



The Influence of the Team Games Tournament Type Cooperative Learning Model on Anecdotal Text Writing Skills

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ABSTRACT

This study aims to describe: 1) the results of the pre-test of anecdotal text writing skills of class X students of SMA Negeri 4 Kediri per sample group; 2) the results of the post-test of anecdotal text writing skills of class X students of SMA Negeri 4 Kediri per sample group; 3) the presence or absence of the influence of the use of team games tournament (TGT) in learning anecdotal text writing skills in the treatment group of class X students of SMA Negeri 4 Kediri. This research was conducted at SMA Negeri 4 Kediri in the 2024/2025 academic year. The population of this study consisted of 35 students from Class X-5 and 34 students from Class X-6 who participated in the pre-test, teaching, and learning activities focused on anecdotal text writing skills, as well as the post-test. The sample consisted of 34 students from class X-5 and 33 students from class X-6. The researcher, who employed a quantitative descriptive method in this quasi-experiment, utilized a pretest-posttest control group design. Data on anecdotal text writing skills were collected using a performance test instrument that was arranged objectively and systematically. Data analysis using parametric inferential statistics analysis, namely a one-sample t-test for the first and second objectives and an independent sample t-test for the third objective. The results of the study: 1) the pre-test results of the anecdote text writing skills of class X students of SMA Negeri 4 Kediri per sample group are in the low category; 2) the post-test results of the anecdote text writing skills of class X students of SMA Negeri 4 Kediri in the treatment group are higher than the control group; 3) there is a positive influence of the use of TGT in learning the anecdote text writing skills in the treatment group of class X students of SMA Negeri 4 Kediri.

Keywords: team games tournament, cooperative learning model, anecdotal text, writing skills

Pengaruh Model Pembelajaran Kooperatif Tipe *Team Games Tournament* terhadap Keterampilan Menulis Teks Anekdote

Penelitian ini memiliki tujuan untuk mendeskripsikan: 1) hasil prates keterampilan menulis teks anekdot siswa kelas X SMA Negeri 4 Kediri per kelompok sampel; 2) hasil postes keterampilan menulis teks anekdot siswa kelas X SMA Negeri 4 Kediri per kelompok sampel; 3) ada-tidaknya pengaruh penggunaan *team games tournament* (TGT) dalam pembelajaran keterampilan menulis teks anekdot pada kelompok perlakuan siswa kelas X SMA Negeri 4 Kediri. Penelitian ini dilaksanakan di SMA Negeri 4 Kediri pada tahun pelajaran 2024/2025. Populasi penelitian ini adalah 35 siswa kelas X-5 dan 34 siswa kelas X-6 yang mengikuti prates, kegiatan belajar mengajar keterampilan menulis teks anekdot, dan postes. Sampel ditetapkan sebanyak 34 siswa kelas X-5 dan 33 siswa kelas X-6. Peneliti yang menggunakan metode deskriptif kuantitatif melalui quasi-eksperimen ini menggunakan *pretest-posttest control group design*. Data keterampilan menulis teks anekdot dikumpulkan menggunakan instrumen tes unjuk kerja yang disusun secara objektif dan sistematis. Analisis data menggunakan dianalisis statistik inferensial parametrik yakni uji t satu sampel untuk tujuan pertama dan kedua dan uji t sampel independen untuk tujuan ketiga. Hasil penelitian: 1) hasil prates keterampilan menulis teks anekdot siswa kelas X SMA Negeri 4 Kediri per kelompok sampel berkategori rendah; 2) hasil postes keterampilan menulis teks anekdot siswa kelas X SMA Negeri 4 Kediri kelompok perlakuan lebih tinggi dibandingkan kelompok kontrol; 3) adanya pengaruh positif penggunaan TGT dalam pembelajaran keterampilan menulis teks anekdot pada kelompok perlakuan siswa kelas X SMA Negeri 4 Kediri.

Kata Kunci: model pembelajaran, team games tournament, keterampilan menulis, teks anekdot

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INTRODUCTION

In learning Indonesian, language skills consist of four types, one of which is writing skills. Writing is a fundamental or essential communication tool used to convey ideas, information, feelings, and thoughts to other parties. This skill is necessary to have. Because almost all activities in various fields of human life require writing skills, writing can be used to provide information, report, and also influence someone. This shows that in today's life, it is essential to possess adequate writing skills.

Writing is defined as a written communication activity that aims to express and convey ideas, ideas, or thoughts to readers in a systematic and structured manner. This aligns with Hatmo's opinion (2021) that writing is defined as a human activity consciously designed to express ideas, experiences, and feelings through systematic and logically structured writing, enabling readers to understand the author's message clearly.

