

**THE IMPLEMENTATION OF TGT IN ENHANCING STUDENTS'
ENGAGEMENT AND ACHIEVEMENT IN ENGLISH**

THESIS

Submitted by:

JIHAN SYAHIRA

Student ID Number: 210203055

Student of English Education Study Program
Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University
Banda Aceh



**FACULTY OF TARBIYAH AND TEACHER TRAINING
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THESIS

Has Been Approved and Submitted to the Thesis Munaqasyah Defense
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By

Jihan Syahira

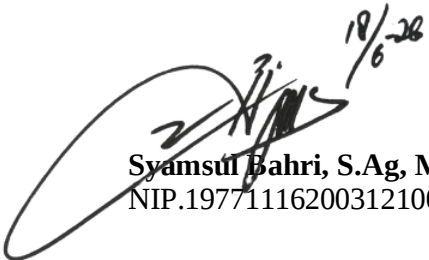
Student ID Number: 210203055

Student of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University
Banda Aceh

Approved by:

Supervisor

Head of Department


Syamsul Bahri, S.Ag, M.A.
NIP.197711162003121002


Syarifah Dahliana, S.Ag., M.Ed., Ph.D.
NIP. 197504162000032001

THE IMPLEMENTATION OF TGT IN ENHANCING STUDENTS' ENGAGEMENT AND ACHIEVEMENT IN ENGLISH

THESIS

It has been defended in *Sidang Munaqasyah* in front of the board of Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor's Degree of Education in English Language Teaching

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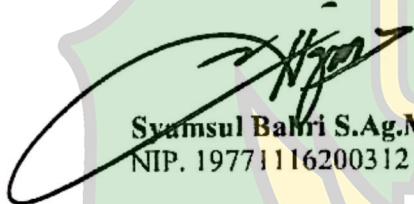
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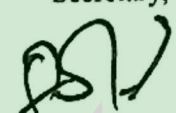
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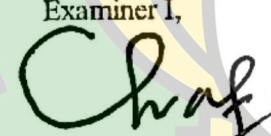
Secretary,


Syamsul Bahri S.Ag.M.A.
NIP. 197711162003121002


Rusmiati, M. Pd.
NIP. 198611062018012001

Examiner I,

Examiner II,


Siti Khasinah, S.Ag., M. Pd.
NIP. 196904201997032002


Rita Hermida, M. Pd.
NIP. 198509082011012009

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197501021997031003

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I, the undersigned below:

Name : Jihan Syahira
Student ID : 210203055
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Thesis Title : The Implementation of TGT in Enhancing Students'
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Hereby declare that in writing this thesis, I:

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Banda Aceh, Juni 18th,
2026 Declarant,

Jihan Syahira
210203055

ABSTRACT

Name : Jihan Syahira
Nim : 210203055
Faculty : Teacher Training and Education
Major : Department of English Education
Thesis : The Implementation of TGT in Enhancing Students' Engagement and Achievement in English
Supervisor : Syamsul Bahri, S.Ag, M.A.
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This study investigated the effectiveness of the Team Games Tournament (TGT) method in enhancing students' engagement and achievement in English learning at MTsN 5 Pidie. A quantitative approach was employed using a quasi-experimental design with a non-equivalent control group. The participants consisted of students from an experimental class taught using the TGT method and a control class taught using conventional teaching methods. Data were collected through observation rubrics, pre-tests, and post-tests. The observation rubric was used to assess students' engagement, while the tests measured students' achievement before and after the intervention. The findings revealed that the implementation of the TGT method positively influenced students' engagement in English learning. The experimental class obtained a higher observation score (13 out of 18) than the control class (11 out of 18), indicating stronger participation, collaboration, motivation, and interaction during classroom activities. In terms of achievement, students in the experimental class showed a slight improvement in their scores, with the average score increasing from 90 in the pre-test to 91 in the post-test. However, statistical analysis indicated that the improvement was not significant, as the obtained p-value was higher than the significance level of 0.05. In conclusion, the Team Games Tournament (TGT) method was effective in promoting active participation, collaboration, and motivation, thereby enhancing students' engagement in English learning. However, its impact on students' achievement was not statistically significant within the timeframe of this study. Further research is recommended to examine the effectiveness of the TGT method in different learning contexts and over a longer implementation period.

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The writer realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for its improvement. It is hoped that this thesis will be beneficial to readers and contribute positively to the development of education.

Banda Aceh, Juni 16th, 2026

The Writer,



Jihan Syahira
NIM. 210203055

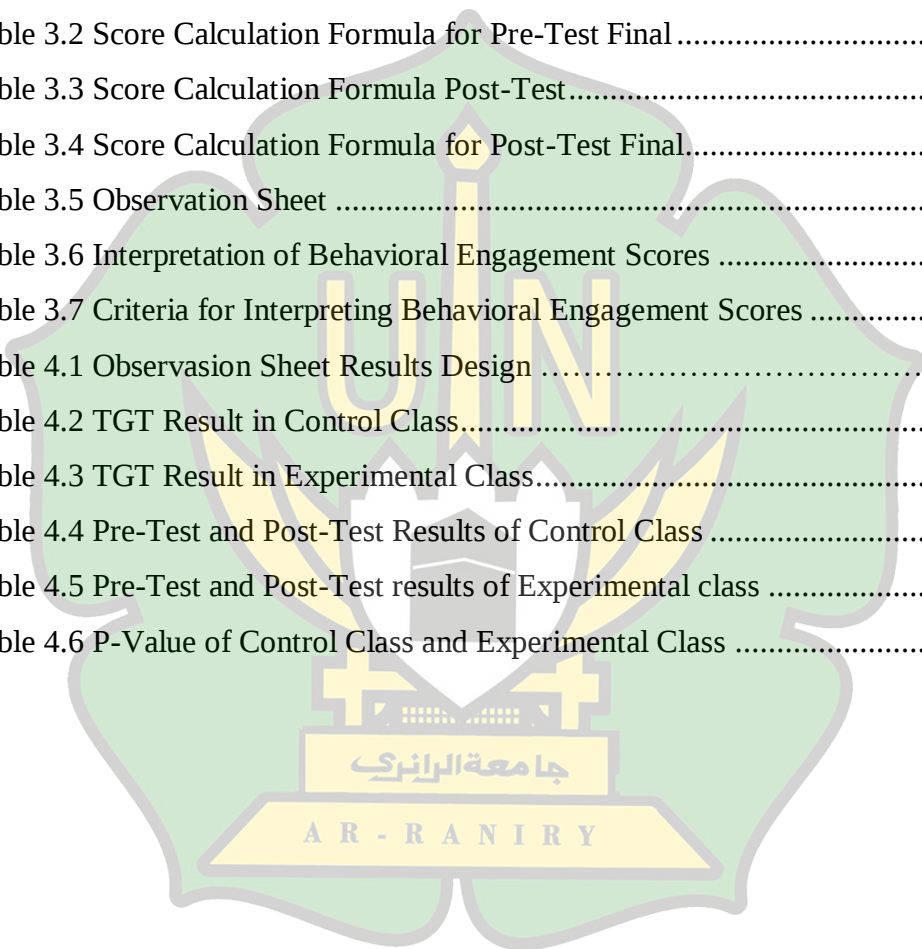
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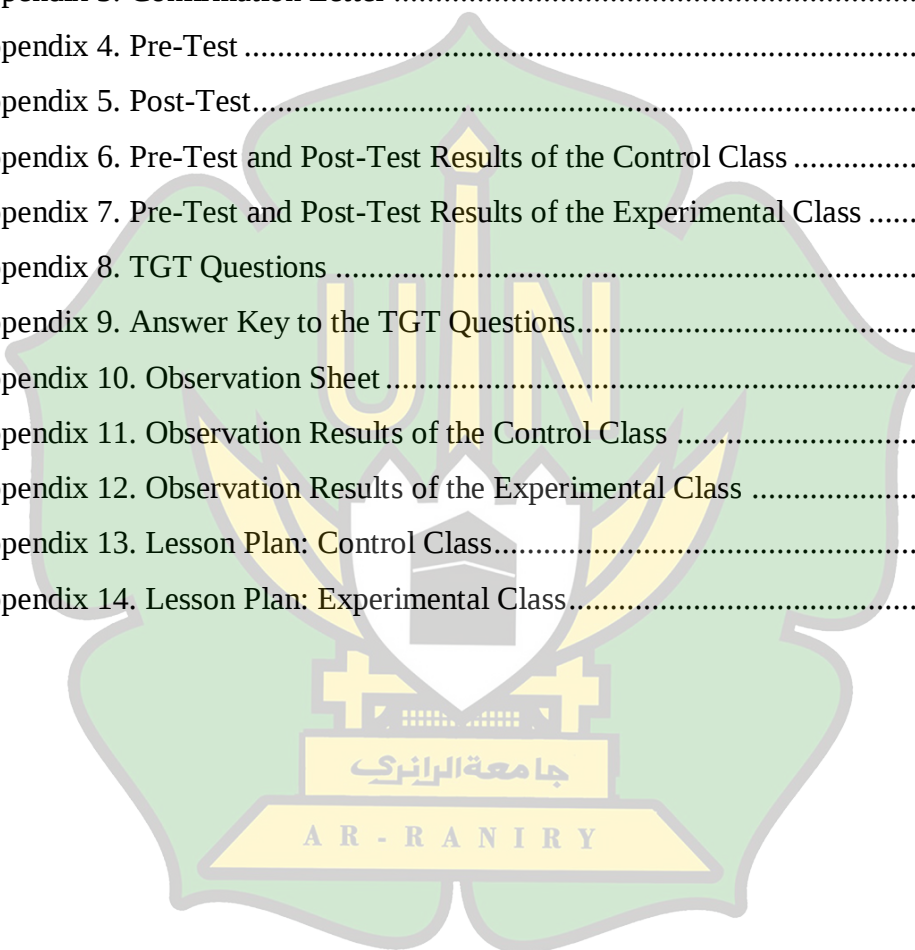
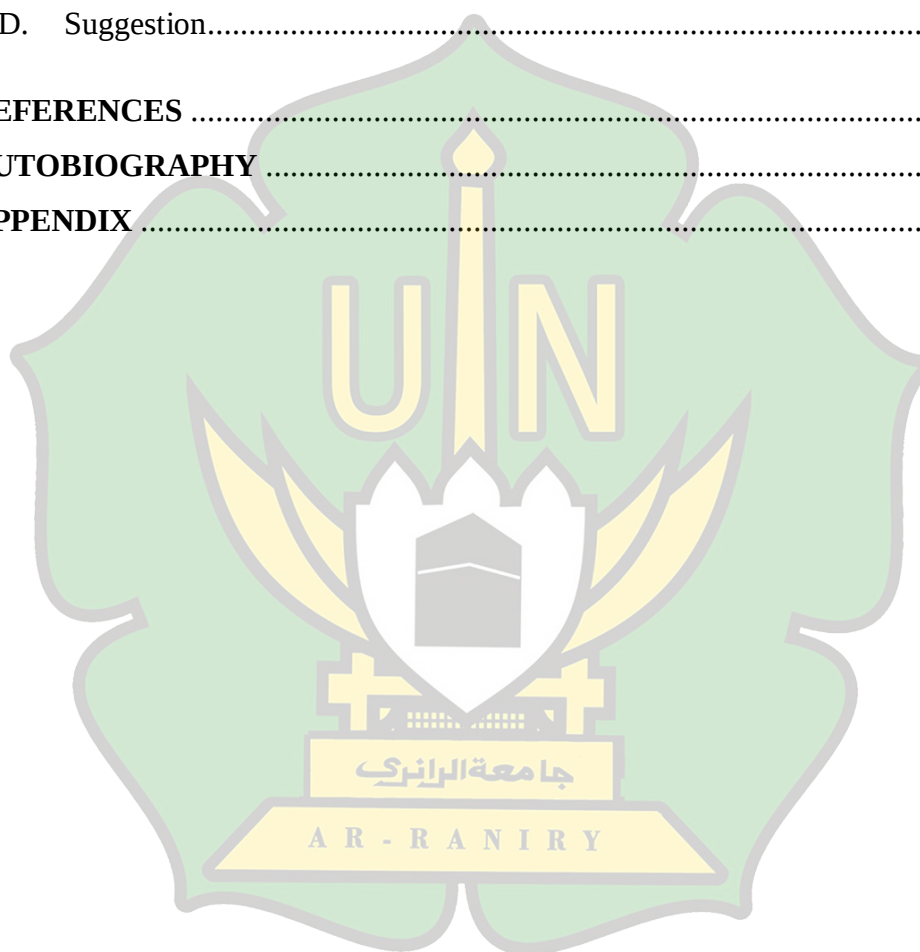


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CHAPTER I

INTRODUCTION

This chapter comprises the following sections: an overview of the study's background, research questions, aims, hypotheses, research benefits, terminology, and previous related studies concerning the implementation of Team Games Tournament (TGT) in English learning.

A. Background of the Study

English language teaching (ELT) has undergone significant changes over the centuries, adapting to the evolving needs of learners and developments in educational theory. According to Wicaksono & Roza (2015), the manner in which English is currently taught has been influenced by several major teaching methods. The earliest widely implemented approach was the grammar translation method, which centered primarily on the acquisition of grammatical rules, the memorization of vocabulary, and the translation of sentences between the target language and the native language. While this pedagogical approach contributed to the development of reading and writing skills among students, it frequently fell short in enhancing their speaking and listening abilities. As a result, students often encountered challenges in effectively communicating in real-life scenarios.

