THE IMPLEMENTATION OF A TEAM GAMES TOURNAMENT (TGT) IN EFL CLASSROOM: A PRACTITIONER INQUIRY

Nur Ayu Suhaeni
nurayusuhaeni028@gmail.com
English Education Department, Swadaya Gunung Jati University, Cirebon – Indonesia

Usep Syaripudin
syaripudin.usep@gmail.com
English Education Department, Swadaya Gunung Jati University, Cirebon – Indonesia

Utut Kurniati
kurniaute@gmail.com
English Education Department, Swadaya Gunung Jati University, Cirebon - Indonesia

Abstract

In most schools in Indonesia, the subject of English remains a scary thing for students. The high number of students who struggle to understand English poses a unique challenge for English teachers in delivering the subject. This is because many teachers still do not maximize learning using creative methods, and students also do not explore English lessons further. Therefore, this research was conducted to examine the writer's reflection on using a creative learning model, namely the Team Games Tournament. The Team Games Tournament learning model is one of the cooperative learning models that includes game tournaments as academic tournaments. By having these tournaments, it is expected to attract students' interest in learning English. In this research, the writer serves as the phenomenon being studied. The research design used in this study is practitioner inquiry, which involves research based on personal experience, where the researcher reflects on their own experiences to be used as research data. This research was conducted in the 12th-grade Accounting class. The results of this study reveal that the Team Games Tournament learning model is highly effective for me in assessing students' ability to engage in group discussions. Moreover, it is considered a successful approach for the writer in teaching using this learning model, as it successfully attract students' interest in learning English.

Keywords: *Team Games Tournament, practitioner inquiry, cooperative learning model*

Sari

Di sebagian besar sekolah di Indonesia, mata pelajaran Bahasa Inggris masih dianggap menakutkan bagi para siswa. Tingginya jumlah siswa yang kesulitan memahami Bahasa Inggris merupakan tantangan unik bagi guru Bahasa Inggris dalam menyampaikan materi pelajaran. Hal ini disebabkan banyak guru yang belum memaksimalkan pembelajaran dengan metode kreatif, dan siswa juga kurang menjelajahi pelajaran Bahasa Inggris lebih lanjut. Oleh karena itu, penelitian ini dilakukan untuk mengkaji

refleksi penulis dalam menggunakan model pembelajaran kreatif, yaitu Team Games Tournament. Model pembelajaran Team Games Tournament adalah salah satu model pembelajaran kooperatif yang melibatkan turnamen permainan sebagai turnamen akademik. Dengan adanya turnamen ini, diharapkan dapat menarik minat siswa dalam belajar Bahasa Inggris. Dalam penelitian ini, penulis berperan sebagai fenomena yang diteliti. Desain penelitian yang digunakan dalam studi ini adalah praktisi inquiry, yang melibatkan penelitian berdasarkan pengalaman pribadi, dimana peneliti merefleksikan pengalaman mereka sendiri untuk digunakan sebagai data penelitian. Penelitian ini dilakukan di kelas XII Akuntansi. Hasil dari penelitian ini mengungkapkan bahwa model pembelajaran Team Games Tournament sangat efektif bagi peneliti dalam menilai kemampuan siswa untuk terlibat dalam diskusi kelompok. Selain itu, dianggap sebagai pendekatan yang berhasil bagi penulis dalam mengajar menggunakan model pembelajaran ini, karena berhasil menarik minat siswa dalam belajar Bahasa Inggris.

Kata kunci*: Team Games Tournament, praktisi inquiry, model pembelajaran kooperatif*

Introduction

English as a foreign language (EFL) refers to the use or study of the English language by non-native speakers in a country where English is not the primary or dominant language. This can include learning the language in a classroom setting, self-study, or immersion in an English-speaking environment (Surkamp & Viebrock, 2018). EFL is typically taught in non-English-speaking countries and is usually focused on helping students develop their reading, writing, speaking and listening skills in English. It is different from English as a second language (ESL) which is typically used in English-speaking countries to help nonnative speakers develop their English language skills (Rustamov, 2018).

In Indonesia itself, English is considered a foreign language. According to M. Ivan Mahdi (in dataindonesia.id), the mastery of the Indonesian people in English reaches a score of 466 in 2021, which means Indonesia is ranked in the bottom five in Southeast Asia. Based on this ranking, we know that there are still many Indonesian people, like adults, the elderly and students who are still minimally interested in mastering English.

