


The Effectiveness of TGT Learning Model on Writing Ability in Pandemic Timeline: A Qualitative Meta-Analysis

 <https://doi.org/10.31004/jele.v10i4.939>

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ABSTRACT

TGT Learning Technique (Team Game Tournament) is one of the popular teaching strategies. The learning process is no longer just listening to knowledge from teachers to students, but prioritizes the active role of student in the learning process. The purpose of this study is to determine the effectiveness of TGT in improving writing skills during the Pandemic timeline. The methodology used is qualitative meta-analysis by analyzing articles with PRISMA diagram, that published in the period from 2015-2024. The results showed that the use of TGT method was effective to increase students' learning motivation, increase students' interest and participation despite the distance and lack of direct interaction, and make it easier for students to understand and write better.

Keywords: *Team Game Tournament, Writing skills, Online Learning*

Article History:

Received 20th May 2025

Accepted 25th July 2025

Published 01th August 2025



INTRODUCTION

In the last few decades, pedagogical approaches have experienced a significant shift from teacher-centered learning models to student-centered learning. According to Bedir (2019) Education in the 21st century emphasizes the acquisition of skills necessary to learn and sustain learning. In this case, the teacher acts as a facilitator for students so that they can discuss, and explore knowledge independently. Sudirman (2023) stated teachers and students are required to exchange information to increase the interactivity of learning. According to Pratiwi (2024) English proficiency is not only a linguistic skill, but as a tool to improve students' ability to think critically, creatively, and collaboratively. With this change, educators are looking for learning strategies that can increase students' active involvement, especially in skill-based learning.

In the learning process, teachers do not only provide knowledge to students, but prioritize student participation to be active in the learning process. Currently, there are many learning approaches that teachers can apply to students. One of the most popular and attention-grabbing learning methods is the Team Game Tournament (TGT) strategy. A cooperative learning technique type team games tournament (TGT) can improve students' academic progress and attitude towards the subject matter. According to Harmandar (2008) in TGT technique students must cooperate with their team members by helping each other, as the success of the team depends on the points earned by each team member. TGT is considered effective in developing students' language skills through active interaction, as well as increasing learning motivation. Yovita (2017) stated TGT aims to provide a productive learning atmosphere where all students actively participate in the teaching and learning process. In addition, the application of TGT is considered very important in relation to education in the writing classroom.

Almost all learning is done through writing as it is considered an important role holder for students (Makasombo et al., 2023). Within the context of English as a Foreign Language (EFL), writing is considered as one of the most complicated language skills to master (Tuan, 1999). Writing not only involves technical skills in composing words and sentences, but also how we are able to express ideas and ideas clearly and interestingly, so that the messages, ideas, opinions, and feelings that we pour in writing can be conveyed to readers (Sari & Fatoni, 2022). Besides being used as an indirect communication tool, students is also required writing skill to complete assignments at every level of education (Feby et al., 2024). Therefore teachers are constantly looking for effective strategies to improve students' writing skills through engaging and student-centered approaches.

Room and Mercure (2017) explains Most of the students were not interested in writing and collaborative learning. In that case, Nurjaman (2023) stated the application of TGT method, can be a solution to overcome the challenges faced by students. According to Harmandar (2008) in TGT technique students must cooperate with their team members by helping each other, as the success of the team depends on the points earned by each team member. By using the TGT method, students can provide feedback and support to each other as they strive to create more interesting descriptions. Collaboration in groups allows students to share ideas and writing strategies, thus enriching the creative process of constructing sentences and choosing the right words.

The spread of the COVID-19 pandemic to all countries is considered one of the most significant disruptions in human history (B et al., 2023). The educational landscape has changed dramatically due to the COVID-19 pandemic. Some colleges, universities, and schools have discontinued in-person instruction (Dhawan, 2020). This has an impact on how the TGT approach is implemented. According to Sugiyati (2022) Parents, teachers, students, and the government must all deal with the challenges that come with the adaptation of online education. As the educational hub, students should be more aware of the challenges they face when taking online classes. Therefore, it is important to explore the application of TGT adaptation at three main periods: before, during, and after the pandemic, to see the effectiveness is maintained or even increased in the face of such challenges.

