

THE USE OF TEAM GAME TOURNAMENT (TGT) TO IMPROVE STUDENTS' PARTICIPATION IN ENGLISH CLASS (A Classroom Action Research at the VIII grade of MTs Miftahul Huda Bulungan)

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Abstract

This research was aimed to describe to use of the Team Game Tournament (TGT) to improve students' participation in English class. This research was aimed to improve students' participation through Team Game Tournament (TGT) of the 8A students at MTs Miftahul Huda Bulungan. This research was conducted use classroom action research with 41 students of 8A grade at MTs Miftahul Huda as the subject. The writers used Deakin Model by Kemmis and McTaggart to collect data: (1) planning, (2) action and observation, (3) reflecting. The writer also used both of the qualitative data and quantitative data. The qualitative data was obtained by observation and the quantitative data was obtained by questionnaire. In the analysis data the writers compare the result of observation with lesson plan, and the questionnaire. The result of research showed that Team Game Tournament (TGT) can improve students' participation in English class. Students became more active because TGT method required students to work in group with other students and did a little game in class. The result was shown from the observation done during the teaching and learning process and through questionnaire that was done after the implementation of the method. The result of the questionnaire was 78,6%. It means that the implementation of Team Game Tournament (TGT) was success.

Keywords: *Classroom Action Research; Learning Method; Students' participation, Team Game Tournament*

Abstrak

Penelitian ini bertujuan untuk menggambarkan penggunaan Team Game Tournament (TGT) untuk meningkatkan partisipasi siswa dalam pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan partisipasi siswa melalui Team Game Tournament (TGT) pada siswa kelas 8A di MTs Miftahul Huda Bulungan. Penelitian ini disusun menggunakan penelitian tindak kelas dengan 41 siswa dari kelas 8A MTs Miftahul Huda Bulungan sebagai subjek penelitian. Peneliti menggunakan model Deakin dari Kemmis dan McTaggart untuk mengumpulkan data melalui: (1) perencanaan, (2) tindakan dan pengamatan, (3) refleksi. Peneliti menggunakan data kualitatif dan data kuantitatif. Data kualitatif didapatkan dari observasi dan data kuantitatif didapat dari kuesioner. Dalam analisis data penulis membandingkan hasil dari pengamatan dengan RPP, dan kuesioner. Hasil penelitian menunjukkan bahwa Team Game

Tournament (TGT) dapat meningkatkan partisipasi siswa dalam pembelajaran bahasa Inggris. Siswa menjadi lebih aktif karena metode TGT siswa diperlukan untuk bekerja dalam kelompok dengan siswa lain dan melakukan permainan kecil di kelas. Hasil ditunjukkan dari pengamatan yang telah dilakukan selama proses belajar mengajar dan melalui kuesioner yang dilakukan setelah implementasi metode. Hasil kuesioner adalah 78,6%. Itu berarti implementasi Team Game Tournament (TGT) sukses.

Kata Kunci: Penelitian Tindak Kelas; Metode Pembelajaran; Partisipasi Siswa; Team Game Tournament (TGT)

INTRODUCTION

The word education becomes more famous among people around the world. It becomes one of the most important things to increase the quality of life. People assume that education can increase their quality of life. Education itself interpreted in many ways by some people. Some people think that education is schooling. Some people think that education is process of seeking knowledge. Some people assume that education is process that brings up changes (Sri Aurobindo Marg, 2014:3).

According to constitution number 20 in the year of 2003 article 1 paragraph 1 about National Education System, education is conscious and planned effort to create learning situation and learning process so that students actively develop his own skills for having spiritual power, religious, self-control, characteristic, intelligence, noble character, and all of skills that need by him, society who try to develop their potency through learning process which available at the track, level, and type of education (Rohman, 2012:259). It means that education is done because of awareness and education is not only about transfer knowledge but also about character building.

In school there are three basic parts, they are teacher, students, and material. Teacher is creator of learning activities. Teacher is someone who develop situation for students to study about something and able to express his ideas and creativities in the limitation of norm which consistenly enforced (Krismiyati, 2017:45). In Islam student is every human who have throughout their live are always in development, so it is not only children who are in their parents' care and not only children who are in the school age, but including all of human both as individual or group, both Moslem and non Moslem, or in other word human in general. All people who involve in education activities, formal, informal, or non-formal should be able to develop and socialize various problems which related to students correctly and accurately. For the sake of the implementation of fun learning activities for teachers and also for students (Harahap, 2017:140-141). Then, material is certain knowledge that should be conveyed by the teacher toward the students.