Based on that data, it is necessary for teachers to update aspects of learning support, such as facilities and infrastructure, lesson plans and teaching methods. The teaching method is the most effective way to update the learning system and able to improve the success of learning English.

Teaching method is a way or technique used by teachers or educators to convey the lesson material to students or learners (Kurniawan, 2022). There are various methods of learning that can be used, such as conventional learning, inquiry learning, cooperative learning, individual learning, and so on. The choice of the appropriate teaching method will highly depend on the material being taught, the nature of the students and the learning objectives.

In supporting the success of English, it is necessary to have innovative teaching methods, namely cooperative learning. Cooperative learning is a teaching method in which small groups of students work together to achieve a common goal (Tran, 2019). The group members are interdependent and work together to complete a task or project (Yassin, 2018). Cooperative learning can improve academic performance, increase motivation and selfesteem and promote social skills such as communication, cooperation and conflict resolution. Research has also shown that students who participate in cooperative learning are more likely to retain the information they have learned and transfer it to other areas of their lives (Baloche & Brody, 2017).

One of the innovative cooperative learning is Team Games Tournament (TGT). In the beginning, the concept of cooperative learning was introduced by education experts David W. Johnson and Roger T. Johnson in the 1970s. They played a significant role in developing cooperative learning models. In the 1980s, together with Edythe Johnson Holubec, they further developed the concept and created a learning model that combines elements of competition and cooperation, which later became known as Team Games Tournament (TGT).

According to Slavin (1980), Team Games Tournament is a cooperative learning model consisting of two main components, students who consist of 4-6 people, and a tournament. According to Hidayat in the book Effective Learning Models (2016), Team Games Tournament is a cooperative learning model that includes the activities of all

students without considering differences in status, involving their role as peer tutors, and contains elements of group games. Quoted from Zenius.net (2022), states that TGT is a method of education that involves group learning, where students with diverse backgrounds and skill levels come together to study. Following this process, they will participate in an academic competition to assess their understanding of the material.

The primary goal of TGT is to increase student involvement and active participation during the learning process. This approach emphasizes collaborative learning within diverse groups, where students work together, engage in discussions, and take part in applicable games or quizzes. The outcomes of these activities foster a healthy sense of competition among the groups and offer valuable feedback to the students. TGT has gained popularity as a widely adopted cooperative learning model across different educational levels. Its effectiveness is evident in enhancing students' academic achievements, improving social skills, and fostering a positive and inclusive learning atmosphere.

The steps of the implementation of TGT in the classroom are:

1. Groups Division

   Each student will join a group where each group consists of 4-6 students randomly (heterogeneous). The purpose of this heterogeneous group is hoped that students can interact with others and are able to discuss together when they receive tasks from the teacher.

2. Class Presentation

   In every learning process, it is essential for the teacher to initiate by motivating the students, conducting pre-lesson activities, and clearly stating the learning objectives. The teacher presents the subject matter using diverse methods, such as posing questions, presenting problems, or assigning tasks that are relevant to the topic under study. Moreover, the material can be delivered through traditional lectures or by incorporating audiovisual learning media that contains pertinent information related to the subject matter. Following the presentation of the material, the subsequent stage involves group discussions. Each group is composed of several students collaborating to collectively discuss

and comprehend the subject matter. During these discussions, students support each other and exchange ideas to reinforce their understanding.

3. Game Tournament

After the material is presented, the next step is the team tournament. This game is academic in nature as its objective is to measure the extent of students' mastery of the material. In the Team Games Tournament (TGT) learning model, there is a main game commonly conducted, which is the quiz-based game. The teacher prepares a table containing cards with questions related to the learning material. A student from each group takes a card and reads the question aloud, and the other groups compete to answer it. Each question must be answered by a different student. Therefore, there is time for discussion to ensure that each student understands the question being asked. Points are awarded to each group for every question they answer correctly, as a result of their hard work and collaboration.

4. Group Recognition

In the Team Games Tournament (TGT) learning model, groups that succeed in games or quizzes are given recognition as a form of acknowledgment for their participation and achievements in the learning process. These rewards can come in the form of praise from the teacher, certificates of appreciation, or other small gifts. Each form of reward has its own advantages and disadvantages, so it is expected that the researcher can make an appropriate decision. The purpose of group rewards in TGT is to provide extra motivation to students, encouraging them to be more motivated and active during the learning process. With these rewards, students feel valued for their efforts and collaboration in achieving learning objectives. Additionally, these rewards can boost students' self-confidence and create a positive atmosphere in the classroom.

