

ABSTRACT

Khoirurroqib, 1810510118, COMPARATIVE STUDY BETWEEN TGT (TEAM GAME TURNAMENT) AND TRADITIONAL LEARNING MODEL IN ENHANCE STUDENTS' WRITING SKILLS ABILITY ON A DESCRIPTIVE TEXT (THE CASE STUDY IN THE SEVENT GRADER AT MTs TAHFIDZ YANBUUL QUR'AN MENAWAN IN THE YEAR 2022-2023)

This research is motivated by learning to write English which is less than optimal. One of the contributing factors is that the learning model used by teachers is still dominant among teachers. As a result, most of the students just write casually without paying attention to the correct structure of English writing. The dominant student-centered new learning model innovation designed in this study is TGT. With inter-group tournaments, TGT can stimulate students to know.

This study aims to determine whether there is or not a significant difference in the average value of students between the influence of the TGT learning model in improving the ability to write descriptive texts of students in class VII MTs Yanbuul Qur'an Menawan academic year. 2022/2023. To obtain findings that the TGT learning model is more positive in increasing students' understanding in writing descriptive texts. The research is true experimental with a post-test-only design. This research was conducted in class VII, MTs. Tahfidz Yanbuul Qur'an Menawan, 2022–2023. The sample size was 80 students divided into two classes, namely 40 students for class VII C and 40 students for class VII E. The sample was selected through random sampling. The source of data in the writer's research is primary data in the form of learning evaluation results from the control and treatment groups. Evaluation results data obtained from observations and test. Observations in the form of learning and test in the form of providing evaluation instruments in the form of essays. The effect of treatment was analyzed by means of different tests with groups that were not given treatment, which was then proven by different t-tests.

The results of the first stage of the experiment, the average values achieved for the control class were 61, 42, the lowest value was 43, and the highest value was 81. Meanwhile, the average value achieved by the experimental class was 62, 42, the lowest value was 45, and the highest value was 80. The results of the related difference test mean that the control class (standard deviation) is 9.17602, while the experimental class is 9.43232. The results of the second stage of the experiment, the average value achieved by the control class is 61, 70, the lowest value is 43, and the highest value is 81. While the average value achieved by the experimental class is 77, 80 the lowest value is 63, and the highest value is 100. The results of the related different test mean that the control class is 9.05595, while the experimental class is 8.97918. Judging from the significant differences in the increase in learning evaluation results, the TGT learning model is more positive to apply.

Keyword: *TGT (Team Game Tournament) Learning Model, Traditional Learning Model, Writing Skills*

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Khoirurroqib, 1810510118, COMPARATIVE STUDY BETWEEN TGT (TEAM GAME TURNAMENT) AND TRADITIONAL LEARNING MODEL IN ENHANCE STUDENTS' WRITING SKILLS ABILITY ON A DESCRIPTIVE TEXT (THE CASE STUDY IN THE SEVENT GRADER AT MTs TAHFIDZ YANBUUL QUR'AN MENAWAN IN THE YEAR 2022-2023)

Penelitian ini dilatarbelakangi oleh pembelajaran menulis bahasa Inggris yang kurang optimal. Salah satu faktor yang menyebabkan adalah model pembelajaran yang digunakan guru masih dominan berpusat pada guru. Akibatnya, sebagian besar siswa menulis hanya alafadad tanpa memperhatikan struktur penulisan bahasa Inggris yang benar. Inovasi model pembelajaran baru yang dominan student-centered yang telah dirancang dalam penelitian ini adalah TGT. Dengan turnamen antar kelompok, TGT dapat merangsang siswa untuk tahu.

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya perbedaan yang signifikan nilai rata-rata siswa antara pengaruh model pembelajaran TGT dalam meningkatkan kemampuan menulis teks deskriptif siswa di kelas VII MTs Yanbuul Qur'an Menawan tahun pelajaran. 2022/2023. Untuk memperoleh temuan bahwa model pembelajaran TGT lebih positif dalam meningkatkan pemahaman siswa dalam menulis teks deskriptif. Penelitian adalah true experimental dengan post-test-only design. Penelitian ini telah dilakukan di kelas VII MTs Tahfidz Yanbuul Qur'an Menawan tahun ajaran 2022-2023. Ukuran sampel 80 siswa yang dibagi dua kelas yaitu 40 siswa untuk kelas VII C dan 40 siswa untuk kelas VII E. Sampel telah dipilih melalui random sampling. Sumber data dalam penelitian penulis adalah data primer berupa hasil evaluasi belajar dari kelompok kontrol dan treatment. Data hasil evaluasi diperoleh dari observasi dan test. Observasi berupa pembelajaran dan test berupa pemberian instrument evaluasi berupa esai. Pengaruh *treatment* dianalisis dengan uji beda dengan kelompok yang tidak diberi perlakuan, yang kemudian dibuktikan dengan uji beda t-test.

Hasil eksperimen tahap pertama nilai rata-rata yang dicapai untuk kelas kontrol adalah 61,42, nilai terendah 43 dan nilai tertinggi 81. Sedangkan nilai rata-rata yang dicapai kelas eksperimen adalah 62,42, nilai terendah 45 dan nilai tertinggi 80. Hasil uji beda related mean kelas kontrol (std deviation) 9.17602, sedangkan kelas eksperimen 9.43232. Hasil eksperimen tahap kedua, nilai rata-rata yang dicapai oleh kelas kontrol adalah 61,70, nilai terendah 43 dan nilai tertinggi 81. Sedangkan nilai rata-rata yang dicapai oleh kelas eksperimen adalah 77,80, nilai terendah 63 dan nilai tertinggi 100. Hasil uji beda related mean kelas kontrol 9.05595, sedangkan kelas eksperimen 8.97918. Dilihat dari perbedaan yang signifikan peningkatan hasil evaluasi pembelajaran, model pembelajaran TGT lebih positif untuk diterapkan.

Kata Kunci: *TGT (Team Game Tournament) Learning Model, Traditional Learning Model, Writing Skills*