

**EFFECTIVENESS OF TEAM GAME TOURNAMENT (TGT) METHOD  
IN ENHANCING STUDENTS' MASTERY IN WRITING  
PROCEDURE TEXT AT TENTH GRADE  
AT MAM 02 PONDOK MODERN  
PACIRAN LAMONGAN**

**THESIS**

In Partial Fulfillment of the Requirements for Master's  
Degree in English Language Education



By  
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**EFL TEACHERS' BARRIERS AND STRATEGIES  
IN IMPLEMENTING DIFFERENTIATED INSTRUCTION  
IN ENGLISH TEACHING AT JUNIOR HIGH SCHOOL  
IN UJUNGPAKANG GRESIK**

by

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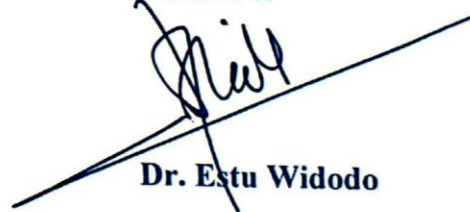
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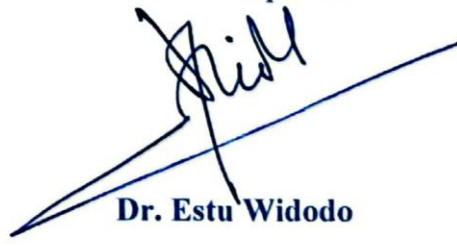
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# THESIS

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## LETTER OF STATEMENT

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1. The thesis entitled: **EFFECTIVENESS OF TEAM GAME TOURNAMENT (TGT) METHOD IN ENHANCING STUDENTS' MASTERY IN WRITING PROCEDURE TEXT AT TENTH GRADE AT MAM 02 PONDOK MODERN PACIRAN LAMONGAN**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON- EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 January 2025

The Writer,



**IHTAROTUL BARIYAH**

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Praise to be Allah SWT the Almighty God of all the worlds, the wisest of all abundance of grace and blessing for giving strength and guidance to the researcher so that this thesis can be finished. Sholawat and salam hopefully bestowed on our Great Prophet Muhammad SAW, to his family friends and all of his followers.

This thesis was entitled “*Effectiveness of Team Game Tournament (TGT) Method in Enhancing Students’ Mastery in Writing Procedure Text at Tenth Grade at MAM 02 Pondok Modern Paciran Lamongan*” is a significant step toward my academic success in Master of English Language Education at the Graduate Program of Universitas Muhammadiyah Malang.

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I'm hoping that this thesis will offer insightful information and favorable impact readers generally as well as the advancement of knowledge. Last but not least, I acknowledge that this thesis is far from flawless and would appreciate any helpful critique and recommendations to make this work even better in the future.

Malang, 16 January 2025

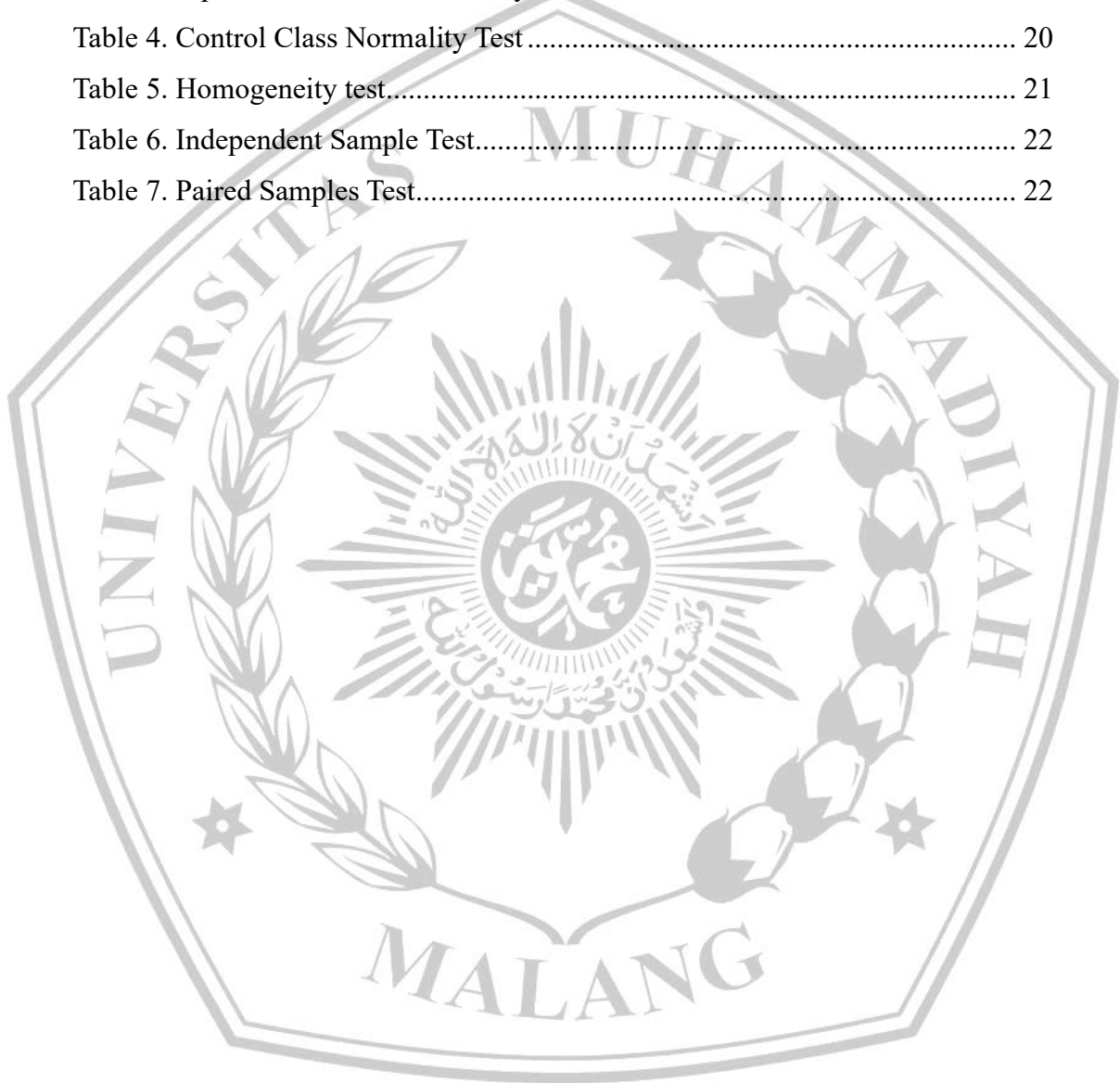
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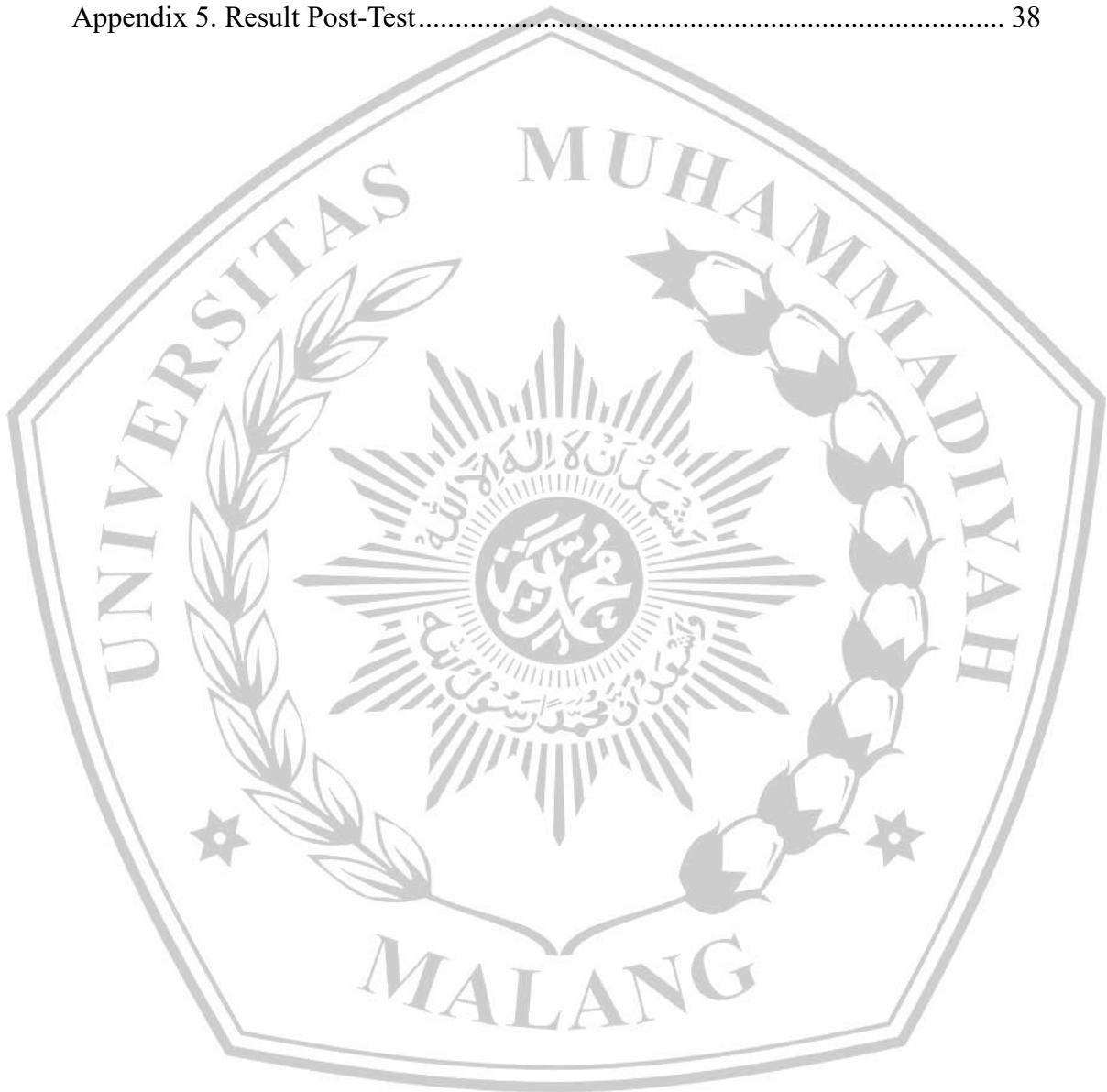
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**ABSTRACT**