Material that is taught by teacher should be appropriate toward the level of the students and also the curriculum that already decided by the government in each country since each country has different policy. In Indonesia for

example, there are some compulsory subject that should be taken by all of the students since elementary until high school. One of the compulsory subjects is English even it is foreign language. The aim of this subject is to prepare the students to face the global era. But, in fact some students do not interest in studying English in class. It is because they think that English is difficult since the written and spoken is different. Also it requires them to memorize new vocabularies. Those problem caused some students do not actively participate during English class since they cannot catch what the material that is taught by teacher.

Participation is someone's mental and emotional involvement in group situation which support them to give contribution toward group in achieving purpose and responsibility toward related effort. In learning, students' participation is so needed, because students are not only as listener when teacher explain, but they have to show their participation in learning process (Chozaipah, 2018:62). To improve students' participation teacher needs some methods which made students have interest toward learning activities. If students are active during learning process, it will facilitate the teacher to find out difficulties faced by students.

There are several teaching techniques that can be used by teacher. One of them is Team Game Tournament (TGT). Tagan (2012) in Yudianto et al., (2014:324) Team Game Tournament (TGT) is one of cooperative learning model that can be easily applied by teacher, it involves activities of all

students without status differentiation, it involves students' role as peer tutor and includes playing and strengthen substance. Strength of this method is there is academics tournament in learning process, where each member represents their group to do the tournament.

Yuhartati (2017) through her study shows that Team Game Tournament (TGT) method can increase the students' ability of speaking English. Then, Wardani, Syafri, & Delfi (2015) state that Team Game Tournament (TGT) method can increase the students' reading skill. Next, Elvilla, Laili, Fardhani, & Santihastuti (2014) state that Team Game Tournament (TGT) method is effective to master vocabulary.

According to the previous studies Team Game Tournament (TGT) can be used to improve students' skill. So, in this research the writers were interested to use Team Game Tournament (TGT) to improve students' participation in English class.

Before the writers conduct this study, the writers did observation in MTs Mifthaul Huda Bulungan. It was because the result of the interview with the English teacher. Then, the writers chose 8th grade as the subject because the teacher said in interview that the most problem in English subject was in 8th grade.

Next, the writers observed two classes, 8A and 8C. Based on the observation the writers found more problems in 8A than in 8C. In the observation almost all of the students in 8A were passively participate during

learning process. Even the teacher asked them question they kept silent. So, based on that case the writers chose “Students’ Participation” as the concern in this study.

The lack of the students’ participation could be caused by the students’ shyness, students feel bored, or the teaching technique that was used by teacher. So, in this study the writers chose Team Game Tournament (TGT) as the teaching technique that could improve students’ participation. It was because Team Game Tournament (TGT) required students to work with their own friends, so the students felt comfortable, and also the students felt challenging to win the game.

In conducting this research, the writers take some references from the previous studies. The first is research entitle “Teams Games Tournaments (TGT) Cooperative Technique for Learning Mathematics in Secondary School in Bangladesh”. It was an experimental research that was conducted by Salam, Hossain, & Rahman (2015). The sample of this research was students of grade VIII. They were divided into two groups, experimental group and control group. The researchers used pre-test and post-test as instrument of collecting data. After three-weeks of intervention, students who taught use Team Game Tournament (TGT) had achieved significant outcome.

The second is research entitled “Young Learners’ Achievement towards the Use of Team-Games-Tournament (TGT) Technique and Flashcards Teaching Technique in Learning

Grammar”. The research was a quasi-experimental research conducted by Yovita (2017). The writer chose two classes as the sample. First class is as the experimental group and second class is as the control group. After the treatment the writer gave the students posttest and analyzed the result using t-test. The result showed that there was significant difference on the students’ grammar achievement between those taught using Team Game Tournament (TGT) and flashcard. Team Game Tournament (TGT) is more successful

In this research, the discussion will be limited by only one of following question: “How is Team Game Tournament (TGT) used to improve the students’ participation in English class of 8A in MTs Miftahul Huda Bulungan?” The objective of this research was to describe the use of Team Game Tournament (TGT) to improve students’ participation in English class.

METHODOLOGY

The research design that was used in this study is Classroom Action Research (CAR) with the purpose to increase students’ participation in English class. Classroom action research is a form a study that is reflective by the perpetrators of the action performed to improve steadiness of the rational of their actions in carrying out the task, deepening the understanding of the actions taken that improve the condition where the practices of the learning is done, and collaboratively (Saminanto, 2012: 2-3). This research was included into collaborative research because it was

done by two researchers with help by the English teacher of 8A at MTs Miftahul Huda Bulungan. In this research the writers used Deakin model by Kemmis and McTaggart. In this model there are 4 steps of doing action research: planning, action and observe, reflect, and revise (revise is done if the first treatment is unsuccessful).

