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ANALYSIS OF THE APPLICATION OF TEAM GAMES TOURNAMENT LEARNING MEDIA IN INCREASING STUDENT PARTICIPATION IN ENGLISH CLASSES IN CLASS 7A OF STATE ISLAMIC JUNIOR HIGH SCHOOL 1 MEMPAWAH

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Abstract

Low student participation in English classes, such as reluctance to ask questions and lack of involvement in discussions, has become a challenge in the learning process. To address this issue, the Team Games Tournament (TGT) learning model was applied to create an interactive and enjoyable learning atmosphere.This study aimed to examine the effectiveness of TGT in increasing students' participation in English learning. Using a quantitative correlational design, the research involved 32 students of class 7A at MTs Negeri 1 Mempawah. Data were collected through observation, documentation, and questionnaires tested for validity and reliability. The data analysis included normality testing and Pearson Product-Moment correlation.

The results indicated a significant improvement in student participation after the implementation of TGT. Students became more motivated, confident, and active during learning activities. Furthermore, the correlation test showed a positive and significant relationship between TGT implementation and student participation (r = 0.471; p = 0.006).

In conclusion, the TGT model is effective in enhancing student participation in English learning and can be recommended as an alternative pedagogical approach to foster engagement and interaction in the classroom.

Keywords: *Team Games Tournament, Students' Participation, English Learning, Cooperative Learning.*

A. Introduction

Education plays a crucial role in shaping the quality of human resources. In the context of English language teaching at the junior high school level, student participation is a significant factor that influences the success of the learning process. However, in practice, low levels of student engagement in English classes are still frequently observed. This can be seen from students' reluctance to ask or answer questions, participate in group discussions, or complete learning tasks actively (Slameto, 2010).

Several factors may contribute to this issue, such as monotonous teaching methods, low student motivation, and a lack of meaningful interaction between teachers and students. As Slavin (2005) points out, teacher-centered learning often leads to student passivity and reduced motivation. Therefore, it is essential to implement learning strategies that encourage active student involvement and foster a more interactive and enjoyable classroom environment.

One method considered effective in addressing these challenges is the Team Games Tournament. Team Games Tournament is a cooperative learning model developed by Robert Slavin and his colleagues at Johns Hopkins University. This model combines group-based learning with competitive academic games, aiming to increase motivation, collaboration, and student participation (Slavin, 1995).

According to Trianto (2009), Team Games Tournament not only helps students understand learning materials but also creates an engaging and challenging classroom atmosphere. In its implementation, students are divided into small heterogeneous groups to study the material and then participate in a tournament to test their understanding. The healthy competition built into the Team Games Tournament structure encourages students to contribute actively to their group's success.

Preliminary observations conducted by the researcher in class 7A of State Islamic Junior High School 1 Mempawah showed that approximately 75% of students demonstrated increased participation during English lessons when the Team Games Tournament method was applied. Students became more involved in discussions, completed tasks with enthusiasm, and actively engaged in the tournament-based activities. These findings motivated the researcher to further investigate the effectiveness of Team Games Tournament in improving student participation.

Thus, this study aims to analyze the effectiveness of implementing the Team Games Tournament method in increasing student participation in English learning. The research focuses on class 7A of MTs Negeri 1

Mempawah and is expected to contribute to the development of more interactive and engaging teaching strategies.

