



Improving Students' Writing Skills in Procedure text through Teams Games Tournament (TGT) and Picture Series

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ABSTRACT

This research aims to enhance students' skills in writing procedure texts using the Teams Games Tournament with Pictures Series. The subjects of this study were all 32 students in class IX D at SMPN 12 Pontianak. The researchers employed Classroom Action Research conducted over two cycles, in which each cycle consisted of two meetings. The data were collected using observation checklists, field notes, and tests. Based on the findings of this study, it can be concluded that the use of Teams Games Tournament and Pictures Series were able to improve students' writing skills. This can be seen from the incremental of the students' mean scores from 76.3 in Cycle 1 to 84.9 in Cycle 2. Therefore, the researchers recommends the teachers to utilize both of these strategies in order to enhance students' writing skills.

INTRODUCTION

Writing is a very important and necessary skill in English. This skill plays an important role to determine the students' language performance in the classroom. However, writing is not as easy as it is imagined because it involves a number of complexities. This complexity comes from many factors including the ability to convey ideas effectively, knowledge of the topic, grammar, vocabulary, and the utilization of engaging and effective strategies, all of which significantly impact a student's success in writing a text (Sarifah & Apsari, 2020). As consequently, writing is a complex process that necessitates an extended period of time in order to effectively transmit thought through the written form.

Considering the important role of writing skill for students' performance, teachers are genuinely responsible to ensure that students are able to write properly. However, based on observations conducted at SMPN 12 Pontianak, there were still many students who were not fulfill the criteria of good procedure texts. This is due to some causes, one of the cause was that students had difficulties in expressing their ideas into the text. It can be seen because the students need a large amount of time to write the text. Even if they were given a sufficient time, the results were still not sophisticated due to due to inability to reach the KKM. Besides, students also seemingly limited participation in writing activities, as indicated by their lack of enthusiasm in discussions and the expression of their ideas for creating a sufficiently developed procedural text. This is in line with Astria and Maisaroh (2021), who claim that the critical challenges students experience while writing procedural texts is difficulties communicating ideas and a tendency to be inactive and uninterested in writing. Therefore, it can be concluded that the right strategy is needed to overcome these problems, so that students can be more actively involved and able to convey their ideas in writing effectively.

One of the solutions to overcome the problems raised in this study is to use a Teams Games Tournament and Picture Series. According to Gani (2019), Teams Games Tournament is a teaching model in which each student is given the opportunity to participate in games and competition with the aim to accumulate the team scores. This learning model comprises five stages: presentations, teams, games, tournaments, and team recognitions (Fauziyah, Meilani, & Salsabila, 2021). Learning using this model is very engaging and may enhance students' motivation and participation in learning because all students can actively participate in playing games and collecting points while completing activities (Lestari & Widayati, 2022). Moreover, by competing in team-based tournaments, students can share ideas, concepts, and assistance in solving the task existed in games together (Sitanggang & Pangaribuan, 2018). Therefore, Teams Games Tournament expected to be able to improve students' interest in writing.

In addition to make learning more fun, helping students in expressing their ideas in writing is also important. In this research, the researchers also utilizes the Picture Series strategy to facilitate students in writing procedural texts. According to Gendroyono (2021), Picture Series significantly helps students visualize the content of the text and stimulates the imagination of learners. It is really important for students so that they have a guidance to elaborate the ideas. In addition, the use of images also can help students to use the right context of vocabulary and ideas that are relevant to the image. According to Kartika, Nurkamto, and Pudjobroto (2017), the use of pictures can help students build context for expressing their ideas in writing. Therefore, by employing both methods, namely Teams Games Tournament and Picture Series, it is expected to enhance significantly students' skills in writing procedure text.

Several studies have employed Teams Games Tournament and Picture Series to improve students' writing skills. The first is a study conducted by Manuputty (2020), who found that the application of Teams Games Tournament was quite effective to enhance students' writing ability in writing report text. The second study was written by Astria and Maisaroh (2021), which investigated the use of TGT in improving students' writing skills through the design of classroom action research (CAR). The results of this research found that 81% of students could obtain the scores passing the Minimum Completeness Criteria (KKM). In addition, Lestari and Widayati's (2022) research on the application of TGT indicated that this model could increase student engagement and learning achievements.