*One of the fundamental language skills that is crucial to the teaching and learning process is writing, especially in procedural text. The students faced challenges and struggled to create writing in this genre. The teacher needed a method that can be used to solve the problem. The research question was formulated: "Does the use of TGT method enhance the writing procedure text mastery of students at Tenth Grade at MAM 02 Pondok Modern Paciran Lamongan?". The researcher used quasi experimental research for design. This design involved two classes as research subjects, the experimental class and the control class. The population of the research were tenth grade students and the samples were 37 students at X1 and X4. The instrument used was test question to measure the specified variables. The results of data analysis of the paired sample test showed that the Sig value (2-tailed) is 0.001, which is less than the significance level of 0.05, it means reject H<sub>0</sub>, accepted H<sub>a</sub>. This indicated that the experimental group showed significant results. t There was a significant difference between the TGT learning method and the conventional method, particularly the lecturing method, in improving the writing of procedure texts. In other words, the use of the Teams Games Tournament (TGT) learning method was proven to have a positive and effective influence on enhancing students' writing mastery at tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan.*

**Keywords:** *TGT Method, Procedure Text, Writing.*

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**ABSTRAK**

Salah satu keterampilan bahasa yang sangat penting dalam proses pengajaran dan pembelajaran adalah menulis, terutama dalam teks prosedural. Para siswa menghadapi tantangan dan kesulitan dalam membuat tulisan dalam genre ini. Guru memerlukan metode yang dapat digunakan untuk mengatasi masalah tersebut. Rumusan masalah dalam penelitian ini adalah: "Apakah penggunaan metode TGT meningkatkan penguasaan teks prosedural siswa Kelas Sepuluh di MAM 02 Pondok Modern Paciran Lamongan?" Peneliti menggunakan desain penelitian eksperimen semu. Desain ini melibatkan dua kelas sebagai subjek penelitian, yaitu kelas eksperimen dan kelas kontrol. Populasi penelitian adalah siswa kelas sepuluh, dan sampel penelitian berjumlah 37 siswa di kelas X1 dan X4. Instrumen yang digunakan adalah tes soal yang bertujuan untuk mengukur variabel yang telah ditentukan. Hasil analisis data uji sampel berpasangan menunjukkan bahwa nilai Sig (2-tailed) adalah 0,001, yang lebih kecil dari tingkat signifikansi 0,05, yang berarti  $H_0$  ditolak dan  $H_a$  diterima. Ini menunjukkan bahwa kelompok eksperimen menunjukkan hasil yang signifikan. Terdapat perbedaan yang signifikan antara metode pembelajaran TGT dan metode konvensional, khususnya metode ceramah, dalam meningkatkan penulisan teks prosedural. Dengan kata lain, penggunaan metode pembelajaran Teams Games Tournament (TGT) terbukti memiliki pengaruh positif dan efektif dalam meningkatkan penguasaan menulis siswa di kelas sepuluh di MAM 02 Pondok Modern Paciran Lamongan.

**Kata Kunci: Metode TGT, Teks Procedure, Menulis**

## INTRODUCTION

Writing is a skill which makes students able to convey their thoughts, communicate their ideas, can foster students' creativity and critical thinking. One of the fundamental language skills that is crucial to the teaching and learning process is writing. So, writing skill is important because it determines students' ability and success in learning English. (I. Sari et al., 2023) Students in senior high school should be proficient in writing because of this. However, in order to write, students must use certain language elements, including punctuation, grammar, writing, and spelling (I. Sari et al., 2023). Additionally, Braine states in I. Sari (2023) that one must be familiar with the principles of English grammar and mechanics, including how to correctly utilize verbs and pronouns, commas, and other punctuation marks. Related to the writing skill, Writing, as a productive skill, can be complex and challenging to teach because it requires not only mastery of grammatical rules and theoretical concepts but also the ability to make judgments and think conceptually. This complexity makes teaching writing distinct from other language skills (Sakkir, 2020).

In teaching and learning activity, teaching writing is not only a vital component of literacy, but also an indicator of the progress being made in the classroom. Traditional writing lessons, where students are simply assigned homework, are becoming outdated, as teachers can easily monitor students' progress this way. However, the reality is that homework can sometimes lead to students feeling lazy and making limited progress due to a lack of motivation, poor grades, and growing dislike for writing. Therefore, teachers play a crucial role as motivators. As Harmer (as cited in Manuputty, 2020) points out, one of the teacher's key roles in writing tasks is to inspire students, help them generate ideas, show the relevance of the activity, and encourage them to put in their best effort. The process of teaching writing is complex and long-term, beginning from elementary school and extending to university level. (Aminah, 2018). Writing skills are not something that just happen; they must be developed via practice. Teachers should adopt a serious approach to teaching writing skills, one of which is generating procedure texts, since writing assignments involve students in active learning. A procedure is

described in detail in a book called the protocol. Its social function is to make things clearer for us or make things easier for us to use by outlining how things are done through a sequence of series.(Aqilah,et al 2023)

As in case of students at X Grade MAM 02 Pondok Modern Paciran Lamongan, one of the topics in teaching English writing skills is procedural texts. The researcher gathered information from an English teacher regarding the challenging students face when writing in this genre. The first issue identified is that students struggle to create a text. Several factors contribute to this difficulty, such as a lack of understanding of the generic structure, language features, and social functions of the text. As a result, students find it challenging to translate their thoughts into written form. Secondly, it has been observed that many students lack proficiency in writing. Some students especially struggle with writing tasks related to text creation. This often leaves them unsure of what to write, leading to difficulties in producing coherent and varied writing. Thirdly, although some students have numerous ideas, they lack the confidence to express them. This anxiety prevents them from starting their writing, and they often struggle to organize their thoughts in a logical way. Their fear of not performing well hinders them from developing their ideas effectively when writing a procedural text. Finally, the teaching media used by the instructor remains limited. The teacher relies on traditional tools such as the whiteboard, markers, and textbooks, which may not be sufficient for effectively supporting students in the learning process. Therefore, it is important for teachers to incorporate more effective media, particularly for teaching writing, especially when focusing on procedural texts.(Lubis & Hasibuan, 2021)

Related to the problems described above, a solution is needed to facilitate the students to develop their ability and creativity in writing. For that, the teacher needs a method that can be used to solve the problem. So, in this case the researcher chooses team game tournament (TGT) method as an alternative used to solve writing problems. The method or strategies used in the classroom have a significant impact on how well students learn English. The teacher can help students with challenging skills by using the right technique or strategy. The goal of the study is

for students to become expert in grammar and writing. They must be imaginative in order to convey their ideas in writing.(Y. Sari & Fatoni, 2022)

Teams Games Tournament (TGT) was the first created by David DeVries and Keith Edwards. (Nurjaman, 2023) TGT (Team Games Tournament) is a cooperative learning method that incorporates elements of team formation, instruction, and assignments. The TGT (Team Game Tournament) method can be effectively enhanced by incorporating elements of Differentiated Instruction (DI). Differentiated Instruction (DI) is a teaching approach that aims to tailor instruction to meet the diverse learning need and style off all students in the classroom. The first is content differentiation (tired assignment and multiple representation), second is process differentiation that include learning centre, flexible grouping and choice board, third is product differentiation that are varying assessment method and student choice, the last is learning environment differentiation that are flexible seating noise level consideration and technology integration. The formation process involves grouping students with different abilities into teams. Instruction typically consists of questions or quizzes, along with specific task sheets (Manuputty, 2020). Many experts agree that the Team Games Tournament is an easy-to-implement method that is also engaging and challenging. According to Slavin, as cited in Nurchasanah (2005:163), the TGT approach is a type of cooperative learning model that is straightforward to apply. It involves all students, ensures no status distinctions among them, promotes the role of students as peer tutors, and integrates game elements and reinforcement.