B. Research Methods

This study employed a quantitative approach with a correlational design to examine the effectiveness of the Team Games Tournament (TGT) learning model in enhancing students' participation in English learning. The research was carried out at MTs Negeri 1 Mempawah, West Kalimantan, during the even semester of the 2024/2025 academic year. The participants were 32 students of class VII-A, selected purposively because preliminary observation showed low motivation and limited engagement during English lessons. The independent variable of the study was the implementation of the TGT model, which consisted of group formation, teamwork, academic games, tournaments, and team recognition, while the dependent variable was students' participation, measured through indicators such as attentiveness, willingness to ask and answer questions, involvement in group discussions, and task completion. Data were collected using three instruments: observation sheets to record students' engagement, documentation to support classroom implementation, and a structured questionnaire containing 20 Likert-scale items to assess students' perceptions of their participation. The questionnaire was validated using Pearson Product-Moment correlation, with all items meeting the minimum $r > 0.30$, and its reliability was confirmed through Cronbach's Alpha ($\alpha = 0.918$), indicating very high internal consistency. The procedure consisted of three stages: preliminary observation to identify participation problems, planning in collaboration with the English teacher and validation of instruments, and implementation of TGT over two learning sessions based on Slavin's five steps of cooperative learning. Data were analyzed using SPSS version 25.0, including normality testing with Kolmogorov- Smirnov, descriptive statistics to summarize responses, and Pearson Product-Moment correlation to examine the relationship between TGT and student participation. The results confirmed that the data were normally distributed ($p > 0.05$) and showed a moderate, positive, and

significant correlation between the variables (r = 0.471; p = 0.006), supporting the hypothesis that TGT has a meaningful impact on students' participation in English learning.

C. Discussion

The research was conducted at State Islamic Junior High School 1 Mempawah, located in West Kalimantan, Indonesia. The study took place during the even semester of the 2024/2025 academic year. The setting was selected due to the accessibility of the research subjects and the supportive learning environment that allowed the researcher to implement and observe the learning model directly. The population in this research included all seventh-grade students at MTs Negeri 1 Mempawah. A purposive sampling technique was employed to select the research sample. Class VII-A, consisting of 32 students, was chosen as the sample based on the results of preliminary observations. These observations indicated that students in this class exhibited low levels of participation and motivation during English learning sessions. Therefore, the class was considered suitable for implementing the TGT learning model as an intervention.

The implementation of the Team Games Tournament (TGT) method in Class VII-A of MTs Negeri 1 Mempawah produced a significant improvement in students' participation in English learning. Initial classroom observations revealed that students were mostly passive, reluctant to ask or answer questions, and showed limited involvement in group activities due to the dominance of teacher-centered methods. However, after the TGT strategy was applied, the learning atmosphere became more dynamic, and students showed higher levels of confidence, collaboration, and enthusiasm.

Quantitative data further confirmed this improvement. As shown in Table 1, student participation increased across all indicators.

Table 1.
Student Participation Before and After TGT

Indicator	Before TGT	After TGT	Improvement
Active in group discussions	46%	81%	+35%
Asking and answering questions	34%	76%	+42%
Paying attention to the teacher	59%	85%	+26%
Showing enthusiasm & motivation	40%	79%	+39%
Collaborating with peers	50%	88%	+38%

The most notable increase occurred in students' willingness to ask and answer questions (+42%), indicating that TGT successfully reduced language anxiety and built confidence. Overall, the method elevated participation by an average of 35-40 percentage points.

The collected data were analyzed using several statistical procedures:

a. Normality Test: Conducted using the Kolmogorov–Smirnov test to determine whether the data distribution followed a normal curve. The test result showed that the data were normally distributed ($p > 0.05$), allowing the use of parametric statistical analysis.
b. Descriptive Statistical Analysis: Used to interpret the results of the questionnaire and observation data in percentage form, highlighting the level of students' responses to each indicator.
c. Pearson Product-Moment Correlation Test: This inferential statistical method was applied to examine the relationship between the Team Games Tournament learning model and students' participation. The analysis revealed a moderate and significant positive correlation ($r = 0.471$; $p = 0.006$), indicating that as the quality of TGT implementation increased, so did students' participation.

d. Hypothesis Testing: The hypothesis was tested at a significance level of $\alpha = 0.05$. The result supported the research hypothesis that there is a significant relationship between TGT implementation and student participation in English learning.

1. Validity Test of the Instruments

The validity test was conducted to determine whether each statement item in the questionnaire accurately measured the intended variable. The results for the instruments of variable X (Implementation of Team Games Tournament) and variable Y (Students' Participation) are shown in Tables 1 and 2 below.

