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THE IMPLEMENTATION OF TEAM COOPERATIVE LEARNING MODEL ON TEACHING THE PROCEDURE TEXT MATERIALS AT CLASS X SMAN 1 PALEMBANG

Aswadi Jaya
English Education Study Program, Universitas PGRI Palembang
Email: aswadijaya4@gmail.

ABSTRACT

This study seeks to ascertain the effects of team cooperative learning of Team Games Tournament (TGT) learning model on procedural text material. Survey research is what this study falls under. In this research, students from class X at SMA Negeri 1 in Palembang served as the sample. The success of the learning model's implementation in the procedure text material, including the presentation stage, teams, games, tournaments, and team recognition, was the main focus of this study. Qualitative and quantitative data from the provided surveys were used to examine these topics. The study's findings regarding the application of the TGT learning paradigm to the Procedural Text material were quite positive as evidenced by the study's overall score on the Likert scale model to be quite appealing, but there are issues with it, including a lack of attention from teachers, a lack of learning tools, and a lack of a positive attitude when leading a group. In class presentations, the teacher leads and presents the content. What students pay attention to. In the Likert scale percentages in research on classroom presentations the percentage of students who got a percentage was 80.83%, in table 2 using observation to get a percentage of 77.65%, in table 3 the Likert scale percentage regarding games got a percentage of 73.1, while in table 4 Likert scale percentage regarding and 5 Percentage of the Likert scale regarding Team Recognition obtained percentages of 79.2% and 66.85. Researcher believes that teachers need to prepare this learning paradigm with more maturity if they are to address the issues they have discovered.

Keywords:*Implications, ModelsLearning Cooperative, and Text Procedure*

INTRODUCTION

Understanding The goal of education is to change human potential so that it is better, more knowledgeable, helpful, and of high quality. (Triyono, 2018, p.1). Additionally, education is viewed as a deliberate strategy for fostering an atmosphere of active learning where individuals can maximize their potential for developing strong strengths. A key element of attempts to create quality human resources in Indonesia is education. This is a significant obstacle to raising educational standards. The effectiveness of the teachers is crucial to this endeavor.

Educator is more frequently abbreviated as Teacher. The instructor is in charge of conducting effective instruction and standing in for parents at school. (Ramli and Saleh, 2019) Teachers must exhibit positive qualities and attitudes for their pupils to

Learning is essentially an activity that includes a teacher and students in a setting designed to change behavior for the better. Learning can also be seen as an attempt made by teachers to support their charges in learning in accordance with their needs, abilities, and interests. In this scenario, educators play the role of facilitators, providing resources and fostering supportive learning environments to enhance students' learning abilities. (Susilawati et al., 2022)

Teachers and students are the two objects that are engaged in educational activities. While students are learning, the teacher's job is to establish a conducive learning environment. This behavior is connected to the creation of instructional resources. Learning resources can be information, sociocultural values, and attitudes. There are interrelated components in

learning tasks that include goals, materials, strategies, and evaluations. (Rusman, 2017, p. 1)

Learning serves a variety of purposes, including learning as a system, which means it comprises of a number of structured elements such as objectives, resources, methods, media, and evaluation. Additionally, learning serves as a process, which is a collection of teacher efforts or tasks designed to help students learn. (Tuti Supatminingsih, 2020) lists the following components of the framework: (1) Preparation, which refers to creating and preparing an annual lesson plan. (2) Execute learning tasks that were developed and are influenced by teaching techniques that are intended to be used with students. (3) Apply the principles learned by teachers. For students who have learning difficulties, this exercise can serve as both enrichment and remediation.

Because of this, educators must make learning activities they teach as engaging as feasible. Activities for instruction and learning may suffer as a result. Potential students should be able to learn from teachers who can support, direct, and encourage them as they discover their strengths and aptitudes. Teachers are accountable for the outcomes and knowledge that students acquire about the material they are given during the learning process. However, the reality of the classroom learning process is that there are still a lot of issues that have not been adequately solved and do not function as expected. The difficulty of the subject being studied, as well as the teacher's use of strategies, models, materials, and learning media, are among the many variables that play a role in this that learners are less driven to study.

