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THE EFFECT OF *THE COOPERATIVE MODEL OF TEAMS GAMES TOURNAMENT* (TGT) ASSISTED *BY WORDWALL* MEDIA ON IMPROVING THE INITIAL READING ABILITY OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study was motivated by the low reading skills of lower grade students, characterized by difficulties in recognizing letters, reading syllables, and reading comprehension. This study aims to determine the effect and improvement of the Teams Games Tournament (TGT) learning model assisted by wordwall media on improving students' reading skills. The study used a quasi-experimental method with a Nonquivalent Control Group Design. There were 58 first-grade students participating in the study, divided into class I A with 28 students as the experimental class and class I B with 30 students as the control class. The instrument used was the EGRA test. Data analysis included normality and homogeneity tests, N-Gain calculations, and T-tests. The results showed that the experimental class experienced an increase in early reading skills with an average N-Gain of 0.65, higher than the control class at 0.31. In addition, the T-test results showed a sig value < 0.05, which means there was a significant difference between the two classes. Thus, the TGT learning model assisted by wordwall media is effective in improving the early reading skills of first-grade students.
Keywords: Teams Games Tournament, Wordwall, Early Reading, EGRA

INTRODUCTION

Early reading skills are basic skills that students must master when entering elementary school. This is because these abilities act as a foundation in understanding other subject matter. However, in the learning process in grade I of elementary school, there are still many problems, such as students' low ability to recognize letters, combine syllables, and read simple words. Therefore, the role of Indonesian language learning, especially reading learning in elementary schools, is very important. Learning Indonesian at the elementary school level not only functions as a communication tool, but also as a means of forming the ability to think, reason, and narrate[1].

Based on initial observations made by researchers at one of the elementary schools in Subang Regency, in the process of learning to read beginning in grade I, the researcher found information that there were still students who had difficulties in beginning reading. The problems experienced by students are very varied, such as not knowing letters, not being able to memorize letters, knowing syllables, still having difficulty spelling words to read, still stuttering so that what is read becomes unclear, every word read by students always stops. This is due to the fact that students are less active in the learning process and lack of interest in reading. Among others, students' low initial literacy skills, lack of support and reading habits in the family environment, and lack of opportunities for intensive reading practice at school. In addition, the limited concentration and attention of students when reading, low interest and motivation in reading activities, weak understanding of sentence content and text structure, and limited vocabulary mastery all aggravate the difficulties experienced by students. Therefore, it is necessary to implement diverse and targeted learning strategies to help students overcome these problems.

As for other studies, it was found that there were students who were still spelling, did not know vowels, consonant letters and there were those who could not distinguish letters that had the same shape such as the letters b/d, p/q, w/m and there were also students who had difficulty remembering letters if the placement of letters was not randomized according to the order of the[2] letters. "Reading difficulties can affect students' academic levels, student psychology, and students' social interactions."[3] These disturbances will appear in the learning process, so teachers will know students who have difficulties in learning to read. Difficulties in learning to read can be influenced by factors from within the student and also from outside the student.

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[1] Anggraini Nadyra, "Implementation of SI CERIA (Interactive Children's Short Story Media) Learning Media to Improve Short Story Writing Skills in Grade 5 Students of SDN Banjarsari 01" (Universitas PGRI Madiun, 2025), http://eprint.unipma.ac.id/id/eprint/3602.

[2] Mitra Rahma and Febrina Dafit, "Analisis Kesulitan Membaca Permulaan Siswa Kelas 1 Sekolah Dasar," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 13, no. 2 (August 2021), https://doi.org/10.37680/qalamuna.v13i2.979.

[3] Nurma Rafika, Maya Kartikasari, and Sri Lestari, "Analisis Kesulitan Membaca Permulaan Pada Siswa Sekolah Dasar," *Prosiding Konferensi Ilmiah Dasar* 2, no. 0 (2020).