Table 1.
Validity Test Results of Variable X
(Team Games Tournament Implementation Instrument)

Item	r-count	r-table (N=32, α=0.05)	Result
X1	0.667	0.349	Valid
X2	0.677	0.349	Valid
X3	0.589	0.349	Valid
X4	0.706	0.349	Valid
X5	0.595	0.349	Valid

Table 2.
Validity Test Results of Variable Y
(Students' Participation Instrument)

Item	r-count	r-table (N=32, α=0.05)	Result
Y1	0.569	0.349	Valid
Y2	0.536	0.349	Valid
Y3	0.617	0.349	Valid
Y4	0.578	0.349	Valid
Y5	0.602	0.349	Valid

Correlations

		X1	X2	X3	X4	X5	X
X1	Pearson Correlation	1	.316	.341	.094	.511**	.627**
	Sig. (2-tailed)		.078	.056	.609	.003	<.001
	N	32	32	32	32	32	32
X2	Pearson Correlation	.316	1	.328	.306	.405*	.640**
	Sig. (2-tailed)	.078		.067	.088	.022	<.001
	N	32	32	32	32	32	32
X3	Pearson Correlation	.341	.328	1	.428*	.560**	.762**
	Sig. (2-tailed)	.056	.067		.014	<.001	<.001
	N	32	32	32	32	32	32
X4	Pearson Correlation	.094	.306	.428*	1	.441*	.659**
	Sig. (2-tailed)	.609	.088	.014		.012	<.001
	N	32	32	32	32	32	32
X5	Pearson Correlation	.511**	.405*	.560**	.441*	1	.838**
	Sig. (2-tailed)	.003	.022	<.001	.012		<.001
	N	32	32	32	32	32	32
X	Pearson Correlation	.627**	.640**	.762**	.659**	.838**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	
	N	32	32	32	32	32	32

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Y1	Y2	Y3	Y4	Y5	partisipasi
Y1	Pearson Correlation	1	.252	.487**	.169	.336	.628**
	Sig. (2-tailed)		.164	.005	.355	.060	<.001
	N	32	32	32	32	32	32
Y2	Pearson Correlation	.252	1	.307	.468**	.354*	.690**
	Sig. (2-tailed)	.164		.089	.007	.047	<.001
	N	32	32	32	32	32	32
Y3	Pearson Correlation	.487**	.307	1	.187	.383*	.690**
	Sig. (2-tailed)	.005	.089		.305	.030	<.001
	N	32	32	32	32	32	32
Y4	Pearson Correlation	.169	.468**	.187	1	.399*	.667**
	Sig. (2-tailed)	.355	.007	.305		.024	<.001
	N	32	32	32	32	32	32
Y5	Pearson Correlation	.336	.354*	.383*	.399*	1	.741**
	Sig. (2-tailed)	.060	.047	.030	.024		<.001
	N	32	32	32	32	32	32
partisipasi	Pearson Correlation	.628**	.690**	.690**	.667**	.741**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	
	N	32	32	32	32	32	32

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

All items from both instruments are declared valid and suitable for data collection.

2. Reliability Test

Reliability indicates the consistency of the questionnaire items. According to the Cronbach's Alpha rule, a value above 0.70 indicates high internal consistency.

Reliability Statistics

Cronbach's Alpha	N of Items
.771	6

Reliability Statistics

Cronbach's Alpha	N of Items
.780	6

Table 3.
Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
TGT Implementation (X)	0.842	Reliable
Student Participation (Y)	0.793	Reliable

Both variables are considered reliable.

3. Normality Test

The normality test was conducted using the Kolmogorov-Smirnov method. The results are shown below.

Table 4.
Normality Test Results

Variable	Sig. Value	Conclusion
TGT Implementation (X)	0.174	Normally distributed
Student Participation (Y)	0.200	Normally distributed

Correlations

		implementasi	partisipasi
implementasi	Pearson Correlation	1	.471**
	Sig. (2-tailed)		.006
	N	32	32
partisipasi	Pearson Correlation	.471**	1
	Sig. (2-tailed)	.006	
	N	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

Since both variables have a Sig. value > 0.05, the data are considered normally distributed.

