CHAPTER I
INTRODUCTION

A. Background

Referring to the results of the EF EPI survey as an international benchmark has measured adult English proficiency that the results of the 2018 English First English Proficiency Index (EF EPI) survey, the English proficiency of students and Indonesian people is still lacking compared to neighbouring countries; Malaysia, Singapore and Brunei. Indonesia is ranked 51st out of 88 participating countries. This is lower than the previous year in Indonesia, ranked 39th out of 80 countries. EF EPI scores declined, From 52.15 to 51.58 (-0.57)[1]. The results of the PISA Program released by the Organization for Economic Co-operation and Development (OECD) 2019 stated that Indonesia ranked 62nd or the bottom ten countries out of 70 countries related to literacy, especially writing[2]. Regarding Indonesia's low position, Indonesian education needs to be optimized to be better. Among them is that teachers can develop innovative learning methods or models. Therefore, if Indonesia can develop learning models that are appropriate for the citizens, the quality of education in Indonesia can be better.

According to Widyasari, the ability of teachers to create various learning activities that can interact with objects and the environment around them to improve the foundation of their thinking, language, vision, and behaviour and can encourage students' willingness to learn is an important role in teaching and learning[3]. But, the implementation of all those

---

[1]Eka Septiani, Ismail Petrus, Soni Mirizon. "The Correlations Among Teachers' Competences, Students' Learning Motivation, and Students' English Proficiency." Eralingua: *Jurnal Pendidikan Bahasa Asing dan Sastra* 5, no.1(2021): 135, https://ojs.unm.ac.id/eralingua/article/view/14316.

[2]La Hewi , Muh. Shaleh. "Refleksi Hasil PISA (The Programme For International Student Assesment)." Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini)". *Jurnal Golden Age, Universitas Hamzanwadi* 04, no.1 (2020): 30-41, https://e-journal.hamzanwadi.ac.id/index.php/jga/issue/view/240.

[3]Fibriani Endah Widyasari. "Pembelajaran Bahasa Inggris dengan Menggunakan Metode Multiple Intelligences: Studi Kasus di Sekolah Internasional." *JURNAL EDUTAMA* 3, no. 1 (2016) : 31-32,

expectations is not easy. The most important thing is how teachers innovate in creating effective learning designs to motivate students. Arafat adopted the opinion of Uno that ideally, teachers should consider learning strategies or methods based on the principles of efficiency and effectiveness to achieve learning objectives and the level of student engagement[4]. It should be noted that the application of inappropriate learning models, strategies, approaches and methods will make the learning process in the classroom ineffective it affects the development of low students[5].

Therefore, the teacher needs to analyze which application can help them to improve the quality of learning model. Allah SWT has said in the Al-Quran surah Al-Najm verses 39-40 about the importance of humans to strive as follows[6]:

وَأَن لَّيْسَ لِلْإِنسَٰنِ إِلَّا مَا سَعَىٰ ۝ وَأَنَّ سَعْيَهُۥ سَوْفَ يُرَىٰ ۝

Meaning: "... *and that a human being does not get other than what he has worked for and that his efforts will be shown (to him)*...".

But, many teachers still use traditional model learning in the classroom. The traditional method teachers use predominantly teacher-centred, and students become passive. In the Malaysian Online Journal of Educational Technology, Farha Alia Mokhtar has adopted the opinions of experts such as Felder and Silverman, Godleski, Oxford, Smith and Renzulli, who simultaneously reveal that conventional or traditional teaching methods make students disinterested in

---

https://123dok.com/document/yeeom77y-pembelajaran-inggris-menggunakan-multiple-intelligences-internasional-widyasari-pendidikan.html.

[4]Muhammad Yasser Arafat. "Peningkatan Hasil Belajar Keterampilan Dengan Menggunakan Model Pembelajaran Training Within Industry (TWI)." *PEDAGOGIKA Jurnal Ilmu Pendidikan* 8, no. 3 (2017): 312

[5]Febriani Endah Widyasari. "Pembelajaran Bahasa Inggris dengan Menggunakan Metode Multiple Intelligences: Studi Kasus di Sekolah Internasional." *JURNAL EDUTAMA* 3, no. 1 (2016): 31-32,

[6]https://123dok.com/document/yeeom77y-pembelajaran-inggris-menggunakan-multiple-intelligences-internasional-widyasari-pendidikan.html. 6174626/surah-an-najm-ayat-39-42-janji-allah-bagi-yang-berikhtiar/amp

class, discouraged, bored, and stop trying tasks from the teacher[7]. Noor and Husna support the findings that the influence of direct (traditional) learning and teachers conveying information only goes one way. More crucially, it causes students' communication ability to be low[8]. Reinforced by Yudiastuti et al. that the influence of the lecture method makes learning monotonous and meaningless[9]. Thus, the teacher's learning process should provide material and how to create a good and meaningful emotional connection so that students do not get bored quickly. Therefore, the traditional method also needs improvement regarding always improving learning.