The setting this study in school MTs. Miftahul Huda Bulungan that was located in Bulungan, Pakis Aji, Jepara. The eighth grade students of MTs Miftahul Huda Bulungan were the subject of this study. The students of class 8A of Mts Miftahul Huda Bulungan were the sample of this study. The class was chosen based on the observation and the writers find the problem in this class. Students in 8A inclined had some students that lack in participation in learning process. There were 41 students in class, 21 male students, and 20 female students in the class.

This research was conducted in the second semester of the academic year 2017/2018. It was from March to May 2018. This research took place in MTs Miftahul Huda Bulungan, Pakis Aji, Jepara focusing on class 8 A. in conducting the action research followed the schedule in which the English subject was taught twice in Monday and Wednesday. The following table show the detail of the schedule.

No	Date	Activity
1.	March 6, 2018	- The writers visited MTs Miftahul Huda Bulungan, Pakis Aji, Jepara to ask permission for observation.

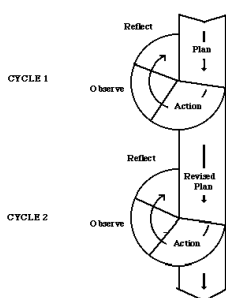
2.	March 13, 2018	- The writers did the observation in two classes, 8A and 8C to get more detail information about the problem. - The writers had an interview with students and the English teacher.
3.	April 17, 2018	- The writers consulted with the English teacher about lesson plan for treatment.
4.	May 7, 2018	- The writers did a treatment in 8A of MTs Miftahul Huda Bulungan, Pakis Aji, Jepara.

The instrument is one of important element in a research because it would be to use to collect data. The instrument of collecting data in this study is observation and questionnaire. In this study the writers used observation to get the information about the problem in the real condition in teaching learning. The writers used the observation notes about situation in class while teaching process occurred, the teacher's performance in teaching, and students' participation in teaching process. In this research the writers use 2-column note. Sutrisno Hadi (1986) in Sugiyono (2015:142) states that observation is a complex process, structured process from the biological process and psychological process.

The questionnaire was given to students of 8A of MTs Miftahul Huda Bulungan to know about their responds toward the teaching process and the application of TGT (Team Game Tournament) method in learning process.

Questionnaire is technique of collecting data there is done through giving a set of written question or statement to be answered by the respondent (Sugiyono, 2015:142).

In this Classroom Action Research, the writers used Deakin model by Kemmis and McTaggart as the procedure of collecting data. This research consists of three steps:



1. Planning

The planning was conducted after the writers and the teacher find the problem in the preliminary study. In this step the writers and the teacher prepared the lesson plan, materials and media for Team Game Tournament (TGT) and determining criteria of success. Lesson plan was provided to be become the guideline of teaching and learning activities. The lesson plan was included the following items: core competence and basic competence, indicator, time allotment, purpose of learning, learning activity, materials, media, source, assessment. The next step was preparing the model of Team Game Tournament in improving students' participation. The writers and teacher prepared students to some groups. The following step was preparing materials and media. The material for implementing the

action was recount text. The writers also prepared some media that was needed to implement Team Game Tournament in class, such as: question, reward, text, etc. The last step the criteria of success. It was useful for measuring whether the action of this study was successful or not.

2. Action and observation

In this step the writers and teacher implemented Team Game Tournament (TGT) to teach recount text in 8 A based on the lesson plan that had been made. In implementing the action, the writers acted as the English teacher who taught recount text and the real English teacher as the observer.

3. Reflecting

In the reflecting the writers compared the planning and the data that was gotten in action and observation. Whether the teaching learning process of recount text using Team Game Tournament at 8A of MTs Miftahul Huda Bulungan was successful or not, proven by the result of the questionnaire.

Data analysis was done to know whether they are changes or not after the action. The analysis was reported in form in a description presenting the situation in the English teaching learning process. In this study the writers use both of qualitative data and quantitative data. The qualitative data is obtained by observation while the quantitative data is obtained by result of questionnaire. In the analyzing data the result of observation interpreted and compare

with lesson plan, and the questionnaire is based on the following the criteria.

$$\frac{\text{total individual score}}{984} \times 100\%$$

Anderson et al. in Burns (1999: 161-163) define five criteria of validating

research data. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity (Rina Desitarahmi, 2013).

