



Integrating Team Game Tournament by Using Digital Based Application to Enhance Students' Writing Skill at Seventh Grade in Junior High School

Agung Safrianto¹, Abdul Rosyid², Purwati³, Febriyana Khoirulnisa ⁴, Mutiara Putri A.⁵,
Wilda Khoirunnisa ⁶

^{1,2,3,4,5,6} Pendidikan Bahasa Inggris, Universitas Pakuan

Corresponding E-Mail: safrianagung@gmail.com

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Abstract

This study aims to improve the writing skills of seventh-grade students at Junior High School 5 Bogor through the implementation of the digital-based Team Game Tournament (TGT) strategy. The research employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection, conducted over two cycles. Data were collected through writing tests (pre-tests and post-tests), observation sheets, field notes, and student questionnaires. Quantitative results showed improvement in students' writing scores, from an average of 52.40 in the pre-test to 75.40 in the post-test of Cycle II. Qualitative findings revealed increased student motivation, participation, and collaboration in writing activities. The study concludes that integrating TGT with digital applications is effective in improving students' writing skills and active engagement in the classroom. This finding demonstrates that the integration of technology into collaborative learning significantly enhances student engagement and achievement in writing

Keywords: Writing skills, Team Game Tournament, Digital-based learning, Classroom action research, educational technology.

Introduction

Writing is one of the most essential productive skills in learning English as a foreign language. However, many students struggle to express their ideas in written form due to a lack of motivation and engagement in traditional learning environments. Harmer (2021) emphasizes that effective writing instruction

requires interactive and engaging approaches that allow learners to develop their abilities actively. Writing is a key element of academic achievement, playing an essential role in helping students express their ideas, communicate effectively, and meet school expectations. As a productive skill, writing allows for indirect communication and is crucial at every stage of education. Despite its importance, many students find writing difficult, which often results in low motivation and effort.

These struggles are influenced by both internal and external factors. Internally, students may lack background knowledge, have trouble organizing paragraphs, struggle with grammar, or find it hard to structure an essay. Externally, factors such as teaching methods, the quality of learning resources, and classroom facilities also play a role (Yuliadi, 2021). Teachers have a significant responsibility to use effective strategies and create a supportive classroom atmosphere to help students overcome these obstacles and build confidence in their writing.

In this context, collaborative learning strategies such as the Team Game Tournament (TGT) can be highly effective in enhancing student participation in writing activities. Moreover, the rapid development of educational technology enables teachers to integrate digital tools into their teaching practices, creating more dynamic and enjoyable learning experiences.

This study responds to these challenges by implementing a digital-based TGT strategy to improve students' writing competence. The primary focus is on how collaboration and healthy competition, supported by technology, can significantly increase student motivation and writing performance. By employing a classroom action research approach, this study provides empirical evidence of the effectiveness of technology-supported collaborative strategies in English language learning at the junior high school level.

This approach stands in stark contrast to the core purpose of writing instruction, which is to help students become capable of expressing their own thoughts and ideas clearly through well-structured sentences (Bereiter & Scardamalia, 1987; Hayes, 2012). To address this significant disconnect, educators need to embrace and apply fresh, innovative teaching strategies that go beyond traditional methods. Studies consistently support student-centered techniques like process writing and peer feedback because they have been shown to boost student engagement and improve writing quality (Ferris, 2003; Hyland, 2003).

In addition, using interactive and multimodal learning activities, especially those that integrate digital literacy tools (Kress, 2003; Warschauer & Grimes, 2007), is essential to making writing instruction more engaging and relevant. By focusing on these research-backed methods, teachers can create a more active and supportive learning environment where students not only strengthen their writing skills but also build a real interest in the writing process (Storch, 2005; MacArthur,

Although there are many approaches aimed at improving student engagement and writing skills, there's still a noticeable lack of research specifically focused on interactive cooperative learning strategies in the context of second-

language writing. While cooperative learning and game-based methods have shown promise, the specific effects of the Teams Game Tournament (TGT) approach on students' writing abilities especially among second-grade students at 7th State Junior High School 5 Bogor haven't been thoroughly explored. This study aims to fill that gap by investigating how TGT is applied in this setting and evaluating its impact on students' writing performance, with the goal of offering clear, research-based insights into its effectiveness.