Methods

The researcher used a qualitative research method to describe this research. This qualitative research focuses on data, utilizes existing theories as guidance, and generates new theories. This method is to comprehend the phenomena experienced by the research subjects, such as behavior, perception, motivation, actions, and others,

comprehensively through descriptions in the form of words and language, within a specific natural context, and by employing various natural methods (Harahap, 2020).

The research design that used in this research is practitioner inquiry. Practitioner inquiry, also known as action research or teacher research, is a form of research conducted by educators within their own classrooms or educational settings (Marilyn & Lytle, 2004). The primary aim is to enhance teaching practices and student outcomes through systematic and reflective exploration. This research is context-specific, addressing practical teaching issues in the teacher's own classroom. Through self-reflection and collaboration with peers, educators analyze their beliefs, assumptions, and instructional approaches to bring positive changes to their teaching methods. The inquiry process involves identifying issues, gathering data, analyzing it, implementing changes, and continuously reflecting to refine teaching strategies. Practitioner inquiry acts as a link between research and practical application, empowering teachers to proactively generate knowledge and constantly improve their teaching based on evidence from their own experiences. The ultimate goal is to become reflective practitioners who consistently strive for better teaching effectiveness and enhanced student learning outcomes.

The research was conducted at a Vocational High School (SMK). The researcher chose to conduct the study in the 12th-grade class at this school because the researcher was participating in the PLP program. The researcher selected the 12th-grade class because they were the ones the researcher was teaching, and the researcher noticed that most of the students in that class had difficulties understanding English. The researcher wanted to help them develop an interest in learning English as they would need it in their future careers. In that class, the researcher also observed a lack of enthusiasm among the students towards English. Therefore, the researcher decided to use the Team Games Tournament as the instructional model, which focuses on team-based tournaments. The researcher saw this as a great opportunity to engage the students by encouraging them to work in groups and learn while playing games.

In this research, the primary data will be derived from the teaching practice process conducted during the PLP program, with a specific focus on teaching English to

12th-grade students. The research will employ various techniques and procedures to gather and analyze the data:

1. **Weekly Journal**

   The journal referred to is a weekly record of my activities during teaching in the PLP program at school. This journal serves as a source of data for this research, where I will use it to create personal narrative reflections based on my teaching experience during the PLP program.

2. **Writing the Self Reflection Narrative**

   The next step of this research process is to write a descriptive narrative about the activities I have undertaken during the teaching program using the Team Games Tournament instructional model during PLP. In this stage, I will provide comprehensive notes about what I have learned throughout the research.

3. **The use of Video Recording to Self-Reflection**

   The use of videos is considered highly important for self-reflection during teaching. In these videos, educators can see things that they might not be able to observe clearly otherwise. By utilizing self-made video recordings of their teaching as a means of selfreflection, the educators involved in this research can identify the strengths and weaknesses in their teaching methods. Being aware of these strengths and weaknesses in their teaching is crucial for teachers to enhance their professional capabilities (Nugraha et al., 2020). Therefore, in this study, the researcher uses videos as a tool for self-reflection, enabling them to assess and take note of what needs to be retained and improved while teaching using the same method.

Results and Discussion

This research was conducted by me when I was a teacher during the Pengenalan Lapangan Persekolahan (PLP) period. This study is a practitioner inquiry. The aim of this research is to determine the effectiveness of the Team Games Tournament (TGT) learning model that I implemented, assess the effectiveness of the learning model, and examine the level of creativity of each group in the 12th-grade Accounting class.

In the background of this research, it is known that most students in this school have a very limited understanding of the English language, mainly due to a lack of

comprehension of its meaning. Considering this issue, I attempted something new that had never been done by the English teachers in the class, which was implementing the cooperative method known as Team Games Tournament (TGT).

First Tournament

On October 10, 2022, I entered the 12th-grade Accounting class from 2-5 hours (07:45 - 11:05 AM Western Indonesia Time). I entered the class and greeted the students by saying "Assalamu'alaikum" and asked them how they were doing, saying things like "Morning class, how have you been?" and "Have you had breakfast?" All the students in the class were very enthusiastic when the teacher entered with a positive aura and a smile. This was evident from the students' spirited responses to the greetings, with some even sharing stories about their previous day's holiday when asked by the researcher. After responding to the students' replies, the next step was to give instructions for the students to pray. Following that, there was a routine agenda to check the students' attendance in the class. There were 13 students present out of a total of 16 students (15 females and one male). Then, I asked about what they learned in the previous meeting, and some students eagerly answered while referring to their notebooks. After that, I asked all the students to rearrange their desks and chairs into a U-shape, leaving one desk in the center.