The advent of the direct method can be attributed to the recognition of limitations in the grammar translation method. This pedagogical approach underscores the utilization of the target language in the classroom setting, promoting an environment conducive to direct thinking in English, thereby eliminating the reliance on translation. Teachers assumed a central role in the learning process, providing guidance to students through demonstrations, explanations, and question-and-answer activities. While the direct method demonstrated efficacy in enhancing pronunciation and comprehension, numerous

students continued to encounter challenges in applying the language with natural and confident ease outside the classroom setting.

Afterwards, the audiolingual method was introduced, drawing upon the principles of behaviourist learning theories. In this approach, students were instructed to learn through a combination of auditory stimuli, repetition, drills, and habit formation. Teachers served as models for correct language patterns, and students engaged in repeated practice until these patterns became automatic. While this pedagogical approach yielded enhancements in pronunciation and accuracy, students frequently relied on memorized dialogues and rigid patterns. Consequently, numerous learners encountered challenges in employing the language creatively or in spontaneously communicating in authentic contexts.

To address these limitations, Communicative Language Teaching (CLT) emerged as a prevalent pedagogical approach. This pedagogical approach prioritized meaningful communication and promoted the utilization of English in authentic, daily contexts (Liu & Jin, 2024). Activities such as role-plays, discussions, and problem-solving tasks were designed to cultivate communicative competence rather than merely grammatical accuracy. However, despite the advantages of this approach, some students remained passive or reluctant to participate actively during classroom interactions. This challenge underscored the necessity for pedagogical strategies that could engage all learners more effectively.

Consequently, cooperative learning emerged as an alternative approach that promotes collaboration and active participation among students. In the cooperative learning model, students collaborate in small groups to achieve common objectives and facilitate mutual learning (Huda, 2011; Prihatmojo & Rohmani, 2020) . A variety of cooperative techniques have been developed for this purpose, including Student Teams Achievement Division (STAD), jigsaw, Group Investigation (GI), make-a-match, structural approaches, and Teams Games Tournament (TGT) (Rusman, 2017). These strategies have been shown to enhance not only language skills but also to cultivate teamwork, critical thinking, social interaction, and learner confidence. The implementation of cooperative activities has been demonstrated to enhance student engagement in the learning process, thereby providing students

with expanded opportunities to engage in meaningful and interactive English language practices.

Team Games Tournament (TGT) is a cooperative technique method where students compete in academic games as representatives; it promotes both competition and cooperation (Rahayu et al., 2022; Yang, 2022). From the above, TGT is a fixed teaching method but an instructional model that can be adjusted in many levels, topics, and learning environments. In these methods each member isn't just responsible for their own learning but also the team's learning. In TGT methods, games are used to enhance student collaboration and improve participant collaboration (Azizah, 2021; Rahmat et al., 2018). Due to this, they align with modern ELT's emphasis on interaction, autonomy, and real-world application, fulfilling both the principles of cooperative learning and the flexibility required by the post-method era.

The researcher chose this research topic because they are interested in investigating the effect of the Team Games Tournament (TGT) technique on student engagement and achievement. The researcher selected MTsN 5 Pidie because the school had already implemented cooperative learning in its teaching and learning processes. However, the TGT technique had not yet been applied. Therefore, the researcher was interested in examining its implementation in that school. Several similar studies had already been conducted before this study was carried out. The differences between these studies and the present research will be explained at the end of this chapter.

B. Research Question

The research questions asked in this study are as follow:

1. What is the enhancement of the TGT method on students' engagement in English lessons?
2. Does the use of the TGT method improve students' achievement in learning English?

C. The Aim of the Study

Because of the research question from above, the aim of this study is to:

1. Determine the enhancement of students' engagement in English lessons using the TGT method.
2. Investigate whether the TGT method improves students' achievement in learning English.

D. Hypothesis

Based on the background and aims of the study, the researcher proposes the following hypotheses:

1. The use of the Team Games Tournament (TGT) method has a significant effect on enhancing students' engagement in English lessons.
2. The use of the Team Games Tournament (TGT) method significantly improves students' achievement in learning English.

E. Benefits of the Study

From this research, teachers will gain more insight into enhancing student participation, and for the students, it will encourage their motivation in learning ELT through motivation and teamwork, and they will be able to improve their participation through games and group tasks. For the school to offer wider recommendation methods, cooperative learning by TGT in improving the quality of English teaching. For the researcher, serve as a reference for further studies in cooperative learning methods in more subjects and levels.

F. Terminology

To avoid misunderstanding, several key terms are defined as follows:

1. Team Games Tournament (TGT) refers to a cooperative technique method where students compete in academic games as representative, it promotes both competition and cooperation (Al-Tabany, 2017).
2. English Language Teaching (ELT), the teaching of English as a second or foreign language, is usually portrayed in the professional literature as being primarily concerned with the mental acquisition of a language (McCathy & Walsh, 2023).
3. Achievement refers to the measurable student outcome of student learning

(Al-Tabany, 2017).

G. Previous Studies

There have been several similar studies conducted by Cut Muliani (2023) and by Eka Putri Haryati (2021). In Cut Muliani's research, the participants were two classes of student SMPN 10 Banda Aceh with one classed as Experimental Group (EG) and the other Control Group (CG). Similar to the present study, Cut Muliani's used quasi-experimental. However, this study was conducted at MTsN 5 Pidie. Likewise Eka Putri Haryati's research used pre-test and post-test to answer research questions, whereas the present study used pre-test, post-test and observation rubrics to observe the student participant's engagement and achievement in the classroom and to answer the research question.



CHAPTER II

LITERATURE REVIEW

This chapter discuss the theories related to the research, including cooperative learning in English Language Teaching (ELT), the concept of Team Games Tournament (TGT), its procedures, and previous studies related to students' engagement and achievement.

A. Cooperative Learning in ELT

1. Definition and Principles of Cooperative Learning

Cooperative learning as an instructional method in which students of different performance levels work together in small groups toward a common goal (Laal & Laal, 2012; Slavin, 1982). This definition indicates that cooperative learning is an instructional method in which students collaborate in small groups to achieve common goals (Yemi et al., 2018). In contrast to conventional classrooms, which frequently emphasize competition among students, cooperative learning fosters an environment where students provide assistance, support, and motivation to one another during the learning process. The implementation of cooperative learning methodologies in educational settings has been demonstrated to yield a multifaceted set of benefits for students (Budiman, 2020; Yemi et al., 2018). These benefits encompass enhanced academic achievement, alongside the cultivation of social interaction and communication skills, as well as the development of responsibility among group members.

Cooperative learning is a method that requires the student to learn by participating and collaborating in a team. In cooperative learning there are 4, 5, or 6 people in each team. This number is chosen to give students more chances to participate in the team, and teachers can manage the class more efficiently.

Cooperative learning is defined as a teaching strategy involving students' participation in small group learning activities that promote positive interaction

(Foyle et al., 1991). It has been established that cooperative learning is a teaching strategy that emphasizes students' participation in small group learning activities to promote positive interaction among learners. Cooperative learning encourages students to collaborate in achieving shared goals while developing communication skills, social interaction, responsibility, and problem-solving abilities (Laal & Laal, 2012; Yemi et al., 2018). Consequently, cooperative learning is regarded as an effective pedagogical strategy for fostering active and student-centered learning environments.

In the first chapter it is already mentioned that in communicative learning has similarity to cooperative learning. A close examination reveals that cooperative and communicative learning share certain similarities in their pedagogical approaches, as both emphasize interaction and active student participation in the learning process. However, cooperative learning specifically focused on structured group work, where students are assigned roles and are responsible not only for their own learning but also for their group members' understanding. In contrast, communicative learning is more focused on the development of individual communication skills in real-life contexts. In these contexts, students are encouraged to express ideas freely, but they may not always work within structured group accountability. Consequently, cooperative learning fosters a structured group-based learning environment, ensuring equitable participation among students.

Cooperative learning is a shape of method that is by enhancing student learning and participating in small groups collaboratively; the group is formed by heterogeneous characteristics (Yang, 2022), The heterogeneous here means random with differences. At times it can be different in background, in interest, and in ability. This way students learn more about socializing with different people, and in cooperative learning, students learn more about communicating without feeling too overwhelmed. It even helps students to socialize more with different groups, since students these days have their own circles, which leads students to socialize with the same students every time. With cooperative learning, students learn to surpass this, and it helps by encouraging them to have the same

purpose in it.

In a cooperative learning classroom, students are divided into small heterogeneous groups and given a discussion task related to the lesson topic. Each student is assigned the responsibility of contributing ideas and explaining their understanding to the group. While one student elucidates a concept, others listen, ask questions, and assist in clarifying misunderstandings. This pedagogical approach is designed to ensure that all students are actively engaged in the learning activity, rather than depending solely on the instructor's explanations.

Despite the shared objective of enhancing students' interaction and communication skills, cooperative learning and communicative learning differ in their implementation in the classroom and the manner in which they prioritize learning. Cooperative learning is defined as structured group work in which students are placed in small teams with shared responsibilities, and each member is accountable for both individual learning and group achievement. Conversely, communicative learning places significant emphasis on the utilization of language for the purpose of meaningful communication in classroom activities that are characterized by greater flexibility and less structure. In these settings, students are encouraged to articulate their ideas without being constrained by predefined group roles or shared academic objectives. Consequently, cooperative learning has been shown to promote more equitable participation among students by organizing group tasks, while communicative learning has been demonstrated to prioritize developing fluency and spontaneity in language use.

As asserted by (Hills, 2001), team-based learning has been demonstrated to facilitate the development of communication skills, mutual support, flexibility, motivation, and collaborative problem-solving abilities in students. It is evident that cooperative learning offers numerous advantages for students during the learning process. The pedagogy of team-based learning fosters a collaborative environment in which students are encouraged to learn from one another and work collectively to solve problems. This pedagogical approach facilitates students' comprehension of the subject matter, as it engages all participants in the group discussion and distributes responsibility for attaining the established learning objectives.

Furthermore, cooperative learning has been shown to foster students' communication skills, flexibility, motivation, and mutual support among team members. Furthermore, students cultivate an appreciation for the efforts and perspectives of their peers, thereby enhancing their own academic and social skills.

2. The role of teacher in Cooperative Learning

Learning with the cooperative method is actually common in education (Al-Tabany, 2017). As is previously mentioned above, cooperative methods are actually quite common; at times a student can take dominance in a group whatsoever, although that all depends on the teacher. How can the teacher manage the class so conventional learning groups don't appear in teams. It is because cooperative learning must give students in the team a positive effect from each other for it to work. Which is why the teacher's role is to be an administrator.

The role of the teacher in cooperative learning is of paramount importance, as the efficacy of group-based learning is contingent not solely on the interaction among students, but also on the manner in which the learning process is structured and guided. In the absence of explicit guidance from the instructor, the collaborative learning environment may become disorderly, devolving into unstructured group activities where only a minority of students contribute while the majority remain passive participants. Therefore, the educator must ensure that learning objectives are achieved through balanced participation, structured interaction, and meaningful collaboration among students.

Teachers are responsible for organizing the groups, preparing materials, managing time, recording progress, and lastly also setting up rules, with these teachers making sure that the classes they manage are running smoothly. In cooperative learning, teachers also function as administrators, organizing group structure, managing the classroom, preparing learning materials, and ensuring that cooperative learning is running smoothly (Sari et al., 2021).

In cooperative learning models, for instance, the educator initially assumes the role of an organizer, meticulously arranging students into groups based on their aptitudes to ensure equitable participation. In addition, the teacher meticulously

prepares learning materials, including worksheets, tasks, and instructions, prior to the commencement of the lesson. This ensures that students can direct their attention to group activities without any disruption. Furthermore, the educator establishes classroom regulations, including principles of equitable participation, respect for divergent viewpoints, and temporal management during collaborative tasks. These preparations function as a series of guidelines that assist students in comprehending the manner in which they should operate within their respective groups. Consequently, the learning process becomes more structured, controlled, and goal-oriented.

In the implementation of cooperative learning, the teacher fulfills this role through a series of practical actions in the classroom. The instructor initiates the lesson by forming heterogeneous groups, thereby ensuring balance in the students' abilities. Subsequently, the instructor articulates the learning objectives and task instructions with clarity. During group activities, the teacher circulates around the classroom to monitor discussions, provide clarification when students face difficulties, and ensure that every member contributes to the task. In addition to the responsibilities, teachers are tasked with the management of time allocation for each learning stage, as well as the provision of feedback. The purpose of feedback is to assist students in maintaining focus and remaining on track.

Another role for teachers in cooperative learning is as facilitators. A teacher is a facilitator and bridge to connect higher understanding inside or outside the mind (Yang, 2022). For example, In an English classroom setting, the implementation of cooperative learning strategies entails the division of students into smaller groups and the subsequent allocation of reading comprehension tasks to each group. As students engage in deliberations regarding the responses, the instructor traverses the classroom, attentively observing each group's discourse and offering counsel when students encounter ambiguity in either terminology or inquiries. If a group becomes passive or dominated by one student, the teacher intervenes by encouraging other members to share their opinions. In this manner, the instructor guarantees that all students partake in an equitable manner and that the collaborative efforts of the group remain aligned with the established learning objectives.

In facilitating, the teacher will guide students during the lesson, giving hints when the group is stuck, encouraging participants, and asking questions. At times it can be helping the group to communicate better, and sometimes it can be providing support to the student.

The implementation of an effective teacher role in cooperative learning has been demonstrated to have a positive impact on both students and the learning process. Participation in group discussions fosters students' active engagement, enhances their communication skills, and cultivates a sense of responsibility toward their group members. Furthermore, cooperative learning becomes more structured and meaningful because students are guided to interact productively rather than working individually within a group. Consequently, the classroom environment evolves into a more interactive, supportive, and aligned space with the goals of cooperative learning.