Previous study has shown mixed results, with many studies showing that the effectiveness of TGT depends on different contexts, such as level of education, subject taught, and student characteristics. However, many researchers only focus on effectiveness in general, without distinguishing the impact of its effectiveness in the context of time before the pandemic, during the pandemic, and post pandemic. Therefore, the author conducted a meta-analysis of existing studies. Meta-analysis is needed to have a more thorough comprehension of TGT's learning efficacy. Through meta-analysis, researchers can distill information from various studies that influence the success of TGT.

The purpose of this study is to find out the effectiveness of TGT in improving writing skills through qualitative meta-analysis of various studies that have been conducted previously. By using meta-analysis, we can find out what factors influence the effectiveness of TGT before, during, and post pandemic. Researchers can distill information from multiple studies, and evaluate factors that influence the success of TGT. It is anticipated that the findings of this study will give educators and policy makers with greater insight into effective learning strategies and recommendations regarding best practices when teaching writing skills. Therefore, this study is expected to contribute not only to the development of learning methods but also to the improvement of the quality of English education as a whole.

Literature Review

Teaching Writing Skills in EFL Contexts

According to Hyland (2003) the biggest challenges for EFL learners are mastering grammar, vocabulary, discourse structure, and critical thinking skills. In learning context, writing is not just arrange the words into writing, but also showing the ability to think critically, organize ideas, and use good vocabulary and grammar. (Harmer, 2004). Low student motivation, lack of collaborative writing practice, and lack of teacher feedback are challenges

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in learning to write (Torres, 2018). In such a case, Team Games Tournament (TGT) is considered to have the potential to overcome these obstacles.

Cooperative Learning and Team Games Tournament (TGT) Model

According to Slavin (1980) TGT is a learning strategy that integrates elements of competition and cooperation. TGT is one of the cooperative learning strategies that has gained attention in education especially language in teaching writing skills (Kagan, 1994). Research by Slavin (2016) emphasizes the TGT approach that allows students to exchange ideas, group discussions, and develop their knowledge of the writing process, because in the context of writing instruction, TGT can offer students meaningful interactions.

Implementation and Effectiveness of Team Games Tournament Over Time

In the context of learning in Indonesia, Team Games Tournament (TGT) has been recognized for its effectiveness in impacting students' writing skills in traditional face-to-face classes. Studies conducted in traditional classroom settings demonstrated that the application of TGT learning method can affect students' interaction patterns because it provides equal opportunities for each individual in each group so as to encourage accountability, self-assurance, and active engagement in the educational process (Yunanda et al., 2018). In the context of learning, the TGT learning model can motivate or arouse students' interest (Nahak, 2023). Husain (2019) showed that TGT can effectively improve student learning outcomes. Using TGT can help students to better understand English structure and vocabulary through fun games and competitions.

However, the COVID-19 pandemic prompted significant reforms in educational procedures. The COVID-19 pandemic prompted a shift to online learning, which presented new obstacles to established teaching methods. Study by Sugiyanti & Indriani (2022) research, the increase in online learning presents both a difficulty and an opportunity to investigate techniques for providing appropriate English language teaching and learning. The move to online learning does not limit the usage of the TGT approach, but rather increases it through the use of digital collaborative tools. The TGT learning paradigm has been validated for use in online learning (Tussadiah & Febriyana, 2021). According to Rizki (2022) Digital platforms like Google Docs and Microsoft Teams enable students to collaborate asynchronously, allowing them to offer ideas and provide criticism in a virtual context, thus increasing students' creative and critical thinking skills. This is supported by data stating that the use of TGT has a significant impact on high school students in enhancing their proficiency in grammar in an online learning setting.

As schools began returning to hybrid or full in-person instruction, the use of TGT method can be combined with other learning methods so that students don't feel bored, such as a Combination of NHT Type Cooperative Learning (Anwar et al., 2024). The TGT model showed signs of effectiveness in revitalizing descriptive writing instruction. The main findings in this post-pandemic study were that students were more active in giving and receiving detailed feedback on descriptive writing. The return of face-to-face teaching helped to re-establish the sense of community that is so important for effective cooperative learning (Sari & Fatoni, 2022). This hybrid approach allows teachers to effectively combine the best aspects thus improving descriptive writing through collaboration and feedback from peers. In conclusion, by examining research across these three timeframes, the purpose of this research to provide educators with insights into how TGT can be best utilized both in traditional and evolving educational settings.

Context of Study

Although there are many studies on the effectiveness of the TGT method in improving writing skills, there are still few that examine the effectiveness of TGT specifically on writing skills over time, especially in the educational context brought about by the pandemic. The pandemic has significantly disrupted traditional classroom learning processes, resulting in a shift to distance and hybrid learning formats. These changes raise important questions regarding the adaptability and effectiveness of cooperative learning models such as TGT in developing writing skills in virtual environments.

