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Enhancing Collaborative Learning and Academic Achievement through the Team Games Tournament (TGT) Strategy among University Students in English Language Instruction

Meningkatkan Pembelajaran Kolaboratif dan Prestasi Akademik melalui Strategi Team Games Tournament (TGT) pada Mahasiswa dalam Pembelajaran Bahasa Inggris

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Abstrak

Instruksi Bahasa Inggris merupakan komponen inti dalam kurikulum pendidikan tinggi yang dirancang untuk mengembangkan kemampuan mahasiswa dalam membaca, menulis, berbicara, dan menyimak secara akademik. Namun demikian, pembelajaran di kelas pada tingkat universitas kerap menghadapi tantangan seperti rendahnya keterlibatan mahasiswa dan kurangnya kolaborasi, yang berdampak pada hasil belajar yang kurang optimal. Penelitian ini bertujuan untuk mengeksplorasi efektivitas strategi pembelajaran kooperatif Team Games Tournament (TGT) dalam meningkatkan kolaborasi dan prestasi akademik mahasiswa dalam mata kuliah Bahasa Inggris. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) dengan model spiral Kemmis dan McTaggart, yang meliputi tahap perencanaan, tindakan, observasi, dan refleksi dalam dua siklus intervensi. Data dikumpulkan melalui observasi kelas dan wawancara mahasiswa, kemudian dianalisis menggunakan teknik interaktif dan reflektif. Partisipan penelitian terdiri dari 25 mahasiswa semester dua yang mengikuti mata kuliah English for Academic Purposes (EAP). Temuan menunjukkan peningkatan kolaborasi mahasiswa secara signifikan, dari 45% pada Siklus I menjadi 88% pada Siklus II, serta peningkatan prestasi akademik dengan tingkat ketuntasan belajar yang meningkat dari 12% menjadi 92% selama dua siklus. Hasil ini menunjukkan bahwa strategi TGT mampu menciptakan lingkungan belajar yang interaktif dan menarik, mendorong interaksi sosial serta memperdalam pemerolehan bahasa.

Kata kunci: Pembelajaran Kolaboratif, Strategi Kooperatif, Pengajaran Bahasa Inggris

Abstract

English language instruction is a core component of higher education curricula, designed to develop students' proficiency in academic reading, writing, speaking, and listening. However, university classrooms often face challenges such as low student engagement and insufficient collaboration, leading to suboptimal learning outcomes. This study aims to explore the effectiveness of the Team Games Tournament (TGT) cooperative learning strategy in enhancing student collaboration and academic performance in an English language course for undergraduate students. The research adopts a Classroom Action Research (CAR) approach using the Kemmis and McTaggart spiral model, consisting of planning, action, observation, and reflection across two intervention cycles. Data were collected through classroom observation and student

interviews and analysed through interactive and reflective techniques. Participants included 25 second-semester students enrolled in an English for Academic Purposes (EAP) course. Findings indicate a notable increase in student collaboration, from 45% in Cycle I to 88% in Cycle II, as well as a significant improvement in academic achievement, with mastery levels increasing from 12% to 92% across the two cycles. The results suggest that the TGT strategy creates an engaging and interactive learning environment, promoting both social interaction and deeper language acquisition

Keywords: Collaborative Learning, Cooperative Strategies, English Language Instruction

INTRODUCTION

Education serves as a vital mechanism through which individuals mature intellectually, emotionally, and socially via structured learning. In the context of higher education, it is not only a medium for knowledge acquisition but also a space for developing critical competencies such as collaboration, communication, and creativity. Indonesian education continues to face fluctuating quality outcomes due to various systemic and pedagogical challenges (Maulansyah et al., 2023). One critical element in addressing these issues lies in the instructional approaches used by educators, particularly in foundational subjects like English for first-year university students. Educators are not only expected to master their subject matter but also to act as facilitators of meaningful learning experiences that align with students' cognitive and social development (Abidah et al., 2022).