3. The role of students in Cooperative Learning

Within the cooperative learning model, students assume a pivotal role as active participants in the learning process. Students have two primary responsibilities in cooperative learning (Yang, 2022). First, students are responsible for understanding the lesson individually while also helping their teammates understand the material being discussed. Consequently, learning is not solely oriented towards personal accomplishment; it is also contingent upon the success of the collective group. Secondly, students learn in small groups, where they are expected to discuss, share ideas, solve problems collaboratively, and understand the lesson well enough to apply it independently when needed.

These responsibilities are designed to encourage students to become more active and involved in classroom activities. Participation in discussions and teamwork fosters the development of students' communication skills, cooperation, confidence, and comprehension of the lesson material. Moreover, cooperative learning provides opportunities for students to support one another, exchange knowledge, and create a more interactive learning environment. Consequently,

students are expected not only to demonstrate academic improvement but also to cultivate social skills and a sense of responsibility during the learning process.

In a cooperative learning English class, for instance, students are divided into small heterogeneous groups and given a reading comprehension task. Each group member is assigned or naturally assumes responsibility for contributing ideas based on their understanding of the text. In the course of the discussion, students engage in the exchange of opinions regarding the meaning of the passage, and they collectively determine the most appropriate answers. If a student encounters difficulty comprehending a particular sentence, other members of the group are tasked with providing clarifications or proffering alternative interpretations. This pedagogical approach fosters active student participation in the learning process, thereby ensuring that the learning does not rely exclusively on a single dominant student in the group.

In another scenario, when students are engaged in vocabulary exercises, each student is tasked with identifying unfamiliar words and engaging in a discussion with their group members to determine the meanings of these words. Students who demonstrate a stronger grasp of the vocabulary can provide auxiliary support to their peers by elucidating the meaning through the use of simpler language or illustrative examples. It has been observed that some students may also utilize dictionaries or notes to substantiate their explanations. Through this interaction, students learn from both the instructor and their peers, thereby enhancing their comprehension of the material through collaborative problem-solving and peer teaching.

The integration of students in cooperative learning environments has been demonstrated to exert a favourable influence on both their academic and social development. From an academic perspective, students demonstrate an increased level of engagement in the learning process. This is evidenced by their active participation in discussions and the receipt of immediate feedback from their peers. This pedagogical approach has been shown to enhance comprehension, critical thinking skills, and the ability to apply the material independently. The social environment fosters the development of communication skills, confidence in

expressing opinions, and a sense of responsibility toward group members among students. Consequently, the learning environment evolves into one that is more interactive, supportive, and effective in achieving both cognitive and social learning objectives.

4. Methods in Cooperative Learning

According to Rusman (2017) in cooperative learning there are six methods/techniques that exist:

a. STAD

Student Teams Achievement Division (STAD) is one of the cooperative learning techniques in which students work in heterogeneous teams to achieve learning objectives together. In this method, the teacher first presents the learning material to the entire class. Following this presentation, students engage in a group discussion to ensure shared understanding of the material. Each student is responsible not only for their own learning but also for assisting their teammates in comprehending the lesson. Following a group discussion, students are administered individual quizzes or tests, and their scores are aggregated to contribute to the overall team achievement. STAD fosters both individual accountability and teamwork, motivating students to support their peers to enhance the overall group performance.

b. Jigsaw

In these methods students became experts, as they were given different material. There are two time-forming teams made in this method. The first is the home group (where each member is given different topics), and the second is the group that has the same material. In these groups, students will discuss their topic and master it. After mastering the topic, students return to their homegroup to explain their parts.

This pedagogical structure fosters active learning, wherein each student contributes significantly to the collective comprehension of the subject matter. Given that each member possesses a unique set of information, students are expected to maintain focus during expert group discussions. This is essential for

them to articulate their contributions to their respective homegroups in a coherent manner. Consequently, Jigsaw fosters a sense of responsibility, cooperation, and interdependence among students, as the success of the group is contingent upon the contribution of each individual member.

c. Group Investigation (GI)

The Group Investigation (GI) is a term used to describe a particular investigative approach. In this method students are given subtopics based on the main theme, forming groups where students research, discuss, analyze, and prepare group presentations. Here the teacher is a facilitator, where the teacher takes more responsibility for the student learning process.

Group Investigation (GI) is an educational approach that fosters active student engagement in the learning process. It involves students in the selection of subtopics, the planning of their investigation, and the execution of their assigned task through collaborative efforts. In this approach, students are entrusted with two responsibilities: first, to comprehend the subject matter, and second, to devise a structured approach for the group's exploration and presentation of the material. This process assists students in developing critical thinking, communication, and teamwork skills. They are required to engage in discussions, divide tasks, and synthesize information prior to presenting their findings to the class.

d. Make a Match

In this method students are paired as a team; they will receive cards, and students must search for a pair of matching cards before the time runs out. Once they find the content, they discuss and confirm the answer with teachers.

Make a Match is an interactive cooperative learning technique that has been demonstrated to increase student engagement through a game-like activity. In this method, students are required to actively search for matching pairs of cards within a limited time, which encourages quick thinking and attention to the learning material. The activity fosters a dynamic classroom atmosphere, wherein students learn by moving, interacting, and confirming answers with their peers and the instructor. This pedagogical approach is designed to inculcate critical thinking skills

in students, promote effective time management skills, reinforce comprehension of the subject matter through hands-on experience and immediate feedback.

e. Structural

The structural approach is a cooperative learning structure developed by Spencer Kagan. In each of the structures, it provides a clear pattern for interaction, which promotes equal participation. The teacher guides students through structured steps that help students to think individually, discuss in pairs, and share ideas with the class.

The Structural approach is predicated on the principle of egalitarianism, emphasizing the equitable participation of students by employing interaction patterns that are meticulously designed to ensure the involvement of every student in the learning process. The pedagogical approach entails a series of structured steps, including individual thinking, pair discussion, and sharing with the entire class. This sequence ensures that all students have equal opportunities to express their ideas and comprehend the material. This pedagogical approach has been shown to mitigate the impact of student dominance and promote engagement among less vocal students. Consequently, the Structural approach fosters balanced interaction, enhances students' communication skills, and fortifies their confidence in contributing to group and class discussions.

f. Teams Games Tournament (TGT)

TGT is one cooperative method where students participate in teams to learn the material and then in academic games. First, students study in groups; after studying in groups, students compete at game tables with peers from other teams who have similar ability levels. Their performance earns points for their teams, creating a mix of cooperation and friendly competition. TGT increases motivation, reinforces learning through games, and encourages equal participation (Apriliyah et al., 2025).

The Teams Games Tournament (TGT) has been developed to enhance students' motivation and engagement by integrating cooperative learning with

academic competition (Sururi, I. & Wahid, 2022). In this method, students are first required to master the material within their teams through discussion and peer teaching. Subsequently, they engage in academic competitions or tournaments, where they contend with students from other groups who possess analogous aptitudes. This pedagogical structure fosters a sense of responsibility, as each student's performance contributes to their team's collective score. Consequently, TGT not only reinforces students' comprehension of the material but also fosters active engagement, collaboration, and a sense of aspiration to attain superior learning outcomes.

However, this research will only focus on TGT because the aim of the study and the research question are focused on TGT in learning the English language; it is focused on finding out how TGT is implemented and its effect on students' participation and students' achievement.

B. Team Games Tournament (TGT)

TGT was developed by David De Vries and Keith Edward in 1995 (Hartono & Sufyan, 2024). In this model, student players engage in competitive gaming activities in teams against another team based on their respective student levels, such as high, average, or low. These elements facilitate the determination of the student level and the subsequent adjustment of this game to align with the respective levels. Subsequently, the instructor will assign a quantitative value, designated as "points," to each participant. Consequently, TGT can be utilized in a variety of educational settings and across diverse academic levels, ranging from junior high to high school.

Below is a more detailed explanation of the TGT method:

1. Concept and procedures of TGT.

The fundamental characteristics of Teams Games Tournament (TGT) are as follows: students work in teams, the academic tournaments or games are of an academic nature, and achievement points are awarded (Yang, 2022). According to the available evidence, TGT appears to prioritize cooperative learning, wherein students are expected to collaborate within heterogeneous groups, engage in

structured academic competition, and obtain scores that reflect both individual and group performance. In this model, learning is not solely focused on individual achievement; it is also focused on the success of the team. Each student contributes to the group outcome through participation and collaboration. In addition, the tournament element is structured to ensure that students compete against peers who possess comparable abilities. This design fosters a sense of fairness and actively engages all participants, promoting active involvement. The achievement system in TGT functions as a form of reinforcement, motivating students to engage actively and consistently in the learning process.

In the implementation of TGT, the teacher plays an essential role in preparing and organizing the learning process (Saragih et al., 2023). The educator initially prepares the instructional materials that will be utilized during the learning activities. These materials may include lesson content, worksheets, quiz cards, and supporting learning media (Yulianto et al., 2016). These materials are meticulously designed to align with the curriculum's specific topic and are intended to facilitate students' comprehension prior to advancing to the tournament stage. For instance, in an English lesson focusing on descriptive text, the teacher may use textbooks, visual images, or presentation slides to help students comprehend the material more effectively and contextually. Furthermore, the instructor ensures that the learning materials are aligned with the learning objectives, thereby preparing students for both group discussion and academic games (Rezeki et al., 2021).

In the implementation of TGT, the teacher also utilizes learning materials provided in the textbook, including worksheets that are designed based on the lesson topic. These worksheets function as guided learning instruments, assisting students in comprehending and structuring the material during collective discourse. Given the inherent structure of the worksheets within the textbook, the educator's role is primarily facilitative. This entails ensuring that students engage in collaborative learning and adhere to the proper execution of tasks. The utilization of these worksheets enables students to concentrate on the fundamental concepts of the lesson, engage in collaborative discussions within their teams, and prepare for the subsequent tournament stage.

Subsequent to the preparation of materials, the instructor organizes students into heterogeneous teams consisting of four to six members. The formation of these groups is predicated on the recognition of variances in academic aptitude, encompassing high, medium, and low achievers within each group. The implementation of this grouping strategy is intended to promote peer tutoring and ensure equitable participation among students, thereby facilitating mutual support during the learning process. Subsequent to the formation of groups, the instructor meticulously elaborates on the regulations and procedures inherent to the TGT model. This exposition encompasses the methodology of group discussions, the structure of the tournament, and the calculation of scores. Furthermore, the instructor offers guidance on student roles within the group, ensuring that each member comprehends their responsibilities during the learning activities. Through this structured preparation, teachers ensure that students are ready to participate effectively in this game-based learning process.

a. The role of games in language learning with TGT

In the TGT model, there is a tournament where each team competes.

1. The tournament structure is comprised of four teams, each with a distinct ability level.

In the Team Games Tournament (TGT) model, the tournament stage involves four teams that compete in a structured academic game. The students are first divided into groups and then placed into tournament tables based on their academic ability level, such as high, medium, and low achievers. Each student competes with students from other teams who possess a similar aptitude level. This structure is designed to ensure fairness in competition and equal opportunities for all students to contribute to their team scores.

2. The following game procedure of these game will be observed during the tournament.

During the tournament, students engage in a question-and-answer game that utilizes prepared cards based on the learning material. Prior to the initiation of these game, the instructor utilizes a variety of educational materials, including textbooks,

worksheets, and PowerPoint presentations, to facilitate a more comprehensive understanding of the material. These instructional resources are employed to enhance the clarity and comprehension of the subject matter, thereby ensuring that students are adequately prepared to engage with this game. One student is designated as the participant who selects a question card, reads it aloud, and provides an answer. Subsequently, students from the competing teams listen attentively and respond to the provided answer. The participants are expected to either express their agreement with the provided response or to submit corrections or alternative responses based on their comprehension of the material. This pedagogical approach fosters active engagement, critical thinking, and profound comprehension of the lesson's subject matter.

3. The following investigation will examine the interaction and scoring system among four teams.

In this stage, all four teams participate in the tournament by taking turns answering and responding to questions (Slavin, 1991). The performance of each student contributes to the accumulation of points for their respective teams. The scoring system has been meticulously designed to incentivize students to engage in active participation, as each correct answer or meaningful contribution is directly beneficial to the collective team achievement. At the conclusion of the tournament, the accumulated points from all team members are used to determine the final ranking or achievement of each group.

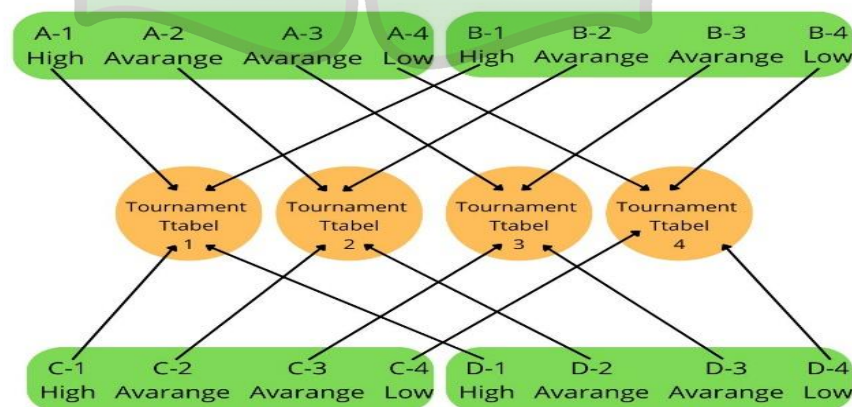


Figure 2 1 The Implementation of TGT in the Classroom

For instance, in an English lesson on descriptive text, the teacher utilizes PowerPoint slides, textbooks, and worksheets to assist students in comprehending the subject matter prior to the commencement of the tournament. Subsequently, students are divided into four heterogeneous teams and placed into tournament tables according to their ability levels. During the course of this game, a student from one team is tasked with selecting a question card related to the descriptive text and reading it aloud before providing an answer. Students from the other three teams listen attentively and respond by either agreeing with the answer or providing corrections or alternative ideas based on their understanding of the text. Each response is meticulously evaluated, and the accuracy of the responses contributes points to the team's cumulative score. It has been demonstrated that the implementation of this process ensures the active involvement of all four teams in the learning activity. Consequently, this approach fosters an environment that is simultaneously interactive, competitive, and cooperative in nature.

b. Point calculation

The scoring for this study is determined by a specific system by Slavin (Silver et al., 2007). The selection of this model was predicated on its unambiguous, systematic approach to quantifying students' performance in academic competitions and subsequently converting these metrics into a numerical score, thereby contributing to their collective team totals.