Some studies have been conducted on writing that will be shown in this research:

Gusadha, et all (2020) in their research with the title “Investigating the Effect of Teams-Games-Tournament (TGT) Technique Towards Students’ Speaking Skill”. The results of the research revealed that the Teams-Games-Tournament (TGT) technique had a more positive impact on students' speaking skills compared to the traditional method. This was supported by an observed t-value of 2.446, which was higher than the t-table value of 1.671. The data showed

that students who were taught using the Teams-Games-Tournament (TGT) technique scored significantly higher in speaking than those who received instruction through traditional methods.

Nurchasanah(2020) in her research with the title “The Use of Team Game Tournament Method to Improve the Students' Reading Comprehension”. The data revealed a significant difference between the post-test scores of students in experimental and control groups. In the experimental class, the mean score of the post-test was 94.75, which was higher than the mean score of 77.25 in the control class. The t-test results showed that the t-value for the post-test was greater than the t-table value ( $8.616 > 2.000$ ). Based on the findings and the research discussion, the researcher concluded that the use of the Teams Games Tournament method was effective in improving the reading comprehension of eighth-grade students at SMPN 02 Jepara.

Maghfira, S. N., & Khikmah, N. (2023) in their research with the title “Effectiveness of Implementing the Teams Games Tournament (TGT) Learning Model on the Communication Ability Students”. The results show that based on the t-test calculation, the value of t falls outside the range of -1.686 to 1.686, with a t-value of -8.45. This indicates that the t-value does not lie within the range of -1.686 to 1.686. Additionally, hypothesis testing using the t-test further supports this finding. The post-test t-test results yielded a significance value (2-tailed) of 0.008, which is less than 0.05, indicating a significant difference between the post-test scores of experimental and control groups. Therefore, since  $H_0$  is rejected, it can be concluded that the Teams Games Tournament (TGT) learning model is effective in improving students' communication skills.

Although three relevant studies above examine TGT method just like what the researcher examined as well, there were some differences in their studies with this research, that was the researcher investigated writing procedure text mastery, the researcher was interested to distribute research entitled “effectiveness of team game tournament (TGT) method in enhancing student’s mastery in writing procedure text of tenth grade at MAM 02 Pondok Modern Paciran Lamongan”. The

problem was formulated: “Does the use of TGT method enhance the writing procedure text mastery of students at Tenth Grade at MAM 02 Pondok Modern Paciran Lamongan?” Based on the research question, the hypothesis formulation as follows: Null hypothesis (Ho), the use of the TGT method does not enhance the mastery of writing procedure text among tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan, Alternative hypothesis (Ha), The use of the TGT method enhances the mastery of writing procedure texts among tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan. This hypothesis tested whether the application of the TGT (Teams-Games-Tournament) method has a significant effect on students' ability to write procedure texts, by comparing their performance before and after the method is implemented.

## **REVIEW OF RELATED LITERATURE**

### **2.1 WRITING**

Writing is one of the four essential language skills; listening, speaking, reading, and writing, that every student needs to master. According to Troyka (as cited in Suwartini, 2010), all language skills should be learned in an integrated manner, with a focus on using the language in real-life contexts. Writing, in particular, requires learners to develop their cognitive abilities to express their thoughts in written form (Suwartini et al., 2022). Writing serves as a means of conveying ideas, opinions, and emotions. When speaking these thoughts may be difficult or intimidating, writing offers an alternative way to communicate. While writing provides a platform to express ideas freely, it is not an easy task. Writers must consider language use, content, structure, and mechanics (Liunokas, 2020). Moreover, writing is a vital skill for students, especially in academic settings. Mastery of academic writing allows students to engage with their academic community, share ideas, explore topics, document experiences, and learn to navigate the world of academia. (Kuswari & Dallyono, 2022)

In teaching writing, Nunan in Gilakjani (2019) stated that there are many problems that Several factors can contribute to challenges in learning writing. These include the learning process itself, the teaching method, or the way the material is

delivered. When it comes to improving writing proficiency, there are several obstacles that make learning to write difficult for students. Many students lack enthusiasm for writing in English, and their motivation to study English writing is also low. This is often a result of the teacher relying on traditional methods that may no longer be effective.

## **2.2 Procedure Text**

Procedure text is one of the texts in genre-based approach. A procedure text is a type of writing that provides instructions or guidelines for completing a task or activity, usually through a series of steps. Common examples of procedure texts include cooking recipes, directions to a location, game rules, user manuals for tools, and science experiments. These texts are easily found in everyday life and are helpful for students learning how to write procedures. The process of writing involves not only physical actions, such as reading or viewing (using the eyes), but also mental processes, as individuals apply their prior knowledge and understanding. In this study, the focus is on cooking recipes and step-by-step guides as examples of procedure texts. (Noviati et al., 2022)

A procedure text, like other types of writing, serves a societal purpose. According to Napitupulu and Kisno in Karina and Andi (2014), the social role of a procedure text is to give instructions for carrying out a task or process, such as directions, recipes, instructions, and manuals. Each type of procedure text has a specific function in society, and it is essential for students to understand the key elements of these texts in order to comprehend and create them effectively.

A text is incomplete without its generic structure, as this structure is what sets one genre apart from another. The structure of a text serves as a tool to facilitate communication. For a procedure text, the basic structure typically includes the following components: 1) Introduction: This section states the purpose or goal of the task. It could be the title or the opening paragraph of the text. 2) Materials List: This section outlines the materials or ingredients needed to carry out the task. It can be presented as a paragraph or a list, and in some cases, this step might be omitted. 3) Steps: This section provides sequential instructions for completing the task. The



order of the steps is usually critical, and transition words like "now," "next," and "after this" help guide the reader. Each step typically begins with an imperative verb, such as "add," "stir," or "push."(Karina and Andi,2022)

### **2.3 TGT (Team Game Tournament)**

One of the Cooperative Learning methods is TGT. TGT is team game tournament developed by Robert e. Slavin and his partner. The Cooperative Learning model, specifically the TGT (Teams-Games-Tournaments) type, as explained by Komsatan (2013:686), combines group study with team competition. This approach can be used to enhance the learning of various facts, concepts, and skills. According to Michael in Hendra (2011), the TGT model involves students competing against other members of their team to earn points or scores for their team. This learning form is known as *tournament learning*. The TGT model is a type of peer learning in which students collaborate in small groups, with each member being responsible for both individual and group tasks (Adnyana, 2014:8). In this model, groups typically consist of 5-6 students from diverse backgrounds, including differences in ability, gender, ethnicity, and race. The diversity within the group is expected to motivate students to assist one another, with more capable students helping those who are less skilled in mastering the subject matter. This collaborative approach fosters both individual learning and group support. (Rohendi, 2010:19)

The procedures of implementation TGT, Silberman in Hendra (2006:171), are as follows: 1). Formation Teams: Divide the students into teams, each consisting of 2-8 members. 2) Provide Learning Materials: Give the team materials to study and learn together. 3) Create Questions: Develop questions that test both memory retention and understanding of the subject matter. 4) Conduct the First Round: Distribute the questions to the students to the first round of the tournament. 5) Provide Answers: After the students complete the questions, provide the correct answers. Instruct the students to count how many questions they answered correctly. The score achieved by each student is then added to the team's total. 6) Second Round: Instruct the students to study and prepare for a second round of the

tournament, reinforcing their learning. This process encourages both individual and team-based learning while promoting peer interaction and cooperation.

Type of cooperative learning model TGT is implemented in phases, including: team formation, games, competitions, and demonstrate of the processed and team recognise. Slavin in Hendra (2009). Details of the cooperative learning model type TGT that is as follows:

1) Presentation Class

In the TGT (Teams-Games-Tournaments) model, the material is initially introduced during the class sessions. The teacher begins by presenting the content, typically through a direct instruction method. This includes explaining the concepts clearly to the students, followed by discussions where any parts of the lesson that are less well understood can be clarified. This ensures that all students have a solid grasp of the material before they move on to the team-based learning and competition phases. The teacher plays an active role in guiding the learning process, answering questions, and helping students engage with the subject matter.

2) Teamwork

In the TGT (Teams-Games-Tournaments) model, students are organized into heterogeneous groups, each consisting of five members. These groups are diverse in terms of ability, gender, and other characteristics. The main function of these teams is to ensure that all members are actively engaged in learning. The groups are responsible for preparing together, ensuring that every member understands the material thoroughly. This collaborative learning process is crucial as each team faces off against other teams in the tournament. The goal is to help all team members improve their knowledge and performance, allowing them to contribute effectively to their team's success in the tournament.