At Universitas KH. Bahaudin Mudhary Madura, the *Elementary English* course for first-semester students is a foundational subject aimed at fostering students' basic communicative competence in English, both spoken and written. Despite its centrality, several students demonstrate low levels of engagement and achievement. Based on preliminary classroom observation in the 2024/2025 academic year, the lecturer noted that students often worked individually and struggled to participate in active discussions or collaborative group tasks. This disengagement not only affects their academic outcomes but also hinders the development of 21st-century skills, such as teamwork, problem-solving, and interpersonal communication (Partono et al., 2021). Furthermore, traditional lecture-based methods failed to stimulate student motivation, resulting in a limited increase in language proficiency and classroom interaction.

To address this concern, this research proposes the implementation of a *Team Games Tournament* (TGT) strategy—a cooperative learning model developed by Slavin—to increase student engagement, collaboration, and English learning outcomes. TGT integrates competition, peer teaching, and structured group work, allowing students of varying skill levels to contribute equally to group success. Previous studies have shown that TGT can enhance social cohesion, motivation, and academic achievement among learners by creating a positive, supportive classroom climate (Nuryanti, 2019; Nisa & Amalia, 2021). In a university-level setting, particularly for students with varying levels of English proficiency, TGT offers an inclusive approach that nurtures participation while reinforcing core language skills.

This classroom action research (CAR) adopts the Kemmis and McTaggart (1988) model, involving two iterative cycles of planning, action, observation, and reflection. Data collection methods include classroom observation, interviews, student worksheets, and tests to evaluate both student cooperation and learning performance. The focus is on improving students' engagement during group discussions, their ability to collaboratively complete English learning tasks, and their performance in formative assessments. This research specifically targets 25 first-semester students in the English

Department enrolled in the *Elementary English* course.

By introducing TGT in this context, the research aims to demonstrate how collaborative learning models rooted in game-based structures can effectively enhance students' English proficiency, team interaction, and overall classroom atmosphere. As supported by Rahman (2021) and Wati (2021), measurable improvement in learning outcomes—both cognitively and behaviorally—can serve as a reliable indicator of pedagogical success. Ultimately, this study contributes to broader discussions on transforming traditional classroom dynamics in Indonesian universities and offers practical strategies for improving basic language education through cooperative learning.

METHOD

This study employed Classroom Action Research (CAR), a reflective and participatory research model used by educators to explore the impact of specific teaching strategies within their own classroom contexts. According to Azizah (2021), CAR enables instructors to address real classroom issues and implement iterative solutions based on observed outcomes. Astutik et al. (2021) emphasize that CAR can be conducted individually by lecturers or collaboratively across departments to enhance the overall teaching-learning environment. In this study, CAR was selected to improve the cooperative learning and academic performance of first-semester students enrolled in the *Elementary English* course at Universitas KH. Bahaudin Mudhary Madura during the 2024/2025 academic year.

The research adopted the Kemmis and McTaggart model of action research, an evolution of Kurt Lewin's original model. This model involves four systematic stages: Planning, Acting, Observing, and Reflecting (Kemmis & McTaggart, 1988, in Machali, 2022). The study was conducted in three phases: the pre-cycle, Cycle I (2 meetings), and Cycle II (2 meetings). During the planning stage, the lecturer-researcher prepared teaching materials, worksheets, evaluation sheets, and group-based learning tools aligned with the Team Games Tournament (TGT) strategy. In the acting phase, TGT was implemented through structured class sessions, comprising introductory activities, collaborative core activities, and reflective closures.

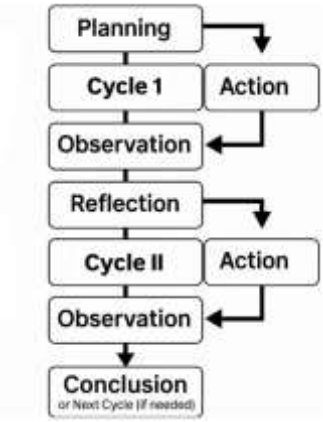

Figure 1. Classroom Action Research Design Based on the Kemmis and McTaggart Model (1988).

During the observation stage, the lecturer and a peer observer monitored the class to evaluate student engagement, teamwork, use of teaching media, and instructional effectiveness. Observations focused on how students interacted, contributed ideas, and completed group tasks. In the reflection phase, feedback was collected and analyzed to identify any challenges or needed adjustments for the next cycle. Observational instruments were developed based on indicators adapted from Sibarani (2018, as cited in Ibrahim et al., 2021), focusing on dimensions of collaboration: shared responsibility, mutual contribution, and optimal utilization of individual capabilities.

