



The Effectiveness of Using the TGT Learning Model in Improving Kalam Proficiency

Suci Rahma Danti Lubis, Fachru Razi, Didin Syamsudin

Program Studi Pendidikan Bahasa Arab, Fakultas Agama Islam dan Pendidikan Guru
Universitas Djuanda, Indonesia

Volume 7 Nomor 2

Januari 2026: 64-76

DOI: 10.30997/tjpa.v7i1.23169

Article History

Submission: 01-01-2026

Revised: 14-01-2026

Accepted: 23-01-2026

Published: 27-01-2026

Keywords:

TGT Model, Maharah Kalam, Cooperative Learning, Arabic Language Learning, Speaking Skills.

Kata Kunci

TGT Model, Maharah Kalam, Pembelajaran Kooperatif, Pembelajaran Bahasa Arab, Keterampilan Berbicara.

Correspondence:

Suci Rahma Danti Lubis

085183504552

sucirhma40@gmail.com

Abstract: This study aims to examine the effectiveness of the Teams Games Tournament (TGT) learning model in enhancing maharah kalam, or Arabic speaking skills. The research is conducted qualitatively through a literature review of various relevant sources, including books, scientific articles, and previous research reports. TGT is a cooperative learning approach that integrates group work with game elements and tournaments to increase student motivation and participation. The TGT model is part of a cooperative learning approach that combines group work with game and tournament elements to increase student motivation and participation. Based on the literature review, the TGT model is considered effective in creating an engaging, competitive, and collaborative learning environment, which significantly stimulates the development of students' Arabic speaking abilities. Group discussions allow students to actively use Arabic in communicative contexts, while the game and tournament elements foster emotional and cognitive engagement. Furthermore, the TGT approach promotes intensive interpersonal interaction, enriches vocabulary, and boosts students' confidence in speaking.

Efektivitas Model Pembelajaran TGT Dalam Meningkatkan Maharah Kalam

Abstrak: Penelitian ini bertujuan untuk menguji efektivitas model pembelajaran Teams Games Tournament (TGT) dalam meningkatkan maharah kalam, atau kemampuan berbicara bahasa Arab. Penelitian ini dilakukan secara kualitatif melalui tinjauan pustaka dari berbagai sumber yang relevan, termasuk buku, artikel ilmiah, dan laporan penelitian sebelumnya. TGT adalah pendekatan pembelajaran kooperatif yang mengintegrasikan kerja kelompok



dengan elemen permainan dan turnamen untuk meningkatkan motivasi dan partisipasi siswa. Model TGT merupakan bagian dari pendekatan pembelajaran kooperatif yang menggabungkan kerja kelompok dengan elemen permainan dan turnamen untuk meningkatkan motivasi dan partisipasi siswa. Berdasarkan tinjauan pustaka, model TGT dianggap efektif dalam menciptakan lingkungan pembelajaran yang menarik, kompetitif, dan kolaboratif, yang secara signifikan merangsang pengembangan kemampuan berbicara bahasa Arab siswa. Diskusi kelompok memungkinkan siswa untuk secara aktif menggunakan bahasa Arab dalam konteks komunikatif, sementara elemen permainan dan turnamen mendorong keterlibatan emosional dan kognitif. Lebih lanjut, pendekatan TGT mendorong interaksi interpersonal yang intensif, memperkaya kosakata, dan meningkatkan kepercayaan diri siswa dalam berbicara.

INTRODUCTION

Arabic is an international language that holds a crucial position in religious, educational, and cultural contexts. In Islamic education, Arabic is not only studied as a means of communication but also as a gateway to understanding authentic sources of Islamic teachings such as the Qur'an and Hadith. Therefore, mastery of Arabic language skills, including speaking skills (*maharah kalam*), is an urgent need for students at various levels of education, especially in Islamic educational institutions. However, mastery of *maharah kalam* often presents a challenge for students because it requires an integration of grammar understanding, vocabulary, and the courage and

confidence to express ideas verbally (Mumtaza, 2023)

In learning practice, various obstacles are still found that contribute to students' low Arabic speaking skills. Among these obstacles are the lack of interactive and participatory methods, the limited Arabic-language environment, and the dominance of one-way lecture methods. Conventional learning methods tend to make students passive and less engaged in the learning process, especially in speaking, which requires active and contextual practice. Therefore, innovations in learning strategies are needed that can encourage active student participation and create an atmosphere that supports the development of speaking skills. One

approach that is starting to be widely studied and implemented is the Teams Games Tournament (TGT) cooperative learning model (Apriani & Anwar, 2023).