Based on the above phenomenon, the dilemma of the effectiveness of traditional learning models triggering classroom learning requires new studies and paradigms for better learning[10]. According to Widodo and Joko that the paradigm shift from teacher-centred learning to student-centred learning is an effort to optimize the learning process to grow students[11]. Reinforced by Wartini that learning that makes students active in scientific skills by building interaction between students and teachers or students with students will be intertwined effectively than learning will be

[7]Farha Alia Mokhtar." Rethinking Conventional Teaching in Language Learning and Proposing Edmodo as Intervention." *A Qualitative Analysis Malaysian Online Journal of Educational Technology* 4, no.2 (2016): 22, https://eric.ed.gov/?id=EJ1096025.

[8]Aisjah Juliani Noor, Rifaatul Husna." Meningkatkan Kemampuan Komunikasi Matematis Siswa Menggunakan Model Pembelajaran Kooperatif Tipe Student Teams Achiviement Division (STAD). Pendidikan Matematika FKIP Universitas Lambung Mangkurat."*EDU-MAT: Jurnal Pendidikan Matematika* 4, no.2 (2016), https://ppjp.ulm.ac.id/journal/index.php/edumat/article/view/2578.

[9]Gusti Ayu Kade Yudiastuti, Wayan Wiarta, Ketut Ardana."Pengaruh Model Pembelajaran Tipe Numbered Heads Tohether (NHT) Berbantuan Benda Kongkret Terhadap Hasil Belajar Matematik Siswa Kelas V Gugus 1 Dalung Kecamatan Kuta Utara". *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha* 2, no.1 (2014),
https://doi.org/10.23887/jjpgsd.v2i1.3485.

[10]Harsono. "Kearifan dalam Transformasi Pembelajaran: Dari Teacher-Centered ke Student-Centered Learning." *Jurnal Pendidikan Kedokteran dan Profesi Kesehatan Indonesia* I, no.1(2006).

[11]Gatot Widodo, Joko Joko ."Pengembangan Dan Implementasi Perangkat Pembelajaran Berbasis Proyek". *Invotec* 11, no.1 (2015): 14-15.

meaningful[12]. Student-centred learning is believed to be better than teacher-centred learning because student-centred learning will create a "growth of learning" in students. Furthermore, examples of writing learning with their difficulty level will be effective if the learning is student-centred. Based on the above statement, student-centred learning can be a good solution for teachers to improve their students' curiosity. This must be done to make the quality of education in Indonesia better.

So much so that the author wants to use one of the cooperative learning models as a learning support; this method is student-centred because it is designed with group work in research. The TGT (Team Game Tournament) type of cooperative learning method will be implemented in this study. According to Hasymyati TGT is one of the models cooperative learning that puts students into teams with different abilities to facing a tournament with a team of 2-6 members[13]. According to Slavin as the developer of the TGT learning model adopted by Novitasari from Huda, aspects of TGT can develop basic skills, achievement, positive interaction between students, self-esteem and attitude of acceptance in other students[14]. This has been proven by the results of Miftahul Chaira's research that the application of the TGT cooperative learning model can improve students' English learning outcomes[15]. From the

---

[12]Ida Ayu Komang Mirah Wartini, Wayan Lasmawan, Ngurah Marhaeni."Pengaruh Implementasi Pendekatan Saintifik Terhadap Sikap Soaial Dan Hasil Belajar Pkn Di Kelas VI SD Jembatan Budaya Kuta."E-Journal *Program Pascasarjana Universitas Pendidikan Ganesha* 4 (2014), https://www.neliti.com/id/publications/123907/pengaruh-implementasi-pendekatan-saintifik-terhadap-sikap-sosial-dan-hasil-belaj

[13] Hasmyati and Suwardi. "Experimentation of Cooperative Learning Model STAD-TGT Type Against Students' Learning Results." *J. Phys.: Conf. Ser.* 1028, no.2 (2018), http://iopscience.iop.org/article/10.1088/ 1742-6596/1028/1/012090/pdf.

[14] Novitasari, N Aneros, dan R Renariah." Efektivitas Model Pembelajaran Team Game Tournament (Tgt) Dengan Menggunakan Media Permainan Fukuwarai Untuk Meningkatkan Penguasaan Huruf Hiragana". *Edujapan* 1, no.2 (2017) : 104-105, https://ejournal.upi.edu/index.php/edujapan/article/view/8578.