Data Collection and Analysis

Quantitative data on student cooperation were gathered using an observation sheet employing a 4-point Likert scale (1 = Low, 4 = Very High). Results were categorized into performance levels: *Very Good*, *Good*, *Fair*, *Poor*, and *Very Poor* (Purwanto, 2013). Table 1 and Table 2 provide the indicators and assessment categories used.

Table 1. Indicators of Student Collaboration

ASPECT	INDICATORS
Shared Responsibility	Completing tasks collectively
Mutual Contribution	Sharing ideas and resources
Maximizing Group Potential	Involving all members in group work

Based on the observations, a Likert scale was used with the following response options: Very High (4), High (3), Moderate (2), and Low (1). The data on students' collaboration was then categorized according to predefined criteria. The study employed an interval-based classification system by calculating the average score to determine each student's level of collaboration. The results were organized based on the classification criteria for student collaboration scores as outlined by Syaifullah et al. (2023). According to Depila et al. (2023), the data analysis method used for processing observational data involved calculating the mean score, which was subsequently grouped into categories as presented in the following table:

Table 2. Achievement Criteria

Final Score Interval	Category
86% – 100%	Very Good
76% – 85%	Good
60% – 75%	Fair
55% – 59%	Poor
≤ 54%	Very Poor

This study recorded students' learning outcomes in the subject of Bahasa Indonesia by assessing their achievement scores. The analysis involved both the pre-test and post-test results conducted at the beginning and end of each cycle, respectively. These tests were designed to measure students' mastery of the instructional material and their overall learning improvement after the implementation of the Team Games Tournament (TGT) strategy.

To quantitatively measure learning outcomes, the average score of the class and the percentage of students who met the Minimum Mastery Criteria (commonly referred to in

Indonesian as *KKTP*) were calculated. The average score was used to evaluate the general performance of the class, while the percentage of students achieving the KKTP threshold was used to assess the effectiveness of the learning intervention. The calculation methods are as follows:

1.

$$\text{Average Score} = \frac{\text{Total Student Scores}}{\text{Number of Students}}$$

2.

$$\text{Mastery Percentage} = \frac{\text{Number of Students Scoring Above KKTP}}{\text{Total Number of Students}} \times 100$$

These formulas allowed the researcher to compare data between cycles and identify improvements in student learning outcomes. An increase in both the average class score and the mastery percentage from one cycle to the next served as evidence of the effectiveness of the TGT strategy in enhancing student performance.

The KKTP (Minimum Learning Mastery Criteria) was set at 70. Improvements in student cooperation and learning outcomes were documented and analyzed across both cycles. Data triangulation was achieved through observations, peer assessments, and test results, ensuring validity and reliability in interpreting the impact of the TGT strategy.

RESULTS AND DISCUSIONS

This classroom action research was conducted through three main phases: pre-cycle, Cycle I, and Cycle II. Both Cycle I and Cycle II consisted of two classroom sessions each. The researcher acted as the classroom instructor while being assisted by a peer observer throughout each cycle. In accordance with the Kemmis and McTaggart model, each cycle was implemented through four systematic steps: planning, acting, observing, and reflecting.

During the first and second meetings of Cycle I, the researcher implemented the *Team Games Tournament (TGT)* strategy with a specific focus on the topic: *understanding nouns and writing object names in Bahasa Indonesia, as well as forming interrogative sentences*. The main pedagogical goal of implementing TGT was to enhance students' collaborative learning skills and maximize their academic performance by engaging them in active, meaningful participation. The structure of the classroom implementation remained consistent throughout both cycles to ensure comparability in outcomes.

The TGT strategy began with conventional opening activities, followed by an interactive core learning segment and concluded with reflection and feedback. In the core activities, the teacher organized students into five heterogeneous groups, each consisting of five students with mixed learning abilities. During the tournament session, students stood in lines by group, taking turns to answer questions posted on the board. If a student was unsure, they were allowed to seek help from teammates, fostering peer-to-peer support and mutual responsibility, though only one student was allowed to respond per turn. This process continued until all team members had participated.