Seeing the urgency of these problems, there is a need for innovation in learning models and media that are able to overcome the difficulty of reading at the beginning. One alternative learning method that can be used is the *cooperative model of Teams Games Tournament* in increasing students' interest in early reading. The *Teams Games Tournament* (TGT) learning model is a model that involves all students regardless of status, namely students play the role of peer tutors.[4] This model is considered effective in helping students understand the material because the use of games makes them less likely to get bored.[5] The researcher here connects with current technological developments so that students are more motivated and enthusiastic in learning, namely by using the wordwall application. This is where the role of interactive media becomes very important. Technological advances have created a number of digital learning platforms that can transform the classroom atmosphere to be more interactive, individualized, and engaging.[6] According to previous research, it has proven the effectiveness of digital media in learning to read. One of them is that it shows that technology-based and collaborative learning can improve students' literacy skills and motivation.[7]

One of the digital platforms that shows a very relevant potential as a learning aid is wordwall. Wordwall is an online platform that allows teachers to create various types of interactive games and educational activities, This combination is expected to overcome the problem of children who lack enthusiasm and difficulty learning to read in a more fun way, use attractive pictures, there are direct corrections, and there are elements of the game. Seeing this condition, this research is very important to be carried out. Especially at the lower grade level, the purpose of this learning is to develop students' initial reading skills, by introducing them to letters, how they are pronounced, as well as teaching them to read words and sentences.[8] The indicators used in this study are indicators of assessment of initial reading ability from EGRA (*Early Grade Reading Assessment*),

[4] Nurhaliza S. Lamapa et al., "Penerapan Model Pembelajaran Teams Games Tournament (TGT) Berbantuan Aplikasi Quiziz Dalam Meningkatkan Hasil Belajar Siswa Pada Kelas VII Di SMP Negeri 4 Marisa Kabupaten Pohuwato," *Journal of Economic and Business Education* 3, no. 3 (August 2025), https://doi.org/10.37479/jebe.v3i3.32693.

[5] Lailatuz Zahro, "Implementasi Model Pembelajaran Kooperatif Tipe TGT (Team Games Tournament) Pada Materi Akidah Akhlak," *Ashlach : Journal of Islamic Education* 2, no. 1 (April 2024), https://doi.org/10.55757/ashlach.v2i1.990.

[6] Putri Wulandari et al., "Pengaruh Media Aplikasi Wordwall Terhadap Keterampilan Membaca Permulaan Siswa Sekolah Dasar," *JURNAL MULTIDISIPLIN ILMU AKADEMIK* 1, no. 3 (June 2024), https://doi.org/10.61722/jmia.v1i3.1737.

[7] Indah Nurmahanani, "Impact of Integration of Self-Regulated Learning (SRL) and Phonic Approcah in Flipped Classroom Model on Reading Literacy Skills, Reading Strategies, and Reading Motivation," *JPI (Jurnal Pendidikan Indonesia)* 14, no. 2 (June 2025), https://doi.org/10.23887/jpi-undiksha.v14i2.92415.

[8] Annisa Apriliyani, Indah Nurmahanani, and Dwi Wahyudin, "Pengaruh Metode Suku Kata (Syllabic Method) Berbantuan Media Digital Genially Terhadap Kemampuan Membaca Permulaan Siswa Kelas 1 Sekolah Dasar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 09 (September 2024).

an oral assessment of individuals designed to measure basic literacy skills in early *grades*[9]. Indicators in EGRA are said that there are five indicators of basic ability that are often measured, including: (1) recognizing the names of letters and/or sounds; (2) reading syllables; (3) reading meaningful words; (4) reading words without meaning; (5) fluency in reading and comprehension. The EGRA instrument itself is designed to measure basic literacy ability at the early school level individually and orally. Using a TGT-type cooperative learning model assisted by *wordwall media,* this study aims to see if the intervention can encourage the improvement of each component of the initial reading ability that has been identified theoretically and empirically through the EGRA framework.

The results of this research are expected to provide benefits both theoretically and practically. In theory, this research can provide additional scientific references in the field of basic education, especially in terms of early reading learning using cooperative models and digital media. Practically, the results of this research can be used as a reference for teachers in compiling early reading learning that is more creative and interesting. This research is also expected to be a guideline for other researchers in developing research relevant to early reading learning in elementary schools.

RESEARCH METHODS

This study uses a quasi-experimental method with *a Nonequivalent Control Group Design*. The research design used was a pretest-posttest, which aimed to determine the influence of the *cooperative model of Teams Games Tournament* (TGT) assisted by wordwall media on the initial reading ability of elementary school grade I students. The research subjects consisted of two classes that were selected as the experimental class and the control class. The sample consisted of 58 students divided into two classes: class I A as many as 28 students as the experimental group and class I B as many as 30 students as the control group.