Thus, the main focus of this study is the lack of in-depth understanding of the effectiveness of the TGT method in improving writing skills in various educational contexts, both before, during, and post pandemic. The purpose of this research to fill this gap through a qualitative meta-analysis that will synthesize research conducted in each of these periods. That way, we can understand how the use of TGT has evolved over time.

Previous Study

Researchers collect information from previous studies that researchers find relevant to this article as a comparison and look for research gaps. Lisnawati (2016) Investigate the application of the use of TGT method to analyze its effectiveness in developing students writing ability and evaluate the extent of improvement that occurs after using TGT method on students' writing ability. Reseach conducted by Yovita (2017) investigate as a type of cooperative learning strategy, TGT plays a role to improve young student achievement. Hertiki (2019) research found that using Cooperative Learning effectively improves students' writing abilities.. In addition, it is also to determine the results of students writing ability after applying the Cooperative Learning method.

Sari (2022) stated that TGT method can support teacher and students in the process of teaching and learning english, especially writing easy. Bara (2023) emphasized how TGT was adapted to an online format to maintain student engagement and improve writing skills. Reseach conducted by Feby (2024) aims to ascertain whether using TGT can improve junior high school pupils' writing abilities when they are learning English in the second grade. Nurjaman (2023) reveal a statistically significant difference between students' writing scores before and after using the TGT method approach.

METHOD

In this study, the author used a qualitative meta-analysis research method. Qualitative meta-analysis is research conducted by analyzing various results of scientific research publications in national journals that can be accessed online through google scholar. This study evaluates the effectiveness of Team Game Tournament on writing skills in 3 time periods (before, during, and Post pandemic).

Collect Data

The Researchers Collect data through preliminary observations by observing the most research data files conducted and published in various accredited national journals that have been researched in previous studies published over the last ten years (2015-2024). The search is conducted by entering the keywords "Team Game Tournament" or "TGT" AND "Writing" AND "Online Learning" AND "Indonesia"

Reseach Stage

The stages carried out in this study: First, identifying the problem or topic to be researched regarding the Teams Games Tournament (TGT) learning model. Second, determining research reports in the form of national journals related to the problem or topic to be studied. Third, reading the research report to see the suitability of the content with the problem that has been determined. The parts that are reviewed are title, abstract, and keywords (Abid, 2022).

Include and Exclude

To ensure the relevance and quality of the articles, the inclusion and exclusion criteria are outlined (see in table 1)

Table 1. Exclusion Criteria

Criteria	Included	Excluded
Literature type	Journal (Reseach article) Focus on the effectiveness of TGT on writing The study was conduct in Indonesia Qualitative method or Mix method	Book/ Undergratuated Theses/Theses/ Dissertation Didn't discuss about TGT on writing skill The study was no conducted in Indonesia Paywall Not accessible

Data Analysis Techniques

The analysis technique used in this research was analyzed using qualitative meta-analysis steps and a checklist diagram in PRISMA. The aim is to highlight data or help extract more accurate and good quality data from all the data produced (Ahn & Kang, 2018). Thus, it is hoped that this research can produce a more comprehensive understanding and can be used as recommendations for teaching strategies and further research.

FINDINGS AND DISCUSSION

Identification

The search results analyzed are about the effectiveness of TGT Teaching Writing Skills Across the Pandemic timenline in 2015-2024. which was successfully obtained and retrieved through google scholar. At this stage, it is necessary to have keywords to get articles that match the research data needs. the keywords are "Team Game Tournament" OR "TGT" AND "Writing" "Online Learning" AND "Indonesia". after searching for keywords through google scholar, researchers found various kinds of articles with results (n= 2835).

Furthermore, researchers entering keywords to get articles on a year. In each year the articles generated are limited to 1000 article searches. various citation and relevant features are also included in the search for various articles. After searching for articles, the data is then transferred to the Mendeley application and categorized on a year to be identified according to the title and abstract based on keywords "Team Game Tournament" OR "TGT" AND "Writing" AND "Online Learning" AND Indonesia". (see table 2)

(Table 2. Identification Result from year to year)

Year	Outcome	Result
2014-2015	40	13
2015-2016	61	17
2016-2017	134	19
2017-2018	175	29
2018-2019	173	25
2019-2020	198	34
2020-2021	269	30
2021-2022	375	40
2022-2023	581	48
2023-2024	829	54
Total	2835	N= 309

Screening

After the identification process, a screening process was carried out to find suitable journals. From table 1 there are 309 data from the elimination of inappropriate titles, published in journals, and in the form of theses/books. The details of the number of types of data can be seen in table 3.

