of text structure, vocabulary, grammar, and organization in writing.

This is consistent with Sari (2020), whose study *"Improving Students' Writing Skill of Recount Text through Team Games Tournament"* reported a marked increase in students' writing scores after implementing TGT. Sari emphasized that the interactive nature of TGT helps students better organize ideas and gain confidence in expressing them through writing.

Moreover, a study by Fitriani et al. (2019) also confirmed that students' writing skills, especially in narrative and recount texts, improved significantly when TGT was used, as it facilitated peer correction, collaborative drafting, and engaging learning dynamics.

In conclusion, the findings of this study reaffirm the effectiveness of the Team Games Tournament strategy in enhancing both student engagement and writing competence. The gradual yet consistent improvement across the two cycles shows that when students are involved in structured, interactive learning, they are more likely to achieve better academic outcomes in writing.

CONCLUSION

Based on the findings and discussion of the research, it can be concluded that the implementation of the Team Games Tournament (TGT) strategy significantly improved students' writing skills in recount text. The average post-test score increased from 78.70 in Cycle I to 83.54 in Cycle II, and the percentage of students achieving the minimum mastery level (≥75) rose from 77.41% to 87.10%. This indicates that the learning objective had been successfully achieved by the end of the second cycle.

Moreover, the use of TGT fostered a more engaging and collaborative classroom environment. Students became more enthusiastic, participative, and confident during the learning process. The structured group competition and peer support inherent in TGT positively influenced both their motivation and writing performance.

The results of this research suggest that the Team Games Tournament is an effective cooperative learning strategy that can enhance students' writing skills and classroom engagement. The approach promotes interaction, teamwork, and a sense of responsibility among students while making the learning process more enjoyable and student-centered. This study also emphasizes the importance of ongoing reflection and adaptation of instructional strategies to improve student learning outcomes effectively.

Several suggestions are offered for various stakeholders. For English teachers, it is recommended to apply the Team Games Tournament (TGT) strategy, particularly in teaching writing, as it has been shown to enhance student motivation and participation. For students, it is important to take an active role in group learning activities, demonstrate initiative in sharing ideas, and utilize peer feedback to enhance their writing skills. For future researchers, it is suggested to explore the use of TGT in teaching other genres of writing, such as narrative or descriptive texts, or in developing other language skills, including speaking and reading.

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