

CHAPTER II

REVIEW OF RELATED THEORY

A. Theoretical Description

1. Cooperative Learning Model

Increasing the effectiveness of learning through innovative learning models such as cooperative learning can help students to actively participate, motivate each other, exchange knowledge and help each other with learning difficulties in the classroom. Team play is positioned as the most dominant thing to fill the class. For this reason, in a group learning model with this strategy, students will not feel saturated and bored with learning. The following is the understanding of the cooperative learning model, which affects several experts:

- a. According to Slavin, Cooperative learning is an instructional strategy based on the instinct of human cooperation. The form of learning is depicted where in this method, students work in small groups and are given rewards and recognition based on the performance of their group.¹
- b. According to Isjoni, cooperative learning is designed to prioritize students to be more active because students are divided into small groups to solve problems in the learning process.²
- c. According to Bambang Riyono, Cooperative learning is a broader concept covering all types of group work, including forms that are more teacher-led or teacher-directed. Because tasks and questions and providing materials and information are designed to shape learners to solve the problem. Teachers usually

¹ Qismullah Yusuf, Zalina Jusoh, Yunisrina Qismullah Yusuf . "Learning Strategies to Enhance Writing Skills among Second Language Learner". *International Journal of Instruction* 12, no.1 (2019):1401-140

²Bambang Riyono, Syafiq Ubaidillah. "Implementasi Strategi Pembelajaran Cooperative Learning dalam kurikulum 13 mata pelajaran PAI kelas X Semester genap di SMK Al Huda Kediri Tahun Pelajaran 2015-2016." *Intelektual: Jurnal Pendidikan dan Studi Keislaman* 8 , no. 1 (2018): 21,

<https://ejournal.iai-tribakti.ac.id/index.php/intelektual/article/view/693/481>.

assign a certain form of examination at the end of the assignment³.

From various expert opinions, the core of the group learning model (Cooperative Learning) is a learning model that is implemented by dividing small groups to be active with each other because of mutual discussion and digging for information to optimize the potential of each individual.

2. Cooperative Learning Type TGT Learning Model

a. The definition of TGT

The TGT learning model is one of the cooperative learning models developed by David de Vries and Keets Edwards. This learning model was the first learning model from John Hopkins. This learning model uses the same lessons delivered by teachers and work teams as STAD but replaces quizzes with weekly tournaments, where students play academic games with other team members to contribute points to their team's score⁴.

b. The implementation of TGT

The stages of implementing learning using TGT, according to Yusuf, Natsir and Hanum are⁵:

Table 2.1
The implementation of TGT

NO.	Stages	Explain
1.	Class Presentation	- At the beginning of learning, the teacher delivers the material in the class presentation, usually done by direct

³Bambang Riyono, Syafiq Ubaidillah. "Implementasi Strategi Pembelajaran Cooperative Learning dalam kurikulum 13 mata pelajaran PAI kelas X Semester genap di SMK Al Huda Kediri Tahun Pelajaran 2015-2016." *Intelektual: Jurnal Pendidikan dan Studi Keislaman* 8, no. 1 (2018): 21, <https://ejournal.iai-tribakti.ac.id/index.php/intelektual/article/view/693/481>.

⁴Lollo Rosa Lubis. "Pengaruh Model Pembelajaran TGT (Team Game Tournament) Dalam Pembelajaran Reading Comprehension pada Mahasiswa IPTS Semester 2 Tahun Akademik 2017/2018." *Jurnal Education and development Institut Pendidikan Tapanuli Selatan*, 5, no.1 (2018): 35

⁵ Lollo Rosa Lubis. "Pengaruh Model Pembelajaran TGT (Team Game Tournament) Dalam Pembelajaran Reading Comprehension pada Mahasiswa IPTS Semester 2 Tahun Akademik 2017/2018." *Jurnal Education and development Institut Pendidikan Tapanuli Selatan* 5 , no.1 (2018): 35.