Next, the students were divided into three groups. The group division was done using a random system, where students picked paper rolls containing the numbers 1, 2, or 3. Each group consisted of 4-5 students. The use of a random system during group formation was to ensure fairness and avoid any group dominance. Once all students gathered with their respective group members, I proceeded to explain the lesson material.

The learning episode in this first tournament is as follows:
1. Entering the classroom and greeting the students,
2. Asking the students to pray first,
3. Checking the attendance of the students,
4. Reviewing the previous lesson,
5. Dividing the students into three random groups,
6. Introducing myself as a researcher and explaining the research objectives,

7. Explaining the Team Games Tournament learning model,

8. Providing warm-up exercises, such as a job application letter related to the Lesson Plan Learning Objective 28,

9. Delivering the material related to the job application letter and giving several questions as a simulation for the tournament on that day,

10. After the warm-up ended and the students appeared to be ready, I distributed a sheet of paper containing a job application letter,

11. The tournament session began by asking questions from one group to the other two groups (using the "whoever answers first gets the point" system),

12. Writing the scores earned by each group member on the whiteboard,

13. Concluding the tournament,

14. Summarizing the learning outcomes for the day,

15. Concluding the lesson with a prayer together.

Before starting the tournament, the initial agenda is to provide the learning material as a warm-up. The material consists of a job application letter and a conversation between two people regarding a job vacancy. During this warm-up session, the majority of the 12th-grade Accounting students showed great enthusiasm in answering the questions. However, some students appeared confused as they did not understand the meaning of the questions presented in English. This resulted in a decrease in time since I had to explain the questions in Indonesian to ensure that those students fully understood.

During the tournament, I distributed a sheet of paper containing two short job application letters. I gave each group 3 minutes to understand the content of the letters. Within those 3 minutes, I placed 25 question cards related to the job application letters on the table in the center. I also explained that each correctly answered question would earn them a score of 10, but if the answer was incorrect, the group would not receive any points. When the time was up, I designated Group 1 to pick one question card from the table and then return to their place. Each group took turns in picking a question card. The member of the group holding the card would read the question aloud, and the other two groups had to quickly answer it. This was a test of the students' level of cooperation, to see if they would work together to find the answers or not. Once Group

1 finished reading the question and received answers from the other groups, it was Group 2's turn to pick the next question card, and so on.

The tournament lasted for approximately 105 minutes out of the total 180 minutes. During this time, I found that the level of student cooperation in this first tournament was somewhat unsatisfactory. It was evident that only two individuals from Groups 1 and 2 were actively participating and answering the questions. What is meant here is that there were only about 2 people from both groups who understood the meaning of the questions in each tournament. The rest of the group members relied on their friends to quickly answer the questions without contributing to the discussion.

The highest point total in the first tournament was achieved by Group 1 and Group 2 with a same score of 70. As both groups obtained the same points, I will provide two additional follow-up questions here. Unexpectedly, both groups managed to score 10 points again, which means that both Group 1 and Group 2 scored a total of 80 points each. In contrast, Group 3 had a significantly lower score compared to the previous two groups.

This was due to a misunderstanding of the meaning of the questions and their corresponding answers by almost every member of Group 3. Consequently, Group 3 had more incorrect answers than correct ones. This resulted in the group withdrawing from the tournament and remaining quiet, and they only saw the other two groups.

Second Tournament

The second tournament was conducted on October 17, 2022, with the presence of the English teacher again for the next 30 minutes. This tournament took place at the same time, from 07:45 AM to 11:05 AM Western Indonesia Time, and in the same class, which was 12th-grade Accounting. Essentially, the second tournament was similar to the previous one, with the only differences being the quiz questions within the tournament and the scoring system. The learning episode for this tournament is as follows.

1. I entered the classroom and greeted the students,
2. Asked the students to pray first,
3. Checked the attendance of the students,

4. Reviewed the previous lesson,

5. Students were asked to gather with their respective groups,

6. Explained the learning objectives for the day,

7. Reiterated the Team Games Tournament learning model,

8. Provided warm-up exercises using job application letters from the textbook, aligned with Lesson Plan Learning Objective 28,

9. Delivered the material related to the job application letters,

10. After the warm-up ended and the students appeared ready, I placed three papers on the whiteboard,

11. The tournament session began,

12. Each student was required to write their answers to the questions on the papers on the whiteboard,

13. The tournament ended,

14. Total score calculation,

15. Provided a conclusion regarding the day's learning,

16. Concluded the lesson with a prayer together.

In the first hour, as usual, I entered the classroom and greeted the students. After that, I checked the attendance of the students. On that day, only 14 students were present out of a total of 16 students. Next, I reviewed the previous lesson, including reflecting on the tournament activity from the previous day. The students' enthusiasm was slightly better compared to before, as evidenced by the majority stating that it was enjoyable. However, a few students from Group 3 vehemently refused to participate due to their disappointment with the scores they received.