Implementation of the Team Games Tournament (TGT) Strategy

The implementation of the Team Games Tournament strategy in both Cycle I and Cycle II

showed significant differences in terms of student engagement, group cooperation, and learning outcomes. In Cycle I, students were relatively unfamiliar with the game mechanics. As a result, some groups were hesitant and less strategic in their collaboration. Despite this, the activity still stimulated initial engagement and curiosity. By Cycle II, however, the students showed a clearer understanding of the game format and demonstrated more synchronized teamwork, quicker turn-taking, and increased confidence in responding to the questions.

The improvement in student behavior and performance from Cycle I to Cycle II was evident in several aspects. Firstly, student interaction during group discussions became more structured and focused, indicating an enhancement in communication and teamwork. Secondly, more students actively contributed during the tournament, and the level of enthusiasm increased notably. Finally, the test scores and observational data indicated that both academic performance and collaborative behavior had improved significantly. These results support the assertion that the TGT method, when consistently implemented, can create a dynamic and engaging learning environment that promotes 21st-century skills, such as collaboration, critical thinking, and problem-solving (Partono et al., 2021).

Furthermore, qualitative reflections gathered during observations revealed that students felt more motivated and involved when learning was delivered in a game-based, cooperative format. Many students reported that they enjoyed working in teams and felt a sense of responsibility not only for their own learning but also for their peers'. This aligns with the findings of Nisa & Amalia (2021), who emphasized that TGT supports equal participation and inclusive engagement regardless of students' academic abilities. A summary of the comparative learning outcomes and group cooperation performance between Cycle I and Cycle II is presented in the Table 3.

Table 3. Comparative Summary of Learning Outcomes and Group Cooperation Performance between Cycle I and Cycle II

Aspect	***Pre-Cycle***	***Cycle I (1)***	***Cycle I (2)***	***Cycle II (1)***	***Cycle II (2)***
Average Score	2.32	2.76	2.92	3.12	3.48
Percentage (%)	68.2%	74.3%	80.2%	86.1%	90.5%
Category	Fair	Fair	Good	Good	Excellent

Based on the findings of this classroom action research, the application of the Team Games Tournament (TGT) cooperative learning strategy over the course of two complete cycles resulted in a significant and progressive improvement in both student collaboration and academic performance. The comparative data between the pre-cycle, Cycle I, and Cycle II demonstrated not only a quantitative increase in average scores and mastery learning percentages but also qualitative advancements in student engagement and teamwork.

The results indicate progressive improvements in students' performance and engagement over the cycles. According to Suryani (2022), the core steps in cooperative learning using TGT include grouping, material presentation, collaborative tasks, tournament participation, point calculation based on improvement, and awarding the best-performing groups. The researcher adapted and refined these steps to align with the context and learning objectives of the course.

According to Suryani (2022), the TGT model comprises a structured series of instructional steps designed to promote academic cooperation through game-based learning. These steps are as

follows:

1. Students are organized into heterogeneous teams of three to five members to ensure a mix of abilities.
2. Instruction begins with direct teaching from the instructor, who presents the lesson objectives, provides contextual problems, shares relevant data, and demonstrates examples.
3. Students engage in cooperative learning by completing tasks within their groups to reinforce understanding of the material.
4. After initial group work, students enter a structured academic competition or tournament, where individuals from each team answer questions in turn. During this stage, no direct assistance from team members is allowed, fostering independent thinking and accountability.
5. Tournament results are then compared to each student's previous performance (baseline scores), and points are awarded based on individual and team improvement.
6. Finally, the teacher provides public recognition or rewards for teams with the highest points or the greatest improvement, thereby fostering motivation, responsibility, and positive interdependence (Slavin, 1995; Suryani, 2022).

The researcher adapted these steps with modifications tailored to suit the context of first-semester university students enrolled in the Elementary English course at Universitas KH. Bahaudin Mudhary Madura, rather than the original Highschool setting. For instance, the tournament content was adjusted to include foundational English language skills such as vocabulary recognition, sentence construction, and question formation. In addition, the competitive game element was integrated with group discussion and peer support opportunities, ensuring that the students not only competed but also collaborated in the learning process.

Moreover, these adjustments allowed for differentiation based on learner needs while maintaining the core spirit of the TGT model—namely, fostering peer-to-peer interaction, building collaborative skills, and increasing student motivation through structured academic games. The incorporation of strategic group roles and rotation of responsibilities within teams (e.g., leader, timekeeper, recorder, speaker) further enhanced group dynamics and student engagement.