NO.	Stages	Explain
		instruction or by, lectures or teacher-led discussions. - During class presentation, students must pay attention and understand the material provided by the teacher because it will help students work better during group work and at the time of the game because the game score will determine the group score.
2.	Team Study	- Groups usually consist of four to five students. The function of the group is to explore the material with their group friends further. - Each group prepares members to work well and optimally during team games.
3.	Game /Quizz	- Each Game consists of questions designed to test the knowledge students gain from class presentations and group study. Most games consist of simple numbered questions. - The student chooses a numbered card and tries to answer the question corresponding to that number. - The student who answers the question correctly will get a score.
4.	Tournament	- Group members from each different group follow the Game. - The Game's goal is to find out if all the group members have mastered the material.
5.	Team Recognition	- Rewards are based on the average points earned by the group from the Game.

c. The advantages and disadvantages of TGT

Related to this, through the TGT (Team Game Tournament) learning model, it is hoped that the teaching of writing descriptive. The advantages of TGT according to Agung and disadvantages of TGT

according Prihasdwianti cited by Lolo Rosa Lubis is following⁶:

Tabel 2.2
The advantages and disadvantages of TGT

No.	The Advantages	The Disadvantages
1.	Students nurture each other on the team	Tournaments take a long time.
2.	Students can help each other to solve problems.	Student absences during tournaments reduce tournament success.
3	Students can have a good attitude because they are responsible for themselves and the team.	When students work in teams, it won't be clear if the teacher can't control them well so they don't hear each other.
4	Students can increase their desire to learn.	
5	Students are motivated to compete.	
6	Teachers are helped to use new variations when teaching	

Based on the above, it can be concluded that TGT is one of the learning models that are very useful to use in learning. The shortcomings can be overcome well so that the failure to use learning through TGT is minimal.

3. Traditional Learning Model

a. Definition of traditional learning model

The definition of a traditional learning model, according to Chhabra and Nelam is a teaching method often used by teachers where teachers speak more or less continuously to convey facts and ideas for students to remember. It is understood as the

⁶ Lollo Rosa Lubis. "Pengaruh Model Pembelajaran TGT (Team Game Tournament) Dalam Pembelajaran Reading Comprehension pada Mahasiswa IPTS Semester 2 Tahun Akademik 2017/2018." *Jurnal Education and development Institut Pendidikan Tapanuli Selatan* 5 ,no.1 (2018): 35-36.

transmission of 'knowledge' or 'information' from the teacher to the student⁷.

The teacher, in this case, prepares to take an active role in the classroom (providing and guiding), and students can demonstrate their knowledge by filling in the gaps or choosing the right alternative to the test.

b. The stages of traditional learning model

Daily learning activities that are often used in the classroom are traditional learning models. This model tends to focus on memorization and exercises in the text. In addition, the assessment is still in the form of a paper and pencil test and requires one correct answer. The steps of Traditional learning model usually start with explaining the material provided by the teacher, then practising and finishing with the homework assignment. As for some of the steps of the Traditional Learning Model are:⁸

Table 2.3
Stages of Traditional Learning Model

No.	The Stages	The Explanation
1.	Eksploration	- The learner is asked to conclude the material after the teacher has explained the material being taught. - Students are also triggered to pay attention to the teacher's explanation of the material.

⁷ Suman Chhabra, Neelam Dhamija. "Comparative Study Of Computer Assisted Instruction Technique (CAI) And Conventional Teaching (CT) On The Achievement Of Pupil Teachers In Methods Of Teaching English Language". *MIER Journal of Educational Studies, Trends & Practices* 3, no.1 (2013):107-118, <https://doi.org/10.52634/mier/2013/v3/i1/1559>

⁸ Evita Evita, Ahmad Syahid, and Nurdin Nurdin."Understanding Students' Learning Outcomes Differences Through the Application of the Market Place Activity Type of Cooperative Learning Model and the Application of Conventional Learning Models." *International Journal of Contemporary Islamic Education* 1, no.1 (2019):78.

No.	The Stages	The Explanation
2.	Elaboration	- Q&A between teacher and student, then individually, students are assigned assignments based on the information heard.
3.	Confirmation	<ul style="list-style-type: none"> - The teacher confirms the results of the exploration and elaboration carried out by students by combining examples of the material being taught. - The teacher gives information to explore further, such as reading and understanding the material from the guidebook. - The teacher reinforcement. - Teachers allow students to ask less clear things.

c. The advantages and disadvantages of traditional method

Every learning model applied in the class is certainly not perfect. So, no matter how good the learning model is, it must have disadvantages and advantages. The advantages and disadvantages of traditional learning models are⁹ :

Table 2.4
The advantages and disadvantages of traditional method

No.	Advantage	Disadvantage
1.	- Teachers can easily control and explain lessons in class.	- The pattern of lecture methods tends to be teacher-centered.
2.	- Easy to arrange	- It is difficult for

⁹ Evita Evita, Ahmad Syahid, and Nurdin Nurdin . "Understanding Students' Learning Outcomes Differences Through the Application of the Market Place Activity Type of Cooperative Learning Model and the Application of Conventional Learning Models." *International Journal of Contemporary Islamic Education* 1, no.1 (2019):78.