Scoring for a three-player game				
Player	No ties	Tie for high	Tie for low	3-way tie
Top scorer	6	5	6	4
Middle scorer	4	5	3	4
Low scorer	2	2	3	4

Table 2.1 Scoring for a Three Player Game

Scoring for a four-player game								
Player	No ties	Tie for high	Tie for middle	Tie for low	3-way tie for high	3-way tie for low	4-way Tie	Tie for low and high
Top scorer	6	6	6	6	5	6	4	5
High Middle scorer	4	4	4	4	5	3	4	5
Low Middle scorer	3	4	3	3	5	3	4	3
Low scorer	2	2	3	3	2	3	4	3

Table 2.2 Scoring for a Four Player Game

It is important to clarify that the terms top scorer, middle scorer, and low scorer do not refer to the students' academic levels, instead these terms describe the students' performance in a tournament round, based on the quality of the answers they gave. In each round, students' answers are compared, and their positions are determined as follows:

1. The top scorer is the student who gives the strongest or highest quality answer. The low scorer is the student whose answer is lower in quality compared to the others. This does not mean the answer is incorrect; it simply means it is not as strong as the top answer.
2. Any student whose answers fall between these two become the middle scorers.
3. In a three-player match, there is one middle scorer.
4. In a four-player match, there are two: a high-middle scorer and a low-middle scorer.

In a tournament there will always be a chance where the students' answers may be equal. This means there may be two students who tie as top scorers (tie for high), or middle scorer (tie for middle) or low scorer (tie for low), In some cases, all students may give answers of similar quality resulting in a three-way tie in some other cases all students may give answers of similar quality resulting a four-way tie. And sometimes the middle positions may be tied as well, depending on how similar the answers are.

These possibilities are why the TGT scoring tables include separate columns for ties. The scoring system adjusts the points based on whether the round has no tie, a tie for top, a tie for low, or a full tie. This ensures that students score fairly according to their actual performance in the tournament, rather than their general academic ability.

For example, there are 4 students in the tournament: students A, B, C, and D. Each student gives an answer:

1. A gives low-quality answer from B, C, and D
2. B gives the highest-quality answer from A, C, and D.
3. C gives a higher quality answer than A but not more from B and D
4. D gives a higher quality answer than C and A but not more than B

Because of these results, A became a low scorer, B the top scorer, and C a low-middle scorer, while D is a high-middle scorer. But what if there are two students who give similar quality answers? In these cases, they can become tie for high, tie for middle, or tie for low, depending on the quality of the answer the student gives. But then what about ties for low and high? For this to happen, two students in the tournament need to give high-quality answers while the other two students give low-quality answers. But again, what if there are 3 students who give similar quality answers? Then it becomes a 3-way tie for high or a 3-way tie for low, depending on the quality of the answer that they give. But what if there are 4 students who give the same answer? If this happens, it becomes a 4-way tie because if all the students that play in the tournament give the same answer, it means there is no high-quality answer, nor is there a low-quality answer.

Although this research focused on four-player tournaments, the

explanation of the three-player version is included to give a complete understanding of how the TGT point-calculation system works.

C. Student Engagement

This subchapter discusses the concept of student engagement, including its definition and the various dimensions of engagement. The main focus of this study is behavioural engagement.

1. Definition of student engagement: Dimensions of student engagement

Student engagement is considered one of the key factors that influence the learning process and academic success of students. It refers to the extent to which students actively participate in, invest effort in, and demonstrate interest in learning activities. Engaged students are more likely to participate in classroom activities, maintain positive relationships with teachers and peers, and persevere with learning tasks. Therefore, student engagement plays an important role in creating meaningful and effective learning experiences.

Student engagement is a multidimensional construct consisting of three interconnected dimensions: behavioural, emotional and cognitive engagement (Fredricks et al., 2004). Behavioural engagement refers to students' participation in academic and classroom activities. Emotional engagement encompasses students' positive or negative reactions towards teachers, classmates, learning activities and school. Cognitive engagement, meanwhile, reflects students' willingness to invest effort in understanding complex concepts and mastering difficult skills through thoughtful learning strategies.

Fredricks et al. (2004) explain that the intensity and duration of each dimension of engagement may vary. For instance, behavioural engagement can range from simply following classroom rules and completing assigned tasks, to actively participating in school organisations. Similarly, emotional engagement can range from enjoying classroom activities to strongly valuing and identifying with the school. Similarly, cognitive engagement ranges from basic memorisation to using self-regulated learning strategies that promote a deeper understanding. These

variations indicate that student engagement is dynamic and can develop depending on the learning context.

In the context of English language learning, engagement is essential as it encourages learners to participate actively in classroom interactions, collaborate with peers and persevere in overcoming language learning challenges. As engagement involves active participation, emotional involvement and cognitive investment on the part of students, it serves as an important foundation for achieving successful learning outcomes. Therefore, it is necessary to understand the concept of student engagement before discussing how instructional methods such as Team Games Tournament (TGT) can promote engagement in English learning.

2. Dimensions of Student Engagement

As mentioned earlier, student engagement is a multidimensional construct consisting of three interconnected dimensions: behavioural engagement, emotional engagement and cognitive engagement (Fredricks et al., 2004). Together, these dimensions provide a comprehensive explanation of how students participate, feel and invest themselves in the learning process. While each dimension represents a distinct aspect of engagement, together they influence students' learning experiences and academic achievement.

Behavioural engagement refers to students' observable participation in learning activities and school life. According to Fredricks et al. (2004), this includes positive classroom behaviours such as following rules, participating in activities, paying attention, completing tasks, asking questions, contributing to discussions and persevering with academic work. Behavioural engagement may also extend beyond classroom participation to involvement in school-related activities. As these behaviours can be directly observed, behavioural engagement is often used as an important indicator of students' active involvement in learning.

Emotional engagement refers to students' emotional responses to learning, teachers, classmates and school, including feelings of interest, enjoyment, anxiety or boredom. Meanwhile, cognitive engagement reflects students' psychological investment in learning and is demonstrated through their willingness to understand

complex concepts, solve problems and apply learning strategies to achieve a deeper understanding. Fredricks et al. (2004) further explain that the intensity and duration of each dimension may vary depending on students' learning experiences and classroom situations. Therefore, student engagement should be viewed as a dynamic process that develops throughout the learning process.

3. Behavioural engagement

Fredricks et al. (2004) proposed three dimensions of student engagement, one of which is behavioural engagement. It refers to students' observable participation in classroom learning and school activities. It reflects the extent to which students actively participate in learning by following classroom rules, paying attention, completing tasks and contributing to activities. As these behaviours can be directly observed, behavioural engagement is commonly used to evaluate students' involvement in the learning process.

According to Fredricks et al. (2004), behavioural engagement can be understood from three perspectives. Firstly, it encompasses positive conduct, such as adhering to classroom rules, behaving appropriately, and refraining from disruptive behaviours. Secondly, it refers to students' involvement in learning activities, including effort, persistence, concentration, attention, asking questions and participating in discussions. Thirdly, behavioural engagement encompasses participation in school-related activities, such as extracurricular programmes or student organisations. Together, these perspectives show that behavioural engagement goes beyond mere attendance, reflecting students' active participation in academic and school life.

Of these perspectives, involvement in classroom learning is particularly relevant to English language teaching. Students who demonstrate behavioural engagement actively participate in classroom activities, pay attention to the teacher's explanations, work well with their classmates, complete their tasks and persevere when facing learning difficulties. These observable behaviours indicate a willingness to participate in the learning process and contribute to achieving learning objectives.

This study focuses on behavioural engagement because it can be directly observed when implementing the Team Games Tournament (TGT) learning model. Students' behavioural engagement is reflected in their participation in group discussions, cooperation with team members, attention during instruction, involvement in classroom games and tournaments, and persistence in completing learning tasks. Therefore, behavioural engagement provides an appropriate framework for examining how implementing TGT influences students' participation in English learning.

Behavioural engagement can be identified through observable student behaviour during the learning process. Behaviourally engaged students demonstrate active participation, sustained attention, effort, persistence and positive involvement in classroom activities (Skinner et al., 2009). These behaviours indicate a willingness to participate in learning and contribute to achieving instructional objectives. In this study, the indicators of behavioural engagement are described as follows:

- a) Active participation in classroom activities: students' willingness to take part in learning activities such as answering questions, participating in discussions, expressing ideas and engaging in group work.
- b) Paying attention to the teacher refers to students' ability to focus on the teacher's explanations, listen carefully to instructions and maintain concentration during classroom learning.
- c) Following classroom rules means complying with classroom procedures and learning instructions, including respecting classroom norms and avoiding disruptive behaviours.
- d) Completing assigned tasks means taking responsibility for finishing individual or group assignments according to the teacher's instructions and within the given time.
- e) Cooperating with classmates means being willing to work collaboratively, share ideas, support team members and contribute positively to group activities.

- f) Persistence in learning activities refers to students' efforts to continue learning despite facing difficulties, to remain engaged with classroom tasks and to complete learning activities without easily giving up.

These indicators are used to observe behavioural engagement among students during the implementation of the Team Games Tournament (TGT) learning model in English lessons. They provide measurable evidence of active student participation throughout the teaching and learning process.

4. Student engagement in English language learning

Student engagement plays a significant role in the success of English language learning. Unlike some other subjects, learning English requires active participation in various language activities such as listening, speaking, reading and writing. Therefore, engagement is essential because it encourages communication and collaboration with classmates, as well as the practice of the target language in meaningful situations.

Engagement in English Language Teaching (ELT) is a dynamic process reflecting learners' active involvement in language learning activities (Mercer & Dörnyei, 2020). Engaged learners participate in classroom discussions, respond to teachers' questions, collaborate with peers, and continuously strive to enhance their language proficiency. Mercer and Dörnyei also emphasise that engagement develops through meaningful learning experiences and supportive classroom environments that encourage active participation.

In English language classrooms, student engagement can be enhanced through interactive and collaborative learning activities. Methods of learning that encourage communication, teamwork and active participation provide students with more opportunities to use English in authentic contexts. As students become more actively involved in classroom activities, they are more likely to develop confidence and motivation and improve their language proficiency.

The Team Games Tournament (TGT) learning model provides opportunities for students to actively engage in English learning through group discussions, collaborative problem solving, educational games and friendly

competitions. These activities encourage students to participate, cooperate with their teammates, and remain actively involved throughout the learning process. Therefore, TGT is considered an effective model for promoting engagement in English language learning.

5. The teacher's role in fostering student engagement

Teachers play a crucial role in encouraging student engagement during the learning process. Student engagement is influenced by both students' individual characteristics and the learning environment created by the teacher. A supportive classroom atmosphere encourages active participation, idea-sharing and involvement in learning activities.

Teachers can promote engagement by providing meaningful learning experiences, clear instructions and constructive feedback, and by encouraging active participation (Reeve, 2012). Those who support their students' learning needs and provide opportunities for interaction help them to become more engaged and motivated throughout the learning process.

In English language learning, teachers are expected to design activities that encourage communication, collaboration and participation. Interactive teaching strategies enable students to practise their language skills, work together with their classmates, and build their confidence in using English. Consequently, students are more likely to remain engaged during classroom learning.

In this study, the teacher fostered behavioural engagement among students by implementing the Team Games Tournament (TGT) learning model. By organising students into teams, facilitating group discussions, conducting educational games and encouraging friendly competition, the teacher promoted active participation, cooperation with peers and engagement throughout the English learning process.

6. Student engagement in the Team Games Tournament (TGT)

The Team Games Tournament (TGT) is a cooperative learning model that encourages active student participation in the learning process through teamwork, academic games and tournaments. In TGT, students work together to discuss

learning materials, help one another to understand the lesson and compete in friendly academic games. These activities provide students with opportunities to become actively involved in the learning process.

Implementing TGT is closely related to the concept of student engagement. During team discussions, students are encouraged to share ideas, ask questions and collaborate with their teammates to complete learning tasks. Game and tournament sessions also motivate students to participate actively and stay focused, as each student's contribution affects the team's performance. These activities promote active student involvement in classroom learning.

From a behavioural engagement perspective, TGT provides opportunities for students to demonstrate observable learning behaviours such as paying attention to the teacher's instructions, participating in group discussions, following classroom rules, completing assigned tasks, cooperating with classmates and showing persistence during learning activities. These behaviours reflect students' active participation and can be observed throughout the implementation of the learning model.

Therefore, TGT is considered an appropriate instructional model for promoting behavioural engagement in English language learning. Through collaborative learning, educational games and friendly competition, students are encouraged to participate more actively and become more involved in classroom activities. This theoretical relationship forms the basis for examining how TGT enhances students' engagement in the present study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in this study, It covers the research design, the population and sample size, the location and timeframe of the research, the research instruments used, the data collection techniques employed, and the data analysis techniques applied.