Throughout the implementation, it was observed that students became more actively involved in classroom discourse, displayed greater willingness to assist peers, and demonstrated increased confidence when presenting or answering questions during tournaments. This reflects what Johnson & Johnson (1999) describe as positive interdependence, where individual success is perceived as inherently linked to the success of the group.

These findings affirm that the TGT strategy, when appropriately contextualized, serves not only as a pedagogical tool to improve academic performance but also as an effective method for nurturing 21st-century competencies such as collaboration, communication, and critical thinking—skills that are particularly relevant in higher education settings.

Improvement in Student Collaboration and Learning Outcomes

Student Collaboration

After implementing the Team Games Tournament (TGT) strategy across two complete cycles, a marked improvement was observed in students' collaborative behaviors during group activities. The structured nature of the TGT model, which required students to work interdependently within their teams, effectively encouraged each participant to engage more actively in cooperative learning. As the cycles progressed, both qualitative observations and quantitative data indicated that the students gradually adopted more responsible, interactive, and mutually supportive roles within their groups.

During the pre-cycle phase, student collaboration was still relatively weak and underdeveloped. The average group cooperation score recorded during this initial stage was 42, a figure that reflects a limited level of teamwork and interaction. Observations revealed that many students preferred working individually, hesitated to contribute during group discussions, and demonstrated minimal initiative in assisting peers during learning tasks. Only 10 out of 25 students (or 45%) met the expected criteria for effective collaboration, while the remaining 15 students (55%) did not yet exhibit sufficient indicators of teamwork.

In Cycle I, following the introduction of the TGT strategy with its structured turn-based games and emphasis on group accountability, student interaction improved notably. The average group cooperation score rose to 54, and the number of students meeting the target collaboration indicators increased to 14, representing 56% of the class. Students began showing improved task delegation, contributed more frequently to discussions, and demonstrated a greater willingness to help teammates during the academic games. However, some students were still observed to be hesitant or overly dependent on one or two dominant group members, indicating the need for further scaffolding in communication and group role dynamics.

By Cycle II, after additional reinforcement and adjustments by the instructor—such as clearer group roles, more explicit rules for participation, and more equitable turn-taking—the improvements became more substantial. The average cooperation score soared to 84, and the number of students meeting collaboration targets reached 22, which accounts for 88% of the class. The learning atmosphere became noticeably more dynamic and supportive, with students helping one another formulate responses, encouraging team members who struggled, and taking initiative to coordinate their group’s strategy before each tournament round. Not only did the quantity of collaborative behavior increase, but the quality of interaction also became more meaningful and productive.

These findings are aligned with Johnson & Johnson’s (2009) theory of positive interdependence, where students recognize that their success is tied to the success of their peers, thereby fostering greater mutual support. It is evident that with consistent implementation and adaptation, the TGT strategy significantly enhances students' ability to collaborate in academic settings. The details of this progression can be seen in the following table:

Table 4. Comparison of Student Collaboration Scores Across Cycles

No	Phase	Collaboration Score	Students Meeting Target	Percentage	Not Meeting Target	Percentage
1	Pre-Cycle	42	10	45%	15	55%
2	Cycle I	54	14	56%	11	44%
3	Cycle II	84	22	88%	3	12%

Table 4 illustrates the progressive improvement in student collaboration following the implementation of the Team Games Tournament (TGT) strategy. Initially, during the pre-cycle stage, only 45% of students were able to meet the expected collaboration standards. This modest figure reflects limited group cohesion and interaction. As the TGT strategy was introduced and reinforced in Cycle I, this percentage rose to 56%, accompanied by a noticeable increase in student engagement. By Cycle II, nearly all students (88%) met the criteria for effective collaboration. This trend confirms that structured cooperative learning strategies like TGT significantly enhance peer interaction, mutual responsibility, and team-based problem-solving skills. This improvement reflects a growing capacity among students to work together effectively, share ideas, and support each other in achieving common academic goals.