2) Games (game) Academic

The TGT (Teams-Games-Tournaments) model includes questions that are directly relevant to the subject matter being studied. The game is played at

tables with three to five students, each representing a different team. Typically, the game involves a sheet of paper with a list of numbered questions. Each student draws a numbered card, which corresponds to a question they must answer. The student must then respond to the question associated with the number on their card. This format encourages active participation and reinforces the material being studied, with each student having the opportunity to contribute to their team's score based on their performance.

4) Tournament

The tournament in the TGT (Teams-Games-Tournaments) model is a structured event that typically occurs at the end of a learning unit. After the teacher has delivered the presentation and guided students through the activities, the tournament serves as a way to assess their understanding and reinforce learning. During the first round of the tournament, representatives from each team usually students with higher abilities compete against each other. In subsequent rounds, students of varying abilities take part, ensuring that everyone has the chance to contribute to their team's success. This structure allows for balanced competition, where students of all performance levels are able to participate and maximize their potential. The goal is to provide an opportunity for every student to contribute, with rewards or points given for the best performances, ultimately boosting their team score.

5) Appreciation Group

The group followed these steps to determine the award."

a. Calculate the score and the score of individual groups.

In the TGT (Teams-Games-Tournaments) model, the individual value is calculated to determine the progress and contribution of each student to their team's score. The development of each individual's score is calculated based on the difference between their initial score (before the tournament) and their final score (after the tournament or competition). This method allows the teacher to assess how much a student has improved during the learning process. The increase in score reflects the student's personal development and understanding of the subject matter. The difference between the initial

and final scores is then added to the team's total score, ensuring that each student's growth is acknowledged and contributes to the overall performance of the team.

b. The award-giving groups

In the TGT (Teams-Games-Tournaments) model, the group score is calculated based on the average development value of all the members within the group. This means that the individual development scores of each student, which reflect their improvement from the beginning to the end of the tournament, are averaged to determine the overall group score. The development score for each group member contributes to the team's total score, which encourages collaboration and ensures that all members are motivated to improve. Additionally, the application of awards or recognition for the group can be tailored to local circumstances or contexts, such as offering prizes that are relevant to the community or celebrating the team's success in a manner that aligns with the group's environment. This approach makes the tournament more engaging and meaningful for students. (Slavin,2010:159).

It may be extrapolated that this TGT learning has advantages, such as each group member being assigned a task, direct student-teacher interaction, which inspires students to take initiative, and group interactions between students and teachers. TGT has the following benefits: 1) Every member receives an assignment. 2) All group members receive assignments; 3) Students receive social skills training; 4) Students and teachers communicate directly with one another. 5) Teach students to value other people's viewpoints.6) Help kids develop the bravery to speak in front of the class. 7) Enhance pupils' academic performance.8) Strengthen the sense of brotherhood.9) Encourage a feeling .10) Train cooperation.

This Team Game Tournament (TGT) learning model has advantages and disadvantages. In addition, Silberman in Hendra (2009) suggests that the advantages of this model are as follows: 1. Students are allowed to communicate

and express their thoughts in cooperative classrooms. 2. Students gain a lot of confidence. 3. The amount of disruptive behaviour directed at other pupil's decreases. 4. Students become more motivated to learn. 5. A more thorough comprehension of the topic. 6. Foster more tolerance, kindness, and sensitivity among kids as well as between students and teachers. 7. Students who cooperate with one another will make classroom interactions lively and engaging.

Meanwhile, the weaknesses of TGT are : 1) If the class's guidelines are followed, create groups of people who have trouble organizing and raise the seats. 2) In order to assess the group's worth, the teacher required students to complete learning-related assignments more quickly than other corrective chores. (Yunanda, et al 2018)

## **RESEARCH METHODOLOGY**

### **3.1 RESEARCH DESIGN**

This research employed a Quantitative Design and utilized a quasi-experimental research approach. According to Creswell (2018:41) a quantitative method aims to enhance knowledge by focusing on specific variables, hypothesis, and question, while considering cause and effect relationships, testing theories, and employing measurement and observation. A quasi experimental design involves the assignment of participants without randomization. In addition, Creswell (2009:20) suggests using an experimental design that assesses attitudes both before and after an experimental treatment. The design involved two classes as subjects: an experimental class and a control class. These classes were selected based on their similar levels of ability in English achievement. To ensure the proper selection of classes, the researcher consulted with the tenth-grade English teacher. The teacher's input helped in choosing classes with comparable English proficiency. Additionally, the researcher reviewed the mean English scores of the first-grade students, particularly focusing on their writing scores, to further inform the selection of the classes for the study.

### 3.2 POPULATION AND SAMPLE

The population of research was the tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan. Based on the Sugiyono's statement, he stated that population is a group of people or accident which investigated. The population in this study was all of the tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan. The number of those students were 87 students. Sample is a part of the population that would be investigated. The sample in this study were 37 students from 87 students at class X. Because of using quasi-experimental research design, there were two samples as the population in this research. The population were tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan at class X1 and X4. The sampling technique used in this research is purposive random sampling. The researcher chose two classes of the tenth- grade students randomly, because the sample members were taken randomly without paying attention to the strata in the population (Sugiyono, 2018). The X4, as the experimental class, consisted of 20 students and the X1 as the control class, consisted of 17 students. Therefore, the total number of samples were 37 students. For getting the samples, the researcher did a consultation with English teacher in that school to find out the classes which have similar achievement in English. After getting the samples, the researcher started to give treatments.

**Table 1. Formula of Research Design for Pre and Post Test**

Group	Pre-Test	Independent Variable	Post-Test
E	Y <sub>1</sub>	X	Y <sub>2</sub>
C	Y <sub>1</sub>	—	Y <sub>2</sub>

**Note:**

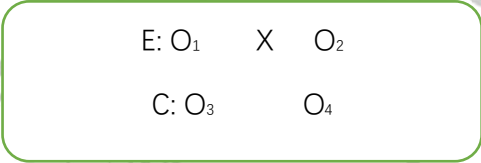
- E : Experimental Group
- C : Control Group

- Y<sub>1</sub> : Pre-Test  
 Y<sub>2</sub> : Post-Test  
 X : The experimental group treated by using TGT method  
 \_ : The control group treated using lecturing method.

Adapted from Sukarmadinata, 2005, p. 207

### 3.3 DATA COLLECTION

The experimental design used in this study can be described as follows:



E = Experimental group

O<sub>1</sub> = Pre-test results of experimental class students before being given treatment

X = TGT learning method

O<sub>2</sub> = Post-test results of experimental class students after being given treatment

C = Control Group

O<sub>3</sub> = Pre-test results of control class students using lecturing learning.

O<sub>4</sub> = Post-test results of control class students using lecturing learning

Adapted from Sugiyono (2019)

There were two variables in this research, independent variable and dependent variable. Independent variable is TGT method and dependent variable is writing mastery. Experimental treatment is the treatment to apply TGT method (X) in the experimental class.

### 3.4 THE TREATMENT

Teaching writing using Teams Games Tournament method was applied only in the experimental group. The research was done in 4 meetings. The specific time of the research was done from 4<sup>th</sup> November to 20<sup>th</sup> November 2024. The pre-test

was held on 4th Nov 2024, giving treatment was held on 6<sup>th</sup> Nov, 11<sup>th</sup>Nov, 13<sup>th</sup> Nov, and 18<sup>th</sup> Nov and post-test was held on 20<sup>th</sup> November 2024. The researcher took two classes to be used as a sample, first class as experimental group and the second class as the control group. 1) The first treatment was held on 6<sup>th</sup> November 2024. The researcher gave material about **We love what we do**. The researcher implemented a series of treatments to assess the effectiveness of the Teams Games Tournament (TGT) learning model. The process unfolded as follows:2) Second Treatment (11th November 2024): The researcher introduced and explained material related to food, drink, and electronic tools. Following this, the researcher demonstrated how to teach writing through the TGT learning model. Students were divided into groups of 4-5 members with varying academic abilities (Teams). The students were asked to collaborate and engage in games, starting the tournament. 3)Third Treatment (13th November 2024): In this session, students worked in groups to answer questions from the question cards. The researcher set a time limit for each group to complete the task. After the answers were collected, the researcher ranked groups and prepared them for the tournament.4) Fourth Treatment (18th November 2024): The researcher guided students during the activities using the TGT model. Each group performed its tasks, and the students counted their tournament points, which were recorded on a score sheet. The teacher determined the score for each team. Afterward, the researcher calculated the total tournament points and rewarded the team with the highest score. Post-Test (20th November 2024): The final session involved administering a post-test to determine the students' writing mastery. The researcher analysed the scores from pre- and post-tests to identify significant differences between two classes in terms of writing proficiency. This sequence of treatments aimed to measure the impact of the TGT model on students' writing skills, with a focus on improving both individual and group performance.