1. Democratic validity means that stakeholder have to be involved in the research. In this research, the writers collaborated with the English teacher of 8 A.
2. Outcome validity is about the result gained in the research. It is considering whether is there any problem after the main problem was solved or not.
3. Process validity concerns with the “dependability” and “competency” of the research in which the research participant are able to follow the research process and learn by following research. To get the validity the writers did observation and note taking during the process.
4. Catalytic validity focused on the whether the research participant showed changes after the implementation or not.
5. Dialog validity relates to the research is carefully reviewed through a dialogue by using the dialogic validity. The writes communicated the result of the research with the English teacher.

Bruns in Bruns (1991:163) in Rina Desitarahmi (2013) states that triangulation is a way of arguing that “if different methods of investigation produce the same result then the data are likely valid.”

In this research, the trustworthiness was enhanced by using multiple data gathering techniques and gaining different perspectives of the research participant (the students and the English teacher) to produce the same result considered reliable by using observation and questionnaire.

RESULT AND DISCUSSION

Finding

Implementation in cycle

In this section the researchers will discuss about the implementation of Team Game Tournament (TGT) in 8A of MTs Miftahul Huda Bulungan that was done in one cycle. There were 3 steps that were done by researchers in implementing the Team Game Tournament (TGT) toward students of 8A in MTs Miftahul Huda Bulungan, they are:

1. Planning

In this section, the researchers made some planned activities that would increase the students’ participation in classroom. Those activities were: (1) Reviewing the material about recount text, it was done because the students already gotten the material with the English teacher before (2) Giving instruction to the students about how to do the game, so the game could run well. (3) Implementing Team Game Tournament (TGT) in English class.

(4) Giving reward toward the winner team. Those actions were done to facilitate the students to learn comfortably learning, so they can increase their participation during the learning process.

The material that was used was recount text. The purposes of the learning process were to make students get more understanding about recount text. To make students know about the function by providing the examples of recount text. It was also to make students can actively participate in learning process by telling their experiences orally.

Then, the cycle was conducted in only one meeting on May 7, 2018. The learning objectives were to review the material of recount text that was already gotten by students by the English teachers and increasing students' participation during learning process by implementing Team Game Tournament (TGT). In this meeting, the activity focused on answering some questions based on the texts. In the activity, students should join in groups and each groups had to compete one and another to get score.

2. Action and Observation

The actions were carried out in one meeting that was done on May 7, 2018. During the action researchers used 2 column-notes to observe the students activity during the learning process and questionnaire to know the students' response toward Team Game Tournament (TGT). The questionnaire was give to the students after the learning process was done.

The researchers reviewed the material about recount text. Researchers gave some questions about the material to stimulate students and some of students could answer the question even they still used Indonesian. Then, the researchers invited the students to make simple example of recount text. But, they could not make example by themselves, so the researchers had to help them by providing subject and then they continued that example.

In the implementing Team Game Tournament (TGT), the researchers prepare the media to implement the Team Game Tournament (TGT). The researchers divided students to some groups with the help the English teacher, it was done so that each group have smart student who encourage his or her team to be the winner. The researchers gave instruction about the procedure of Team Game Tournament (TGT). Each member in group had to count 1-7. It for tournament table, members who had same number gather in one table to form tournament group. The researchers shared ten questions in the paper, 3 texts, scoring board and then started the game.

During the implementation, students actively participate in the game. The students could follow the game well. They also could answer the question that provided by the researchers. Beside they could answer the question, they also understand well about the material.

The winner was the third group. They could answer most of the questions. Meanwhile, group with less point was the second group because they only answer two questions. After calculating the score and deciding the winner, the researchers gave reward to the winner. The researchers gave the questionnaire to students to know their response toward Team Game Tournament (TGT) in the end of meeting.

Based on the result of questionnaire the researchers concluded that (Team Game Tournament (TGT) could increase students' participation in English Class and also made them gained braveness to speak English even it was little. It was because Team Game Tournament (TGT) is a learning method that is fun, so the students feel enthusiasm during the learning process.

3. Reflecting

After the action and the implementation of Team Game Tournament to students of 8A in MTs Miftahul Huda Bulungan, the researchers and the English teacher discussed to make reflection of the observation result during the implementation the actions. Then, the researchers also gave students questionnaire to know students' response toward Team Game Tournament (TGT).

General Finding

The action was implemented in one cycle and one meeting. Based on the reflecting of the cycle there were some

points that can be conclude as the follows:

1. The implementation of Team Game Tournament (TGT) could increase students' participant in English class. It was because Team Game Tournament is fun learning method and the existence of reward also increased the students' enthusiasm.
2. Using question that was based on the text, students also learn to read and understand English text.
3. Using simple instruction made students easily understand.
4. Teacher' provocation also needed to provoke students to speak up.