A. Research Type and Design

The present study employed a quantitative approach, utilizing a quasi-experimental design, specifically the non-equivalent control group design. The objective of this study was to assess the impact of the TGT (Teams Games Tournament) cooperative learning model on students' English learning outcomes. The rationale behind this design is twofold: first, it is essential to ascertain whether there is a substantial enhancement in students' academic achievement when utilizing TGT (Experimental Group/EG) in contrast to conventional methods (Control Group/CG). The utilization of pre-test and post-test scores enables an objective evaluation of the impact of the teaching model (Shadish et al., 2002). The research was designed as follows: a pretest is administered to both the experimental and control groups, the TGT model is implemented in the experimental class, while the control class utilizes conventional teaching methods. Subsequently, post tests are administered to both groups, and the results are analyzed.

Quasi-experimental design is a prevalent approach in educational research when randomization is impracticable, particularly in natural classroom settings (Saputri & Mardiaty, 2025). This design is regarded as suitable for classroom research because the researcher utilizes existing classes without modifying the class structure established by the educational institution.

Nonequivalent control group design is a prevalent method in educational research, as it enables a comparison of experimental and control groups without the necessity of random assignment. In this design, the experimental group received

treatment, while the control group was taught using conventional teaching methods. This comparison allows for the assessment of the treatment's effectiveness (Saputri & Mardiaty, 2025).

The utilization of pretest and posttest is imperative for the assessment of students' progress and the identification of differences before and after the implementation of the treatment (Saputri & Mardiaty, 2025). Consequently, the pretest is administered prior to the implementation of TGT, while the post test is conducted subsequent to the treatment to ascertain students' improvement in learning outcomes.

B. Population and Sample

The term 'population' refers to the group that becomes the focus of a study while a sample is a portion of a population that is selected to represent its characteristics (Novita, 2024). The population of this research consisted of all second-grade students from MTsN 5 PIDIE, comprising 10 classes, with 32 students in each class. The sample under consideration comprises two classes, VIII-A and VIII-B. Class VIII-A served as the experimental group (TGT), while class VIII-B served as the control group (conventional teaching). The selection of these classes was predicated on their comparable student capacities, thereby facilitating a more straightforward comparison of the outcomes. The total number of students involved in the study was approximately 64. This research employed convenience sampling, a method characterized by its reliance on readily available and similar data points.

C. Research Location and Time

This research was conducted at MTsN 5 PIDIE during the first semester of the 2025/2026 academic year. The assessment was administered during the final month of the academic term. Its purpose is to evaluate student aptitude, performance, and progress. Due to temporal constraints, the evaluation was conducted over the course of a single day. In order to facilitate the comparison of the research, it was imperative to ensure that the sample size is equivalent in each class.

D. Research Instruments

Below are the instruments that were used in this research:

1. Test; Pre-test and Post-test
2. Observation Rubrics

E. Data Collection Technique

To collect the required data, the following instruments and techniques are

1. Pre-test and post-test

A written examination was utilized before and after the learning period to evaluate students' academic achievement. The pre-test was utilized to ascertain the students' initial knowledge prior to the implementation of the learning method, while the post-test was administered to evaluate the subsequent improvement following the treatment. pre-testing serves as a baseline assessment that allows researchers to determine participants' starting point (Majka, 2024). Conversely, post-testing is used to evaluate changes or outcomes after the intervention has been implemented.

The pre-test comprised ten questions, including five multiple-choice and five fill-in-the-blank questions. It was designed to measure students' English proficiency against the learning objectives prior to the implementation of the Team Games Tournament (TGT) method. Both the experimental and control groups took the pre-test to establish their initial level of achievement. The students' pre-test scores were calculated using the following formula:

$$\text{Final Score} = \frac{\text{Number of Correct Answers}}{\text{Total Number of Questions}} \times 100$$

Table 3.1 Score Calculation Formula

Since the pre-test contained 10 questions, the value of the total number of questions in the formula was substituted with 10. Consequently, each correct answer was equivalent to 10 points ($100 \div 10$). The formula used to calculate the students' pre-test scores was therefore:

$$\text{Final Score} = \frac{\text{Number of Correct Answers}}{10} \times 100$$

Table 3.2 Score Calculation Formula for Pre-Test Final

The post-test comprised 12 questions, comprising five multiple-choice questions, five fill-in-the-blank questions and two short-answer questions. Administered after the implementation of the Team Games Tournament (TGT) method, it was designed to measure students' English achievement following the learning process. Both the experimental and control groups completed the same post-test under the same conditions. Similar to pre-test, the students' post-test scores were initially calculated using the following general formula:

$$\text{Final Score} = \frac{\text{Number of Correct Answers}}{\text{Total Number of Questions}} \times 100$$

Table 3.3 Score Calculation Formula Post-Test

Since the post-test contained 12 questions, the total number of questions in the formula was replaced with 12. Consequently, each correct answer was equivalent to approximately 8.33 points ($100 \div 12$), while each incorrect answer received 0 points. Therefore, the formula used to calculate the students' post-test scores was:

$$\text{Final Score} = \frac{\text{Number of Correct Answers}}{12} \times 100$$

Table 3.4 Score Calculation Formula for Post-Test Final

The same scoring criteria were applied to all students to ensure fairness and consistency in the assessment process. The pre-test and post-test instruments are presented in the appendix 4 and appendix 5.

Consequently, the utilization of pre-test and post-test in this study facilitates the measurement of the efficacy of the learning process and the students' progress in achieving the English learning objectives.

2. Research procedures

Data collection was conducted in several stages. At the start of the lesson, the researcher greeted the students, took attendance, and introduced the learning objectives. They then asked the students several simple questions related to the comparative degree to activate their prior knowledge. After this, the students completed a pre-test individually to measure their initial understanding of comparative degrees before the learning process began. The pre-test took approximately 15 minutes to complete.

Afterwards, the learning activities were conducted using the conventional teaching method. The researcher provided a definition of the comparative degree and explained the differences between short and long adjectives, as well as the grammatical rules for forming comparative sentences. Several examples were written on the whiteboard and the students discussed and repeated these in a question-and-answer session. Throughout the lesson, the teacher corrected the students' responses and provided further explanations as needed. The students then completed individual exercises to reinforce their understanding of the material. Throughout the teaching and learning process, the English teacher observed the students' engagement using the observation rubric prepared by the researcher. The main learning activities lasted for around 40 minutes.

Afterwards, the students took the post-test individually to measure their achievement following the instruction. The post-test took approximately 15 minutes to complete. Finally, the researcher reviewed the lesson, invited several students to give examples of the comparative degree, and concluded the lesson before closing the class. This final activity took around 5 minutes.

Data collection in the experimental class was conducted in several stages. At the start of the lesson, the researcher greeted the students, took attendance and introduced the learning objectives. They then asked the students a few simple questions about comparative degrees to activate their prior knowledge before introducing the lesson. After this, the students completed a pre-test individually to measure their initial understanding of the comparative degree, prior to the

implementation of the Team Games Tournament (TGT) method. The pre-test took approximately 15 minutes to complete.

The learning activities were then conducted using the TGT method. First, the researcher explained the concept of the comparative degree, including the differences between short and long adjectives, and the rules for forming comparative sentences. The researcher also provided several examples on the whiteboard. Next, the students were divided into groups of four to five students of mixed ability. Each group received worksheets containing comparative degree exercises, which the students discussed collaboratively, helping one another to understand the lesson. Before the tournament session began, the researcher conducted a short quiz to ensure the students had understood the learning material. During the teaching and learning process, the English teacher observed student engagement using the observation rubric prepared by the researcher.

After the group discussion, the tournament began. One student from each team took part at the tournament table, answering questions from the TGT quiz cards. Students who answered correctly earned points for their team. After several rounds, the other team members took turns to participate in the tournament. The researcher recorded the points obtained by each team, calculated the final scores and announced the winning team. They also expressed their appreciation for the students' performance. The researcher also provided feedback and corrected any incorrect answers. The main learning activities lasted for around 40 minutes.

Once the activities were complete, the students took an individual post-test to measure their learning outcomes using the TGT method. This took approximately 15 minutes. Finally, the researcher reviewed the lesson, asked several students to provide examples of the comparative degree, summarised the lesson and closed the class. This final activity took around 5 minutes.

3. Observation Rubrics

The observation rubric used in this study was adapted from the Learner Variability Navigator, which was developed by Kolb (2021). The researcher modified the rubric's indicators and descriptions to align with the study's objectives

and the implementation of the Team Games Tournament (TGT) method, while retaining the original scoring scale. The observation rubric was utilized as a structured instrument to observe and assess students' engagement during the implementation of the Teams Games Tournament (TGT) method. It consisted of several indicators of engagement, such as paying attention to the teacher, participating in group discussions, asking and answering questions, cooperating with group members and actively taking part in TGT activities. Each indicator was assessed using a scoring rubric to determine the level of engagement of the students during the lesson.

SKOR	0 = Tidak	1 = Cukup	2 = Ya
A. Engagement (Basic Engagement)	0	1	2
1. Are students focused on the task/activity (not distracted)?			
2. Are students actively participating (asking questions/answering/discussing)?			
3. Are students motivated to begin and follow along with the lesson?			
B. Deep Engagement	0	1	2
4. Do students demonstrate critical thinking while learning?			
5. Do students collaborate or interact with their peers?			
6. Do students take the initiative (rather than just waiting for instructions)?			
C. Extended Engagement	0	1	2
7. Do students study outside of school hours (on their own)?			
8. Do students connect the material to real life?			

9. Do students use technology for independent exploration?			
Discuss with the teacher: 13-18 Points: Very strong connection between learning goals, tools, instructional strategies. Keep tool and strategies. 7-12Points: Average connection between learning goals, tools, instructional strategies. Consider modifying strategies and/or change tool. Use 6 Points or below. Low connection between learning goals, tools, instructional strategies. Rethink if tool and/or strategies are correct choice. "Ideas for instructional strategies can be found using the Leamer Vartability Navigator (under strategiea) https://vp.digitalpromiseglobal.org/	TOTALS...../18		

Table 3.5 Observation Sheet

This observation sheet was use in english teaching process both experimental class and control class. The researcher was helped by the English teacher who taught the class. The teacher watched the lesson and completed a form based on how much the students were involved.

The data obtained from the observation sheet were used to describe students' engagement throughout the implementation of the TGT method. The complete observation sheet and scoring rubric can be found in the appendix 10.

The observation sheet comprised nine indicators of students' behavioural engagement. Each indicator was scored using a three-point scale: 0 = not observed, 1 = partially observed, and 2 = fully observed. The total score was obtained by adding up all the indicator scores, with a maximum possible score of 18 and a minimum possible score of 0.

The total score was calculated by summing the scores of all the indicators, using the following formula:

Total Score = Σ Indicator Scores Summed

Table 3. 6 Interpretation of Behavioral Engagement Scores

The total score was then interpreted as follows:

13–18	Very strong
7–12	Average
0–6	Low

Table 3. 7 Criteria for Interpreting Behavioral Engagement Scores

Observation sheet provides a structured framework for this sense-making process (Pahome, 2023). This statement suggests that observation instruments facilitate researchers in conducting meaningful and well-organized observations during classroom activities. Consequently, the observation rubric played a pivotal role in facilitating the researcher's evaluation of students' engagement and behaviour during the implementation of the TGT method in achieving the English learning objectives. Each indicator was assessed using the observation rubric to ensure consistent and systematic data collection. The completed observation sheets were then analysed descriptively to determine the level of student engagement during implementation of the TGT method. The observation rubric used in this study is provided in the appendix.

F. Data Analysis Techniques

The quantitative data collected from pre-test and post-test scores were analysed using descriptive statistics, including the calculation of the mean score and percentage of improvement for both the experimental and control classes. This analysis is instrumental in ascertaining whether the TGT learning model results in a substantial enhancement in students' academic performance in comparison to conventional teaching methodologies. The results obtained from this study were used to support its primary goal.

To ascertain the statistical significance of the observed difference between the experimental and control groups, an independent sample t-test was employed to compare the post-test scores of both groups. Furthermore, a paired sample t-test was employed to assess the degree of improvement from the pre-test to the post-test within each group.

The level of significance used in this study was 0.05 ($\alpha = 0.05$). If the p-value was less than 0.05 ($p < 0.05$), the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected, indicating a statistically significant difference between the pre-test and post-test scores. Conversely, if the p-value was greater than 0.05, the null hypothesis was accepted and the alternative hypothesis was rejected, indicating that there was no statistically significant difference between the two sets of scores.

Concurrently, qualitative data obtained from observation rubrics and student pre-test and post-test underwent a descriptive analysis, with an emphasis on identifying recurring themes such as participation, collaboration, and motivation. These insights will facilitate the researcher's interpretation of classroom dynamics and student reactions to the learning model. To ensure the validity of the instruments, they were reviewed by academic supervisors and validated for relevance and clarity. Reliability was ensured through consistent procedures in administering tests, structured observation indicators, and pilot testing the instruments before full use.

In addition to quantitative data analysis, this study employed qualitative data obtained from observation rubrics and student pre-test and post-test. These qualitative data are descriptively analysed to provide additional insights into students' participation, collaboration, motivation, and classroom interaction during the implementation of the TGT learning model. The qualitative findings do not aim to establish a mixed-method research design; rather, they function as complementary data to support and strengthen the interpretation of the quantitative results. This methodological approach enables researchers to obtain a more comprehensive understanding of students' responses and classroom dynamics throughout the teaching and learning process.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings of the research obtained from observation rubrics, pre-tests, and post-tests. The text goes on to explore the impact of the TGT method on students' engagement and achievement in English language acquisition.

A. Findings

This chapter presented the findings of the research conducted at MTsN 5 PIDIE, which investigated the effect of the Team Games Tournament (TGT) method on students' engagement and achievement in learning English. The data were collected through the use of observation sheets, as well as pre-test and post-test results from both the experimental class and the control class.