The instruments used consisted of: Initial reading ability test based on EGRA indicators (letter & letter sound recognition, syllable naming, reading common words, reading non-words). Tests were given to both classes before treatment (pretest) and after treatment (posttest). The research procedure was carried out through several stages, namely: (1) the implementation of pretests in the experimental class and the control class to determine the initial ability of the students, (2) After the data of the pretest results were obtained, the provision of learning treatment using the TGT model assisted by wordwall media in the experimental class and cooperative learning in the

[9] RTI International, *Early Grade Reading Assessment (EGRA) Toolkit (Second Edition)* (Washington, DC: United States Agency for International Development (USAID), 2016), https://pdf.usaid.gov/pdf_docs/pa00m4tn.pdf.

control class, and (3) the implementation of the posttest in both classes to determine the initial reading ability after the treatment.

The data analysis technique is carried out in stages. The data were analyzed using the normality test and the homogeneity test as a prerequisite for the analysis. Furthermore, a test of differences in learning outcomes was carried out to determine the effect of the application of the TGT model assisted by wordwall media on students' initial reading ability. This study uses several methods. The first step is the normality test to ensure that the test result data follows the normal distribution. Next, a homogeneity test was carried out to check the similarity of variance between the two groups[10] In the last stage, a t-test was carried out to determine whether there was a significant difference in learning outcomes between the experimental class and the control class. Data analysis techniques include: (1) Normality test using *Shapiro wilk* and homogeneity test using *Levene's Test* as a prerequisite for parametric test; (2) The first hypothesis test uses the t-test (*Independent Sample t-test*) on *the posttest* data to see significant differences; (3) Simple linear regression analysis to see the influence of the model on *posttest results*

RESULTS AND DISCUSSION

Description of Beginning Reading Ability Results

The results of the descriptive analysis showed that there was a difference in early reading ability between the experimental class and the control class. The average score of students' initial reading ability in the experimental class was higher compared to the control class after the treatment was given. The data on the results of initial reading ability are presented in Table 1.

Table 1. Average Student Initial Reading Ability Score

Classes	Test Type	Score		Red	SD
		Min	Max		
Experiments	*Pretest*	48	92	73.21	11.093
	Postest	68	100	89.29	7.779
Controls	*Pretest*	40	88	70.29	11.359
	Postest	52	96	78.64	11.088

Source: Research, 2025

[10] Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*, Cet. 6 (Bandung: Alfabeta, 2008).

Based on table 1. regarding the descriptive statistics of students' initial reading ability, it can be seen that the experimental class and the control class have relatively different initial conditions, but both have increased after the learning process has taken place. In the experimental class, *the pretest score* was in the range of 48–92 with an average of 73.21 and a standard deviation of 11.093, which indicates that the students' initial abilities are quite varied. After applying the wordwall-assisted TGT model, the *posttest score* increased significantly with a range of 68–100, an average of 89.29, and the standard deviation decreased to 7,779, indicating an increase in ability as well as a more even distribution of scores.

In the control class, *the pretest* score was in the range of 40–88 with an average of 70.29 and a standard deviation of 11.359. After learning the cooperative model, *the posttest score* increased to a range of 52–96 with an average of 78.64 and a standard deviation of 11,088. Despite the increase, the increase was not as strong as in the experimental class. The average increase in the control class was 8.35 points, while in the experimental class reached 16.08 points, almost double the increase in the control class.

Results of the Prerequisite Test Analysis

Before the effect test was carried out, the data was tested for prerequisites through normality tests and homogeneity tests. The normality test aims to find out whether the data obtained is normally distributed or not, while homogeneity aims to find out whether the variance of data in both groups (experimental class and control class) is in the same condition or not. The test results showed that the data was normally distributed and had a homogeneous variance, making it eligible for a parametric statistical test. The results of the prerequisite test are presented in Table 2 and Table 3.

Table 2. Normality Test Results

Classes	*Shapiro-Wilk*			Verdict
	Statistic.	df	Sig	
Pretest Experiment	.942	28	.122	H0 accepted
Control Pretest	.942	30	.100	H0 accepted
Postest Experiment	.930	28	.063	H0 accepted
Postest Control	.938	30	.082	H0 accepted

Source: Research, 2025

Table 2. shows that the significance value of the *experimental* class pretest is 0.122, and the control class is 0.100. Meanwhile, in the *posttest of* the experimental class of 0.063 and the control class of 0.82, both values are greater than 0.05, so H0 is accepted. This means that *the*

posttest data in both classes is normally distributed. Thus, both *the pretest* and *posttest* data in the experimental class and the control class are normally distributed. This condition shows that all data meet the basic assumptions for parametric analysis at the next stage of inferential testing.

After the normality test is met, the next step is to conduct another prerequisite test, namely the homogeneity test.