Teaching writing in control group using lecturing method. The research was done for 4 meeting. The pre-test was held on 5<sup>th</sup> November 2024. The first meeting was held on 7<sup>th</sup> November 2024. The teacher introduced about the objective of



lesson, and explained the generic structure of procedure text. The teacher showed the examples of procedure text on the whiteboard. Second meeting was held on 12<sup>th</sup> November 2024. The teacher explained about language feature. The students learnt about language feature and focused on imperative and sequencing words. The teacher gave a short procedure text with missing imperative verbs and sequencing words. The students had to fill in the gaps with the appropriate words. Third meeting was held on 14<sup>th</sup> November 2024. The teacher gave reviewing about language feature and asked to the students to write individually based on their interesting topic. The teacher asked to volunteers to present their procedure text with the class. Fourth meeting was held on 19<sup>th</sup> November 2024. The meeting was focused on editing and finalizing procedure text. The students would review and refine their procedure text focus on clarity, structure and language feature. The final session was post-test that held on 21<sup>th</sup> November 2024, in this meeting the teacher gave the post test to determine the students' writing mastery.

### **3.5 RESEARCH INSTRUMENT**

To measure the students' mastery in writing, the researcher used tests as an instrument, consisting of both pre-tests and post-tests. The writing material for both tests was a procedure text titled "*How to Make a Simple Sandwich*." Here's how the testing process was structured: 1) Pre-Test: Before the treatment, the students were given a pre-test to assess their prior knowledge and writing ability. The pre-test was given to both the experimental and control classes. In this test, the students were asked to write a procedure text (how to make a simple sandwich). The goal was to measure the students' writing skills before they were exposed to the TGT method. 2) Treatment: After administering the pre-test, the researcher provided the experimental class with treatment using the TGT method. The control class was taught without the TGT method. Both groups were given the same writing material ("*How to Make a Simple Sandwich*") and asked to write an essay. The experimental class engaged with the material using the TGT model, while the control class followed a more traditional teaching approach. 3) Post-Test: After the treatment, the same writing test was given to both classes as a post-test. The purpose of the

post-test was to evaluate the students' achievements in writing after being taught using the TGT method. The results from the post-test were compared to those from the pre-test to determine any improvements in writing performance. 4) Scoring: To assess the students' writing performance, the researcher used an analytic scoring method, based on the guidelines provided by Arthur Hughes (2003:101-102). Hughes' analytic scoring method includes several key aspects that help in evaluating the quality of a student's writing, such as content, organization, language use, and mechanics. These aspects were used to guide the researcher in scoring the students' writing tests, ensuring a more comprehensive and structured assessment. By using this method, the researcher aimed to determine the effectiveness of the TGT learning model in improving students' writing skills.

**Table 2. Analytic Scoring Writing**

<b>Criteria</b>	<b>Rating Score</b>	<b>Indicators</b>
Grammar	6	Few or no noticeable errors in grammar or word order.
	5	Some errors in grammar or word order that do not significantly affect overall comprehension.
	4	Grammar or word order errors are fairly frequent; occasional re-reading is required for full understanding.
	3	Frequent errors in grammar or word order; the reader may need to make some effort to interpret the meaning.
	2	Very frequent errors in grammar or word order; the reader often has to rely on their own interpretation.
	1	Severe error in grammar or word order that make comprehension difficult or impossible.
Writing	6	The writing and use of idioms are almost indistinguishable from that of an educated native researcher.
	5	Occasionally uses inappropriate terms or relies on indirect expressions; ideas are still mostly clear.
	4	Uses incorrect or unsuitable words fairly often; the clarity of ideas may be somewhat limited due to insufficient writing skills.
	3	Frequent errors in writing and word choice hinder the clear expression of ideas.
	2	The writing is so limited and often misused that the reader frequently has to interpret the meaning.

	1	Writing limitations are so severe that comprehension is nearly impossible.
	6	Few, if any, noticeable errors in punctuation or spelling
	5	Occasional lapses in punctuation or spelling that do not significantly hinder comprehension
	4	Errors in punctuation or spelling are fairly frequent; occasional re-reading may be required for full understanding.
Mechanic	3	Frequent spelling or punctuation errors that occasionally obscure the meaning.
	2	Spelling or punctuation errors are so frequent that the reader often has to rely on their own interpretation.
	1	Spelling or punctuation errors are so severe that comprehension becomes nearly impossible.
	6	The choice of structure and writing is consistently appropriate, similar to that of an educated native researcher.
	5	Occasional inconsistencies in structure or writing, but they do not hinder overall communication.
Fluency	4	The writing is uneven, with some structures or elements noticeably inappropriate for the general style.
	3	Some structures or writing elements are not only inappropriate but also misused, hindering smooth communication.
	2	Communication is frequently impaired due to the use of entirely inappropriate or misused structures and writing elements.
	1	A mixture of poorly learned and misused structures and writing elements, making communication nearly impossible.
	6	Highly organized with a clear progression of ideas, well-linked, similar to an educated native researcher.
	5	Material is well-organized, though links between ideas could occasionally be clearer, without impairing communication.
Form (Organization)	4	Some lack of organization; re-reading may be necessary for better clarity of ideas.
	3	Little to no attempt at connecting ideas, but the reader can still infer some organizational structure.
	2	Individual ideas may be clear, but the connection between them is difficult to discern.
	1	Lack of organization is so severe that communication is significantly impaired.

**Score:**

Grammar \_\_ + Writing \_\_ + Mechanic \_\_ + Fluency \_\_ + Form = (max score)

In the end, the researcher will calculate all the score:

$$\text{Achievement score} = \frac{\text{Maximum Score}}{\text{Maximum Score}} \times 100$$

30

Adapted from Hughes (2023:101-102)

### 3.6 DATA ANALYSIS

To test the provided data, instrument tests, normality tests, and homogeneity tests were employed as data analytic techniques. The computation of hypothesis

testing, which includes the independent t-test using the following formula, is the final data analysis step:

$$t = \frac{X_1 - X_2}{\sqrt{S_1^2 + S_2^2}} \cdot \sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}$$

where  $t$  = t test statistic

$X_1$  = mean of experimental group

$X_2$  = mean of control group

$S_1$  = standard deviation experimental group

$S_2$  = standard deviation control group

$N_1$  = number of experimental group

$N_2$  = number of control group

in the sense that  $t$  is the equation for calculating the independent t-test by calculating the group means with the variance of the data group. T-test was used in order to investigate whether TGT method had any statistically significant impact on learners writing achievement. Then tested again with paired sample t-test using the mean and standard deviation of the data. This statistical test uses the SPSS type 29 package. (Maghira & Khikmah, 2023)

### **3.7 VALIDITY and RELIABILITY**

The instrument used to measure students' mastery in writing procedure text was a writing test. This test was administered both before and after the treatment to assess the students' achievements in writing. The scoring of the test was done based on a scoring rubric, which outlined the criteria for evaluating the students' writing. To ensure the validity of the test, the researcher focused on content validity. Content validity refers to the extent to which the test measures the content that is relevant to the materials taught. In this case, the researcher ensured that the test was aligned with the procedure text material taught to the students. The test items were developed based on the item specification that outlined the key concepts and topics the students were supposed to learn. Thus, content validity was achieved by

ensuring that the test reflected the specific content taught during the lessons, such as writing a procedure text on "how to make a simple sandwich." This ensured that the test was appropriate and relevant to the learning objectives, allowing for an accurate measure of students' writing proficiency or is appropriate with the Merdeka Curriculum of Senior High School. Before using this instrument, the researcher discussed with expert judges. In this case, they were English teachers in that school. The researcher constructed the content validity with developing sub-materials into questions. That questions developed the content of the test. The researcher used inter-rater reliability because the researcher wanted to know the reliability of research instrument and compared the scores to see if their scores were similar or different. In this research, the students' writing mastery was scored by two people (the researcher and the teacher). The researcher as the first-rater and the teacher as the second rater. The researcher analysed the data using statistical formula. According to Sugiyono's statement, there were some steps to analysis data. They were: 1) data preparation ( data was collected through pre- test and post-test, each student completes the test before and after implementing the TGT method), 2) data coding (the result data is coded as "pre-test " for data before implementing the TGT method and "post-test " for data after implementing the TGT method), 3) data processing ( descriptive statistic for pre-test and post-test score were calculated including, mean, median, mode, standard deviation, and variance), 4) assumption testing ( normality test and homogeneity and variance test), 5) inferential analysis and result.

## **FINDING AND DISCUSSION**

### **4.1 FINDING**

The researcher carried out this study across two distinct classes to ensure that the data collected would be more relevant. Both classes selected had the same level of achievement.

#### 4.1.1 Normality and Homogeneity Test

Prior to analysing the pre-test and post-test data, a normality test was conducted using the Lilliefors Test for both the experimental and control classes. The results of the normality test for the experimental class are presented in Table 3.