The treatment was done in May 2026. The Team Games Tournament (TGT) method was introduced in one meeting that was planned to last about 80 minutes. During the treatment, the learning process began with some activities to get things started, followed by using the TGT method. Students were split into different groups based on their abilities to discuss the learning material and take part in the tournament activities. At the end of the lesson, the teacher went over the material and then closed the class. After the treatment, the data from the observation sheet, the pre-test and the post-test were analysed to see how well the students were doing and how interested they were.

The observation sheets were utilized to assess students' engagement during the teaching and learning process. The observation focused on three main aspects: basic engagement, deep engagement, and extended engagement. Each aspect contained multiple indicators that were observed during the implementation of the TGT method in the classroom.

The observation sheet was assessed based on the connection between learning goals, tools, and instructional strategies employed during the teaching and learning process. The evaluation rubric is outlined as follows:

score	criteria	interpretation
13-18	Very strong connection between learning goals, tools, and instructional strategies	The tools and strategies should be maintained
7-12	Average connection between learning goals, tools, and instructional strategies	Consider modifying the strategies and/or changing the tools used
6 or below	Low connection between learning goals, tools, and instructional strategies	The tools and strategies need to be reconsidered

Table 4.1 Observation Sheet Results Design

In accordance with the aforementioned observation sheet scoring criteria, the researcher conducted a comprehensive analysis of the efficacy of the instructional strategies and tools employed during the teaching and learning process. The scores obtained were then used to determine the level of connection between the learning objectives, teaching tools, and instructional strategies applied in the classroom.

The results showed that the control class got 11 out of 18 points, while the experimental class got 13 out of 18. The observation rubric shows that a score of 11 means that there is an average connection between the learning goals, teaching methods and learning tools. At the same time, a score of 13 shows a very strong connection between the learning goals, teaching methods and learning tools. This suggests that students in the experimental class were more involved than those in the control class when the TGT method was used.

The results of the test at the start and end were then looked at to see how well the students had done. The results showed if students did better after using the TGT method. What's more, we used a statistical test to see if the improvement was important. This test was called the 'paired sample t-test and the independent sample t-test.

a) Control Class

SKOR	0 = Tidak	1 = Cukup	2 = Ya
A. Engagement (Basic Engagement)	0	1	2
1. Are students focused on the task/activity (not distracted)?		✓	
2. Are students actively participating (asking questions/answering/discussing)?			✓
3. Are students motivated to begin and follow along with the lesson?		✓	
B. Deep Engagement	0	1	2
4. Do students demonstrate critical thinking while learning?		✓	
5. Do students collaborate or interact with their peers?		✓	
6. Do students take the initiative (rather than just waiting for instructions)?		✓	

C. Extended Engagement	0	1	2
7. Do students study outside of school hours (on their own)?		✓	
8. Do students connect the material to real life?		✓	
9. Do students use technology for independent exploration?			✓
Discuss with the teacher: 13-18 Points: Very strong connection between learning goals, tools, instructional strategies. Keep tool and strategies. 7-12Points: Average connection between learning goals, tools, instructional strategies. Consider modifying strategies and/or change tool. Use 6 Points or below. Low connection between learning goals, tools, instructional strategies. Rethink if tool and/or strategies are correct choice. "Ideas for instructional strategies can be found using the Leamer Vartability Navigator (under strategiea) https://vp.digitalpromiseglobal.org/	TOTALS 11		

Table 4.2 TGT Result in Control Class

According to the data presented in the observation sheet, the control class achieved a total score of 11 out of 18. According to the observation rubric, a score

between 7–12 indicates an average connection between learning goals, tools, and instructional strategies.

$$7 \leq 11 \leq 12$$

This finding indicates that the instructional strategies and tools employed in the control class were effectively aligned with the established learning objectives. Nevertheless, the implementation of enhanced teaching methodologies and learning instruments may be instrumental in fostering heightened student engagement and enhancing learning efficacy during the educational process.

b) Experimental Class

SKOR	0 = Tidak	1 = Cukup	2 = Ya
A. Engagement (Basic Engagement)	0	1	2
1. Are students focused on the task/activity (not distracted)?		✓	
2. Are students actively participating (asking questions/answering/discussing)?			✓
3. Are students motivated to begin and follow along with the lesson?		✓	
B. Deep Engagement	0	1	2
4. Do students demonstrate critical thinking while learning?			✓
5. Do students collaborate or interact with their peers?			✓

6. Do students take the initiative (rather than just waiting for instructions)?		✓	
C. Extended Engagement	0	1	2
7. Do students study outside of school hours (on their own)?		✓	
8. Do students connect the material to real life?		✓	
9. Do students use technology for independent exploration?			✓
Discuss with the teacher: 13-18 Points: Very strong connection between learning goals, tools, instructional strategies. Keep tool and strategies. 7-12Points: Average connection between learning goals, tools, instructional strategies. Consider modifying strategies and/or change tool. Use 6 Points or below. Low connection between learning goals, tools, instructional strategies. Rethink if tool and/or strategies are correct choice. "Ideas for instructional strategies can be found using the Leamer Variability Navigator (under strategiea) https://vp.digitalpromiseglobal.org/	TOTALS 13		

Table 4.3 TGT Result in Experimental Class

According to the data presented in the observation sheet, the experimental class obtained a total score of 13 out of 18. According to the observation rubric, a score between 13 and 18 indicates a very strong connection between learning goals, tools, and instructional strategies.

$$13 \leq 13 \leq 18$$

The findings indicated that the implementation of the Team Games Tournament (TGT) method fosters a robust connection between learning objectives, instructional tools, and teaching strategies during the teaching and learning process. The strategies and tools employed in the classroom effectively supported students' engagement and participation in learning activities.

Preliminary findings suggested that students in the experimental class demonstrated positive engagement during the learning activities. With regard to fundamental engagement, the majority of students demonstrated concentration on the lesson and engaged with the learning activities. The students' focus during the lesson was evident as they followed the instructions provided by the instructor with minimal disruption. Furthermore, a significant number of students engaged proactively by posing inquiries, offering responses, and engaging in discourse with their peers concerning the subject matter. It was evident that the students were committed to adhering to the lesson's sequence, maintaining their focus from the initial segment of the class through the culmination of the assigned activities.

In terms of deep engagement, students exhibited active collaboration and interaction with their peers during group discussions and tournaments. Collaborative learning was evident as students worked together to solve tasks and comprehend the lesson materials. Furthermore, a notable number of students exhibited initiative during the activities, demonstrating an ability to proceed without awaiting instructions from the instructor. During the tournament session, students exhibited a high level of enthusiasm in responding to questions and competing with other groups. The incorporation of games into the learning process demonstrated to

enhance students' confidence and encourage greater participation in classroom interactions.

Moreover, in the domain of extended engagement, several students expressed interest in connecting the lesson material to real-life scenarios. A number of students engaged in independent exploration concurrently with their participation in learning activities. While the degree of student engagement varied, the observational results generally indicated heightened student involvement in the learning process compared to conventional classroom settings.

The aggregate scores from the observation sheets indicated that the students demonstrated an average to strong level of engagement during the implementation of the TGT method. According to the established scoring criteria, the majority of indicators received scores in the "enough" and "yes" categories, thereby suggesting that the majority of students were actively engaged during the learning activities.

In addition to the observation results, the findings were also supported by the students' pre-test and post-test scores. Prior to the implementation of the TGT method, a pre-test was administered to assess the students' initial comprehension of the English material. Following the implementation of TGT, post-tests were administered to students to ascertain their improvement in learning achievement. Below is the table:

a. Control class

Below is the table results by the control class:

No .	Nama (control)	VIII-10	Pre test	Post test	Nilai test	Pres	Nilai test	Post
1	student		8	12	80		100	
2	student		8	12	80		100	
3	student		9	12	90		100	
7	student		10	12	100		100	
8	student		9	12	90		100	
10	student		10	12	100		100	

12	student	10	12	100	100
13	student	10	12	100	100
14	student	10	12	100	100
15	student	8	12	80	100
16	student	10	12	100	100
19	student	10	12	100	100
20	student	10	12	100	100
21	student	10	12	100	100
23	student	9	12	90	100
24	student	10	12	100	100
25	student	10	12	100	100
28	student	10	12	100	100
29	student	10	12	100	100
31	student	9	11	90	92
32	student	9	11	90	92
Total Score				95	99

Table 4.4 Pre-Test and Post-Test Results of Control Class

The results of the pre-test and post-test in the control class VIII-10 yielded data concerning students' learning outcomes before and after the learning process. The mean score of the pre-test in the control class was 95, while the mean score of the post-test was 99, indicating an improvement in students' learning outcomes after the teaching and learning process was conducted. The calculation of the increase in the average score is as follows:

$$99-95=4$$

Consequently, it can be concluded that the students in the control class demonstrated an enhancement in learning outcomes by 4 points..

b. Experimental class

Below is the table results by the experimental class

No .	Nama VIII-5 (experimental)	Pre test	Post test	Nilai test	Pre	Nilai test	Post
4	student	10	12	100		92	
5	student	8	12	80		83	
6	student	10	12	100		100	
7	student	10	11	100		92	
9	student	7	8	70		67	
10	student	10	11	100		92	
12	student	10	12	100		92	
13	student	10	12	100		100	
14	student	1	8	10		67	
17	student	10	11	100		92	
19	student	10	11	100		75	
20	student	10	12	100		100	
21	student	10	12	100		83	
22	student	10	12	100		100	
25	student	10	11	100		92	
26	student	5	9	50		75	
27	student	10	11	100		92	
28	student	8	10	80		83	
30	student	10	11	100		92	
31	student	10	11	100		92	
32	student	10	11	100		92	
Total Score				90		91	

Table 4.5 Pre-Test and Post-Test Results of Experimental Class

The pre-test and post-test data from the experimental class were utilized to ascertain the students' initial and final abilities following the implementation of the Team Games Tournament (TGT) method.

A review of the research data set, as illustrated in the accompanying table, reveals that the mean pre-test score for the experimental class was 90, while the mean post-test score was 91. The findings suggest that the implementation of the TGT method has led to slight increase in the learning outcomes of students. The calculation of the increase in the average score is as follows:

$$91-90=1$$

Therefore, the average score increased by one point following the implementation of the Team Games Tournament (TGT) method. Although this increase was relatively small, it indicates that students made positive progress in their learning outcomes as a result of the method being implemented.

C. results

Below is the table results by the control and experimental class:

P-Value of control class is =	0,012133
P-Value of eksperimental class is =	0,71256

Table 4.6 P-Value of Control Class and Experimental Class

The statistical analysis was conducted to determine whether there was a significant difference in students' learning outcomes between the control class and the experimental class. The statistical calculation yielded a p-value of 0.012133 for the control class and 0,71256 for the experimental class. The significance level employed in this research was set at 0.05. The following decision-making criteria have been established:

If the p-value is lower than 0.05, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. In the context of statistical hypothesis testing, a p-value greater than 0.05 indicates the acceptance of the null hypothesis (H_0) and the rejection of the alternative hypothesis (H_a). The calculation can be interpreted as follows:

a) The control class obtained a p-value of:

$$0.012133 < 0.05$$

This indicates a statistically significant difference between the control class's pre-test and post-test scores. Therefore, the students' achievement improved significantly during the learning process.

b) The experimental class obtained a p-value of:

$$0,71256 > 0.05$$

This indicates that there was no statistically significant difference between the pre-test and post-test scores of the experimental class at the 0.05 level of significance. Therefore, the improvement in students' achievement was not statistically significant. Based on the statistical analysis, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected.

The statistical examination of the experimental group's test results using Excel software indicated that the students obtained different scores in the post-test compared to the pre-test after participating in learning activities using the TGT method. The comparison between the pre-test and post-test scores suggested changes in students' achievement after the implementation of TGT. However, based on the statistical analysis, the difference between the pre-test and post-test scores was not statistically significant at the 0.05 level of significance. Therefore, it cannot be concluded that the TGT method significantly improved students' achievement in learning English.

The findings from the observation sheets indicated that the implementation of the Team Games Tournament (TGT) method positively influenced students' engagement in learning English. The students exhibited increased levels of activity, collaboration, motivation, and enthusiasm during the learning process. However, based on the statistical analysis of the pre-test and post-test results, the improvement

in students' achievement was not statistically significant at the 0.05 level of significance.

B. Discussion

The findings of this study indicated that implementing the Team Games Tournament (TGT) method had a positive influence on students' engagement in learning English. Based on observations, students were found to actively participate in classroom activities. They took part in group discussions, worked with their teammates and showed enthusiasm during tournament activities. Using games and group competitions encouraged students to participate more actively and interact with their peers throughout the learning process.

These findings are consistent with those of Cut Muliani's (2023) study, which reported that implementing the TGT method created an active learning environment and improved students' participation in learning activities. Muliani also found that students responded positively to TGT, becoming more motivated to engage in classroom learning. Similarly, the present study's observation results showed that students were more enthusiastic, collaborative and involved during English lessons.

These findings are also supported by Eka Putri Haryati's (2021) study, which found that implementing the TGT model encouraged students to become more active in the learning process. The cooperative nature of the TGT model enabled students to learn together, exchange ideas and engage in academic activities through teamwork and competition. These characteristics were also evident in the present study's implementation of TGT.

In terms of achievement, statistical analysis of the pre- and post-test results showed changes in students' scores following implementation of the TGT method. However, the obtained p-value was higher than the significance level of 0.05. Therefore, the improvement in students' achievement was not statistically significant. Based on these findings, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected.

This differs from the results reported by Cut Muliani (2023). In her study, statistical analysis showed significant improvements in reading comprehension after implementation of the TGT method. Similarly, Eka Putri Haryati (2021) found that students who learnt through the TGT model achieved better learning outcomes than those who learnt through conventional methods. However, the present study did not find a statistically significant improvement in students' achievement, despite positive engagement being observed during classroom activities.