Student Learning Outcomes

A significant improvement in students' academic performance was evident throughout the implementation of the action research. This progress can be observed by analyzing the total scores, average percentages, and mastery levels obtained during the pre-cycle, Cycle I, and Cycle II. The consistent upward trend indicates that the interventions applied were effective in enhancing both individual understanding and collective mastery. In particular, there was a noticeable shift from a low to a very high achievement category, demonstrating a substantial impact on student learning outcomes. The details of this comparison are presented in Table 5 below:

Table 5. Comparison of Student Learning Outcomes Across Cycles

Description	Pre-Cycle	Cycle I	Cycle II
Total Score	1446	1739	2170
Average (%)	57.84%	69.56%	86.8%
Mastery (%)	12%	48%	92%
Category	Low	Moderate	Very High

Based on the data presented in Table 5, the analysis reveals a significant progression in students' learning outcomes in the subject of Bahasa Indonesia over the course of the study. In the pre-cycle phase, the average student score was recorded at 57.84%, which falls into the "Low" performance category, based on the assessment rubric where 55%–59% is considered low (Purwanto, 2013). At this stage, only 12% of the students (equivalent to 3 out of 25) achieved the minimum mastery criteria, known as KKTP (Kriteria Ketuntasan Tujuan Pembelajaran), which had been predetermined at 70 points for Bahasa Indonesia. The remaining 88% (22 students) had not yet met this standard, indicating a need for substantial pedagogical intervention.

Following the application of the Team Games Tournament (TGT) strategy during Cycle I, the average student performance rose to 69.56%. Although this figure does not surpass the KKTP

threshold, it places student performance within the "Moderate" category, which ranges from 60% to 75%. This improvement signifies early signs of the strategy's effectiveness. Furthermore, the percentage of students achieving mastery increased notably from 12% to 48%, representing 12 students who met or exceeded the KKTP, while the remaining 13 students still fell short. This stage of improvement suggests that students were beginning to benefit from the collaborative and competitive learning environment introduced through the TGT method, although the learning gains had not yet reached a satisfactory level across the entire class.

The implementation of Cycle II brought about a substantial increase in student outcomes. The average score surged to 86.8%, a clear leap into the "Very High" category (86%–100%). This data indicates that most students not only grasped the material more effectively but also demonstrated strong retention and application skills. More significantly, 92% of the students (23 out of 25) achieved the KKTP, reflecting a high level of learning mastery among the participants. Only 2 students (8%) remained below the expected threshold, showing a remarkable reduction in the number of underperforming learners compared to earlier cycles.

These results illustrate a strong positive correlation between the application of the TGT strategy and both academic improvement and learner engagement. The integration of structured competition, peer collaboration, and interactive learning tasks appears to foster an optimal environment for meaningful learning. The incremental growth from one cycle to the next demonstrates the importance of ongoing instructional refinement and feedback-driven teaching methods. The data also reinforces the pedagogical value of active learning models that accommodate diverse learning styles and promote student agency in the classroom.

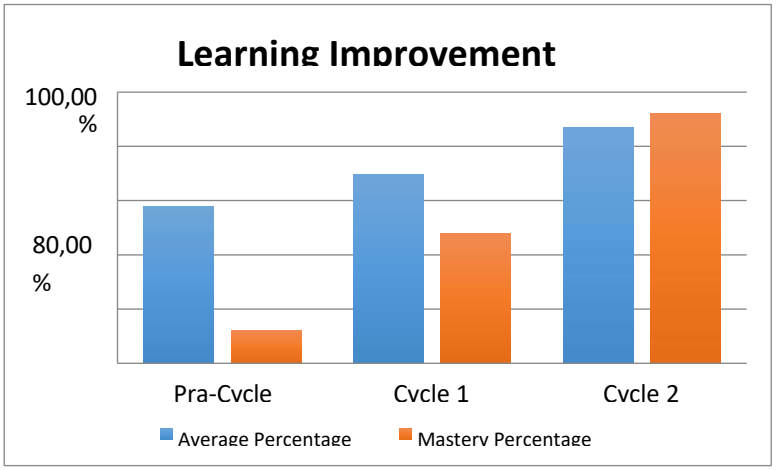

Figure 2. Improvement of Students' Learning Outcomes

Based on the analysis of students' academic achievement in the *Elementary English* course at Universitas KH. Bahaudin Mudhary Madura, it was found that the average score during the pre-cycle (initial observation) was 57.84%, which falls into the *low* category. After implementing the Team Games Tournament (TGT) strategy in Cycle I, the average score increased to 69.56%, categorized as *moderate*. In Cycle II, the average rose further to 86.8%, classified as *very high*. This significant improvement highlights that the TGT strategy was not only successful in encouraging students to work collaboratively in teams but also effective in fostering better engagement, motivation, and understanding of the course materials. Furthermore, the percentage of students achieving the minimum learning mastery criteria (KKTP) of 70 improved