In addition to the study discussing about the use of TGT, there were also some studies investigating the use of Picture Series towards students writing skills. A research conducted by Sarifah and Apsari (2020) concluded that Picture Series could improve students' writing skills significantly. This in line with Harmini, Sofian, and Salam (2019), who mentioned that there was an improvement of students' writing skills after using this strategy. At last, Picture Series was also found to be able

enhancing students' motivation, attention, and self-confidence in all writing activities (Ekarista, 2018).

Those several studies have shown that using TGT and Picture Series had a good impact on improving students' learning skills. However, these studies only focus on one side of strategies. It became the novelty for the researchers to combine these two strategies in teaching. The researcher assumed that by implementing these strategies simultaneously could give a significant result on students' engagement and writing skills. Considering the positive effects of both strategies, the researcher intended to continue this study to solve the problems students face in writing procedural texts.

The main objective of this study is to improve students' writing skills and learning achievements in writing procedural texts by using Teams Games Tournament with Picture Series. The researchers adopted Classroom Action Research (CAR) as the research design which is consisted of two cycles, cycle 1 and cycle 2. Each cycle includes several of steps, which are planning, action, observation, and reflection. The results of this study are expected to be able to provide new insights and solutions for teachers in improving students' writing skills.

RESEARCH METHOD

This research was conducted using Classroom Action Research (CAR) as the research design. CAR is highly suitable for this study as it aligns with the research's objective of addressing the issues faced by students. According to Cohen, Manion, and Morrison (2007), classroom action research is a research method used to improve and overcome obstacles or problems faced by teachers in the classroom by implementing treatments or solutions to address those issues. He further states that this research method is a powerful tool for making changes and improvements to teaching and learning. Moreover, Burns (2010) explains that the main idea behind utilizing CAR is to provide positive solutions to problems, leading to changes and improvements in various situations. Therefore, it is expected that through this method, the research can address the core issues outlined in the research questions.

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In conducting this research, the researcher adopted the research model proposed by MC Taggart (as cited in Burns, 2010), which consists of Cycle 1 and Cycle 2. Each cycle includes planning, acting, observing, and reflecting. Planning is the initial phase in which the researcher prepares various elements for the implementation of the lesson, such as lesson plans, teaching materials, instructional media, assignment sheets, and more. Additionally, observation checklists and field notes are prepared to assess the teaching process conducted by the teacher. The second stage is Acting, during which the researcher carries out the teaching process using the Teams Games Tournament and Picture Series strategies for teaching procedure text writing, as designed and structured in the lesson plan. The third stage is Observing, in which the researcher observes and assesses the teaching process carried out by the teacher using observation checklists and field notes. These observations are documented based on real-life observations in the classroom. The final stage is Reflecting, during which the teacher and the researcher evaluate the overall teaching process by analyzing strengths, weaknesses, and challenges encountered. The results of these discussions are used for subsequent actions in the following stages.

The participants in this study were students from class IX D at SMPN 12 Pontianak, with a total of 32 students in the class. The data collection instruments used included observation checklists, field notes, and tests. Data were analyzed quantitatively and qualitatively. Qualitative data were obtained from the observation checklists and field notes, while quantitative data were obtained from the test results, which were calculated to determine the mean scores. To calculate the mean score for each cycle, the researcher used the following formula:

$$M = \frac{\sum X}{N}$$

(Kubiszyn, p. 251, 2003)

Notes :

M = students mean score

$\sum X$ = The sum of students score

N = Total number of students

The qualification for each score is classified based on the following table:

Table 1. Classification of the score

Ranges	Qualifications
80-100	Good to Excellent
70 – 79	Average to Good
60-69	Average
50-69	Poor to Average
0 – 49	Poor

To calculate the number of students who have achieved the minimum passing score of 80, the researcher uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F: total students who passed the KKM

N : number of students

FINDING AND DISCUSSION

Findings

This study adopted the classroom action research model proposed by Mc. Taggart (as cited in Burns, 2010). In its implementation, the researcher conducted two learning cycles, with each cycle consisting of planning, acting, observing, and reflecting phases. All data were collected based on the results of observation checklists, field notes, and tests.