After successfully calming the debate among the students, I proceeded to ask all participants to return to their seats with their respective groups. Here, I explained that the focus of this second tournament was not on speaking and listening, but rather on reading and writing. This second tournament served as the final tournament, where each student was required to enhance their sense of collaboration with their group members to ensure that all questions could be answered correctly.

Before starting the tournament, I asked each group to open their textbook to the section about job application letters. The task in the textbook served as a warm-up

exercise, but in this case, I declared it as a daily assignment that would be graded. The task involved arranging text or, more specifically, arranging randomly organized job application letters into a structured format. I allotted 20 minutes for this assignment.

After 20 minutes had passed, the actual tournament began. I placed three sheets of paper on the whiteboard containing a total of six questions along with answer columns. Then, I asked the students to open a few pages further in their textbook. There, they would find three short job application letters, which served as the text for the tournament.

The second tournament instructions are:

1. The first student from each group had to come forward to open the first question.
2. The student had to memorize or write down the question, and then return to their seat.
3. All groups had to work together to find the answer.
4. Once the answer was found, the first student had to write it in the answer column and then return to their seat.
5. This process continued with the second, third, and subsequent students, who did the same steps.
6. Each question carried 10 points.
7. If the answer was correct, they would receive 10 points. If the correct answer was only about 60-90%, they would receive 5 points, and if the answer was wrong, no points would be given.

Similar to the first tournament, the second tournament also had durations of approximately 105 minutes. However, there was a division of time, with 85 minutes allocated for answering the questions and 20 minutes for discussing the answers and awarding points. This second tournament ignited enthusiasm among all the teams, including Group 3, who were determined not to fall behind again and aimed to become the champions.

Each paper was placed at a distance from one another, minimizing the ability of students to see the answers from other groups. Beside the papers were the points,

representing the points earned from the previous tournament. At the beginning of this tournament, all the students were highly enthusiastic. However, as time went on, the atmosphere became slightly unstable. I admit that I myself struggled to restore stability. Why was the situation unstable? It was because suddenly, one group started shouting "Go! Go! Go!!" several times, and it caused other groups to follow suit. Moreover, if there were group members who were unable to memorize the questions or were unfamiliar with writing in English, it led to frustration among their group members.

The final scores of the tournament are known, and similar to the previous tournament, Group 1 and Group 2 have the same score. In the first tournament, both groups obtained a total of 80 points, and in this second tournament, they both earned 45 points. Therefore, when calculating the overall total, both groups obtained a combined score of 125 points. As for the first tournament, Group 3 scored 40 points, and in this second tournament, they also scored 40 points. Hence, the final total score for Group 3 is 80 points.

Looking at the points above, Group 1 and Group 2 obtained the same final score. Therefore, a final question is created for both groups, where it is not about the points earned, but rather about the speed of answering. This is a necessary step in the Team Games Tournament when two or more groups have the same score. The goal of the tournament is to determine one group with the highest score, or in other words, "there can't be two winners in one final match." Eventually, Group 2 won the final question. Although Group 1 answered faster, Group 2 provided more accurate answers in terms of vocabulary and grammar. It is important to emphasize that the final question is not only evaluated based on speed but also on the accuracy of the answers, including vocabulary usage and grammar.

After calculating the scores, the final step is the distribution of rewards to each group. However, the reward distribution did not take place on the same day as the second tournament due to time constraints. Therefore, I conducted the reward distribution on the following day. The main prize box was won by Group 2, and the second prize box was won by Group 1, while Group 3 received a non-box-shaped prize.

Discussion

Based on the analysis conducted, there has been a general improvement in creativity and collaboration among the students. This improvement occurred in the second tournament, as I made efforts to make improvements based on reflections from the first tournament.