**Table 3. Experimental Class Normality Test**

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	sig	Statistic	df	sig
Pre -test	.118	20	.200	.939	20	
	.226					
Post-test	.174	20	.112	.922	20	
	.110					

Table 3 illustrates the normality test conducted in this study to evaluate the distribution of the research data and determine whether the variable follows a normal distribution (Fahmeyzan et al., 2018). The Lilliefors Test was applied for this purpose. A population is considered normal if the p-value is greater than the p-table value. Based on the research results, the highest p-value for the pre-test in the experimental class was .226, and for the post-test in the experimental class, it was .110. Therefore, it can be concluded that both the pre-test and post-test data for the experimental class are from a normally distributed population. The normality test results for the control class are presented in Table 4.

**Table 4. Control Class Normality Test**

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	sig	Statistic	df	sig
Pre -test	.147	17	.200	.928	17	
	.199					
Post-test	.192	17	.097	.937	17	
	.283					

Table 4 shows that the normality test carried out is the Lilliefors Test. It can be said that the population is normal if  $p_{\text{value}} > p_{\text{table}}$ . Research has shown that the

greatest value in the Pre-Test of the control class was .199 and the Post-Test value of the control class was .283. Then it can be concluded that sample data Pre-test control class, as well as Post-test control class, was used from a normally distributed population.

After performing the normality test, the researcher proceeded with the homogeneity test. A homogeneity test is conducted to assess the similarity or consistency of various segments within a sample, specifically evaluating whether the variance across these segments is uniform or if they originate from the same population. The sample is considered homogeneous if the significance value exceeds the critical value. The results of the homogeneity test for the two samples are presented in Table 5.

**Table 5. Homogeneity test**

Class		Lavene Statistic	df1	df2
Pre-test - post-test .524	Mean	.413	1	38
Experimental				
Pre-test - post-test .550	Mean	.366	1	32
Control				

From the data in table 5, the homogeneity test obtained  $\text{sig}_{\text{value}} > \text{sig}_{\text{table}}$ . This indicated that the variances of the pre-test and post-test data from the control class and the experimental class were homogenous.

#### 4.1.2 Hypothesis Testing

Table 6 shows the calculation of the independent test variable both groups

**Table 6. Independent Sample Test**

for equality mean	Lavene's test for equality of variances	Significance					t-test	
		f	sig	t	df	one side p		
						two side p		
mean difference								
experiment - 3.90000	Equal- variances assumed	5.255	.028	2.314	35	.013	.027	
control 3.90000	not assumed			2.397	32.608	0.11	.022	

Based on the "Independent Sample Test" output in the "Equal Variances Assumed" section, the Sig value (2-tailed) is .027, which is less than the significance level of .05. Therefore, according to the decision rule for the independent sample t-test, Ho is rejected, and Ha is accepted. This indicates that there is a statistically significant difference between the pre-test and post-test scores for both the experimental and control variables.

**4.1.3 Paired sample T- test**

Paired Sample t test - is part of the comparative hypothesis test or comparison test.

This test is used to find out whether there is a difference the average of two paired samples

**Table 7. Paired Samples Test**

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95%Confidence Interval of the difference		t	df	One sided p	Two side p
					Lower	Upper				
Pair 1	Pre test Experimental	- 4.35000	3.49850	.78229	- 5.98735	- 2.71265	- 5.561	19	<.001	<.001



	Class – post - test Experimental Class									
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Based on the output of the Paired Sample Test, the Sig value (2-tailed) is .001, which is less than the significance level of .05. This indicates that the experimental group showed significant results. The outcome of the t-test led to the rejection of H<sub>0</sub> (which states that there is no significant difference in writing achievement between the tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan taught using the TGT method and those taught without it) and the acceptance of H<sub>a</sub> (which asserts that the tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan taught using the TGT method perform better in writing procedural texts than those taught using a non-TGT method). Since the t-value obtained was higher than the t-table value, H<sub>a</sub> is accepted, and H<sub>0</sub> is rejected. This suggests that students taught using the TGT method demonstrated a better ability to write procedural texts compared to those taught without it.

#### 4.2 DISCUSSION

The results of the data analysis showed that the experimental group's learning outcomes differ significantly from those of the control group. Students in the experimental group demonstrated improved comprehension of the subject matter and skill improvement when the proper approach was used. It is clear that students who used the experimental method significantly improved their skills. This demonstrates that the applied strategy improved both the content understanding and the application abilities of the learnt concepts.

In this experimental research, data were obtained showing a significant influence on learning outcomes. There were several aspects that affect the significant of experimental result, including internal and external factors. Internal factors include: teaching methods, learning material, assessment instruments, accurate measurements, and correct analysis in data collection. Meanwhile, external factors include: student characteristics (motivation, intelligence level), learning

environment conditions, and events occurring outside the classroom. Therefore, it is important for teachers to incorporate more effective method, particularly for teaching writing especially when focusing on procedural text. (Lubis and Hasibuan, 2021)

Based on the data analysis results, there was an improvement in students' mastery of writing procedural texts among the tenth-grade students who were taught using the Team Games Tournament (TGT) method. The pre-test results from both the control and experimental classes showed similar levels of student ability, meaning that both groups had comparable learning outcomes before the treatment. The pre-test results for both groups indicated that students' learning outcomes were still low at the outset. Prior to this, the teacher primarily used traditional learning tools, such as the blackboard and textbooks. Additionally, the teaching methods employed were relatively limited in variety. This lack of variation led to lower levels of student enthusiasm and motivation when learning to write procedural texts. In contrast, the experimental class, which used the TGT method, experienced a more dynamic and engaging learning process. The TGT method offered a refreshing change, preventing the lessons from becoming monotonous. It provided students with the opportunity to actively participate through games and tournaments, incorporating a scoring system that made the learning experience both enjoyable and interactive. This shift in teaching strategy contributed to an enhancement in students' motivation and engagement, leading to improved performance in writing procedural text.

The significant increase in students' engagement and motivation, as observed during the implementation of TGT method, aligned with previous research overcome the positive impact of cooperative learning on students' attitude and learning outcome. (Y.Sari and Fatoni, 2021)

The students' ability in writing significantly improved after being taught using the TGT method. This indicated that the TGT method effectively helped students generate and develop ideas. Many experts have noted that the Team Games

Tournament (TGT) method is simple to implement, while also being enjoyable and challenging. Slavin, as cited in Nurchasanah (2005:163), explains that TGT is a type of cooperative learning model that is easy to apply. It encourages active participation from all students, eliminates status differences, involves students acting as peer tutors, and incorporates game elements and reinforcement techniques. These characteristics make the TGT method an engaging and effective approach to enhancing students' learning outcomes, particularly in writing.

In short, TGT method was an appropriate strategy to write a text, especially procedure text. The researcher implemented this strategy in experimental class. After the researcher implemented this strategy for four times, the researcher gave a post-test. This post-test required the students to write down their experiences in a procedure text by using TGT method. The result was good. The score could be beyond the learning objective achievement criteria (KKTP).

In conclusion, learning writing through the TGT method proved to be more effective for promoting writing skill. Therefore, TGT (Team Game Tournament) method was more effective in implementing in writing ability. As it significantly improved students' achievement compared to the conventional method. The tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan who were taught using the TGT method achieved better scores than those taught without it.

## **CONCLUSION**

Based on the discussion above, it can be concluded that the TGT (Teams Games Tournament) type of cooperative learning method is an effective approach. The data analysis and discussion indicated that the use of the TGT method positively impacted the writing achievement of tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan, leading to improved learning outcomes.

The research data indicated that the improvement in students' mastery of writing procedural texts in the experimental group was statistically significant compared to the control group. This can be seen from the post-test scores of both groups. The use of the Teams Games Tournament (TGT) learning method was

proven to have a positive and effective influence on enhancing students' writing mastery.

This was showed by the results of hypothesis testing using the t-test, where the Sig value (2-tailed) was found to be .001, which is less than .05. Therefore, the null hypothesis (H<sub>0</sub>) is rejected, and the alternative hypothesis (H<sub>a</sub>) is accepted. This indicates that there was a significant difference between the TGT learning method and the conventional method, particularly the lecturing method, in improving the writing of procedure texts. The tenth-grade students at MAM 02 Pondok Modern Paciran Lamongan who were taught using the TGT method achieved significantly better results than those taught using the conventional method. This also confirms that the Teams Games Tournament learning method is effective.

Referring to result of the study, the researcher offered some suggestions to be considered in enhancing the students' mastery in writing procedure text by using TGT method in developing ideas. For teacher, TGT method was suitable method to be implanted in writing activity. By using this method, teacher could help students to develop their ideas and combine them chronologically. This strategy is also suitable to practice students' brain to work synergistically. For Students, TGT method could help them to arrange a paragraph or a text structurally. It also helped them to reduce the mindset which is mainstream during writing activity, "think what they write". For the other researchers could explore the application of TGT using digital platforms or online learning apps. This could enrich the understanding of how technology can enhance interaction and learning outcomes in the context of TGT.