Cycle 1

The first cycle consisted of two sessions, conducted on August 1, 2023, and August 3, 2023. The learning material focused on procedural texts related to how to make some drinks. In the first session, students learned how to make hot drinks, such as hot tea, coffee, and milk. The lesson commenced with the first stage of the TGT model, namely, Presentations. In this phase, the teacher introduced the students to the definition, social function, generic structure, and language features of procedural texts. The teacher also presented a video explaining how to make a cup of hot tea. Students were collectively asked to answer what the video is about, its social function, and its generic structure. After completing this presentation stage,

the teacher proceeded to the next stage, which was Teams. In this phase, the teacher divided the students into heterogeneous groups, considering both gender and ability, to facilitate cooperative learning and mutual assistance. Students were seated according to their respective groups. Subsequently, the teacher moved on to the Games stage by conducting an interactive quiz using Kahoot!. Students competed within their groups to determine the winners. The top three groups received additional points as a reward. In the final stage, the teacher organized a Tournament, where each student took turns writing a procedure on how to make a cup of coffee based on the provided Picture Series. Students had the opportunity to write each ingredient and step on the board at the front of the class. If each part was correctly written, each group received points from the teacher. The activity concluded with the accumulation of points earned by each group, followed by appreciation for the winning group.

The second session, conducted on August 3, 2023, continued the focus on creating procedural texts about drinks, with an emphasis on various types of juices. During the presentation part, the teacher conducted a review of the previous lesson by asking questions to each group. Points were awarded for correct answers. After the review, the teacher presented a video on how to make orange juice and asked students to identify its social functions, generic structure, and language features. Once students successfully identified these elements, they were grouped according to the Teams stage. In the Games and Tournament stages, the teacher provided Picture Series depicting ingredients and steps for making carrot juice. At the end, students were asked to present the results of their discussions and tally the points they had earned. A post-test for the first cycle was administered, where students were required to write a procedural text on "How to Make Mango Juice" based on the Picture Series provided in the test paper.

Following the completion of the teaching process, the writer and the teachers engaged in a reflective session. This reflection aimed to analyze the successes and shortcomings of the two conducted sessions. Based on observations, field notes,

and student test results, it was observed that many students had not achieved the minimum mastery score (KKM) of 80 (≥ 80). Only approximately 46.8% of students managed to surpass the minimum mastery score, indicating that only 14 students achieved scores above 80. The remaining 18 students received unsatisfactory scores, falling far short of the minimum mastery score. Furthermore, the overall achievement of students can be assessed through the average scores obtained in the first cycle, which amounted to only 76.3. This average score falls within the 70–79 range, categorized as "Average to Good." Thus, both the writer and the teacher sought to identify the reasons for the low scores obtained by students in the first cycle.

Based on individual test results completed by students, conclusions were drawn regarding the reasons for the low scores. Firstly, students were still unable to write adverbs of sequence to explain the steps shown in the provided images. Secondly, students struggled to construct imperative sentences using appropriate action verbs. Lastly, students had difficulty using adverbs of time, place, and manner. Therefore, the researchers planned to reinforce students' understanding and skills in these three aspects in the upcoming cycle.

Table 2. The Table of Cycle 1

Cycle	Students who pass the minimum mastery score (KKM)	Students' mean score	Qualification
1	46,8%	76,3	Average to Good

Cycle 2

The second cycle also comprised two sessions, held on August 8, 2023, and August 10, 2023. The instructional material centered around procedural texts related to food. During the first session, the students learned how to make various fritters, such as French fries, fried tempeh, and fried tofu. This session commenced with the "Presentations" phase, wherein the researchers were enlightened about the language features of procedural texts, encompassing adverbs of sequence, action verbs,

adverbs of manner, adverbs of place, and adverbs of time. Furthermore, the presenters elucidated the action verbs employed in crafting procedural texts for preparing fritters. Subsequently, in the "Teams" phase, researchers were allocated into distinct groups from the first cycle to ensure diversity in terms of abilities and gender within each group. Following the group formation, researchers proceeded to the "Games" phase, engaging in an interactive quiz using Kahoot! The participants displayed enthusiasm in responding to queries related to vocabulary and language features they had acquired. Afterward, in the "Tournament" session, researchers were tasked with composing procedural texts on how to prepare fried tofu with the assistance of a Picture Series illustrating the ingredients and steps involved. Subsequently, researchers were asked to transcribe their work using the Canva application in accordance with the template provided by the writer. Groups that accurately detailed each ingredient and step earned points. The session culminated with an acknowledgment of the group that achieved the highest score among all the activities.