The ability to compose a process text is one of the writing abilities that students need to exhibit. According to (Anderson, 2003), a process text is a piece of writing that teaches the listener or reader on how to carry out a task. Giving directions on how to create something, do something, or get somewhere is the aim. He added that the word "process" is frequently used to refer to how something that is related to our everyday activities, like a cup of tea, is manufactured. As a consequence, the students are required to write about their procedural text using real-world examples. An additional definition of a process text is a text that illustrates a sequence of steps for producing or carrying out something. A procedure is a book that tells people how to do something, use something, or make something. (Fatimah, 2011) and (Sinambela & Sipayung, 2023).

The learning model, according to Joyce, Weil, and Chalhoun in (Octavia, 2020), is a description of the learning environment, including teacher conduct in carrying out learning. The learning model is a planned layout created to describe systematic methods for achieving specific learning objectives. (Octavia, 2020). The learning paradigm that Trianto refers to in (Octavia, 2020) is a framework for organizing classroom instruction. Realizing learning objectives requires the use of the learning paradigm. The purpose of the learning model is to serve as a guide for instructors who have been charged with achieving learning goals. So that students are motivated to engage, educators must also use a variety of learning models to ensure that the learning they do is not quickly forgotten, they must take an active part, think critically, and communicate well with others. One educational strategy, the Team Games Tournament, can promote cooperation and get students moving.(TGT). Another game already done by (Purba et al., 2022) to improve vocabulary as sub-skill of language

Through group interaction, student autonomy, and scholastic achievement, cooperative learning is a method that teachers employ to enhance communication among students in the classroom. This method places less emphasis on the instructor. A classroom teaching technique called cooperative learning is used to encourage academic helpfulness while also improving student communication, group interaction, and individual responsibility. Interaction between pupils is a part of it. This situation lessens the teacher's control over the teaching and learning process, allowing students to better understand the lesson materials and approach other students for help solving problems. (Johnson, D. W., R. T. Johnson, 2014). Cooperative learning includes students working in small groups to accomplish shared goals. (Gillies and Boyle, 2011).

Teams games tournament is one form of cooperative learning model. Teams game tournaments are one of Robert and Slavin's team learning methods for the mastery of the learning materials, according to (Slavin, 2015). For all academic levels, it divides the class's pupils into groups of four to five students. Slavin discovered that TGT improved students' achievement, basic skills, and positive student experiences.Three components of cooperative

learning are mentioned by (Wena, 2009) positive interdependence, face-to-face contact, and individual accountability. Positive Interdependence is the first. In cooperative learning, groups develop good interdependence when they feel they need one another's help. In other words, it resembles a mutualistic relationship. Face-to-Face Interaction is the second option.

Cooperative learning encourages face-to-face interaction between group members so that they can engage in group talks about subjects covered in the classroom. (Tukiran et al., 2011). Individual Accountability is the third. According to Richards and Rodgers (2001), learning activities that require students to concentrate on their contribution to the group by delegating their work to a team mission, and the members should put forth their best effort to achieve the group's goals, improve individual responsibility.

Team Games Tournament (TGT) is a cooperative learning paradigm that employs academic tournaments and quizzes in which each group representative competes with other team members who have equal prior academic knowledge, according to Slavin in (Hidayah and Sari, 2020). Robert E. Slavin created this learning model at Johns Hopkin University with the help of his colleagues. It possesses the elements of group learning (Amni, Z., Ningrat, Hadi Kusuma,2021) (Budiana, 2021) (Rusnelli, 2021)(Widhiastuti, 2014)This teaching method improves students' motivation to create activities and learning goals by giving them the chance to collaborate in groups. The steps for putting the Team Games Tournament (TGT) learning paradigm into practice are (1) Presentation in class. (2) Assemble a group or a crew. (3) Keep playing the game. (games) (4) Hosting competitions. (5) Honoring the group.

Studying with a techniqueTeam Games Tournament (TGT) is a tool that can be used in a variety of contexts.Instruction Text. One aspect of the Indonesian language debate in class X SMA is procedure text. This information examines how to carry out a task so that there are no errors. The steps to execute something, whether it be goods or services, can be found in the procedure text's contents.(Soleh,2021 ; Dakhliah,2021). Procedural documents must take into account a number of factors, including linguistic components, manufacturing processes, required components, and so forth.