Furthermore, Dalman (2018) also states that writing is defined as a process of conveying dreams, feelings, and thoughts in the form of writing, signs, or symbols that have meaning. Writing is an activity that produces work in written form and has a meaning according to the purpose underlying the writing of the writing. According to Puspitoningrum (2021), writing skills refer to the ability to express thoughts, feelings, and ideas through written language, enabling readers to accurately and clearly understand the message from the writer.

Another opinion that aligns with writing skills is also stated by Pitoyo (2015), who notes that this skill involves conveying feelings and opinions through written language to others by paying attention to content, structure, language rules, and vocabulary, which theoretically influence the results of writing. Thus, writing skills are essential for expressing opinions, ideas, experiences, and feelings in written form by paying attention to content, structure, language rules, and vocabulary that influence the quality of the written composition.

Various aspects of life require writing skills, including those in the field of education. In learning, writing skills are not only related to grammar or sentence writing problems. However, it is also helpful in developing students' critical thinking skills in facing and solving various issues, as well as deepening their responsiveness. Dalman (2018) stated that writing activities can enhance brain intelligence, foster courage, develop imagination and creativity, and encourage the desire and skills to collect information from various sources as much as possible.

Phase E, or Class X, in its learning, includes anecdotal text material that is taught to students. This text does not only contain elements of humor or humor but also contains criticism or messages that are expected to give an impression to the reader. So that readers can learn from the text.

Anecdotes are widely used in the digital era as a means to attract attention and spread messages and criticism through various platforms that users or readers can easily access. These platforms include social media, blogs, and digital content. An anecdote can be interpreted as a short story that contains criticism and is packaged in humor or amusing events. In the online Big Indonesian Dictionary, Sixth Edition (KBBI VI), an anecdote is a short story that can capture the attention of readers because it is entertaining and impressive, typically related to notable individuals or groups widely known, and based on real events. "An anecdote is a short expression that contains elements of humor and has the aim of criticizing topics about politics, public services, society, and also the environment (Millah & Silvia, 2020). This statement provides information that anecdotes can function as social control, especially for political/public officials in a humorous way. According to Gossman (in Millah & Silvia, 2020), anecdotal texts serve a purpose in changing the world through one of their characteristics, namely the harsh criticism of an incident that is both short and captivating.

Based on several of these views, it can be concluded that an anecdote is an expression or short story that captures the reader's attention, is impres-



sive and is often humorous, frequently containing criticism of a policy, event, public service, or the behavior of a ruler or political figure.

Writing anecdotal texts requires creativity in composing interesting short stories that convey an impression to the reader. This requires critical thinking skills because students must be able to choose important information (moral messages) and the accuracy of the language used in compiling this text. Thus, students can convey ideas or social criticism that describe the situation indirectly in a humorous way, making it more easily accepted by the reader. In reality, students are still unable to write anecdotal texts optimally. This condition is influenced by several causes, one of which is related to the application of learning models.

Based on the results of observations on writing learning, students showed obstacles in channeling their ideas through writing. The basic competency of writing skills in phase E is the ability to convey meaning through simple short essays by applying the right variety of written language. The lack of student motivation to learn to write cannot be separated from the learning process, which tends to be monotonous. This means that teachers are less diverse in their teaching approaches. Likewise, inappropriate learning models are the cause of uninteresting learning.

Anecdote text has four structures. The structures in question are abstract, orientation, crisis, reaction, and coda (Kosasih, 2014; Mahsum, 2014).

Based on these problems, anecdotal text writing skills can be overcome by increasing students' motivation and interest in writing. These efforts can be realized through the creation of an engaging learning environment, thus encouraging students' activeness and enthusiasm for learning. Learning innovations in the application of models can play a role in building a more interesting atmosphere for students. A model that can be used to overcome various obstacles in learning to write is the cooperative learning model of the Teams Games Tournament (TGT) type.

The TGT model encourages group cooperation between students. This cooperation is beneficial for students because it provides an opportunity to exchange ideas and discuss the structure and essential elements of writing anecdotal texts. Each group member provides feedback to each other. This learning model can also increase motivation through tournaments or competitions. The game and tournament approach to this learning results in students' enthusiasm for learning to compete in groups to achieve the best results. This tournament is not only fun but also encourages students to strive for victory.

Based on the problems that have been presented, it can be formulated as follows:

- 1) What is the mean posttest of the anecdotal text writing skills using NHT of grade X students of SMA Negeri 4 Kediri in the control group?
- 2) What is the mean posttest of the anecdotal text writing skills using TTG of grade X students of SMA Negeri 4 Kediri in the experimental group?
- 3) Is there an effect of the use of TGT in learning the anecdote text writing skills on the treatment group of class X students of SMA Negeri 4 Kediri?