The second meeting was conducted on August 10, 2023. The procedural text material was still related to food. For the second meeting, students learn how to make fritters, such as how to make fried food such as fried noodles, fried rice, and fried Kwetiau. This meeting begun with the Presentation stage, where the researchers reviewed the language features covered in the previous meeting. The writer then presented a video on how to prepare fried rice. Through the handouts provided, the students identified and wrote the language features observed in the video in a provided table. After successfully identifying these language features, the write move to the "Teams" phase, where students were divided into their respective groups and seated accordingly. Subsequently, in the "Games" phase, presenters conducted a quiz, requiring students to transcribe action verbs based on the illustrated images. Each group that accurately recorded these vocabulary items earned additional points. In the "Tournament" phase, students composed procedural texts detailing the preparation of fried noodles using the Picture Series provided. They described each ingredient and step within a web Padlet. researchers were

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allotted 15 seconds for writing, and upon the timer's expiration, they were required to pass it to the adjacent group member.

Following the completion of the teaching process in the second cycle, the writer administered a post-test to assess the enhancement of students' skills in composing procedural texts. Based on the data presented in the table below, a noteworthy improvement in students' writing skills was evident. This was reflected in the percentage of students who achieved the minimum mastery score, which reached 71.8%. There was a substantial increase of 25% from Cycle 1 to Cycle 2. Additionally, students' overall scores displayed an upward trend. This was evident in the overall average score in the second cycle, which reached 84.9. The average students' score also exhibited an increase of 8.65% from Cycle 1 to Cycle 2. The average students score was classified as "Good to Excellent" in Cycle 2, signifying that the utilization of Teams Games Tournament with Picture Series effectively enhanced students' proficiency in composing procedural texts.

Table 3. The Table of Cycle 2

Cycle	Students who pass the minimum mastery score (KKM)	Improvement of students who pass the KKM	Students' mean score	Improvement of mean score	Qualification
1	46,8%		76,3		Average to Good
2	71,8%	25%	84,9	8,65 %	Good to Excellent

Discussion

This research was conducted to enhance the writing skills of ninth-grade students in procedural texts at SMPN 12 Pontianak, Class IX D. The results of this study reveal a significant improvement in scores from Cycle 1 to Cycle 2. This is evident in the change in the average student scores, which increased from 76.3 to 84.9. It substantiates that the utilization of Teams Games Tournament in conjunction with Picture Series can indeed boost students' writing skills. This aligns with the findings

of Manuputty (2020) and Sarifah and Apsari (2020), who also emphasized the effectiveness of TGT and Picture Series in enhancing students' writing skills.

The success of implementing TGT and Picture Series can also be observed in the increased number of students surpassing the minimum mastery score (KKM). Based on the findings of this research, the number of students achieving the minimum score rose from Cycle 1 to Cycle 2 by 25%, with a percentage of 84.9% in the second cycle. This serves as evidence that both strategies are capable of elevating the number of students reaching the minimum mastery score. This is consistent with the research conducted by Astria and Maisaroh (2021), which stated that TGT increased the number of students reaching KKM by 81%.

Furthermore, the use of TGT and Picture Series also had a positive impact on student engagement and motivation in writing. This is evident in students' enthusiasm when participating in each game and tournament during the learning process. They exhibited great eagerness to earn scores and emerge as winners in these learning sessions. This aligns with the findings of Lestari and Widayati (2022), who revealed that TGT can serve as a catalyst for active student engagement in the learning process. Additionally, students appeared highly motivated throughout the learning process. This motivation stemmed from the prospect of receiving additional scores if they emerged victorious in the tournaments. This is consistent with the findings of (Ekarista, 2018), who stated that such strategies play a crucial role in enhancing students' motivation, attention, and confidence in learning..

CONCLUSION

Based on the findings of this research, it can be concluded that the utilization of Team Games Tournament with Picture Series significantly enhances students' skills in writing procedural texts. This can be seen from the test results, observation checklists, and field notes. Their high motivation in producing good procedural texts further confirmed the success of using TGT and Picture Series, which also positively influence students' writing skills, participation and motivation in

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learning. Thus, researchers recommended that teachers and the other researchers to use these two strategies in order to improve students' writing skills.

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