Method

This study employed a Classroom Action Research (CAR) design, following the model proposed by Kemmis and McTaggart, which emphasizes a cyclical process involving four stages: planning, acting, observing, and reflecting. This model promotes continuous improvement and is particularly suitable for addressing practical classroom issues through collaborative inquiry between the teacher and the researcher. The primary aim was to enhance the writing skills of seventh-grade students at SMP Negeri 5 Bogor by integrating the Team Game Tournament (TGT) strategy supported by digital applications. The participants consisted of 30 purposively selected seventh-grade students based on preliminary observations that revealed low writing performance and limited engagement in English writing tasks. The research was conducted in two cycles, with each cycle encompassing a complete sequence of the four CAR stages.

In the planning stage, the researcher and the English teacher collaboratively diagnosed students' writing difficulties, designed lesson plans integrating TGT strategies, and selected appropriate digital learning tools such as Kahoot. In the acting stage, the teacher implemented the planned activities in the classroom, forming teams and conducting writing tasks through competitive and collaborative games facilitated by the selected digital platforms. During the observing stage, the researcher documented the teaching and learning process using observation sheets and field notes, focusing on student participation, motivation, and peer interaction. In the reflecting stage, the teacher and the researcher jointly analyzed the outcomes of the intervention to identify improvements, challenges, and necessary adjustments for the subsequent cycle.

Data collection involved both quantitative and qualitative approaches. Quantitative data were obtained from writing tests administered before and after each cycle (pre-test and post-test), scored based on a rubric covering content, organization, grammar, vocabulary, and mechanics. Qualitative data were gathered through classroom observations, field notes, and student questionnaires to capture student engagement, learning motivation, and perceptions of the learning experience.

Results**Cycle I****Planning**

In the first cycle, the researcher and the English teacher collaboratively developed an action plan by identifying students' writing difficulties based on initial assessments. The lesson plan was designed by integrating the Team Game Tournament (TGT) strategy. Students were divided into teams to complete writing tasks collaboratively through game-based activities.

Acting

During implementation, students participated in TGT sessions by completing writing tasks using digital-based games. These activities encouraged students to collaborate in teams, compete in a healthy manner, and provide peer feedback. The writing tasks focused on aspects such as content, organization, grammar, vocabulary, and mechanics.

Observing

Observation sheets and field notes revealed that several students began to engage actively in group tasks, although overall participation was still uneven. Motivation levels showed improvement, although some students remained passive. There was noticeable progress in vocabulary usage, but grammatical accuracy was still relatively low.

Reflecting

The reflection session indicated that while the integration of TGT was effective in enhancing student engagement, clearer instructions and additional writing support were necessary. Students still struggled to organize their ideas and avoid grammatical errors. Therefore, for the second cycle, additional support activities were planned, such as grammar reinforcement and writing examples.

Cycle II**Planning**

Based on the reflections from Cycle I, the second cycle involved revising the learning plan by re-integrating the TGT strategy supported by the digital application Kahoot, along with explicit grammar instruction, provision of writing examples, and the use of writing checklists. Additional time was allocated for exploring digital tools and peer feedback practice.

Acting

Students carried out the TGT strategy using the Kahoot application with more structured guidance. Writing activities were enriched with outlines and guided practice. The use of digital tools became more optimized as students became more familiar with the platforms.

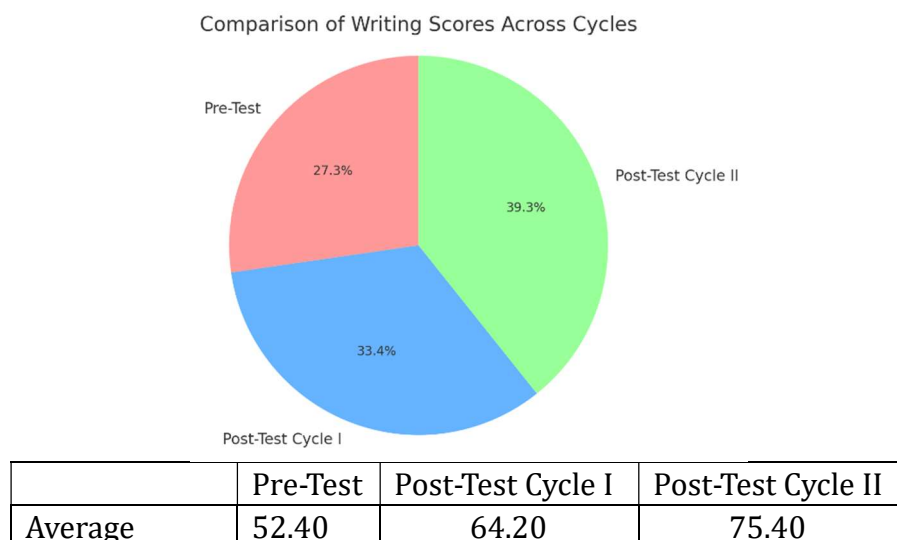
Observing

Observations indicated significant improvement in student participation, idea organization, and writing confidence. Team collaboration improved, and students began actively revising their work using digital features. Motivation and teamwork also increased noticeably.