Table 3. Postest Pretest *Homogeneity Test Results*

Data	Living Statistic	Sig.	Interpretation
Experimental Class Pretest and Control Class	.017	.896	H0 accepted
Postest Experimental Class and Control Class	2.700	.952	Homogeneous

Source: Research, 2025

Table 3. shows the Sig value in the *pretest* of 0.896 and the postes of 0.952. Since this value is well above 0.05, H0 is accepted. This means that the variance of *the experimental and control class pretest postest* data is homogeneous, so it can be continued to the t-test assuming *equal variances*.

After the prerequisite test is met, the next step is to conduct an inferential analysis using *the Independent Sample t-test* on *the posttest* data. This test is used to find out if there is a significant difference between the *results of the* experimental class posttest and the control class after being given different treatments. The results of the Independent Sample T-Test Postest in table 4 are below:

Table 4. Independent Sample T-Test *Postest Test Results*

Data	Sig (2-tailed)	Interpretation
Postest Experimental Class and Control Class	<,001	H0 rejected

Source: Research, 2025

In table 4. The value of Sig (2-tailed) is < 0.001, much smaller than 0.05, so H0 is minus. This means that there is a significant difference between the results *of the posttest* of the experimental class and the control class. Thus, the use of learning models applied in experimental classes has been shown to have a significant influence on students' initial reading ability. The results of the *Independent Sample T-Test Pretest* are in Table 5.

Table 5. Independent Sample T-Test Pretest *Test Results*

Data	Sig (2-tailed)	Interpretation
Experimental Class Pretest and Control Class	.165	H0 accepted

Source: Research, 2025

In table 5, the Sig (2-tailed) value is 0.165, which is greater than 0.05. Thus, H_0 is accepted. This means that there is no significant difference in *the pretest* value between the experimental class and the control class. This shows that before being given treatment, the initial reading ability of students in both classes was in equal or equal condition.

Results of the Influence Test of the Teams Games Tournament Model Assisted by Wordwall Media

1. Simple Linear Regression Equations

   A simple linear regression test is used to find out how much an independent variable affects the bound variable, as well as to see the direction of the relationship between the two. The following are the results of the simple linear regression test in Table 5.

Table 6. Simple Linear Regression Test

Models	Coefficients	
	Unstandardized	Std. error
constant	21.277	4.561
Pretest Experiment and Control	.871	.063

Source: Research, 2025

Table 6. shows the results of a simple linear regression test between *pretest* and *posttest* values in the experimental and control classes. A constant value of 21.277 indicates that when the *pretest* value is zero, the predicted posttest value is 21.277. The pretest regression coefficient of 0.871 indicates that every one point increase in the pretest score will increase the posttest score by 0.871. Thus, there is a positive and one-way relationship between initial ability and post-treatment learning outcomes.

Table 7. Regression Significance Results

Test	Sig.	a	Verdict
Pretest experiments and controls	<,001	0,05	H0 rejected

Source: Research, 2025

Table 7. presents the results of the simple linear regression significance test based on *the p-value* (Sig.). Based on the table, the significance value for the relationship between *the experimental and control class pretest was < 0.001, which is much smaller than the significance level α = 0.05.*

Thus, H_0 is rejected, so it can be concluded that there is a significant influence between *the pretest* value and *the posttest value*. This means that the student's initial ability (*pretest*) makes a meaningful contribution to the learning outcome after treatment. These findings are in line with the results of learning observations, where students in the experimental class seemed more active, enthusiastic, and able to follow the learning steps well than the control class.

2. Determining the Coefficient of Determination

The determination coefficient or R^2 is used to find out how much a free variable is capable of explaining bound variables. The R^2 value is in the range of 0 to 1, or in the percentage of 0% to 100%. The greater the value of R^2, the stronger the ability of variable X to explain the variations that occur in variable Y.

Table 8. Determination Coefficient Results

R	R square	Std. *Error Of The Estimate*
.878a	.771	5.421

Source: Research, 2025

Based on the SPSS output in table 8. *The Summary Model* obtained a value of R = 0.878, R Square = 0.771, and Std. Error of the Estimate = 5.421. The value of R = 0.878 indicates that there is a very strong relationship between *the pretest* value (X) and *the posttest* value (Y). The closer the number 1, the stronger the relationship between the two variables. The value of R Square = 0.771 indicates that 77.1% of the variation in *the posttest* score can be explained by the *pretest* value. In other words, students' initial abilities contributed 77.1% to learning outcomes after treatment.