(Table 3. types and findings)

No	Types	Finding
1	Article Journal	150
2	Undergraduate thesis/Book	67
3	Prociding Journal	92

Eligibility

In table 2, we can see that there are 150 studies from the total number of articles. In this research we only need research from articles, so re-screening is needed to get suitable articles. At this stage, articles that are not appropriate and relevant will be eliminated and not used in the study. In this research, the article that will be used is (n= 7). These results are obtained after comparing the title, abstract, and content of the article. The complete details can be seen in the PRISMA diagram.

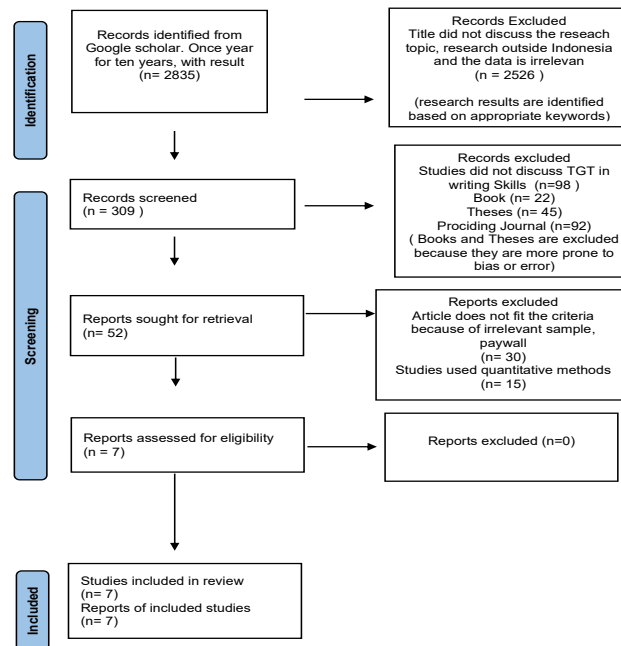


Figure 1. Prisma Diagram

Final and Data Extraction

After conducting the screening process, data analysis was carried out on journals to be sampled from 2015-2024 and discussed the effectiveness of the TGT method for teaching writing across the pandemic timeline(See Figure 2).

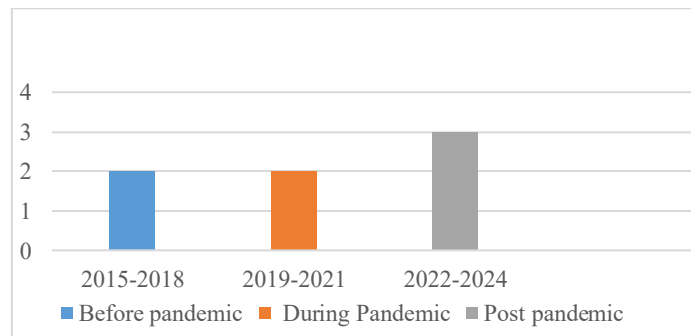


Figure 2. sample articles

In Figure 2, there are seven articles selected as research samples. The first period is before the pandemic, the second period during the pandemic, and the third period after the pandemic. From the results obtained, it shows that research on the use of TGT in writing skills is still lacking, especially in the period before the pandemic, previous researchers did not specifically discuss the use of TGT in writing classes. A more detailed explanation and discussion related to the objectives, methodology, and results obtained can be seen in table 4.

Table 4. The Data Extracing

Title	Author and Year	Method	Reseach Objectives	Finding
" The Implementation of TGT (Teams-Games-Tournament) Technique in Teaching Writing Descriptive Text to the Seventh Graders of SMP Negeri 1 Babat-Lamongan"	Leocandra (2015)	Descriptive qualitative research	The purpose of this study is to improve student Achievement in writing description by applying Teams-Games-Tournament technique.	The result showed that teachers used the TGT technique very well by giving clear explanations on how to use the TGT technique to their students, almost all students were interested in the use of TGT techniques, The last one is the result of students' writing task, which shows that TGT can