These are the three objectives of the study. First, to describe the mean posttest of anecdotal text writing skills using NHT of class X students of SMA Negeri 4 Kediri in the control group. Second, to describe the mean posttest of anecdotal text writing skills using TTG of class X students of SMA Negeri 4 Kediri in the experimental group. Third, to describe the presence or absence of the influence of the use of TGT in learning anecdote text writing skills on the treatment group of class X students of SMA Negeri 4 Kediri.

Writing skills influenced by learning models have been studied by Utami, et al. (2023) entitled "Analysis of Writing Skills in Indonesian Language Learning for Class X of SMK Al Washliyah Pasar Senen Medan". Another study is a study conducted by Auziah (2022) entitled, "Learning Negotiation Text Writing Skills Using the Cooperative Script

Model for Class X Students of SMA Negeri 4 Kediri", and Mantiri, C. S. L., Ruth C. P, and Oldie S. M. (2023) entitled, "Learning to Write Anecdotal Texts through the Visual Imagination Method for High School Students".

METHODS

This study used a quantitative approach. This approach is based on positivistic thinking, which assumes that a phenomenon can be categorized and the relationship between phenomena is linear, allowing research to focus on one particular variable (Sugiyono, 2022; Razak, 2020; Fraenkel et al., 2012)

The quasi-experimental method is used because it does not control many variables that are suspected of influencing the dependent variable. Meanwhile, the research design uses a pretest-posttest control group design. The population of SMA Negeri 4 Kediri consisted of all class X students, totaling 381 students. From this population, samples were taken from two classes, namely the experimental class and the control class. The sample selection was carried out randomly, resulting in a sample size of 67 students. Class X-5 was declared the experimental group, while class X-6 was designated as the control group.

In this study, the data collection tool was a test, namely an anecdote writing test. The test was designed using objective and systematic procedures to produce an anecdote writing skills test with content validity (Azwar, 2013; Akbar, 2013; Razak, 2018).

The steps for collecting data include, first, conducting a pretest before implementing the treatment. Second, the experimental group received learning with the TGT treatment model, using anecdotal text material, while the control class employed the NHT (Numbered Head Together) model. Third, a post-test was administered to both the experimental group and the control group after the learning process had taken place. Furthermore, this study analyzed the data using descriptive and inferential analysis techniques. Normality tests and homogeneity tests were carried out as prerequisite

tests before the analysis process. Both tests aim to ensure that all data samples have a regular and homogeneous distribution. If the data meet both prerequisites, a t-test can be carried out to identify the influence of the TGT learning model on the anecdotal text-writing skills of Class X students at SMA Negeri 4 Kediri.

RESULTS

1. Description of Anecdotal Text Writing Skills of Control Group Students of SMA Negeri 4 Kediri

Students in grade X-6 were part of the control group. There were 34 students in this class. This class implemented the NHT model during the learning process. Based on the post-test results, the mean score in this class was only 28.53. The standard score percentage of this mean score was 71.32. The distribution and frequency of student scores are shown in Table 1 below.

Table 1
 Frequency Distribution of Anecdotal Text Writing Skill Scores for the Control Group

Control Group				
	Frequency	Percent	Cumulative Percent	
22	1	2,9	2,9	22
24	4	11,8	14,7	96
26	5	14,7	29,4	130
28	9	26,5	55,9	252
30	9	26,5	82,4	270
32	2	5,9	88,2	64
34	4	11,8	100,0	136
Total	34	100,0	100,0	970
Mean				28,53
Percent				71,32

2. Description of Anecdotal Writing Skills of Students in the Experimental Group of SMA Negeri 4 Kediri

Students in grade X-5 were part of the experiment group. There were 33 students in this class. This class implemented the TGT model



during the learning process. Based on the post-test results, the mean score in this class was only 30.91. The standard score percentage of this mean score was 77.27. The distribution and frequency of student scores are shown in Table 2 below.

Table 2
 Frequency Distribution of Anecdotal Text Writing Skill Scores for the Experiment Group

Experiment Group				
	Frequency	Percent	Cumulative Percent	
24	1	3,03	3,03	24
26	1	3,03	6,06	26
28	6	18,18	29,41	168
30	9	27,27	55,88	270
32	9	27,27	82,35	288
34	5	15,15	88,24	170
36	1	3,03	100,00	36
38	1	3,03		38
Total	33	100,0	100,0	1020
Mean				30,91
Percent				77,27

Normality Testing

Normality testing The Shapiro-Wilk formula was used to test for normality. The test used SPSS version 30 software. Given that the sample size per group was <50, the Saviro-Wilk significance was not calculated. Reference was used.