No.	Advantage	Disadvantage
	seats or classes	teachers to know exactly how much students understand the information conveyed.
3.	- Can be followed by a large number of students.	- Interaction patterns tend to be one-way and students tend to be inactive during learning.
4.	- Easy to prepare and implement.	- Students have a small chance of creative and innovative thinking because they are "forced" to think individually.

4. Writing Comprehension Ability

a. Definition of writing ability

Writing can be defined as an activity to transfer ideas and express one's thoughts through written form. It is claimed that different authors have different definitions or perceptions of the definition of writing. Good writing skills are essential for effective communication. The better the writing, the easier the reader will understand. Learn to write down a lot of time and practice.¹⁰

Definition of writing according to experts¹¹:

- 1) According to Harmer, writing indicates a message that should usher in an idea or feeling in written form.
- 2) According to Hornby, writing is the process of organizing letters and words to become sentences using stationery.

¹⁰Deasy Harlena , Mukhaiyar, and Hamzah." Collaborative Writing Strategy for Teaching Writing Descriptive Text". *Advances in Social Science, Education and Humanities Research* 4, no. 11 (2019): 277.

¹¹ Wulandari , Syafii S . "Students' Perception on the Use of Cooperative Learning in Writing Activity at MAN 1 Kuantan Singingi". *Journal of Integrated English Language Teaching*, 8, no.1 (2022): 45, <https://doi.org/10.24014/ijelt.v8i1.1>.

- 3) Linse emphasizes that writing is a process and product shown to collect and organize ideas into comprehensive writing results that readers read .
- b. Indicators of writing
According to McCrimmon, there are several writing indicators ¹² :
 - 1) Completeness (general statement and supporting details about the object),
 - 2) Unity (related to the main idea of the texts),
 - 3) Coherence (relation to each other).
- c. Ways To Improve Writing Skills

Therefore, writing expresses a word-shaped idea expressed in written form, and the reader can understand it easily. Some suggested ways or alternatives to improve students' writing skills. Henry mentioned some of the things involved in writing skills. Mastering this skill can help writers to have a good command over error-free writing. So that in the process, the author needs to¹³:

- 1) Use letters, spelling, and punctuation correctly.
- 2) Apply accurate wording to exact state stress, case, and gender.
- 3) Use key components such as subject, verb and object etc.
- 4) Precisely, the author's thoughts can be conveyed clearly.
- 5) Make the text interlaced to make the reader understand easily.
- 6) Place all parts of the conversation correctly.
- 7) Apply vocabulary and terminology appropriately.
- 8) Use the writing style as per the requirements of the audience.

¹²Deasy Harlena, Mukhaiyar, and Hamzah." Collaborative Writing Strategy for Teaching Writing Descriptive Text". *Advances in Social Science, Education and Humanities Research* 4, no. 11 (2019): 278.

¹³Muhammad Javed, Wu Xiao Juan , Saima Nazli , Study of Students' Assessment in Writing Skills of the English Language, *International Journal of Instruction* 6, no.2 (2013) : 131.

- 9) Describe the main ideas of the supporting information.
 - 10) Avoid jargon, slang, and taboos and remember language standards according to the mental level of the reader.
 - 11) Send students knowledge of the topic.
- d. Types of scoring in writing

In the writing, Tania et al. mention that Jacobs et al. listed five critical components. These are content, organization, vocabulary, language use, and mechanics.¹⁴

1) Content

Content is the process of planning, writing, and editing to make the text clear and understandable. In the key definition, Completeness has a concept that must be fully explained and developed as a commentary on the notion of control developed extensively by certain information in the text. Complete writing material is required to be clear and easily understood by the reader.

2) Organization

The author reflects on how all the ideas are connected in a coherent text. Coherent paragraphs are paragraphs that contain ideas that are written correctly and clearly so that the reader is never confused.

3) Vocabulary

In the process of writing text, writing is related to vocabulary. The author always thinks of the right way to arrange words so that they become sentences easily understood by readers. The right choice of words can help develop

¹⁴Tania Tita Shanorra, Rudy Sofyan, Desri Maria Sumbayak ." A Writing Skill Assesment Of The First here Semester English Departement of The Universitas Sumatera Utara." *Faculty of Cultural Sciences: Journal Vision* 17,no.2 (2019): 4-7, <http://jurnaltarbiyah.uinsu.ac.id/vision>, https://www.academia.edu/79350107/A_Writing_Skill_Assessment_of_the_First_Semester_English_Department_Students_of_the_Universitas_Sumatera_Utara.

writing that is more varied with a writing style that is not monotonous.