Meanwhile, the remaining 22.9% was explained by other factors outside the regression model, such as different learning strategies, student motivation, learning environment, or other variables that were not studied in this study. Std. *Error of the Estimate* = 5.421 indicates the

magnitude of the prediction error in the regression model. The smaller this value, the better the model is at predicting the value of the bound variable.

Based on the analysis of research data, the application of the *Teams Games Tournament* (TGT) cooperative model assisted by *wordwall media* showed a positive influence on improving students' initial reading skills. This can be seen from the difference in test results that were higher in the experimental class than in the control class after the learning was given and the results of the regression statistical test which showed an effect after the treatment was given. The TGT model encourages learning activities through group tournaments and academic games that are competitive and collaborative. TGT effectively increases the motivation and participation of elementary school students because each individual has a role and responsibility within his or her group.[11] The use of *wordwall* as an interactive medium also strengthens the process as it provides engaging and easy-to-understand practice activities, according to other research that wordwall-based media is very effective in improving early literacy because it provides visual, audio, and hands-on response exercises that help students understand the material faster.[12]

The improvements that have emerged show that the integration of educational games in the TGT model helps students practice reading repeatedly in a fun atmosphere. Wordwall media provides a varied learning experience that makes it easier for students to pronounce letters, read words, and understand simple reading. The Wordwall application media has a significant effect on the initial reading skills of grade I elementary school students, as well as getting a positive response from students to the ease of learning to read using this media.[13] Thus, the results of this study confirm that the wordwall-assisted TGT model is effectively used as a learning strategy to improve students' initial reading skills.

The findings are in line with previous research that revealed that the use of digital games in low-grade learning can improve phonological skills, letter recognition, and reading fluency.[14] Similar findings were also seen in this study, where tournament activities, game challenges, and

[11] Wulan Sari Rezeki, R. P. Kurniawati, and R. Komaladewi, "Penerapan Model Pembelajaran Teams Games Tournament (TGT) Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Kelas 5 Di Sekolah Dasar," *Jurnal Basicedu* 8, no. 6 (2024).

[12] Chairunisa Salsabila et al., "Meningkatkan Kemampuan Kosakata Anak Dengan Game Literasi Digital Melalui Aplikasi Wordwall," *Innovative: Journal Of Social Science Research* 5, no. 1 (January 2025), https://doi.org/10.31004/innovative.v5i1.16985.

[13] Wulandari et al., "Pengaruh Media Aplikasi Wordwall Terhadap Keterampilan Membaca Permulaan Siswa Sekolah Dasar."

[14] Lia Sofiana, Luluk Asmawati, and Fahmi Fahmi, "Pengaruh Game Edukatif Mengenal Huruf Terhadap Kemampuan Membaca Permulaan," *Jurnal Golden Age* 6, no. 1 (July 2022), https://e-journal.hamzanwadi.ac.id/index.php/jga/article/view/4374.

repetitive exercises through *wordwalls* reinforced the impact of the TGT model on improving students' initial reading skills.

Learning using the *Teams Games Tournament* (TGT) model assisted by *wordwall* media in this study was carried out in three meetings. Each meeting studies a different material. At the first meeting, students learn about: the recognition of vowels, consonants, as well as capital and lowercase letters, and the formation of syllables. In the second meeting, students practice reading common and non-word words. Furthermore, in the third meeting, students were directed to develop reading comprehension skills. The following are the details of the learning given in the experimental class and the control class, each receiving treatment three times. Game-based cooperative models such as TGT have been shown to improve student participation and learning outcomes. In addition to encouraging initial reading skills, this approach also strengthens motivation, confidence, and cooperative skills. Overall, the three methods show that the combination of the TGT model and *wordwall media* is able to create a more lively, enjoyable learning atmosphere, and supports the improvement of students' initial reading skills, both in terms of recognizing letters, pronouncing words, reading fluency, and understanding the text read.

1. Class Presentation

   The teacher explains the material to be studied first. At this stage, the teacher introduces vowels and consonants, uppercase and lowercase letters, examples of syllables, common words, meaningless words, and simple text. This explanation becomes the basis before students step into the group work and game stages. This stage helps to achieve indicators of letter sound comprehension and syllable formation.

   This is in line with Slavin's opinion that in the *Teams Games Tournament* learning model, teachers need to present learning materials first so that students have the same initial understanding before working together in groups and participating in tournaments.[15] In early reading learning, the presentation of materials in class helps students understand the sounds of letters, syllables, and simple words in preparation before doing group activities and TGT games.