The TGT learning model is part of cooperative learning designed to encourage collaboration among students in a fun, competitive atmosphere. In this model, students are divided into heterogeneous groups and participate in a series of learning activities consisting of material delivery, group discussions, games, and tournaments. The uniqueness of TGT lies in the use of game and competition elements that can increase student motivation and engagement in the learning process. Group discussions also provide opportunities for students to interact intensively, express opinions, and practice using the target language in real-life contexts (S. A. Hairunisa et al., 2024).

However, most studies, such as those by (A. Hairunisa & Abdurrahman, 2024; Husaeri et al., 2025; Wati & Wahyuni, 2023), on the application of the TGT model in Arabic language learning, still emphasize increasing student motivation and activeness in

general, without specifically describing aspects of language skills that are improved, such as fluency, structural accuracy, pronunciation, vocabulary choice, and the ability to respond to interlocutors. This condition indicates a research gap in mapping the effectiveness of TGT against measurable indicators of language skills. This gap is important to examine because speaking skills are a key competency in Arabic language learning, while students still face obstacles such as low self-confidence and limited opportunities for communicative practice.

Arabic speaking skills depend not only on understanding grammar and vocabulary but also require repeated and continuous language practice. Therefore, a learning model that provides space for students to speak actively is crucial. In this context, the TGT model has been proven to create a conducive learning environment for speaking practice, both individually and in groups. As explained by (Uswatunnisa, 2024), students who learn through the TGT model show significant improvements in speaking skills thanks to the continuous

interaction and internal motivation fostered through games and teamwork.

In developing speaking skills, affective aspects such as self-confidence, courage, and enthusiasm play a crucial role. The TGT learning model contributes to developing these aspects through enjoyable and supportive activities. Tournament activities serve not only as an evaluation platform but also as a means of strengthening character and teamwork. This aligns with the findings of (Zuhriyah, 2023) who emphasized the importance of a learning approach that accommodates students' multiple intelligences and emotional aspects in Arabic language acquisition.

Based on the various findings reviewed, it can be concluded that the TGT learning model has great potential for application in Arabic language learning (Khadafi et al., 2025; Mumtaza, 2023), particularly in improving speaking skills. This model is able to overcome various obstacles encountered in conventional learning, such as low student participation, limited practice time, and lack of learning motivation. With a fun and competitive approach, students are

encouraged to be more active in speaking, working collaboratively, and developing their language skills holistically (Apriani & Anwar, 2023)

This study is novel in that it focuses on the effectiveness of the TGT model on Arabic language proficiency based on measurable speaking ability indicators, not just motivation and learning participation. This is important because the TGT model is positioned as a pedagogical mechanism that increases the frequency of speaking practice, interaction between students, and peer feedback in a supportive, competitive atmosphere. This study also synthesizes findings from various sources to examine the consistency of TGT's impact on Arabic language learning. This research contribution serves as a basis for evidence-based learning decisions. Therefore, this research is important to support the development of more targeted and applicable kalam learning strategies.

Based on this background, this study focuses on an in-depth examination of the effectiveness of the TGT learning model in improving *students' proficiency in Arabic*. The study was conducted through an analysis of

literature from various relevant and credible sources. It is hoped that the results of this study can provide theoretical and practical contributions to the development of more effective, enjoyable Arabic language learning strategies that are oriented towards improving students' speaking skills.