				help them write description.
"The Implementation of Team Game Tournament (TGT) Type Cooperative Learning model to Improve Learning Motivation and Learning Achievement"	N. Hidayah, A. Taman (2017)	Classrom Action Reseach	This study aims to improve motivation and learning outcomes in class XI students at SMK Negeri 1 Pengasih by using a cooperative learning model type Team Game Tournament (TGT).	The results showed that students' learning motivation scores and learning outcomes improved after adopting the Team Game Tournament (TGT) style learning approach.
"Improving Students Writing Through Team Game Tournament (TGT) at SMK Negeri 1 Ambon"	Manuputty (2020)	Class Action Reseach	The purpose of this study is to describe the effectiveness of using TGT approach to teach students of class XIIE1 at SMK NEGERI 1 AMBON in making job application letter.	The findings of this study indicate that the effective method to use in learning writing is TGT, because the results show that the ability to create a job application letter, and increase student participation and motivation in the writing process increased after applying the method.
"Utilizing Team Games Tournament to Enhance Students Grammatical Understanding in Online Learning Setting"	K. Sugiyati, L. Indriani (2022)	Quasi Experimental Reseach Design	This study aims to find out the effectiveness of an innovative pedagogical strategy namely teams-game-tournament as the type of cooperative learning model to teach grammar in an online learning setting. This	There was a significant improvement in the grammar scores of students taught using TGT compared to the scores of students using the conventional method.
"Improving Writing Skills in Procedure Text Through TGT and Picture Series"	Zakariah, E. Rosnija, Maryan (2023)	Quasi Experimental Research	This research aims to enhance students' skills in writing procedure texts using the Teams Games Tournament with Pictures Series.	The Teams Games Tournament and Pictures Series helped students enhance their writing skills. This is evident from the increase in the students' mean scores from 76.3 in Cycle 1 to 84.9 in Cycle 2. Therefore, the researchers recommend that teachers use both of these strategies to improve students' writing skills.
"The Implementation Of Teams Game Tournament (TGT) To Improve Students ' Writing Ability Of Second Grade Students In SMP Negeri 7 Padang"	A. Feby, D. Rahma, S. Suparni (2024)	Mix method (Quasi)	The purpose of this study was to see if implementing the Teams Game Tournament (TGT) may improve second-grade students' writing ability while learning English at SMP Negeri 7 Padang	In other words, it revealed that there was an improvement of students' writing ability after learning writing by using Teams Game Tournament (TGT) and that using Teams Game Tournament (TGT) had a substantial influence on students' writing ability.
"Enhancing Ninth-Grade Writing Skills: Mind Mapping and Team	Sulastri, A. Arifin (2024)	Mix Method (Quasi)	Article History This study aims to interpret the effect combination Mind	Mind mapping is effective in helping students organize their ideas and enhancing creativity. On

Games Tournament Techniques For Teaching Report Text"	mapping and TGT technique for teaching Report Text	the other hand, TGT improves communication and collaboration skills among students.
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From the data above, The findings were categorized into four main themes:

Motivation

Throughout the period, TGT was proven to be able to increase student learning motivation. In the period before the pandemic (2015-2018), a study by Hidayah (2017) showed that students' learning motivation scores and learning outcomes increased after using the Team Game Tournament (TGT) type learning method. At this time, Team Games Tournament (TGT) plays an important role as an interactive method to motivate students to learn so that students' writing ability and learning outcomes increase. During the pandemic (2019-2021), study conducted by Manuputty (2020) stated that the TGT method is effective for increasing students' enthusiasm and keeping them engaged even though the learning is conducted online. Post the pandemic, students increased their learning motivation by using the Team Game Tournament method combined with another technique such as Mind Mapping.

Participation

The Team games tournament (TGT) learning method encourages students to actively participate in teaching and learning activities, both offline and online so as to create a sense of shared responsibility. In the period before the pandemic, a study conducted by Leocandra (2015) and Hidayah (2017) showed that students were enthusiastic in participating in learning using the competitive and collaborative TGT method, thus encouraging passive students to become active. During the pandemic, Manuputty found that TGT helped students remain active in participating in writing assignments, especially in writing job application letters through digital media and online collaboration. Meanwhile, Post the pandemic, student participation has further increased with the combination of TGT methods with other methods such as Mind Mapping, because it creates an active learning atmosphere and encourages all students to contribute.