Reflecting

The reflection session showed that the revised approach successfully enhanced learning outcomes. Students reported feeling more confident and motivated. Teachers noted improvements in grammar, vocabulary usage, and overall writing coherence. The second post-test results demonstrated a significant increase in students' scores.

Quantitative Results



Qualitative Results

Qualitative data from observations and student questionnaires indicated:

- Increased student motivation and participation in the learning process.
- A more positive attitude toward writing activities.
- Enhanced collaboration and peer support within groups.
- Significantly greater student engagement with digital media.

Student's statements:

"I became more confident in writing because the games were fun. I also learned a lot of vocabulary and grammar while helping my team."

"At first, I was afraid to write in English, but after using Kahoot and working with my group, I felt more comfortable expressing my ideas."

"The TGT activity made learning more exciting. Competing with other teams helped me stay focused and motivated to write better."

“Before this, I didn’t like writing at all. But with the games and teamwork, I actually enjoyed the process and wanted to improve.”

“Using digital tools like Kahoot made it easier to learn and review grammar. I also liked that we could correct each other’s writing as a team.”

Discussion

The findings of this study demonstrate that the integration of the Team Game Tournament (TGT) strategy using digital applications significantly improved the writing skills of seventh-grade students at SMP Negeri 5 Bogor. This improvement was evident both quantitatively, through the increase in average writing scores, and qualitatively, through enhanced student motivation, participation, and collaboration in writing activities.

The quantitative results showed a steady progression in students’ writing performance, with the average score rising from 52.40 in the pre-test to 64.20 in the post-test of Cycle I, and further to 75.40 in the post-test of Cycle II. This substantial improvement aligns with previous studies that highlight the effectiveness of cooperative learning strategies in language education (Rosyidah & Wijayati, 2022; Susilowati et al., 2021). The use of TGT, which combines elements of teamwork and friendly competition, provided a dynamic learning environment that motivated students to engage more actively in writing tasks.

Qualitative data further support these findings. Observations and student feedback revealed increased confidence, enthusiasm, and willingness to write in English. Many students expressed that the use of digital tools such as Kahoot made learning more enjoyable and interactive, reducing anxiety often associated with writing in a second language. These results are consistent with the literature on the benefits of integrating technology into EFL writing instruction (Sari & Oktaviani, 2023; Warschauer & Grimes, 2007).

Furthermore, the collaborative nature of TGT allowed students to learn from their peers, promoting the development of critical thinking, idea organization, and grammar awareness. This reflects Vygotsky’s (1978) theory of social constructivism, which underscores the role of social interaction in cognitive development. Peer feedback within teams also aligns with findings by Ferris (2003) and Storch (2005), who emphasize the positive effects of collaborative writing on language accuracy and idea development.

The combination of cooperative learning and digital engagement addressed several common challenges in writing instruction, including low student motivation, limited vocabulary, and difficulties in organizing ideas. By integrating interactive games and peer collaboration, the TGT strategy provided meaningful contexts for students to practice writing, thus reinforcing both linguistic competence and communicative confidence.

However, the study also identified some limitations, particularly in Cycle I, where some students remained passive and faced difficulties with grammar and idea organization. These challenges were mitigated in Cycle II by providing

additional scaffolding, grammar reinforcement, and writing models. This reflects the importance of differentiated instruction and ongoing teacher support in maximizing the benefits of cooperative learning (Tomlinson, 2014).

In sum, this study confirms that the strategic combination of TGT and digital applications can transform traditional writing instruction into an engaging, student-centered experience that fosters both skill development and positive attitudes toward writing.

Conclusion

This study concludes that the integration of the Team Game Tournament (TGT) strategy with digital-based applications is highly effective in improving students' writing skills. The collaborative and competitive nature of TGT, combined with engaging digital platforms, fosters increased student motivation, participation, and performance in writing activities. The results indicate that students not only improved their writing competence significantly but also developed a more positive attitude toward writing.

By creating a dynamic and student-centered learning environment, teachers can leverage both pedagogical and technological innovations to address common challenges in writing instruction. This research supports the notion that incorporating interactive and cooperative learning methods—especially when supported by digital tools—can transform the way writing is taught in English as a Foreign Language (EFL) classrooms.

Future research is encouraged to explore the application of TGT with other language skills, in varied educational contexts, and over extended periods to better understand its long-term impact on language learning outcomes.

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