Models for computational text learning Tournament for Team Games (TGT) It must be used in the classroom so that all students can understand what is being taught If you want to get a high score, you must complete the procedure with effective teamwork.Since each student essentially has the same starting abilities, educators can see the learning outcomes of students in each group considerably using this model, allowing them to determine the final outcomes of teaching procedural texts through the use of games and competitions. The function of applying the learning modelTeam Games Tournament(TGT)in learning Procedure Text, namely being able to involve students directly in learning, making students active because it requires good teamwork with the provision of procedural text material that has been studied to get high scores, learning time is more efficient, increasing self-confidence students, fostering motivation that is within students, and students are not easily bored in learning because while playing.

Method

This Research was conducted via survey for this project. The survey research technique, according to Bogdan and Tylor in Margono (2004: 35), is research done to obtain accurate hints from an existing issue. Using people as the primary instrument for data collection is one of the characteristics of this study methodology.

Implications of the material-based Indonesian language learning paradigmRespondents are required to evaluate the effectiveness of the procedure text. Students from SMA Negeri 1 Palembang class X IPA 1 were the respondents who were sought after for this research. This was established because a student was directly involved in learning Indonesian during implementation, allowing them to share issues they encountered and evaluations in the form of criticism and recommendations.

This study generates data that can be further examined, both quantitatively and qualitatively. Student responses to a Likert scale were used to collect quantitative data; student problems and recommendations were used to collect qualitative data. To provide an overview of the degree of learning success, some data is required implemented in Indonesian subject matter, namely Procedure Text, was the modelTeam Games Tournament.

The methods used to gather data, such as interviews, questionnaires, observations, tests, and so forth, are known as data collection

techniques. (Sukmadinata, 2012). Techniques for gathering data for this research included observation and surveys. The researchercollected the data by observing students in class X at IPA 1 and SMA Negeri 1 Palembang, as well as by administering questionnaires with brief queries and a Likert scale.

It is necessary to use a tool in study to help gather crucial data. These devices are frequently referred to as research equipment. A questionnaire that is given to respondents serves as the study instrument. The questionnaire tool includes several statements that students can complete using a Likert scale as well as short inquiries about the issues encountered and recommendations.After the data has been gathered, data processing and analysis attempts are made. A descriptive-quantitative analysis method is used in this study because the data being processed is in the shape of both words and numbers. The outcomes of using the TGT learning model with students in class X IPA 1 were described using descriptive-quantitative data analysis methods. The following steps were taken to analyze the data from this study: (1) The researcher searched for a fundamental theory that explained the topics covered in the research. (2) Researchers construct research queries based on accepted theories. (3) The sample is given surveys by the researchers. (4) Researchers looked at and scrutinized the findings of the survey responses. (5) Researchers interpret a problem and come up with a novel concept. (6) Scholars draw inferences. (4)(4) Researchers looked at and scrutinized the findings of the survey responses. (5) Researchers interpret a problem and come up with a novel concept. (6) Scholars draw inferences. (4) Researchers looked at and scrutinized the findings of the survey responses. (5) Researchers interpret a problem and come up with a novel concept. (6) Scholars draw inferences

Results and Discussion

In a cooperative study group setting, various student organizations collaborate to achieve a common objective. Each pupil is in charge of their own education and supports their peers. These study clubs have a variety of guidelines, encouragement, and criticism. As a result, competing and individualistic learning environments won't exist. The cooperative learning paradigm Team Games Tournament is one type of cooperative learning that can be used in schools. (TGT).The TGT learning model is described by (Merti, 2020) as an academic competition where students vie as representatives of their group against other group members who were previously on par with them, using quizzes to determine individual student progress through a scoring system.

In order to collect data for this research, samples filled out questionnaires based on different theories, which were then processed to produce data. 35 people made up the sample that helped with data gathering. (students in class X IPA 1 at SMAN 1 Palemabng). A Likert scale with the following scores was used to measure the sample: (1) firmly disagree (2) disagree (3) quite agree (4) agree (5) strongly agree. The following five elements make up cooperative learningteam game competitions, according to (Mahardi, I PY S, Murda, IN &Astawan, 2019)

In class presentations, the teacher takes the lead and presents the content. Students must pay close attention and comprehend the material being given by the teacher at the time it is being presented. Students can benefit from this by working more effectively in groups.