4) Use of language

The use of language in writing focuses on grammar, including verbs, nouns, and adjectives.

5) Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This becomes important to make it easier for the reader to understand the idea or delivery of information messages expressed in writing.

e. Rubric of the writing assessment

The following is a writing assessment rubric according to Jacobs, cited by Shanorra¹⁵ :

Table 2.5
The Rubric for Assessing Writing According to Jacobs

Element of Writing	Score			
	Very Good	Good	Poor	Fair
Content	27- 30	22-26	17-21	13-16
Organization	18-20	14-17	10-13	6-9
Vocabulary	18-20	14-17	10-13	6-9
Grammar	22-25	18-21	11-17	5-10
Mechanical	5	4	3	2

¹⁵Tania Tita Shanorra , Rudy Sofyan, Desri Maria Sumbayak." A Writing Skill Assesment Of The First here Semester English Departement of The Universitas Sumatera Utara". *Faculty of Cultural Sciences: Journal Vision* no.2 (2019): 4-7, <http://jurnaltarbiyah.uinsu.ac.id/vision>, https://www.academia.edu/79350107/A_Writing_Skill_Assessment_of_the_First_Semester_English_Department_Students_of_the_Universitas_Sumatera_Utara.

5. Learning Descriptive Text

a. Definition of the descriptive text

A descriptive text is a good basis for the author to express his feelings on this topic. Descriptive writing is a genre used in teaching the practice of writing. Descriptive essays describe the characteristics of a person or object, or place. And it is the most commonly found and useful in writing descriptive texts. The main purpose of a descriptive text is to inform about something. Thus, it provides general information about the facts, qualities, and characteristics of the subject under consideration to obtain a systematic, accurate, quasi-photographic description. These texts are pure and simple facts and do not tell the reader the feelings or opinions of the author.¹⁶

b. Structure of the description text

The descriptive text has the following structure:¹⁷

- 1) Identification;
Identify the phenomenon to be described.
- 2) Descriptive;
Description of the phenomenon.

c. Linguistic features of the description text

- 1) Often use 'Be' and 'have'.
- 2) Often use the present tense.¹⁸

d. The significant grammatical features of the descriptive text are:¹⁹

¹⁶Umar."Increasing EFL Student's Descriptive Writing Skill By Using Virtual Technology On English Learning." *International Journal of Social Science (IJSS)* 1, no.2 (2021):122 , DOI: <https://doi.org/10.53625/ijss.v1i2.145>.

¹⁷ Umar."Increasing EFL Student's Descriptive Writing Skill By Using Virtual Technology On English Learning". *International Journal of Social Science (IJSS)* 1, no.2 (2021):122 , DOI: <https://doi.org/10.53625/ijss.v1i2.145>

¹⁸Achmad Saifudin, Slamet Setiawan, Syafi'ul Anam." The Implementation Of Task Basd Learning In Teaching Writing Descriptive Text To The Junior High School". *Linguistic, English Education and Art (LEEA) Journal* 4, no.1(2020):115, DOI: <https://doi.org/10.31539/leea.v4i1.1351>.

¹⁹Achmad Saifuddin, Slamet Setiawan, Syafi'ul Anam."Linguistic, English Education and Art (LEEA) Journal. 4,1 (2020) :115, DOI:<https://doi.org/10.31539/leea.v4i1.1351>.

- 1) Focus on specific participants (my English teacher, Andini cat, my favourite place)
- 2) Use the present tense.
- 3) Using the simple past tense if the condition is in the past.
- 4) The verb to be and have a 'relational process'. (My mother is so cool, she has long black hair)
- 5) Use of descriptive adjectives (strong legs, white fangs)
- 6) Use a detailed noun phrase and information about the subject. (Very beautiful scenery, sweet young lady, very thick fur)
- 7) Use of the work process 'Prospect' Process (Eating Grass, this goes fast)
- 8) Use adverbial desires to provide additional information about behaviour (quickly, in the tree house)
- 9) The use of figurative language (John is as white as chalk.)

e. The example of descriptive text

My Cats

- 1) Identification

I love cats very much. I keep some cats in my house. They are Casper, Midas, Brownie, and Dottie.
- 2) Description

Casper is an Egyptian cat, He's short with long body and four strong legs. Brownie is a Persian cat. She has long and thick fur. What color is her fur? Brown, of course. That's why I call her Brownie. Dottie is a common cat. She has a slim body and four long legs. she has thin fur and dots all over her body. The last is Midas. He is also a Common cat. He has a large head, a

short neck, and thick short legs. He's very strong.I always take care of my cats every day²⁰.