[15] Miftahul Chaira. "Penerapan Model Kooperatif Tipe Team Game Tournament (TGT) Untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa Kelas V Min Tungkob". Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Ar-Raniry Darussalam - Banda Banda Aceh (2017),

results of Robiatul Adawiyah's research, it was also stated that the use of the TGT learning model on the subject of objects in class in English learning can improve students' vocabulary skills[16].

Based on this, it can be said that the role of TGT can help optimize learning. The existence of team games can have an impact and it can help students to strengthen their understanding of the material. Hopefully, this method can be a reference for other teachers who want to improve their education quality.

The focus of this study, TGT implications, aims to improve students' understanding of writing descriptive texts. As a benchmark, the aspects assessed in learning to write descriptive texts include content, grammar, accuracy, suitability of themes, and vocabulary. From the results of the researcher's interview with the teacher of English subjects in class VII at MTs Tahfidz Yanbuul Qur'an Menawan, it is stated that aspects such as the above, on average, become a student obstacle when writing descriptive texts. This is because students are still confused about descriptive text theory. Students also say a lot that writing is difficult. Students write only casually without the correct concept of writing.[17] This is consistent with the findings conducted by Hidayatul's research, which stated that many students do not understand how to describe a person according to physique and personality[18].

In addition, it was reinforced by the results of Faisal Mustafa's research which found that in the linguistic category, the most dominant types of student writing errors were tense (48.4%), followed by articles (35%), indefinite verbs (34.9%), tense verbs (34.3%), plurals (33.3%), and prepositions

---

[16]Robiatul Adawiyah. "Penggunaan model pembelajaran kooperatif tipe tgt (teams games tournaments) dalam meningkatkan kemampuan kosakata siswa pada pembelajaran bahasa inggris" Fakultas Tarbiyah, Universitas Islam Negeri Syeh Nurjati Cirebon (2012)

[17]Joyo Aji . "interview by the author on December 17, 2022.

[18] Hidayatul Putri."The Difficulties Of Writing Descriptive Text Paragraph Faced By The Eight Grade Student's At SMP N 14 Kota Jambi." J. *Difficulties Writ. Descr. Paragraph Faced By Eight Grade Student SMP N 14 Kota Jambi,* https://repository.unja.ac.id/id/eprint/4729.

(30%)[19]. So, to assist teachers in solving problems faced by students, this research needs to be done. This effort is expected to create student progress in learning.

Related to this, through the TGT learning model it is hoped that learning to write descriptive texts will become innovative, meaningful and can shape the growth of student learning. To make it more interesting, learning in this study will be compared with traditional learning models based on Kurtilas (K13). By using this comparison, researchers can make new references to other teachers who use this model. This model is also not suitable for every school, but in fact, we can use several models based on the conditions of our students. This research, is there 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. And is the TGT learning model is more positive in increasing students' understanding in writing descriptive texts. For that, the researcher chose the title *"Comparative Study Between TGT (Team Game Tournament) and Traditional learning model in Enhance Student's Writing Skills on a Descriptive Text of The Class VII MTs Tahfidz Yanbuul Qur'an Menawan In the Year 2022/2023."*

B. Research Focus and Scope

This research compares TGT and Traditional methods to enhance students' writing skills on a descriptive text of the Class VII MTs Yanbu'ul Qur'an Menawan in 2022/2023. In this study, the researcher realizes that the teacher must use the appropriate technique to train students' writing skills. This research also focuses on the models and strategy used by the teacher to smash the problem in comparing the learning model between TGT and Traditional Method.

---

[19]Faisal Mustafa, Mulya Kirana, Syamsul Bahri Ys. "Errors in EFL writing by junior high students in Indonesia. *International Journal of Research Studies in Language Learning* 6, no.1 (2017): 49, DOI:10.5861/ijrsll.2016.1366.

C. Research Problem

   Based on the background of the problem above, the formulation of the problem is manifested in the form of the following questions:

1. Is there 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 in academic year 2022/2023?
2. Does the TGT learning model is more positive in increasing students' understanding in writing descriptive texts in the class VII MTs Yanbuul Qur'an Menawan in academic year 2022/2023 ?

D. Research Objective

1. To find out 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.
2. To obtain findings that the TGT learning model is more positive in increasing students' understanding in writing descriptive texts.

E. Research Significances

   The results of this research are expected to be helpful for all interested parties in the problem under study. Specifically as follows:

1. For Student
   a. This research is expected to enhance students' understanding of writing ability.
   b. This research is expected to obtain an effective learning model for understanding the material.
2. For teacher
   a. As an evaluation material, the teacher's creativity through appropriate learning models determines the improvement of students' writing comprehension.
   b. Get references that can be taken into consideration in determining the learning model.