dramatically—from only 12% in the pre-cycle to 48% in Cycle I, and finally 92% in Cycle II. These results support the conclusion that the TGT approach significantly enhances learning outcomes in higher education, especially in courses involving language acquisition and teamwork-based interaction.

This finding aligns with Huda et al. (2013), who assert that cooperative learning methods like TGT promote academic achievement by fostering positive interdependence and active participation among learners. Similarly, Kagan and Kagan (2009) emphasize that structured team-based strategies in language classrooms significantly increase student motivation, participation, and retention of material. Zarei and Keshavarz (2011) also found that students in EFL contexts benefit greatly from cooperative techniques such as TGT, as they enhance not only linguistic skills but also cognitive and social competencies. The effectiveness of TGT in enhancing learner engagement is further supported by Tran (2014), who demonstrated that TGT improves both individual and group performance in language learning tasks by combining competition with collaboration.

CONCLUSION AND SUGGESTIONS

Conclusion

The results of this classroom action research on the implementation of the Team Games Tournament (TGT) strategy to enhance collaboration and learning outcomes of first-semester students in the *Elementary English* course at Universitas KH. Bahaudin Mudhary Madura indicate a consistent and measurable improvement across each cycle. The learning activities were carried out in accordance with the structured steps of the TGT strategy, which combines cooperative learning and competitive motivation to engage students cognitively, socially, and affectively.

The findings revealed a substantial increase in collaborative behavior, with the percentage of students demonstrating effective teamwork improving from 56% in Cycle I to 88% in Cycle II. This progression signifies that students were not only more involved in group discussions and problem-solving but also took shared responsibility in achieving group academic goals. Furthermore, the average academic performance showed a significant rise—from a score of 69 (with 48% mastery) in Cycle I to 87 (with 92% mastery) in Cycle II—demonstrating that the strategy was effective in improving both the quality of student interaction and the mastery of course content.

This research concludes that the implementation of the Team Games Tournament (TGT) strategy in higher education, particularly in courses that emphasize fundamental language skills like *Elementary English*, contributes positively to both the social and academic development of students. The structured use of peer-supported competition, guided by clear rules and formative assessment, fosters a more active and collaborative classroom atmosphere. As learners become more engaged in their group roles, they are more likely to process information deeply, support each other's learning, and retain the material long-term.

Suggestions

Based on the results and conclusions, several recommendations can be made:

1. For Lecturers and Language Instructors:
   It is recommended that instructors teaching foundational English courses integrate collaborative learning models such as TGT to stimulate student interaction, motivation, and deeper

engagement. Adopting this strategy requires careful planning of materials, group dynamics, and assessment rubrics to ensure inclusivity and equal participation.

2. For Curriculum Developers:
   The positive impact of TGT suggests the need to embed cooperative learning frameworks into the syllabus of English language education, particularly for early-year university students. This can be aligned with graduate profiles that prioritize *21st-century skills* like communication, collaboration, and critical thinking.
3. For Future Researchers:
   This study can serve as a baseline for further research investigating the long-term effects of TGT on students' academic resilience and autonomous learning skills. Additionally, it would be valuable to compare TGT with other cooperative learning strategies (e.g., Jigsaw, Think-Pair-Share, STAD) to identify which models work best in specific university-level disciplines.
4. For Institutional Policy Makers:
   Institutions may consider offering training or workshops on cooperative learning strategies to equip lecturers with practical tools that promote student-centered pedagogy. TGT can also be integrated into digital platforms to support hybrid or online learning settings.

By implementing strategies like Team Games Tournament, educators can move beyond traditional lecture-based instruction and foster a more dynamic, interactive, and impactful learning environment that prepares students not only for academic success but also for collaborative engagement in their future professional lives.

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