The test results show that the significance number (2-tailed) is 0,110 and 0,228. This values are > 0.05 (the significance level guideline). This proves that the data on the anecdotal text writing skills of students in both sample groups comes from a normally distributed population, namely with a significance level of more than 0.05. The calculation results are listed in Table 3.

Table 3
 Results of the Normality Test for the Anecdotal Writing Skill Data Curve

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Control group	0,948	33	0,119
Experiment froup	0,958	32	0,228

Homogeneity of Population Variance

Based on Table 4, the significance value of the homogeneity test is 0.814. This value exceeds the 0.05 threshold, which is used as a reference in decision-making. This means that the anecdotal text writing skill data for the control and experimental classes show similar variances. In other words, the anecdotal text writing skills of students in the control class (without the TGT model) and the experimental class (with the TGT model) are homogeneous.

Table 4
 Results of the Homogeneity Test for the Anecdotal Writing Skill Data Curve

	Lavene Statistic	df1	d2	Sig.
Based on Mean	.056	1	65	.814
Based on Median	.049	1	65	.826
Based on Median and with adjusted df	.049	1	64.999	.826
Based on trimmed mean	.060	1	65	.807

The results of the normality and homogeneity tests above ensure the use of the independent sample t-test. The purpose of the analysis was to ensure the equality of the mean of the anecdotal text writing skills of 28.53 for the control group with a mean of 30.91 for the experimental group of class X students of SMA Negeri 4 Kediri.

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

Ho means the mean anecdotal writing skill for the control group is the same as the mean for the treatment group. Ha means the mean anecdotal writing skill for the control group is different from the mean for the treatment group.

Ho is accepted if the t-value is at a significance level of >0.05 . If not, Ho is rejected. This is the criterion for accepting a statistical hypothesis.

The t-value for the independent sample is -3.240, with a df of 65 and a significance level of 0.002 (Table 5). Therefore, a significance level of $0.002 < 0.05$ is the criterion for rejecting Ho.

Table 5
 Independent Sample t-Test Results of Anecdotal Text Writing Skills Data per Sample Group

Independent Samples Test					
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	-3,240	65	0,002	-2,380	0,734
Equal variances not assumed	-3,244	64,819	0,002	-2,380	0,734

DISCUSSION

The results showed that students' anecdotal writing skills in the control class, which did not implement the TGT model, were not fully optimal. This was indicated by the average score of 28.52.

The students' scores were still relatively low due to the learning model used, which was less than adequate in generating student interest and motivation. This condition caused most students to experience difficulties generating ideas, which are necessary to stimulate their thinking in composing an anecdotal text. Students also felt bored during the learning process, which impacted their less-than-optimal learning outcomes.

Students' anecdotal writing skills showed optimal results in the TGT model implemented in the experimental class. This was indicated by the average score of 30.91.

This high score is due to the use of the TGT learning model, which is innovative and effective in increasing student motivation. Writing anecdotal texts using this learning model has been shown to improve, as it encourages active student involvement during the teaching and learning process. The interactive activities in the TGT learning model also facilitate the emergence of creative ideas in students, allowing them to present their anecdotal writing in a more structured and expressive manner.

The application of the TGT learning model, as obtained from the t-test results, showed a positive effect on the anecdotal writing skills of grade X students at SMA Negeri 4 Kediri. Furthermore, a 2-tailed significance value of $0.002 < 0.05$ indicates that the TGT learning model significantly improved anecdotal writing skills compared to learning without the TGT model.

These results also show that the average score of the experimental group, at 30.90, was higher than the average score of the control group, at 28.52. Thus, the TGT learning model demonstrated a positive and significant impact on anecdotal writing skills. Thus, Ha was accepted, and H0 was rejected.

CONCLUSION

First, the mean posttest score for the anecdotal text writing skills of the 10th-grade students of SMA Negeri 4 Kediri in the control group was 28.53, equivalent to a standard score of 71.32 percent.

Second, the mean posttest score for the anecdotal text writing skills of the 10th-grade students of SMA Negeri 4 Kediri in the experimental group was 30.91, equivalent to a standard score of 77.27 percent.

Third, study's results showed that the TGT learning model had a significant impact on the



writing skills of class X students at SMA Negeri 4 Kediri when learning anecdotal texts. It was proven that learning to write anecdotal texts using TGT was better than using the NHT model.

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