3. For researcher
   a. Get hands-on experience in class about the effects of the TGT learning model on students' writing comprehension skills.
   b. It can add insight and researcher experience and provide corrective thoughts from learning problems in the classroom.

F. Definition of Key Terms

1. Cooperative Models

   Richards and Renandya was mentioned that cooperative learning promotes student-centred learning because it has greater input, greater motivation to learn, a relaxed atmosphere, and more meaning. It is hoped that students will be motivated to improve their writing skills with more practice.[20]

2. TGT (Teams Games Tournament).

   TGT has about four to five members for each group conducting a worksheet. The students can play games related to the given topics in the class[21]. TGT is part of cooperative learning in the classroom to encourage more meaningful language learning. Discussion learning will take precedence in this study. Therefore, this strategy is rated appropriate for all students in written language comprehension.

3. Traditional Method

   The traditional learning model is representative of conventional learning, where generally learning in this domain, the teacher as a guide in the classroom. Students as listeners. This learning is still thick, characterized by typical question and answer, discussion and teacher lectures. In addition, this Instructor starts discussions in

---

[20] Hertiki and Juliati. "Improving Students' Writing Skills Using Cooperative Learning At SMPTN 2 Sukodono." *Journal of English for Academic and Specific Purposes* 2 , no. 2 (2019): 37, https://doi.org/10.18860/jeasp.v2i2.7853.

[21] Hertiki and Juliati. "Improving Students' Writing Skills Using Cooperative Learning At SMPTN 2 Sukodono."*Journal of English for Academic and Specific Purposes* 2 , no.2 (2019): 47, https://doi.org/10.18860/jeasp.v2i2.7853.

class and focuses exclusively on knowing the content in textbooks and notes. Students receive such information passively[22].

4. Writing Skill Ability

Nunan implies that writing is a process of thinking for bright ideas and jotting them down into statements and paragraphs clearly[23]. In the process of writing, a writer must be able to think of new ideas related to the topic to be written. In addition, the goal of writing instruction is to help students become fluent and accurate communicators in both spoken and written language. He also needs to be able to organize ideas to create good products. Writing comprehension is a key term that will be studied further in this research.

5. Deskriptif Text

Descriptive text is giving detailed information about a place, person, or thing in detail. [24] Descriptive text is a type of simple text that is taught starting from class VII MTs. Tahfidz Yanbuul Qur'an Menawan. Students are required to be able to describe a certain thing, person, or place. Even though it looks simple to write a text that describes something or someone, many students still need more guidance to write this kind of text. This indicated that there were still many students' skills in writing descriptive texts that were not optimal.

---

[22] Yap Wei Li. "Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module." International Journal of Information and Education Technology 6 , no. 2 (2016):105-106, DOI: 10.7763/IJIET.2016.V6.667.

[23]Deasy Harlena, Mukhaiyar, and Hamzah, Collaborative Writing Strategy for Teaching Writing Descriptive Text, Advances in Social Science, Education and Humanities Research, 411, (2019): 277.

[24]Suriyanti, Rostanti Toba, and Anis Komariah ."The Students' Problems in Writing Descriptive Text at Seventh Grade Students of Smp Negeri 3 Samarinda." *Borneo Journal of Language and Education* 2, no.1 (2022): 17, https://journal.uinsi.ac.id/index.php/bjle/article/view/5898.

G. Organization of Thesis

1. Initial Part

      This chapter contains the title page, attestation of thesis statements, abstracts, mottos, offerings, introductory words, table of contents, and lists of images.

2. Contents

   CHAPTER I   : INTRODUCTION

   This introductory chapter contains the Research Background, Research Focus and Scope, Research Problems, Research Objectives, Research Significances, Definition Of Key Terms and Organization Of Thesis.

   CHAPTER II   : REVIEW OF RELATED THEORY

   The theoretical foundation consists of Theoretical Description, Theoretical Framework , Review of Previous Studies, and Hypothesis.

   CHAPTER III   : RESEARCH METHODOLOGY

   Contains Approach and Type of Research, Research Population/ Sample, Research Participants / Subjects, Data Research and Data Collection Technique, Data Analysis Design, and Evaluation Instrument Development .

   CHAPTER IV   : RESULTS AND DISCUSSION

   This chapter contains an Description Of Research Results Data and Discussion.

   CHAPTER V   : CLOSING

   This chapter discusses conclusions and suggestions that are found useful. The conclusion explains the research results that have been presented effectively. At the same

time, the advice includes the author's appeal to the reader to develop the suggestion into the next research material.

3. Final Part
   This section includes a bibliography along with appendices