Table 1
Likert Scale Percentages in Research on Classroom Presentations

NO	*Assessment criteria*	*Score*				
		STS	***KS***	***CS***	***S***	***SS***
1	*I pay attention to the teacher who is explaining the learning scheme in front of the class.*	0	0	2	17	16
2	*I am active in giving ideas during presentations*	0	1	1	10	9
3	*I tend not to chat with friends rather pay attention to the explanation from the teacher*	0	2	5	17	11
4	*I feel the need to convey ideas in presentations*	0	2	6	16	11
5	*I explained carefully during the presentation.*	0	0	7	20	8
6	*I listened carefully to the teacher's explanation.*	0	0	5	13	17
7	*I tend to pay attention to presentations delivered by friends in front of the class.*	0	2	7	11	15
8	*I feel the need to listen to the teacher's explanation.*	0	1	3	5	26
9	*I tend not to daydream and pay attention when friends are presenting.*	2	1	9	13	10
10	*I am interested in the presentation delivered by a friend.*	1	1	13	17	4

11	*I don't feel bored in presentation activities*	0	8	10	10	6
12	*I am able to analyze problems with presentation activities.*	0	2	17	9	7
13	*I don't let the problem arise due to difficulty getting the presentation over with.*	0	2	9	15	9
14	*I am not lazy to read the presentation material.*	0	3	8	12	12
15	*I am able to complete the problem analysis after the presentation activity.*	3	1	17	12	5
	AMOUNT	3	26	133	197	176
	TOTAL SCORE	**3**	**52**	**399**	**788**	**880**
	∑			**2122**		
	Percentage (%)			**80.83%**		

The table 1 describes the overall score of observations is calculated by summing the scores assigned to each observation statement and the Likert scale. The highest score on the Likert scale multiplied by the total number of questions yields the maximum value. The application is therefore 15x5 = 75. How many scores are desired? The highest score is multiplied by the quantity of samples, so 75x35 = 2,625. The percentage of data is determined as follows.

∑ = (sum x SS score) + (sum x S score) + (sum xCS score) + (sum x KS score) + (sum x STS score)

∑ = (176x5) + (197x4) + (133x3) + (26x2) + (3x1)

∑ =2122

Observation percentage=

∑ x100%

∑ *h*

The total score of each observation statement multiplied by the score according to the Likertscale is called the total score of observations. The maximum score is the highest score on *likertscale* multiplied by the total number of questions. So, the application is 10x5=50. How to calculate the desired number of scores, namely the maximum score multiplied by the number of samples, so that 50x35 = 1,750. The calculation of the percentage of observations is as follows.

∑= (sum x SS score) + (sum x S score) + (sum x CS score) + (sum x KS score) + (sum x STS score)

∑= (111x5) + (127x4) + (78x3) + (26x2) (8x1)

∑ =1359

Observation percentage=

∑ x100%

∑ *h*

Observation percentage=11375590x100%

Observation percentage=77.65%

Based In games, a few straightforward questions are used to evaluate players' knowledge and abilities information that students have learned from group projects and presentations in class. Numbered queries are used in games. Students then select a numbered card and attempt to respond to the queries using the number they have received. Students who respond accurately receive a grade. Students will subsequently compile these scores in order to compete in the competition.

Table 2
Likert Scale Percentage Regarding Games

No	Assessment criteria	Score				
		STS	**KS**	**CS**	**S**	**SS**
1	I analyze the emerging material with the knowledge I have acquired	0	0	12	15	8
2	I am able to complete the analysis that has been sought	0	3	14	14	4
3	I waited for an explanation from the teacher to solve the problem	1	3	13	12	6
	Amount	1	6	39	41	18
	Total Score	1	12	117	164	90
	∑			**384**		
	%			**73,1%**		

The table 2 explained that total score of each observation statement multiplied by the score according to the Likert scale is called the total score of observations. The maximum score is the highest score on *likerscale* multiplied by the total number of questions. So, the application is 3x5 = 15. How to calculate the desired number of scores, namely the maximum score multiplied by the number of samples, so that 15x35 = 525. The calculation of the percentage of observations is as follows.

∑ = (sum x SS score) + (sum x S score) + (sum x CS score) + (sum x KS score) + (sum x STS score)

∑ = (18x5) + (41x4) + (39x3) + (6x2) +

(1x1)

∑ =384

Observation percentage= ∑ x100%

∑ *h*

Observation percentage=358245x100%

Observation percentage=73.1%

Based After the teacher gives a presentation in class and each group has finished the worksheet, tournaments are conducted for each unit. The top three students are placed on table I of the first tournament by the instructor, followed by the next three students on table II, and so on. This is consistent with Hikmah's (2018:09) assertion that competitions are held to help boost students' motivation for learning in order to enhance their academic performance.