METHOD

This research is a qualitative study with a library research approach, which is a method that emphasizes the collection, processing, and analysis of data sourced from various relevant and reliable literature. This method was chosen because the main focus of the research is to explore, understand, and analyze in depth the concept and implementation of the Teams Games Tournament (TGT) learning model in improving speaking skills (*maharah kalam*) in Arabic language learning based on existing references. The data sources for this research were taken from related literature in the form of 10 current scientific journal articles that discuss topics related to Arabic language learning, speaking skills, and the application of the TGT model in various educational contexts. These scientific journal articles were selected

because they directly examine the application of the Teams Games Tournament (TGT) model in Arabic language learning with measurable speaking proficiency indicators (*maharah kalam*), use clear research methods, and present empirical findings that are relevant to the research focus. All literature used as data has to certain criteria, such as relevance to the research theme, topicality, and having a strong theoretical and methodological foundation.

The steps in implementing this research began with identifying the problem through an initial literature review that indicated a gap in mastery of *the maharah kalam*. Next, library data was collected through a systematic search of scientific sources using appropriate keywords, such as "Teams Games Tournament", "maharah kalam", "Arabic speaking skills", and "cooperative learning model". After the data was collected, a selection process was carried out to filter sources that were truly relevant and met academic standards. The next stage was data analysis. The data analysis technique used was content analysis of written documents, involving critical reading of

the literature, grouping findings into specific themes or variables, comparing results across sources, and synthesizing them according to the research focus. Data validity was maintained through source triangulation, comparing findings from various studies and contexts.

With this approach, it is hoped that a complete and in-depth understanding of the effectiveness of the TGT learning model in improving *maharah kalam*, as well as recommendations that can be applied in the practice of learning Arabic more effectively and communicatively.

RESULT AND DISCUSSION

Results

The Teams Games Tournament (TGT) cooperative learning model has demonstrated its effectiveness in improving various Arabic language skills, particularly *maharah kalam* or speaking skills. Based on the reviewed literature, there is consistent finding that the implementation of TGT can create a more active, communicative, and enjoyable learning atmosphere, thus directly contributing to the improvement of students' speaking skills. One of the main indicators of

TGT's success in this context is increased student participation in speaking activities and classroom discussions. In traditional learning, students tend to be passive and only listen, but through the TGT approach, they are encouraged to be directly involved in the learning process through games, tournaments, and group interactions (Mumtaza, 2023).

The implementation of TGT provides ample space for students to practice speaking in a natural context. Each stage of this model, from material introduction and group work to competitions or tournaments, involves verbal communication between group members. This helps students become accustomed to expressing ideas, explaining answers, and even refuting peers' opinions, all of which are part of the practice of *maharah kalam* (speaking in a natural language). In a study by (Apriani & Anwar, 2023), students taught using the TGT model showed significant improvements in speaking confidence, fluency, and accuracy in using language structures. This is due to the game-like approach, which reduces psychological stress, allowing students to feel more relaxed when speaking.

Another important aspect is increasing student motivation in learning Arabic. Many studies have found that the competitive element in TGT can stimulate students' enthusiasm for learning because they are not only learning for themselves, but also to win the tournament on behalf of the group. (S. A. Hairunisa et al., 2024) revealed that student motivation in learning Arabic increased significantly after participating in learning using the TGT method based on *outdoor learning*. Students felt that learning Arabic was not only an academic obligation, but also a fun and meaningful experience, especially when done in a relaxed atmosphere, such as outside the classroom or in the form of group games.

The effectiveness of TGT in developing *the maharah kalam* also lies in its success in creating a learning environment that supports two-way communication. In TGT classes berdasarkan studi sebelumnya, students are not only recipients of information, but also transmitters of information. In such an atmosphere, students are forced to think, organize words, and speak to explain answers to

their peers. (Rohmah, 2024) found that students who participated in learning using TGT showed improvements not only in writing skills but also in conveying arguments orally. This demonstrates that productive language skills—both spoken and written—can develop simultaneously through intensive interaction.