Several factors may have influenced the difference between the present study and previous studies, including differences in research participants, learning materials, treatment duration, classroom conditions and research instruments. While the students demonstrated positive engagement, collaboration, motivation and enthusiasm throughout the learning process, these factors may not have been sufficient to produce a statistically significant improvement in achievement within the timeframe of the study.

Overall, the findings of this study suggest that the Team Games Tournament (TGT) method is effective in promoting engagement in English learning. Students became more active, collaborative and motivated during classroom activities. However, statistical analysis indicated that improvement in students' achievement was not significant. Therefore, while TGT contributed positively to classroom engagement, further research is needed to examine its impact on students' achievement in different learning contexts.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the conclusions of the research and recommendations for teachers, students, schools, and future researchers regarding the implementation of the Team Games Tournament (TGT) method in English learning.

A. Conclusion

Based on the findings of the research conducted at MTsN 5 PIDIE, it can be concluded that implementing the Team Games Tournament (TGT) method positively influenced students' engagement in learning English. Observation results showed that students in the experimental class actively participated in the learning process. They were more willing to ask and answer questions, collaborate with their peers, participate in group discussions and take part in classroom activities. The experimental class obtained a higher observation score than the control class, indicating that the TGT method created a more engaging and interactive learning environment. Using games and tournaments also encouraged students to become more enthusiastic and motivated during English lessons.

Furthermore, the findings revealed that students in the experimental class made positive progress in their learning after the TGT method was implemented. The average pre-test score was 90, while the average post-test score increased to 91. While this increase was relatively small, it indicated that students had improved their learning outcomes following the implementation of the TGT method. These results suggest that cooperative learning activities, peer interaction and academic games can positively impact students' understanding of lesson material.

However, the achievement results should be interpreted with caution. The post-test contained more challenging questions than the pre-test, which may have affected students' scores. Additionally, students needed time to adapt to the Team Games Tournament (TGT) method, as they were more accustomed to conventional classroom instruction. Despite these limitations, observation results consistently

showed that students became more active, collaborative and engaged throughout the learning process. Therefore, it can be concluded that the TGT method was effective in enhancing students' engagement and creating a more active and enjoyable environment for learning English. The method also demonstrated positive potential for improving students' achievement when implemented appropriately in the classroom.

D. Suggestion

Based on the findings and conclusions of this research, the following suggestions are proposed for teachers, students, schools and future researchers:

Firstly, English teachers are encouraged to use the Team Games Tournament (TGT) method as an alternative teaching strategy in the classroom. This study's findings suggest that TGT can boost student engagement, participation and interaction during the learning process. By combining cooperative learning with academic games, teachers can create a more active and enjoyable learning environment that encourages students to participate more confidently in English lessons.

Secondly, students are encouraged to actively participate in group discussions, cooperative learning activities and academic tournaments. Through active participation, students can improve their understanding of the lesson material, as well as their communication, teamwork, and problem-solving skills. They should also take advantage of opportunities to collaborate with their peers and learn from one another during classroom activities.

Thirdly, schools should support the implementation of innovative teaching methods, such as the Team Games Tournament (TGT). This support may include providing adequate learning facilities, instructional media and professional development opportunities for teachers. Such support can help to create a learning environment that promotes student engagement and active participation.

Finally, it is recommended that future researchers conduct further studies on the implementation of TGT with larger sample sizes, longer treatment periods and equivalent pre- and post-test instruments. Future studies may also investigate

whether TGT improves other English language skills, such as speaking, listening, reading and writing, or compare it with other cooperative learning methods to gain a broader understanding of its effectiveness.



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AUTOBIOGRAPHY

Name : Jihan Syahira
Place/ Date of Birth : Sigli, January 10th 2003
Sex : Female
Religion : Islam
Nationality/Ethnic : Indonesia/Acehnese
Address : Sigli, Kecamatan Pidie, Kabupaten Pidie
Desa Paya
Occupation/ NIM : Student/210203055

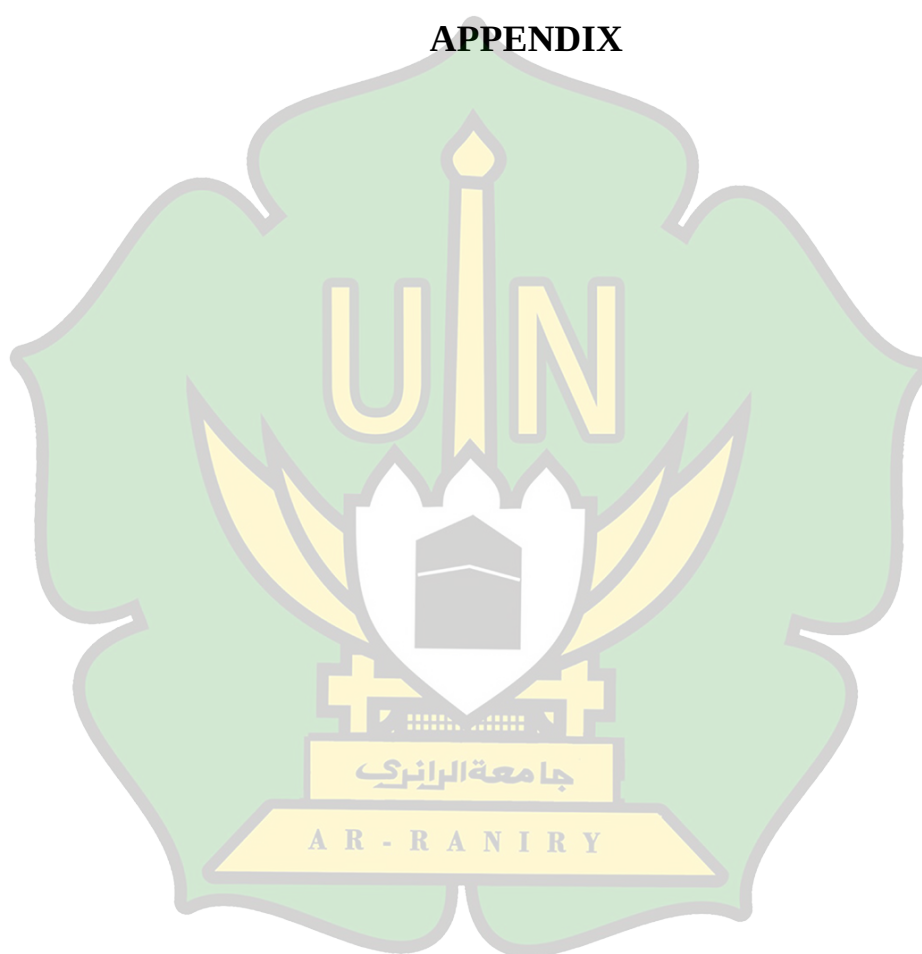
Parents

Father's name : Muzakkir
Father's occupation : Civil Servant
Mother's name : Nurul Husna
Mother's occupation : Civil Servant

Educational Background

Elementary School : MIN Tijue (2009-20013)
Junior High School : MTsN 5 Pidie (2013-2015)
Senior High School : Sukma Bangsa Pidie (2015-2017)
MAN 1 Pidie (2017-2018)
University : UIN Ar-raniry Banda Aceh (2021-2026)

APPENDIX



Appendix 1. Supervisor Appointment Letter



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 1699 TAHUN 2025

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

- KESATU : Menunjuk Saudara :
Syamsul Bahri, M.A.

Untuk membimbing Skripsi

Nama : **Jihan Syahira**
NIM : **210203055**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Implementation of Team Games Tournament (TGT) in Enhancing Students' Engagement and Achievement in Learning English**

- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025 04 2 423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.

- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

- CELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 22 Desember 2025
Dekan,

Saiful Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktor Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.



Appendix 2. Recommendation Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3047/Un.08/FTK.1/TL.00/5/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala MTsN 5 Pidie

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203055

Nama : JIHAN SYAHIRA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl.Gp Lamlumpang Dusun Bak Bi Lam Glumpang

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE IMPLEMENTATION OF TGT IN ENHANCING STUDENTS' ENGAGEMENT AND ACHIEVEMENT IN LEARNING ENGLISH***

Banda Aceh, 04 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 12 Juni 2026

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Appendix 3. Confirmation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PIDIE
MADRASAH TSANAWIYAH NEGERI 5 PIDIE
Jalan Prof. A. Madjid Ibrahim - Tjue Sigli Telp. (0653) 821172 Kode Pos : 24151
NSM

1	2	1	1	1	1	7	2	0	0	1
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 Akreditasi : A

SURAT KETERANGAN

Nomor : B-0599 /Ma.01.50.05/ TL.00/05/ 2026

Kepala Madrasah Tsanawiyah Negeri 5 Pidie Kabupaten Pidie, dengan ini menerangkan:

Nama : JIHAN SYAHIRA
NPM : 210203055
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah Dan Keguruan
Perguruan Tinggi : Universitas Islam Negeri Ar-Raniry Banda Aceh

Benar yang namanya tersebut di atas Mahasiswa UIN Ar-Raniry Banda Aceh, telah melakukan Penelitian ilmiah dan Pengumpulan Data di Madrasah Tsanawiyah Negeri 5 Pidie dalam rangka untuk memenuhi persyaratan penyusunan Skripsi , pada tanggal 11 s.d 16 Mei tahun 2026. Adapun Skripsi yang diajukan berjudul :

THE IMPLEMENTATION OF TGT IN ENHANCING STUDENTS' ENGAGEMENT AND ACHIEVEMENT IN LEARNING ENGLISH

Demikian Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

20 Mei 2026
Kepda,

Drs. Usman
NIP: 19681231199831018

Appendix 4. Pre-Test

Part A: Multiple Choice (5 questions)

1. My brother is ____ than me.
 - a. tall
 - b. taller
 - c. tallest
2. This book is ____ than that one.
 - a. interesting
 - b. more interesting
 - c. most interesting
3. A car is ____ than a bicycle.
 - a. fast
 - b. faster
 - c. fastest
4. Today is ____ than yesterday.
 - a. hot
 - b. hotter
 - c. hottest
5. A dog is ____ than a mouse.
 - a. big
 - b. bigger
 - c. biggest

Part B: Fill in the Blank (5 questions)

6. She is _____ (tall) than her sister.
7. This road is _____ (long) than that one.
8. My house is _____ (big) than yours.
9. A plane is _____ (fast) than a car.
10. This problem is _____ (difficult) than that one.

Appendix 5. Post-Test

Part A: Multiple Choice (5 questions)

1. This bag is ____ than that one.
 - a. cheap
 - b. cheaper
 - c. cheapest
2. A mountain is ____ than a hill.
 - a. high
 - b. higher
 - c. highest
3. This movie is ____ than that one.
 - a. interesting
 - b. more interesting
 - c. most interesting
4. A train is ____ than a car.
 - a. fast
 - b. faster
 - c. fastest
5. My sister is ____ than me.
 - a. young
 - b. younger
 - c. youngest

Part B: Fill in the Blank (5 questions)

6. My bag is _____ (heavy) than yours.
7. This road is _____ (wide) than that one.
8. A lion is _____ (big) than a cat.
9. This book is _____ (interesting) than that one.
10. English is _____ (difficult) than math.

Part C: Short Answer (2 questions)

11. Compare: a car and a bicycle
A car isthan a bicycle.
12. Compare: a river and a sea
A river is than a sea.

Appendix 6. Pre-Test and Post-Test Results of the Control Class

No.	Nama VIII-10 (control)	Pre test	Post test
1.	student	8	12
2.	student	8	12
3.	student	9	12
4.	student	10	12
5.	student	9	12
6.	student	10	12
7.	student	10	12
8.	student	10	12
9.	student	10	12
10.	student	8	12
11.	student	10	12
12.	student	10	12
13.	student	10	12
14.	student	10	12
15.	student	9	12
16.	student	10	12
17.	student	10	12
18.	student	10	12
19.	student	10	12
20.	student	9	11
21.	student	9	11

Appendix 7. Pre-Test and Post-Test Results of the Experimental Class

No.	Nama VIII-5 (experimental)	Pre test	Post test
1.	student	10	12
2.	student	8	12
3.	student	10	12
4.	student	10	11
5.	student	7	8
6.	student	10	11
7.	student	10	12
8.	student	10	12
9.	student	1	8
10.	student	10	11
11.	student	10	11
12.	student	10	12
13.	student	10	12
14.	student	10	12
15.	student	10	11
16.	student	5	9
17.	student	10	11
18.	student	8	10
19.	student	10	11
20.	student	10	11
21.	student	10	11

Appendix 8. TGT Questions

- **EXTRA EASY (4 Questions – Very Simple)**

(Use pictures + simple choice)

- | | |
|---|---|
| 1) Which is bigger?
a. Elephant
b. Ant | 4) Which is smaller?
a. Mouse
b. Cow |
| 2) Which is faster?
a. Turtle
b. Rabbit | 5) Which is hotter?
a. Ice
b. Fire |
| 3) Which is taller?
a. Tree
b. Grass | 6) Which is heavier?
a. Feather
b. Rock |

- **EASY (4 Questions – Multiple Choice)**

- | | |
|--|---|
| a. Which is bigger?
a. Cat
b. Elephant | h. Which is taller?
a. Tree
b. Flower |
| b. My house is ____ than yours.
a. big
b. bigger
c. biggest | i. A car is ____ than a motorcycle.
a. slow
b. slower
c. faster |
| c. Which is faster?
a. Bicycle
b. Car | j. This test is ____ than the last one.
a. easy
b. easier
c. easiest |
| d. Today is ____ than yesterday.
a. hot
b. hotter
c. hottest | k. Which is smaller?
a. Elephant
b. Ant |
| e. Which is bigger?
a. Cat
b. Elephant | l. My book is ____ than yours.
a. thin
b. thinner
c. thinnest |
| f. Which is faster?
a. Bicycle
b. Car | m. Which is heavier?
a. Rock
b. Leaf |
| g. My bag is ____ than yours.
a. heavy
b. heavier
c. heaviest | n. Today is ____ than yesterday.
a. cold |

- b. colder
- c. coldest

• **MEDIUM (2 Questions – Fill in the blank)**

1. She is _____ (tall) than her sister.
2. My brother is _____ (tall) than me.
3. This road is _____ (long) than that one.
4. A car is _____ (fast) than a bicycle.
5. This bag is _____ (cheap) than that one.
6. This problem is _____ (difficult) than that one.
7. My house is _____ (big) than yours.
8. This movie is _____ (interesting) than that one.
9. This book is _____ (thick) than that one.
10. Today is _____ (cold) than yesterday.