Table 3
Likert scale percentage regarding tournaments

No	Assessment Criteria	Score			
		STS	**KS**	**CS**	**S**
1	I managed to solve the problems that have been analyzed based on the material that has been obtained	0	2	10	20
	AMOUNT	0	2	10	20
	TOTAL SCORE	0	4	30	80
	∑	**139**			
	Percentage(%)	**79,42%**			

Table 03 illustrates that the teacher gives a presentation in class and each group has finished the worksheet, tournaments are conducted for each unit. The top three students are placed on table I of the first tournament by the instructor, followed by the next three students on table II, and so on. This is consistent with Hikmah's (2018:09) assertion that competitions are held to help boost students' motivation for learning in order to enhance their academic performance.

∑ = (sum x SS score) + (sum x S score) + (sum x

CS score) + (sum x KS score) + (sum x STS score)

∑ = (3x5) + (20x4) + (10x3) + (2x2) + (0x1)

∑ =139

Observation percentage= ∑ x100%

∑ *h*

Observation percentage=$_1$13795x100%

Observation percentage=79.42%

Team recognition is an award from tournament results. The teacher then announces the winning group, each team will receive a certificate or prize if the average score meets the criteria. In this case the teacher can find out which students are actively participating in learning activities, and can find out the results of student learning progress that can be observed by utilizing cooperative learning*team game tournaments*(AprilianiRahmat, 2018: 20).

Table 4
Percentage of the Likert scale regarding Team Recognition

No	Assessment Criteria	Score				
		STS	**KS**	**CS**	**S**	**SS**
1	I am intereseted in the lesson model that is carried out.	2	0	19	12	2
	AMOUNT	2	0	19	12	2
	TOTAL SCORE	2	0	57	48	10
	∑	117				
	Percentage(%)	66,85%				

Table 4 shows that the overall score of observations calculated by summing the scores assigned to each observation statement and the Likert scale. The highest score on the Likert scale multiplied by the total number of questions yields the maximum value. The application, which is 1x5 equals 5, follows. Methodmultiply the maximum score by the quantity of samples to arrive at the intended number of scores, which is 5x35 = 175 in this case. The percentage of data is determined as follows.

∑ *= (sum x SS score) + (sum x S score) + (sum x*

CS score) + (sum x KS score) + (sum x STS score)

∑ *= (2x5) + (12x4) + (19x3) + (0x2) + (2x1)*

$\sum$ *=117*

Observation percentage=$\frac{\sum}{\sum h}$x100%

Observation percentage=$\frac{117}{175}$x100%

Observation percentage=**66.85%**

According to calculations made to determine whether the learning modelTeam Games Tournament was successfully implemented, students in class X IPA 1 feel engaged in listening and offering their views when the teacher or friends are speaking. According to the brief questionnaire the researcher provided, if the information was given in an appealing manner, they would be interested in it. Due to their belief that this is a prerequisite for learning, students also frequently prefer to take notes during presentations. Additionally, students want to have fun while studying in order to retain the information and make it unforgettable. According to (Rusnadi, 2013, p.9), instructors must express gratitude by praising students to students who already have the courage to be active, so they have the motivation to repeat these positive things.

After students get basic knowledge from presentation activities, they will be divided into small groups in the class. According to (Nitbani, 2020, p. 9), what is characteristic of the TGT group process with other learning is that groupings are formed with the feel of a team game in order to win. (Inayati, I.&Sufathan, 2022, p. 9) also argue that students who have a low cognitive level can be assisted by friends who have more knowledge, so learning with the TGT model will bring good changes. At this stage, students are expected to look for material that supports their initial knowledge. If seen from the results of the Likert scale calculation, the score obtained is lower than the presentation stage. They stated that at this stage educators did not provide adequate learning resources.

As a result of this, not all students seek more sources of knowledge than the material being discussed. Students tend to chat with other friends, only a few students feel ambitious about carrying out the material resource search stage. After the source material is obtained, the next meeting is a discussion of each group. In this activity, students convey some of the problems that occur, such as the high egoism of each member in giving their arguments, so that they do not give other members the opportunity to speak.