In the first tournament during the team games tournament, the focus of the learning materials and the tournament itself was on listening and speaking. From the students' perspective, it was found that both creativity and collaboration were lacking. The students of the 12th grade Accounting's class were unfamiliar with English, so most of them did not understand the pronunciation of the vocabulary on the question cards. As a result, they often failed to comprehend the questions posed by other groups or when reading the question cards, leading to other groups not understanding what they were reading. In this regard, based on self-reflection, I suggested that students write question or answer sentences on the whiteboard if the sentence contained difficult vocabulary. However, this suggestion backfired on me as I hadn't considered writing sentences on the whiteboard before, which ended up reducing the available time.

Meanwhile, in terms of student collaboration, it was also found to be unsatisfactory, as I saw that only fewer than five individuals were able to effectively work together with their group members. When analyzing the reasons behind this, it turned out that their explanation was that they did not know what to say, so most of them just let the group members who understood the language find the answers. However, based on the above results, Group 3 had significantly fewer points compared to the other two groups. This was because none of the members in their group understood English at all. I felt somewhat concerned here because Group 3 appeared to lack enthusiasm, resulting in them being more silent during the middle of the tournament compared to the beginning. Based on the results in this first tournament, the shortcomings of the Team Games Tournament learning model were caused by the students themselves and my own lack of anticipation regarding the things that would occur during the tournament.

In the second tournament, the focus of the learning materials was on reading and writing. In terms of collaboration, it significantly improved. Perhaps this was because it involved reading, and students seemed to have an easier time understanding the meaning of the questions. As Arifin Assaly (from id.quora.com) pointed out, reading and interpreting English is generally easier compared to speaking directly in English, as it relates to how the human brain processes information. When learning a new language, the brain immediately processes the meaning of written vocabulary, even if it's in a random order. However, even though the brain processes it randomly, we unconsciously understand the purpose of the question. On the other hand, when speaking English, the brain requires a longer time to construct vocabulary in proper structures, and this is difficult for students who are not very familiar with English sentence structures.

All the activities in the second tournament were a result of reflecting on the shortcomings identified in the first tournament. The results showed a significant improvement in student collaboration in finding answers compared to the first tournament. However, in terms of students' creativity in writing English sentences for the questions, it was still considered somewhat lacking, although not as severe as in the first tournament. Students were able to discuss with their group members about the sentence structure that should be written as an answer to the questions.

Furthermore, the implementation of the Team Games Tournament learning model in this final tournament proved to be effective, as evidenced by all students actively participating in answering questions. The enthusiasm of all the groups was ignited, as they all aimed to become the first champions. Therefore, they worked hard together to achieve their goals. While in the first tournament, I did not anticipate what would happen, in the second tournament, I made a realistic diagnosis of what would occur during the tournament. First, I started the class by asking about the first tournament and allowed all the students to express their grievances. Then, I asked them about their expectations for the final tournament at that time. Second, I motivated the students by informing them that there would be prizes for each group at the end of the tournament. Lastly, I reconsidered the texts and the specific question items. Long texts and difficult questions would drastically reduce the available time, potentially leading to a failed tournament. Therefore, this needed to be an important consideration.

Conclusion & Recommendation

Based on the results of the two tournaments that have been carried out, the following conclusions can to be drawn regarding the implementation of the Team Games Tournament (TGT) learning model are: 1.) The use of the Team Games Tournament (TGT) learning model can enhance students' collaboration in group discussions and improve their creativity in using vocabulary and sentence structures when writing answers. In the first tournament, which focused on listening and speaking skills, student collaboration was not yet apparent. However, in the second tournament, which emphasized reading and writing skills, it was evident that each student actively collaborated with their respective groups, particularly when working on the theme of job application letters. 2.) The Team Games Tournament (TGT) learning model can foster a sense of responsibility both for me as the teacher and for the students. For me, this learning model is highly effective in assessing the students' ability to engage in discussions within their groups. Meanwhile, for the students, this learning model cultivates a sense of responsibility to actively participate in discussions with their groups to achieve shared goals.

The results and discussion suggest that utilize innovative and engaging teaching methods such as the Team Games Tournament (TGT) cooperative learnig model can enhance students' interest in learning English. English teachers are encouraged to use varied methods and avoid monotony, while motivating students to learn English with enthusiasm. Additionally, the TGT learning model can be used pedagogically to boost students' learning motivation.

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Conflict of Interest

No potential conflict of interest is reported.

About Author

Nur Ayu Suhaeni is a student at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at nurayusuhaeni028@gmail.com.

Usep Syaripudin is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. He can be contacted at syaripudin.usep@gmail.com.

Utut Kurniati is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at kurniaute@gmail.com.