Writing Improvement

Team games tournament (TGT) has proven to be effective in improving writing skills in various types of texts. In the pre-pandemic period, research conducted by Leocandra (2015) stated that the TGT method is effectively used to improve descriptive text writing skills. This is supported research during the pandemic by Sugiyati (2022) shows that the use of TGT method can improve students' grammar scores, compared to the scores of students who use conventional methods. TGT is designed to be more flexible and adaptive so that it can be combined with technology or visual media. Post the pandemic, teachers and researchers not only considered the effectiveness of TGT independently, but also compared it with other methods to see which approach is most relevant in the context of specific text types and students' needs. Research by Zakariah (2023) states that the TGT method is effectively used to improve writing skills for text procedure. This is done to maintain the effectiveness of using the TGT method in the aspects of language and writing skills. (see in Table 5)

Table 5. Writing Improvement

Writing Improvement	Period	Year	Finding
Descriptive Text	Before Pandemic	2015-2018	Tgt method can help student to write description
Grammar Score	During pandemic	2019-2021	there was a significant improvement in the grammar scores of students taught using TGT
Procedure Text	Post Pandemic	2022-2024	Teams Games Tournament and Pictures Series were able to improve students' writing skills on procedure text

Pandemic Adaptability

During the pandemic, online learning became one of the challenges in teaching and learning activities. However, the TGT method adapts to these conditions. Research conducted

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by Manuputty (2020) and Sugiyanti & Indriani (2022) states that TGT is effectively used by utilizing digital technology. Students can work together virtually using Microsoft Term and platforms such as GDocs . Post the pandemic, study conducted by Zakaria (2023) showed the result that the combined use of Team Games Tournament and Picture series methods was able to improve students' writing ability. In other words, it shows that there is a significant influence on students' writing ability by using Teams Game Tournament (Feby et al., 2024). This is evidence that TGT shows strong adaptability because it is able to adjust to the challenges of the pandemic and still effectively improve writing skills.

For the research methods, in table 4 we can find out that there are 4 studies that use quasi experimental research methods. from the results of the analysis obtained, the use of different research methods can be a recommendation for future researchers to get broader results. In addition, the data collection technique for the article sample in table 3 is on average carried out by Mix method using Observation for qualitative methods and questionnaires for Quantitative methods.

In general, the effectiveness of using TGT type learning methods in improving writing skills varies depending on the context of implementation. TGT is most effective in a face-to-face environment, but with proper adaptation, this approach remains relevant during the pandemic and beyond. Teacher support, creative task design, and student readiness are crucial factors that determine the success of TGT in all phases of time. This finding is consistent with Slavin's (1980) findings that the success of TGT depends on a combination of academic competition structure and collaborative support. A summary of the findings based on the 3 periods, can be seen in table 5

Table 6. A Summary of the Finding

Period	Year	Main Focus	Findings
Before Pandemic	2015-2018	student learning outcomes	The application of TGT approach can significantly improve student learning outcomes, although not many studies focused on specific writing research during this period.
During Pandemic	2019-2021	writing skills and grammar	During the pandemic, TGT was adapted and combined with technology
Post Pandemic	2022-2024	combination of TGT method with other methods or application	The research is more focused on the combination of TGT with other methods.

CONCLUSIONS

The purpose of this research is to determine the effectiveness of the Team Games Tournament (TGT) method in writing classes across different learning contexts. Before the pandemic, TGT was used to increase students' motivation and active participation in the classroom. During the pandemic, despite limited direct interaction, TGT adapted well to online learning through digital platforms such as Microsoft Teams and Google Docs, enabling students to collaborate effectively in improving their writing skills and language structure. In the post-pandemic period, TGT has been combined with other strategies such as Picture Series and Mind Mapping to create a more dynamic and engaging learning atmosphere, further enhancing student participation. The integration of technology has also reinforced the competitive element of TGT, boosting student engagement in the writing process. Overall, TGT has proven effective in face-to-face, online, and hybrid learning settings, with its success influenced by thoughtful instructional design, teacher support, and students' readiness to collaborate. Thus, TGT stands as an effective learning strategy not only for improving writing skills but also for fostering student collaboration in various educational situations. However, further research involving additional variables is recommended to provide a more comprehensive understanding of the factors contributing to the effectiveness of this method.

ACKNOWLEDGEMENTS

The author would like to express his deepest gratitude to the Supervisor for the guidance and direction given during the preparation of this publication. The author would also like to express his deepest admiration and gratitude to his beloved family for their prayers, motivation, and invaluable assistance.

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