In the context of primary and secondary education, TGT has also proven effective in overcoming a major challenge in Arabic language learning: students' shyness or reluctance to speak. Many students lack confidence due to fear of pronunciation or grammatical errors. However, the small-group format of TGT creates a more intimate and psychologically safe atmosphere, allowing students to be more confident in speaking. (Uswatunnisa, 2024) noted that students' confidence increased as they frequently participated in group discussions, answered questions during tournaments, and presented their group work to the class.

Previous studies have also shown that the implementation of TGT facilitates student - *centered learning*, an important principle in modern language learning. In this model, the teacher plays

more of a facilitator and director, while students become the primary actors in the learning process. (Zuhriyah, 2023) stated that when students are positioned as active subjects, they are more encouraged to express their opinions, ask questions, and interact verbally. As a result, their speaking skills develop more rapidly compared to students who simply sit and listen in a conventional lecture model.

Furthermore, TGT is not only effective in formal classrooms but can also be combined with technology-based and digital approaches. (Rahmawati et al., 2023) in their research combined TGT with QR-code media, which allows students to access questions or instructions via their smartphones. Afterward, students discuss the contents of the QR-code in groups, then convey their results verbally. This approach adds a new dimension to learning, as students learn not only to speak but also to think critically and utilize technology to convey ideas.

Most research also underscores the importance of game and tournament elements in TGT as triggers for active participation. When students

participate in games designed around the subject matter, they are required to answer quickly and accurately, forcing them to think and speak spontaneously. This is crucial for developing *their language skills*, as speaking skills can be practiced not only in formal situations but also in relaxed yet focused settings. (Jannah, 2023) demonstrated that through educational games such as group quizzes, students become more enthusiastic about answering and explaining verbally, even those who were previously shy.

In addition to improving linguistic and affective aspects, TGT also contributes to students' social skills. In each tournament, students are required to work together, listen to each other, and respect each other's opinions. These skills support the development of good interpersonal communication, which is one of the foundations of speaking skills. Successful Arabic language learning depends not only on mastery of grammar but also on the ability to communicate in social interactions, both formal and informal (Sударsono, 2023).

(Zidan et al., 2025) added that interactive learning models like TGT also contribute to improving students'

overall academic achievement. When students actively participate in discussions and games related to the material, they tend to remember and understand the lessons more easily. This results in higher grades and increased self-confidence, which in turn strengthens their public speaking skills.

Discussion

There are also challenges in implementing TGT, such as limited learning time and the need for thorough planning by teachers. However, various studies show that with proper preparation, TGT can be implemented efficiently and produce optimal results. In this context, teacher training and the development of appropriate learning materials are essential for the TGT model to be implemented optimally.

Thus, the results of this literature review strengthen the argument that TGT is an effective learning model for improving *language proficiency*. Through group interactions, games, and tournaments, students gain active, enjoyable, and meaningful learning experiences. They not only learn language theory but also use it in real-life communication. Furthermore, this model strengthens the affective and

social aspects, which contribute to successful language learning in general.

In addition to a fun learning environment, the effectiveness of TGT in improving language comprehension can also be explained by the structured interaction patterns that occur during team discussions and tournaments, which repeatedly require students to verbally convey answers and negotiate meaning with peers. (Mahmud & Faruk, 2021) demonstrated that TGT-based cooperative learning improves speaking skills because it provides opportunities for intensive speaking practice in low-stakes situations, enabling students to express their ideas more confidently without the pressure of high individual evaluation.

From a learning design perspective, the success of TGT is also strongly influenced by the alignment of game activities with the desired linguistic targets, ensuring that the competition is not merely entertaining but also leads to strengthening language competence. (Wati & Wahyuni, 2023) reported that the use of TGT combined with vocabulary- and sentence-structure-based games improved Arabic language learning outcomes, indicating that the

choice of game type needs to be tailored to the targeted speaking skill indicators for optimal learning impact.

Furthermore, the increased motivation generated by TGT serves as an important affective factor supporting the sustainability of speaking practice in language learning. (Istiqomah et al., 2025) found that the implementation of TGT not only improved learning outcomes but also strengthened students' intrinsic motivation, which ultimately encouraged active participation in oral activities. This suggests that the effect of TGT on kalam mastery is not only direct through speaking practice but also indirect through increasing students' psychological readiness to engage in communication.