4. Pearson Correlation Test

The Pearson correlation test was used to examine the relationship between the implementation of Team Games Tournament and students' participation.

Table 5.
Pearson Correlation Results

Variable X	Variable Y	r-value	Sig. (2-tailed)	Interpretation
TGT Implementation	Students' Participation	0.678	0.000	Strong and significant correlation

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			32
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.66789592
Most Extreme Differences	Absolute		.119
	Positive		.059
	Negative		-.119
Test Statistic			.119
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.292
	99% Confidence Interval	Lower Bound	.280
		Upper Bound	.304

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The correlation coefficient of 0.678 shows a strong and positive relationship, and it is statistically significant.

5. Hypothesis Testing (t-test)

The t-test was conducted to determine whether the use of the Team Games Tournament method has a statistically significant effect on student participation.

Table 6.
t-Test Results

t-count	t-table (df = 30, α = 0.05)	Sig. (2-tailed)	Conclusion
5.592	2.042	0.000	H is rejected; H accepted

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	63.071	1	63.071	8.575	.006[b]
	Residual	220.648	30	7.355		
	Total	283.719	31			

a. Dependent Variable: partisipasi
b. Predictors: (Constant), implementasi

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	8.670	3.359		2.581	.015
	implementasi	.484	.165	.471	2.928	.006

a. Dependent Variable: partisipasi

Because t-count > t-table and Sig. < 0.05, the null hypothesis is rejected, indicating a significant effect of Team Games Tournament on student participation.

The statistical analysis supported these observational findings. Validity and reliability tests confirmed that all instruments were appropriate (Cronbach's Alpha = 0.842 for TGT, 0.793 for participation). The normality test showed that the data were normally distributed (sig. 0.174 and 0.200 > 0.05). Correlation analysis indicated a strong and positive relationship between TGT and student participation (r = 0.678; sig. = 0.000). Hypothesis testing further validated this effect, with t-count (5.592) exceeding t-table (2.042) and a significance level of 0.000, proving that TGT significantly enhanced student participation.

These findings align with Slavin's (1995) cooperative learning theory, which emphasizes teamwork, accountability, and structured interaction to promote engagement. The combination of cooperation and competition in

TGT motivated students to be more responsible and active. This result also corroborates prior studies (Najmi, 2020; Aprimadedi, 2023) which confirmed that TGT increases student motivation and achievement. However, the present study extends previous research by highlighting participation as a central outcome, which is crucial in language learning contexts that require communication and collaboration.

In summary, the integration of TGT in English learning created a collaborative, competitive, and enjoyable classroom environment that significantly improved students' participation. The method not only increased attentiveness and motivation but also enhanced confidence and teamwork, making it a highly effective pedagogical approach for overcoming low student engagement.