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## APPENDIX

### Appendix 1. Lesson Plan

#### LESSON PLAN

<b>GENERAL INFORMATION</b>	
<b>A. SCHOOL IDENTITY</b>	
Researcher	IHTAROTUL BARIYAH
School	MAM 02 Pondok Modern Paciran Lamongan
Year	2024/2025
Class	X
Phase	E
Learning Outcome	By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily writing and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.
Time Allocation	2 x 45
<b>B. BASIC COMPETENCE</b>	
a. Definition of procedure text b. Social function of the procedure text c. Generic structure of the procedure text d. Language features of the procedure text	

<b>C. INFRASTRUCTURE</b>	
Model	Cooperative Learning
Method	Team Game Tournament (TGT)
Media	Power point - White Board - LCD projector-Paper
Sources	English Book Advanced Learning English 1 for Grade X Senior High School – Internet-LKPD
<b>D. STUDENT’S TARGET</b>	
<ul style="list-style-type: none"> <li>a. Regular student</li> <li>b. Smart, active and talent student</li> </ul>	
<b>MAIN COMPONENT</b>	
<b>E. LEARNING OBJECTIVE</b>	
<ul style="list-style-type: none"> <li>a. Students understand the generic structure of procedure text.</li> <li>b. Students are able to write and create procedure text.</li> </ul>	
<b>F. MEANINGFUL OF UNDERSTANDING</b>	
<p>Procedure Text is a text that is designed to describe how something is achieved through a sequence of actions or steps. The purpose of procedure text is to tell the reader how to do or make something</p>	
<b>G. TRIGGER QUESTION</b>	
<ul style="list-style-type: none"> <li>a. Do you like fried noodle?</li> <li>b. Can you make fried noodle?</li> <li>c. How do you make fried noodle?</li> </ul>	
<b>H. LEARNING PREPARATION</b>	
<ul style="list-style-type: none"> <li>a. The teacher arranged LKPD</li> <li>b. The teacher arranged instrument assessment</li> </ul>	
<b>F. LEARNING ACTIVITIES</b>	
<b>FIRST MEETING (4 November 2024), material “We love what we do”</b>	
First Activity	<ul style="list-style-type: none"> <li>➤ Teacher greets students and introduces herself in the classroom</li> <li>➤ Teacher asks students to pray before start the lesson.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Teacher checks the attendance list of students</li> <li>➤ Teacher asks students to do pre-test before teacher give the treatment</li> <li>➤ Teacher gives some instruction to do pre-test</li> <li>➤ Teacher gives 30 minutes for students to do their pre-test individually.</li> </ul>
Closing	Teacher closes the lesson (saying salam and thank you).
<b>SECOND MEETING(6November2024) material “We love what we do”</b>	
Warming up	<ul style="list-style-type: none"> <li>➤ Greeting and checking student’s attendance like “Good morning, students! How are you?”.</li> <li>➤ Teacher asked some questions to guide students' thinking into the topics likes “have you ever known the procedure text?”</li> </ul>
Main activities	<ul style="list-style-type: none"> <li>➤ Teacher gave some questions to the students to stimulate them about procedure text like can you cooking? Or have you ever made something?</li> <li>➤ Teacher explained the aim of learning today.</li> <li>➤ Teacher explained the material about <b>we love what we do</b> using PPT</li> <li>➤ Teacher gave chance to the students to ask about the material that have not understand</li> </ul>
Closing	<ul style="list-style-type: none"> <li>➤ Summarizing the lesson.</li> <li>➤ Teacher told the learning plan for next week about TGT</li> <li>➤ Say thanked and goodbye, after that come out to the class.</li> </ul>

<b>THIRD MEETING (11November2024) material “We love what we do”</b>	
Warming up	<ul style="list-style-type: none"> <li>➤ Greeting “Assalamualaikum wr, wb, Good morning students”.</li> <li>➤ Teacher checked the students’ attendance.</li> <li>➤ Teacher explained about the purpose of the meeting that is TGT method</li> </ul>
Main activities	<ul style="list-style-type: none"> <li>➤ Teacher introduced and explained material related food, drink, and electronic tools.</li> <li>➤ Teacher demonstrated how to teach writing through TGT method.</li> <li>➤ Teacher divided the students into group of 4-5 members with varying academic abilities. (team)</li> </ul>
Closing	<ul style="list-style-type: none"> <li>➤ Teacher says Hamdalah</li> <li>➤ Saying Goodbye and thankyou</li> </ul>
<b>FOUTH MEETING (13November2024) material “We love what we do”</b>	
Warming up	<ul style="list-style-type: none"> <li>➤ Teacher said good morning and checked attendance list</li> </ul>
Main activities	<ul style="list-style-type: none"> <li>➤ Students worked in group to answer question from question cards.</li> <li>➤ Teacher set a time limit for each group to complete the task.</li> <li>➤ Teacher ranked groups and prepared them for tournament after the answers were collected.</li> </ul>

Closing	Teacher closes the lesson (saying salam and thank you).
<b>FIFTH MEETING (18November2024) material “We love what we do”</b>	
Warming up	<ul style="list-style-type: none"> <li>➤ Teacher said Assalamualakum Wr.Wb and checked attendance list</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>➤ Teacher guided students during the activities using TGT method.</li> <li>➤ Each group performed its task, and the students counted the tournament points, which were recorded on a score sheet.</li> <li>➤ Teacher determined the score for each team</li> <li>➤ Teacher counted the total tournament points and rewarded the team with the highest score. The best is the winner.</li> </ul>
Closing	<ul style="list-style-type: none"> <li>➤ Teacher said Hamdalah</li> <li>➤ Saying goodbye and thankyou</li> </ul>
<b>SIXTH MEETING (20November2024)</b>	
Warming up	<ul style="list-style-type: none"> <li>➤ Teacher said Assalamualakum Wr.Wb and checked attendance list</li> <li>➤ Teacher asked students to do post-test after teacher gave the treatment</li> </ul>
Main activities	<ul style="list-style-type: none"> <li>➤ Teacher gave some instruction to do post test to determine the student’s writing mastery.</li> <li>➤ Teacher gave 30 minutes for students to do their post-test individually.</li> </ul>
Closing	<ul style="list-style-type: none"> <li>➤ Teacher closed the lesson (saying salam and thankyou)</li> </ul>

### **FORMATIVE ASSESMENT**

- a. When students have been given the task of discussing with their group, the teacher will go around each group in the class. With the aim of checking the active discussion of each group and the teacher too will ask each group regarding the learning material, if there are groups Those who experience difficulties will be helped by the teacher.
- b. Working on LKPD (Students' Worksheets).
- c. Dare to ask questions and express opinions when learning time begins.
- d. Responsible for carrying out their duties as students

### **ENRICHMENT and REMIDIAL**

- a. Enrichment is given to students who master this material very well, namely by providing a variety of questions at a higher level.
- b. Remedial is given to students who have not mastered the material well, namely by providing repetition of basic material as well as specific material less mastered by students.