In addition, the problems found in other groups, namely the lack of interest of students in giving ideas, so that at this stage they tend to talk about things that are not important, outside the subject matter. This is caused by the lack of learning resources that they were looking for in the previous stage. So, what can be concluded from the team stage, namely the existence of two different group characteristics, namely active and passive. The existence of a passive group is caused by a lack of monitoring from the teacher when searching for learning resources and group discussions.

After students go through the presentation stage, search for learning resources and discuss with the team, the next activity, namely*games*. At this stage, students will be given short questions and problems that need to be analyzed. According to Kusumaningrum, Urges Parwiti, Citra Wibawa
(2014)

Student interaction and group cooperation can be improved by the teacher's queries and problems. In order for a group to become cohesive and make learning more fun, forms of interaction and cooperation can be demonstrated by the presence of effective communication relationships and mutual help. In this research, students claimed that paying attention, contributing ideas, and taking notes during the presentation all had an impact on the analysis's success. Additionally, effective cooperation is required to receive a high grade. Researchers can draw the conclusion that this stage has a lower score than the earlier stages based on the findings of the Likert scale calculation.

After the course materials are finished, teachers will host competitions for the teams. Students who have the same skill level compete in this tournament using a resistance method. Therefore, teachers must pay attention to students' abilities, whether they are high or poor, while they are learning. According to (Nitbani, 2020), (Primitta, 2021) and (Putra, 2021) students' intentional awareness will be higher during the tournament stage because they gain confidence and have the ability to influence the team by using their power. Students claim that the issue that frequently occurs at this point is the educators' unequal ability to pair opponents, which leads to unsatisfactory outcomes.

The last activity of learning with modelsTeam Games Tournament (TGT),

namely giving awards or what is commonly known as team recognition (Febriyani, R. & Radhiatum, 2021); (Muhammad Amin, Rahim, A. R., & Akhir, 2021); (Suyati, 2019) At this stage, students are quite interested in the use of learning modelsTeam Games Tournamentin material. There were no significant problems that students conveyed when the learning material was finished. They only mentioned that educators would provide attitudinal and cognitive scores from learning. (Nitbani, 2020, p. 14)argues that recognition from educators will provide a sense of satisfaction in students which will ultimately drive further action, both in the form of choices and obstacles. The choice in question arises from within the individual or group, while obstacles exist because of the opposing team. It should also be noted that there are obstacles that arise unnoticed and outside of experience. Therefore, Vygotsky put forward an idea, namely providing assistance to students gradually at the beginning of their development, will then reduce the assistance until students have great opportunities and responsibilities. This idea is known asscaffolding.In this study, the things that students want based on the questionnaires that have been d

istributed, namely the absence of gadgets when teaching and learning activities take place, the distribution of groups distributed by the teacher (the educator has the main role in this activity), and the availability of material sources adequate. In general, the results of this study found that the implications of the learning model were lackingTeam Games Tournamentin procedural text material, namely the existence of high-ability students who are not used to peer tutoring activities in small groups, the difficulty of grouping students who have heterogeneous abilities from an academic

point of view, and educators must know the academic order of students from highest to lowest, do not until this placement is inappropriate (Riski, 2013). In addition, we also found advantages from implementing this learning model, such as efficient use of study time, increasing students' perceptions that results they get are obtained from learning performance, not luck, increasing students' selfconfidence, increasing cooperation with others. , and encourage formationself- efficacyin students in order to control the demands of the environment on him.

CONCLUSION

Based on the finding and discussion in the previous part, it could be concluded that cooperative learning method type team game tournament (TGT) was able to raise the students' in application of the TGT learning model in class X IPA 1, SMA Negeri 1 Palembang is considered quite good and based on the results of the researcher's calculations. Based on the problems found in the research, the researcher provides suggestions related to the implementation of the learning model*team*.

The following is the content of the Procedure Text from Game Tournamenton.For teachers first. In order to increase student learning activities, researchers advise teachers to use the cooperative learning modelTeam Games Tournament (TGT) as one of the favored methods of learning Indonesian for Procedure Text material in class X. The level of student success will be impacted by the use of different learning models to prevent class X students from getting rapidly bored with learning activities. In order to prevent the goals of this learning paradigm from being accomplished, educators must pay close attention to student activities during the learning process. In order for students to have basic resources, educators must also provide sufficient learning resources.

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