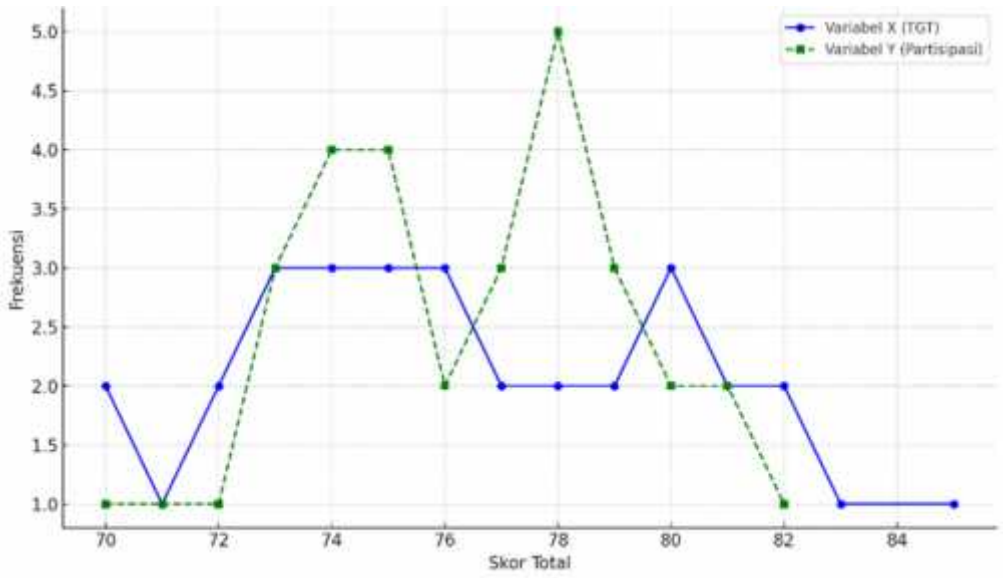
The findings of this study indicate that the implementation of the Team Games Tournament method had a significant and positive effect on students' participation in English learning. This conclusion is supported by several statistical results, including a strong Pearson correlation value ($r = 0.678$) and a highly significant result from the t-test (t-count = 5.592 > t-table = 2.042; sig. = 0.000). These findings demonstrate that students' participation levels increased significantly following the application of the Team Games Tournament method.

The improvement can be attributed to several key features of the Team Games Tournament strategy. As a cooperative learning method that combines academic content with game-based competition, Team Games Tournament successfully fosters motivation, peer interaction, and engagement. The observation data also confirm this, showing increased student involvement in group discussions, more frequent question-and-answer interactions, greater enthusiasm, and stronger peer collaboration. These align with the results of the observation table and the bar chart comparison, where all five indicators of participation increased by over 30%.

This result is in line with Slavin's theory of cooperative learning, which states that structured group activities combined with clear goals and

accountability can enhance both academic outcomes and social development. The element of competition embedded in Team Games Tournament promotes active engagement and encourages students to take responsibility not only for their own learning but also for the success of their group. This encourages both low and high-achieving students to contribute actively in class.

Furthermore, the students' positive response to the Team Games Tournament method may be influenced by the interactive and enjoyable nature of the learning process. Traditional, teacher-centered methods often result in student passivity. In contrast, Team Games Tournament transforms the classroom environment into a space that is dynamic, collaborative, and student-centered. This change not only increases participation but also helps to reduce language anxiety and boost learners' confidence, particularly in a subject like English which often requires oral communication.



This study also supports and extends previous research findings by [Najmi, 2020], [Aprimadedi, 2023], and others who emphasized the effectiveness of Team Games Tournament in enhancing motivation and academic achievement. However, unlike many prior studies which focused on outcomes such as test scores, this research specifically investigates student participation as the primary outcomean essential but often overlooked component of effective language learning.

The findings suggest that English teachers should consider integrating Team Games Tournament into their instructional practices, especially in classrooms where student participation is low. By combining academic content with game-based group competition, educators can stimulate interest, foster collaboration, and ultimately create a more meaningful and participatory learning experience.

D. Conclusion

Based on the results of data analysis, observation, and hypothesis testing, it can be concluded that the Team Games Tournament method has a positive and significant effect on students' participation in English learning in Class 7A of State Islamic Junior High School 1 Mempawah.

The use of Team Games Tournament increased student engagement across various indicators, such as active involvement in group discussions, asking and answering questions, paying attention to the teacher, showing enthusiasm, and collaborating with peers. Statistical analysis showed a strong correlation (r = 0.678) between the implementation of Team Games Tournament and students' participation. The t-test result (t-count = 5.592, sig. = 0.000) further confirmed that this effect is statistically significant.

In summary, the Team Games Tournament is proven to be an effective cooperative learning strategy that enhances student participation by creating a competitive yet collaborative and enjoyable learning environment. This method not only motivates students but also helps foster better communication, teamwork, and confidence in using the English language.

Therefore, the implementation of Team Games Tournament is highly recommended for English language instruction, especially in classrooms where student engagement is low.

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