Discussion

The concern in this research was students' participation. According to (Abebe & Deneke, 2015) students' participation is occurred when the students give response or give comment toward what is taught by teacher and classmate's opinion, when they testing out their own hypothesis during learning process, and also the students' participation also actively involves in negotiation of comprehensible input and formulation of comprehensible output. The students' participation is important for language learning, because actively participate in class means they also try to speak up. The lack of students' participation in class make students cannot improve their language skills. In this case, the researchers choose students' participation as the concern after knowing the lack of students' participation of 8A students in MTs Miftahul Huda Bulungan during English class.

The lack of students' participation was caused by the boring method that used by the English teacher and also the students' lack understanding about the material that was taught by the teacher. According to Tarbani Rusyan (1989:10) in Sudimahayasa (2015:46) success of learning process is depend on how active students in learning process. So, here the researcher applied fun learning method that obligate all of the students to involve in the learning process by working in a team. The fun learning method that was chosen by researchers was Team Game Tournament (TGT).

As like stated by Slavin (2008) in Yuhartati (2017:26) that Team Game Tournament (TGT) is one of cooperative learning type that is easy to be applied, involve all of the students' to participate without considering status, involve the role of students as tutor, and also contain a game. So, in this implementation of Team Game Tournament (TGT) in 8A of MTs Miftahul Huda Bulungan, the researchers used simple instruction and also used the simplest procedure to be applied in English class of 8A. By using simple procedure students can easily understand what they should do. In this implementation all of the students also actively participate, even sometimes they still spoke in Indonesian. Also when divided students into groups, the researchers and the English teacher chose one smart student as the leader. So, he or she can encourage his or her members to win the game. The learning method that was in the form of game and the existence of reward for the winner

also increase students' enthusiasm to follow the learning process.

The procedure that the researchers used in this research was by Slavin (2008) that was stated in Yuhartati (2017:27-28), that procedure is consist of 5 steps, they are: class presentation (teacher explain the material to the students), team (students join in group to discuss and gain more understanding about the material), game (teacher provide numerical question and students try to answer), tournament (it is usually done in the end of week), and team recognize (teacher gives certificate or reward for the winner group). In this Slavin's procedure the method had to be applied in week or more, so here the researchers did some modification toward the procedure since the researchers had time limit. For the stage one of class presentation the researchers only did review about recount text. It was done because the English teacher already taught them about recount text, so the researchers only remained the students by questioning and also providing some example. Then in team, the researchers with the help by English teacher divided students into groups with one smart student as tutor, so the student can guide the other students in discussion. In game, the group of students tried to answer the question from their worksheet. Then in tournament, each member in a group had to count 1 to 7, because each group consisted of 7 members. Member with same number gather in one tournament table. For example, students with number 5 had to gather in tournament table number 5. Then, one student read

question and the others tried to answer. The questions reader was turns taking. The last, group who gained most score was the winner, and the winner in that meeting was the third group.

After the implementation the researchers concluded that Team Game Tournament (TGT) can increase students' participation in English class. It was based on the observation. The result of the questionnaire that was given to the students also showed that Team Game Tournament (TGT) got good response from students.

CONCLUSION

This research was conducted on May, 2018 at 8A of MTs Miftahul Huda Bulungan, Jepara during the academic year 2017/2018. This research was aimed to improve students' participation in English class using Team Game Tournament (TGT). In this research, researchers only did one cycle action research. In that cycle researchers cooperated with the English teacher. First, researchers made a lesson plan with the guidance by the English teacher. Then, researchers prepared all of the media that was needed for the implementation. In implementation researchers acted as the English teacher and applied Team Game Tournament (TGT) and the real English teacher acted as observer. Researchers reviewed about recount text since that material already taught by the English teachers before. Then, researchers implemented Team Game Tournament (TGT) in class. In the end of class researchers gave reward toward group who had best score.

The result of observation showed that students were enthusiast to follow the learning process using Team Game Tournament (TGT). Students were also brave to express their answer in front of their friends even sometimes the answer was wrong. Also the result of the questionnaire that is filled by students showed that students gave positive response toward the implementation of Team Game Tournament in class. It also showed that through Team Game Tournament (TGT) students can be brave to speak up in front of their classmate by answering the questions that provided by the researchers. Then, students also gained more understanding about the material after the implementation of Team Game Tournament (TGT). So, it can be concluded that Team Game Tournament (TGT) can increase students' participation during English class.

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