• **HARD (4 Questions – Speaking / No Options) (Students must answer in full sentence)**

1. Compare: a lion and a cat
2. Compare: a plane and a car
3. Compare: a mountain and a hill
4. Compare: a train and a bicycle

Appendix 9. Answer Key to the TGT Questions

• **EXTRA EASY (4 Questions – Very Simple)**

(Use pictures + simple choice)

7) Which is bigger?

- a. Elephant ✓
- b. Ant

8) Which is faster?

- a. Turtle
- b. Rabbit ✓

9) Which is taller?

- a. Tree ✓
- b. Grass

10) Which is smaller?

- a. Mouse ✓
- b. Cow

11) Which is hotter?

- a. Ice
- b. Fire ✓

12) Which is heavier?

- a. Feather
- b. Rock ✓

• **EASY (4 Questions – Multiple Choice)**

o. Which is bigger?

- a. Cat
- b. Elephant ✓

p. My house is ____ than yours.

- a. big
- b. bigger ✓
- c. biggest

q. Which is faster?

- a. Bicycle
- b. Car ✓

r. Today is ____ than yesterday.

- a. hot
- b. hotter ✓
- c. hottest

s. Which is bigger?

- a. Cat
- b. Elephant ✓

t. Which is faster?

- a. Bicycle
- b. Car ✓

u. My bag is ____ than yours.

- a. heavy

- b. heavier ✓
- c. heaviest

v. Which is taller?

- a. Tree ✓
- b. Flower

w. A car is ____ than a motorcycle.

- a. slow
- b. slower
- c. faster ✓

x. This test is ____ than the last one.

- a. easy
- b. easier ✓
- c. easiest

y. Which is smaller?

- a. Elephant
- b. Ant ✓

z. My book is ____ than yours.

- a. thin
- b. thinner ✓
- c. thinnest

aa. Which is heavier?

- a. Rock ☒
- b. Leaf

bb. Today is ____ than yesterday.

- a. cold
- b. colder ☒
- c. coldest

• **MEDIUM (2 Questions – Fill in the blank)**

- | | |
|--|---|
| 11. She is _____ (tall) than her sister.
taller | 16. This problem is _____ (difficult)
than that one.
more difficult |
| 12. My brother is _____ (tall) than
me.
taller | 17. My house is _____ (big) than
yours.
bigger |
| 13. This road is _____ (long) than
that one.
longer | 18. This movie is _____ (interesting)
than that one.
more interesting |
| 14. A car is _____ (fast) than a
bicycle.
faster | 19. This book is _____ (thick) than
that one.
thicker |
| 15. This bag is _____ (cheap) than
that one.
cheaper | 20. Today is _____ (cold) than
yesterday.
colder |

• **HARD (4 Questions – Speaking / No Options) (Students must answer in full sentence)**

- 5. Compare: a lion and a cat
A lion is bigger than a cat.
- 6. Compare: a plane and a car
A plane is faster than a car.
- 7. Compare: a mountain and a hill
A mountain is higher than a hill.
- 8. Compare: a train and a bicycle
A train is faster than a bicycle.

Appendix 10. Observation Sheet

SKOR	0 = Tidak	1 =Cukup	2 = Ya
A. Engagement (Basic Engagement)	0	1	2
1. Are students focused on the task/activity (not distracted)?			
2. Are students actively participating (asking questions/answering/discussing)?			
3. Are students motivated to begin and follow along with the lesson?			
B. Deep Engagement	0	1	2
4. Do students demonstrate critical thinking while learning?			
5. Do students collaborate or interact with their peers?			
6. Do students take the initiative (rather than just waiting for instructions)?			
C. Extended Engagement	0	1	2
7. Do students study outside of school hours (on their own)?			
8. Do students connect the material to real life?			
9. Do students use technology for independent exploration?			
Discuss with the teacher: 13-18 Points: Very strong connection between learning goals, tools, instructional strategies. Keep tool and strategies. 7-12Points: Average connection between learning goals, tools, instructional	TOTALS/18		

strategies. Consider modifying strategies and/or change tool. Use 6 Points or below. Low connection between learning goals, tools, instructional strategies. Rethink if tool and/or strategies are correct choice. "Ideas for instructional strategies can be found using the Leamer Variability Navigator (under strategiea) https://vp.digitalpromiseglobal.org/	
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Appendix 11. Observation Results of the Control Class

SKOR	0 = Tidak	1 = Cukup	2 = Ya
A. Engagement (Basic Engagement)	0	1	2
1. Are students focused on the task/activity (not distracted)?		✓	✓
2. Are students actively participating (asking questions/answering/discussing)?			
3. Are students motivated to begin and follow along with the lesson?		✓	
B. Deep Engagement	0	1	2
4. Do students demonstrate critical thinking while learning?		✓	
5. Do students collaborate or interact with their peers?		✓	
6. Do students take the initiative (rather than just waiting for instructions)?		✓	
C. Extended Engagement	0	1	2
7. Do students study outside of school hours (on their own)?		✓	
8. Do students connect the material to real life?		✓	
9. Do students use technology for independent exploration?			✓
Discuss with the teacher:	TOTALS/18		
13-18 Points: Very strong connection between learning goals, tools, instructional strategies. Keep tool and strategies.			
7-12Points: Average connection between learning goals, tools, instructional strategies. Consider modifying strategies and/or change tool. Use			
6 Points or below. Low connection between learning goals, tools, instructional strategies. Rethink if tool and/or strategies are correct choice.			
"Ideas for instructional strategies can be found using the Learner Variability Navigator (under strategica) https://vp.digitalpromiseglobal.org/			

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Appendix 12. Observation Results of the Experimental Class

SKOR	0 = Tidak	1 = Cukup	2 = Ya
A. Engagement (Basic Engagement)	0	1	2
1. Are students focused on the task/activity (not distracted)?		✓	
2. Are students actively participating (asking questions/answering/discussing)?			✓
3. Are students motivated to begin and follow along with the lesson?		✓	
B. Deep Engagement	0	1	2
4. Do students demonstrate critical thinking while learning?			✓
5. Do students collaborate or interact with their peers?			✓
6. Do students take the initiative (rather than just waiting for instructions)?		✓	
C. Extended Engagement	0	1	2
7. Do students study outside of school hours (on their own)?		✓	
8. Do students connect the material to real life?		✓	
9. Do students use technology for independent exploration?			✓
Discuss with the teacher:	TOTALS .1.2.../18		
13-18 Points: Very strong connection between learning goals, tools, instructional strategies. Keep tool and strategies.			
7-12Points: Average connection between learning goals, tools, instructional strategies. Consider modifying strategies and/or change tool. Use			
6 Points or below. Low connection between learning goals, tools, instructional strategies. Rethink if tool and/or strategies are correct choice.			
"Ideas for instructional strategies can be found using the Leamer Variability Navigator (under strategies) https://vp.digitalpromiseglobal.org/			

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Appendix 13. Lesson Plan: Control Class

Subject : English

Class/Semester : VIII / Genap

Topic : Comparative Degree

Time Allocation : 2 × 40 Minutes

A. Learning Objectives

At the end of the lesson, students are able to:

1. Identify comparative adjectives.
2. Distinguish short adjectives and long adjectives.
3. Use "-er + than" for short adjectives.
4. Use "more + adjective + than" for long adjectives.
5. Make comparative sentences correctly.

B. Learning Materials

Comparative Degree: Comparative degree is used to compare two people, animals, places, or things.

a) Short Adjectives

Pattern:

Adjective + er + than

Examples:

Positive Comparative

tall taller

clean cleaner

high higher

fast faster

small smaller

Examples in sentences:

Ali is taller than Ahmad.

This room is cleaner than that room.

The mountain is higher than the hill.

b). Long Adjectives

Pattern:

more + adjective + than

Examples:

Positive	Comparative
beautiful	more beautiful
expensive	more expensive
interesting	more interesting
difficult	more difficult

Examples:

This dress is more beautiful than that dress.
English is more interesting than Mathematics.

C. Learning Method

- Conventional Method
- Explanation (Lecture)
- Question and Answer
- Individual Exercise

D. Learning Activities

a) Opening Activities (10 Minutes)

Opening Activities

1. Teacher greets students.
2. Teacher checks attendance.
3. Teacher asks simple questions:
 - Who is taller, you or your friend?
 - Which animal is bigger, a cat or a mouse?
4. Teacher introduces Comparative Degree.

b) Main Activities (60 Minutes)

Exploration

5. Teacher explains the definition of comparative degree.
6. Teacher explains short adjectives and long adjectives.
7. Teacher writes examples on the board.

Examples:

Tall → Taller

Clean → Cleaner

High → Higher

Beautiful → More Beautiful

Expensive → More Expensive

Elaboration

8. Students repeat the examples.
9. Teacher explains the rules:
10. Short adjective → add -er
11. Long adjective → add more
12. Students answer teacher's questions orally.

Example:
Teacher: Tall?
Students: Taller
Teacher: Beautiful?
Students: More beautiful

Confirmation

13. Teacher corrects students' answers.
14. Students complete individual exercises.

Example:

- a. Tall → _____
- b. Clean → _____
- c. Beautiful → _____
- d. Expensive → _____

c) Closing Activities (10 Minutes)

Closing Activities

15. Teacher reviews the lesson.
16. Teacher asks students to mention examples of comparative degree.
17. Teacher concludes the lesson.
18. Teacher closes the class.

E. Assessment

Written Test

Change the adjectives into comparative form.

Tall → _____

High → _____

Clean → _____

Beautiful → _____

Expensive → _____

Answer Key:

Taller

Higher

Cleaner

More beautiful

More expensive

Appendix 14. Lesson Plan: Experimental Class

Subject : English

Class/Semester : VIII / Genap

Topic : Comparative Degree

Time Allocation : 2 × 40 Minutes

A. Learning Objectives

At the end of the lesson, students are able to:

1. Identify comparative adjectives.
2. Distinguish short adjectives and long adjectives.
3. Use "-er + than" for short adjectives.
4. Use "more + adjective + than" for long adjectives.
5. Make comparative sentences correctly.

B. Learning Materials

Comparative Degree: Comparative degree is used to compare two people, animals, places, or things.

a) Short Adjectives

Pattern:

Adjective + er + than

Examples:

Positive Comparative

tall taller

clean cleaner

high higher

fast faster

small smaller

Examples in sentences:

Ali is taller than Ahmad.

This room is cleaner than that room.

The mountain is higher than the hill.

b). Long Adjectives

Pattern:

more + adjective + than

Examples:

Positive	Comparative
beautiful	more beautiful
expensive	more expensive
interesting	more interesting
difficult	more difficult

Examples:

This dress is more beautiful than that dress.

English is more interesting than Mathematics.

C. Learning Method

- Cooperative Learning
- Team Games Tournament (TGT)

D. Learning Activities

a) Opening Activities (10 Minutes)

Opening Activities

1. Teacher greets students.
2. Teacher checks attendance.
3. Teacher asks simple questions:
 - Who is taller, you or your friend?
 - Which animal is bigger, a cat or a mouse?
4. Teacher introduces Comparative Degree.

b) Main Activities (60 Minutes)

Exploration

5. Teacher explains the definition of comparative degree.
6. Teacher explains short adjectives and long adjectives.
7. Teacher writes examples on the board.

Examples:

Tall → Taller

Clean → Cleaner

High → Higher

Beautiful → More Beautiful

Expensive → More Expensive

TGT Elaboration

8. Teacher divides students into several heterogeneous groups consisting of 4–5 students.
9. Teacher distributes worksheets containing comparative degree exercises.
10. Students discuss the material and solve the exercises together.
11. Team members help each other understand the rules of comparative degree.
12. Teacher gives a short quiz to prepare students for the

tournament.Example:
Teacher: Tall?
Students: Taller
Teacher: Beautiful?
Students: More beautiful

Confirmation

13. Teacher organizes a tournament session.
14. One student from each team comes to the tournament table.
15. Students answer
16. Students who answer correctly receive points for their teams.
17. After several rounds, other team members take turns participating in the tournament.
18. Teacher records and calculates the scores earned by each team.
19. Teacher announces the winning team and gives appreciation.
20. Teacher provides feedback and corrects students' answers.

c) Closing Activities (10 Minutes)

Closing Activities

1. Teacher reviews the lesson.
2. Teacher asks students to mention examples of comparative degree.
3. Teacher concludes the lesson.
4. Teacher closes the class.

E. Assessment

Technique: Performance Assessment and Quiz

Instrument: TGT Quiz Cards

Assessment Procedure:

- Students answer questions from the TGT quiz cards during the tournament.
- Each correct answer receives points.
- Team scores are accumulated and recorded by the teacher.
- Students' achievement is measured based on their participation and correct answers during the tournament.

Source of Questions: TGT Questions (Appendix)

Appendix 15. Documentation



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