CONCLUSION

The Teams Games Tournament (TGT) learning model has proven to be an effective approach to improving Arabic language *skills*. The model's strength lies in its ability to combine elements of teamwork, competition, and educational games, naturally encouraging students to speak actively in a fun atmosphere. The interactive and challenging learning environment

motivates students and makes them more confident in expressing ideas orally in Arabic.

TGT has also been proven to facilitate the active participation of all students in the learning process. In practice, this model encourages students to discuss, ask, and answer questions verbally within teams. This gives them more opportunities to practice speaking in real-life situations, significantly improving their speaking skills. Intensive group interaction also builds self-confidence and social skills, which are essential for language communication.

The success of the TGT model in improving *Arabic language proficiency* is also influenced by the variety of activities it includes. Educational games and a tournament system make learning enjoyable and less monotonous. Through a competitive yet healthy learning environment, students are motivated to prepare themselves and perform optimally when communicating in Arabic. This motivation is a powerful driving force in accelerating the achievement of speaking skills.

Psychologically, the TGT model can reduce fear and anxiety, which are often major barriers to speaking skills. By working in teams, students feel more secure and supported by their peers, encouraging them to try speaking even when they're not yet fluent. Social support within the group also fosters empathy and openness, which are the foundation of effective communication.

Furthermore, the TGT model is flexible and can be combined with other approaches such as multiple intelligences, task-based learning, and the use of technology. This combination enriches the learning process and enables it to address a wide range of student characteristics. The TGT model's adaptability to various contexts, such as outdoor learning and technology integration, demonstrates its broad application across various levels and learning situations.

Overall, the implementation of the TGT model in Arabic language learning, particularly in developing *maharah kalam (literary pronunciation)*, has had positive impacts from cognitive, affective, and social perspectives. The improvement in students' speaking skills is the result of the integrative and

holistic process provided by this model. Teachers play a crucial role in designing TGT implementation strategies to suit the needs and abilities of their students.

Thus, it can be concluded that TGT is a learning model that is not only effective, but also enjoyable, communicative, and student-centered. Through teamwork, healthy competition, and intense verbal interaction, students are able to optimally develop *their kalam skills*. For optimal results, this model requires careful planning, appropriate evaluation, and the teacher's understanding of learning group dynamics.

ACKNOWLEDGMENTS

With the utmost respect and gratitude, I express my deepest gratitude to my supervisors who have guided, mentored, and directed me throughout the process of writing this scientific paper. Their sincere guidance, patience in providing direction, and constructive feedback have been essential foundations for the completion of this research. I deeply appreciate all the time and effort you have devoted to helping me understand, deepen, and

refine the content of the study I am researching.

Not only have you been an academic mentor, but you have also been a role model in terms of perseverance, integrity, and high academic standing. The knowledge and insights I gained during your mentorship have not only been beneficial in the preparation of this work but have also become invaluable assets for my future academic and professional journey. May all your kindness and sincerity in assisting me in this process be amply rewarded by Allah SWT.