Appendix 2. Students' Worksheet Pre-Test

**Students' Worksheet**  
**(pre- test)**

**Name** :

**Class** :

**Instruction:**

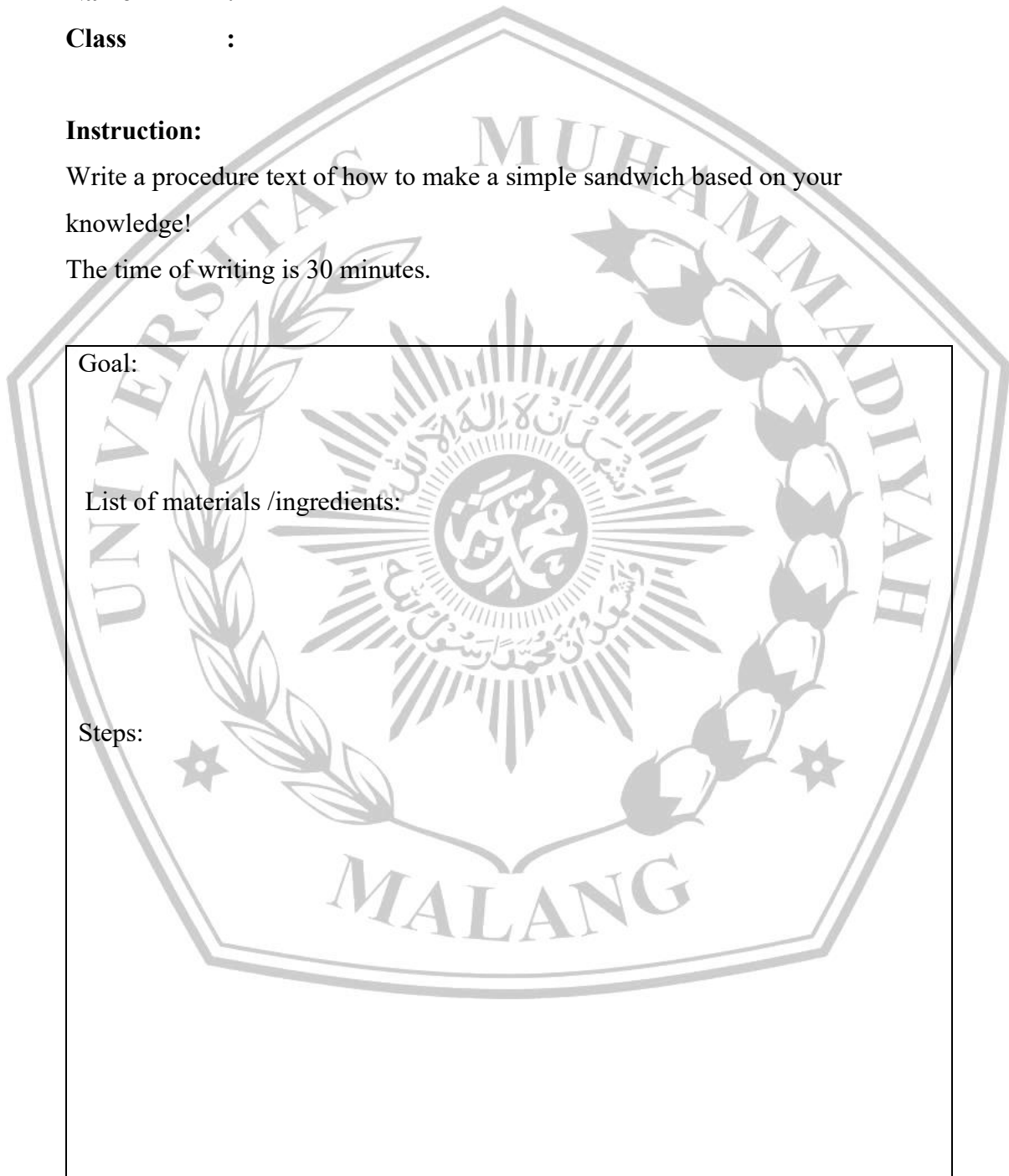
Write a procedure text of how to make a simple sandwich based on your knowledge!

The time of writing is 30 minutes.

Goal:

List of materials /ingredients:

Steps:



Appendix 3. Students' Worksheet Post-Test

**Students' Worksheet**  
**(post- test)**

**Name** :

**Class** :

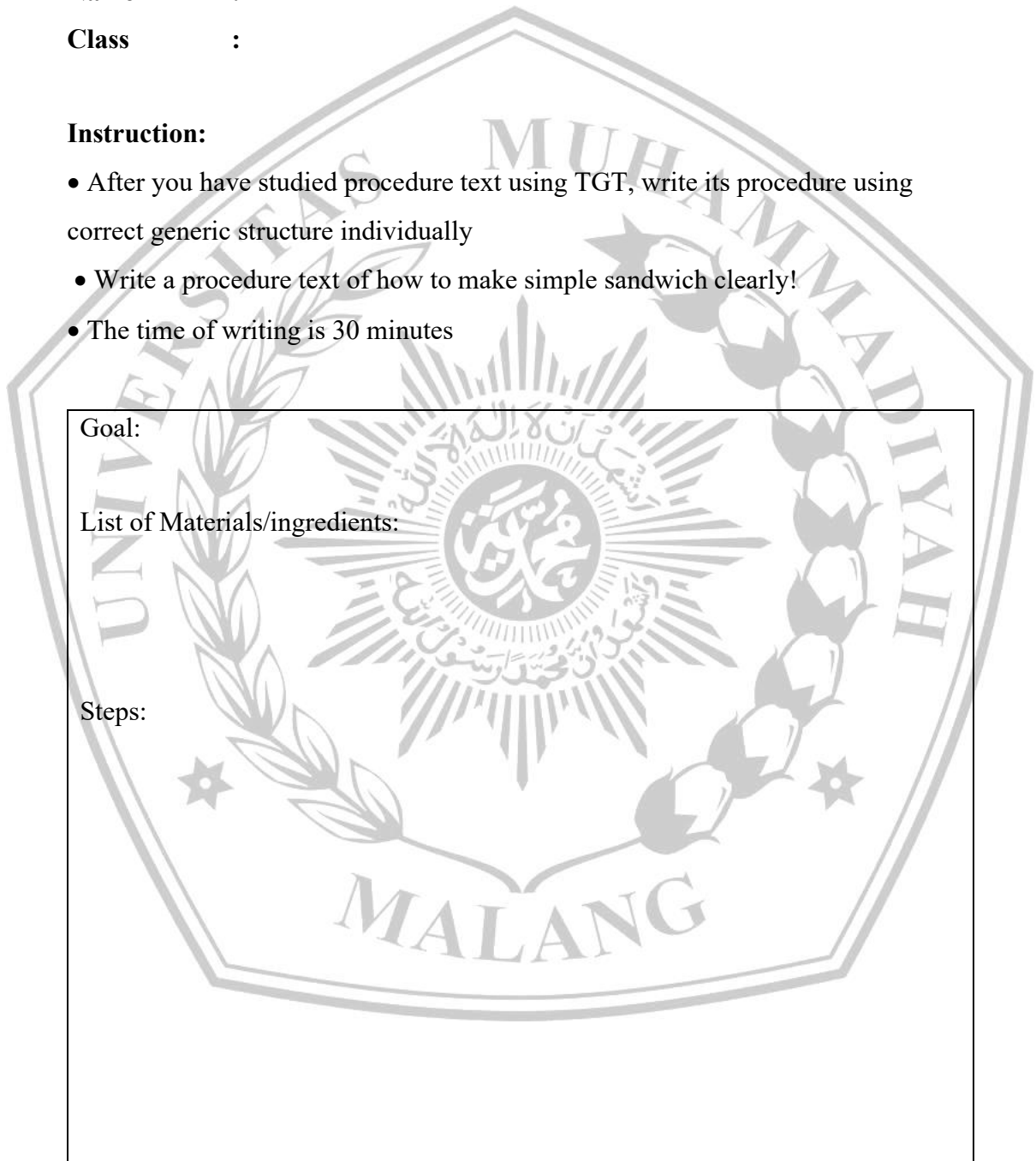
**Instruction:**

- After you have studied procedure text using TGT, write its procedure using correct generic structure individually
- Write a procedure text of how to make simple sandwich clearly!
- The time of writing is 30 minutes

Goal:

List of Materials/ingredients:

Steps:



## Appendix 4. Result Pre-Test

### Students' Worksheet (pre-test)

Name : Laura Muntazhah  
Class : X-4 Tahfidz

#### Instruction:

Write a procedure text of how to make a simple sandwich based on your knowledge!  
The time of writing is 30 minutes.

Goal:  
a sandwich that's can for breakfast or dinner mm... up to you  
and sandwich is a delicious food. and so simple.  
we can eat it when we feel so hungry okay!

List of materials / ingredients:

- 2 piece's of bread	- butter
- tomato	- Frying pan
- Sauce	- Spun / Frog
- Lettuce	- plate
- mayo	- knife
- Instan meat	
- cucumber	

Steps:

- put butter on the hot <sup>frying</sup> pan, and prepare the bread's and put 2 piece's of bread and wait until the bread's look yellow or little brown. so take and put on the plate
- prepare: tomato, lettuce, cucumber, sauce, mayo and instan meat
- fill on the piece of bread by sauce and mayo
- put lettuce's, tomato, instan meat, cucumber
- it's up to you if you want to give sauce and mayo again.
- so put again the lettuce's on the sauce and mayo.
- the last we can put the other bread.
- we can eat the sandwich and with your drink
- up to you if you want for breakfast or... other or...  
going to school !! Finally
- prepare your sandwich and... enter to your mouth mm...  
That so delicious?

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Appendix 5. Result Post-Test

Students' worksheet  
(post-test)

Name : Naurah Mumtazah  
Class : X 4

Instruction:

Write a procedure text of how to make a simple sandwich based on your knowledge!  
The time of writing is 30 minutes

Goal: How to Make ~~white coffee~~ a simple sandwich.

List of materials/ingredients:

- slices of bread
- cheese
- lettuce
- instant meat
- sauce
- cucumber
- ~~egg~~
- plate
- spoon
- fork
- mayones
- knife

Steps:

- prepare the ingredients:
- put ~~the~~ a slice of bread on the plate
- wash the lettuce and the cucumber before cutting them
- and put the lettuce, cucumber & cheese
- add your favorite sauce, mayonise
- you can put again the lettuce and cucumber
- and close all by the bread.
- finally serve the sandwich. It's ready to eat.

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# Turnitin Instructor

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