2. Teamwork

   Students are divided into small, heterogeneous groups. In groups, students practice together using worksheets that the teacher has prepared. At the reading practice stage, students begin by learning common words that often appear in everyday life. They play games on *the wordwall* such as matching games or open the box. Furthermore, they also learn to read non-words, which are combinations of letters that have no meaning, to train their listening skills and combine sounds appropriately. During the learning process, students work together in groups to

[15] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, 2nd ed. (Boston: Allyn & Bacon, 2015).

help each other and understand the material well before entering the TGT match session. This is in line with Slavin's opinion that the TGT model places group learning activities as the initial stage so that each team member has the same understanding before participating in the tournament.[16]

3. Games

The teacher prepares a wordwall game such as, *quiz*, *word match*, *spinning wheel*, or *whack-a-mole*. Games are designed to train Games used in learning are designed to train various aspects of reading skills, from recognizing letter sounds, to reading syllables, to understanding common and non-word words. In addition, students are also trained to improve reading comprehension through simple pictures and texts.

The use of wordwall media in learning provides an interactive and fun learning experience so that students are more actively involved in the learning process. This is in line with Wulandari's research which states that wordwall application media is able to help students recognize letters, read words, and understand simple reading through varied activities and dancing.[17]

4. Tournaments

Each student participates in the tournament individually according to their respective skill level. They answered questions in the form of reading letters, syllables, words, non-words, and answered simple reading questions. This tournament system encourages students to show their best abilities. The EGRA indicators honed at this stage are familiar word reading, non-word reading, and reading comprehension.

In this activity each group moves forward in turn to read the root word in the way the student spins the random wheel, when the wheel stops the students must read the designated word on the wheel and score for their team, as part of the tournament. This method not only provides a healthy element of competition, but also increases students' active participation in the process of learning to read. In its implementation, each group has an equal opportunity to participate and achieve scores through correct answers, thus creating higher learning motivation. This is in line with Fadhilah's research which states that game-based learning is able to significantly improve students' reading skills because it actively and competitively involves

[16] Slavin, *Cooperative Learning: Theory, Research, and Practice*.

[17] Wulandari et al., "Pengaruh Media Aplikasi Wordwall Terhadap Keterampilan Membaca Permulaan Siswa Sekolah Dasar."

students.[18] Thus, the reading tournament activity in turn not only trains basic word reading skills, but also creates an active, competitive, and meaningful learning atmosphere.

5. Team Awards

Teams earn points based on the accumulated scores of their members in the tournament. The group with the highest score is awarded in the form of praise or gifts from teachers. This award creates motivation to learn, increases confidence, and makes students strive harder to improve at the next meeting.

Thus, the TGT syntax combined with the EGRA indicator is able to create structured, interactive, and meaningful learning. These findings are in line with Aristarini's research which states that the application of the TGT model in early reading learning is able to improve students' reading skills through group activities and games that actively involve students.[19] Game-based cooperative models such as TGT have been shown to improve student participation and learning outcomes. In addition to encouraging initial reading skills, this approach also strengthens motivation, confidence, and cooperative skills.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the cooperative model of Teams Games Tournament (TGT) assisted by Wordwall media has a significant effect on improving the initial reading ability of elementary school grade I students. This can be seen from the increase in the average *pretest score* of 73.21 to 89.29 in the *posttest* as well as the results of the t-test with a significance value of < 0.001 and this effect is shown through a significant difference in learning outcomes between the experimental class and the control class and supported by the large increase in students' initial reading ability after the treatment is given. The results of this study show that the application of a cooperative learning model combined with digital game-based learning media can be an effective alternative in early reading learning in elementary elementary school grades.

[18] Jihan Rizky Fadhilah et al., "Penerapan Game Based Learning Untuk Meningkatkan Kemampuan Membaca Siswa Kelas 2 SD," *Jurnal Pendidikan Tambusai* 9, no. 2 (July 2025), https://doi.org/10.31004/jptam.v9i2.30403.

[19] Ni Komang Aristarini, I. Putu Oka Suardana, and I. Nyoman Sudirman, "The Implementation of the Cooperative Model Teams Games Tournament (TGT) Assisted by Flannel Board Media to Improve the Beginning Reading Skills of Second Grade Students," *TOFEDU: The Future of Education Journal* 4, no. 6 (July 2025), https://doi.org/10.61445/tofedu.v4i6.769.

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