REFERENCES

- Apriani, & Anwar, N. (2023). Efektifitas Penerapan Model Pembelajaran Kooperatif Tipe Teaching Game Team (TGT) untuk Meningkatkan Keterampilan Berbicara Siswa di Sekolah Menengah Pertama Muhammadiyah 1 Sidoarjo. *Journal of Educational Discoveries and Lifelong Learning Vol.;* 2(3), 1-14.
- Hairunisa, A., & Abdurrahman, M. (2024). Penggunaan Model Pembelajaran Teams Games Tournament Berbantuan Media Kartu Domino dalam Pembelajaran M ufradāt. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(3), 904-918.
- Hairunisa, S. A., Rahmawati, N., & Miftahuddin, A. (2024). Efektivitas Metode Kooperatif Tipe-TGT Berbasis Outdoor Learning terhadap Keterampilan Menyimak Bahasa Arab Siswa Kelas 2 MI. *LISANUL ARAB: Journal of Arabic Learning and Teaching Vol.*, 13(2), 51-62.
- Husaeri, M. R., Munawaroh, N., & Masripah. (2025). Penerapan Model Team Games Tournament (TGT) Untuk Meningkatkan Penguasaan Mufrodāt Siswa Pada Pembelajaran Bahasa Arab. *Al-Ilmiya: Jurnal Pendidikan Islam*, 01(02), 286-297.
- Istiqomah, D., Bahruddin, U., & Qomari, N. (2025). The Effect of Teams Games Tournaments Model In Arabic Language to Increase Student Motivation and Learning Outcomes. *IJ-ATL: International Journal of Arabic Teaching and Learning*, 09(01), 1-13.
- Jannah. (2023). *The Effect Of Teams Games Tournament Learning Method On Arabic Writing Skills (Experimental Research) at MTsN 25 Jakarta*. State University Of Jakarta).
- Khadafi, T. M., Rusli, R. K., & Mulyana, M. A. (2025). EKSPERIMENTASI MODEL PEMBELAJARAN TEAM GAMES TOURNAMENT MELALUI MEDIA LUDO DALAM PENINGKATAN MAHARAH AL-KALAM SISWA KELAS VI DTA MISBAHUL FALAH CIAWI. *Al-Kaff: Jurnal Sosial Humaniora*, 3(1), 71-83.
- Mahmud, M., & Faruk, A. (2021). The Implementation of Cooperative Learning Through Teams Games Learning Tournament(TGT) Model To Improve Students' Speaking Ability. *Jurnal Darussalam; Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, XII(2), 1-14.
- Mumtaza, N. R. (2023). Efektifitas Pembelajaran Multiple

- Intelligences Dengan Model Pembelajaran TGT Untuk Meningkatkan Maharah al-Kalam. *An Najah: Jurnal Pendidikan Islam Dan Sosial Agama*, 02(04), 173-186. <https://journal.nabest.id/index.php/annajah>
- Rahmawati, C., Qomariyah, L., & Rizal, M. (2023). Improving Students' Al-Kitabah Maharoh Through the Implementation of QR-Code Based TGT. (Vol. In *Proceedings of the National Seminar on Science, Technology, Economics, Education and Religion (SAINSTEKNOPAK)*, 212-217.
- Rohmah, I. (2024). The Effect of the Teams Games Tournament (TGT) Cooperative Learning Model on Mastery of Maharotul Kitabah in Class VII of SMP Ma'arif 01 Nurul Muttaqin Tlogowaru Malang. *EDUKASIA: Journal of Education and Learning*, 5(1), 2569-2580.
- Sudarsono, M. (2023). *Effectiveness Of Task Based Learning Method To Improve Mahawah Kitabah In Pba Students of Muhammadiyah University of Malang*. (Doctoral dissertation, University of Muhammadiyah Malang).
- Uswatunnisa, A. (2024). *The Effectiveness of Using the Cooperative Learning Model of Team Games Tournament Type to Improve Students' Speaking Ability Based on Students' Arabic Learning Outcomes at SMPS Babul Maghfirah Aceh Besar*. Doctoral dissertation, UIN Ar-Raniry Faculty of Tarbiyah and Teacher Training.
- Wati, A. T., & Wahyuni, S. (2023). Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Method towards the Arabic Language Learning Achievement of Students at SMP Muhammadiyah 2 Kalasan. *Maharaat: Jurnal Pendidikan Bahasa Arab*, 6(1), 10-25. <https://doi.org/10.18196/mht.v6i1.20543>
- Zidan, M., Yasir, M., Rivai, M., & Ramadhani, N. (2025). Application of Interactive Learning Models in Improving Student Learning Outcomes in the Aqidah Akhlak Subject for Class V at SDIT Tahfizh Al-Jabar Karawang. *Student Research Scientific Journal*, 3(3), 259-271.
- Zuhriyah, N. (2023). Arabic Language Learning Method Based on Multiple Intelligences for Grade X Students of SMA Nurul HUDA Surabaya. *Al-Hikmah: Journal Of Education And Islamic Studies*, 11(2), 15-25.