f. Basic competencies and competency indicators

Problems in English are an obligation that must be studied in both public schools and private schools. This was specified in the 2013 curriculum, which prioritized text-based materials. One part of English language learning in the 2013 curriculum is that writing is achieved through basic competencies. The basic competencies of the description text material are²¹:

Tabel 2.6
Basic Competencies and Indicators

Basic Competencies	Indicators
3.5 Mengidentifikasi fungsi teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan be, adjective)	<ul style="list-style-type: none"> - Memahami Fungsi Sosial dari mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.. - Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)
4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana, melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang dan	<ul style="list-style-type: none"> - Memahami teks deskriptif tentang seorang tokoh idola. - Memahami penggunaan Simple Tense (verb 1 s/es), - Memahami penggunaan to be (is, am, are), dalam menggambarkan seseorang.

²⁰Nirmala Yudha."Pendamping Siswa Canggih Bahasa Inggris untuk SMP/MTs Kelas VII semester genap Kurikulum 13 revisi". (CV. Gema Nusa : Klaten Utara Jawa Tengah 2022):10

²¹ Yudha , 4.

Basic Competencies	Indicatore
benda, dengan memperhatikan fungsi sosial struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> - Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang, binatang atau benda. - Membuat kalimat dalam bentuk Present Tense (with/without s/es), kata tanya dan pernyataan negatif, preposisi: in, on, at untuk tempat dan waktu yang tepat sesuai fungsinya. - Menyebutkan, memahami dan menulis sifat seseorang, binatang atau benda (kind, nice, friendly, etc) tentang idola/favorit.

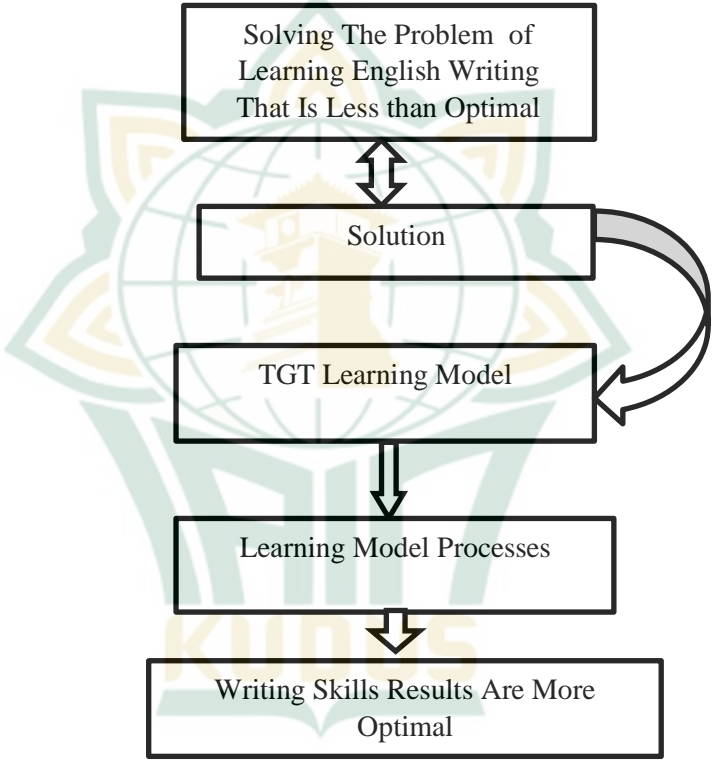
B. Theoretical Framework

Utilizing the right learning model to create or enhance student knowledge is important Especially especially for improving writing comprehension. Through the learning model approach, active interaction and exchange of information so that relative and lasting changes occur. This learning approach is an alternative teaching that can provide a new atmosphere and student involvement entirely in teaching and learning activities. Learning to write English requires understanding; it is hoped that students will be able to master the material provided by the teacher. So that all that can be achieved, The teacher must be able to change the pleasant learning atmosphere. Then, through learning this TGT model, all students can master teaching materials or materials. These efforts meet the needs and explore students' potential through discussion, question and answer, doing assignments or practising together.

Learning to write English is expected not only to provide material and memorization. But after students have mastered the material well, they can realize it daily. For this

reason, with the above reality, researchers then want to see the effectiveness of this learning model in improving students' understanding of learning to write descriptive texts. It is hoped that this model can increase students' writing comprehension skills.

Table 2.7 Theoretical Framework



C. Review of Previous Studies

Previous research is defined as research carried out by previous researchers. The study will be a guideline for authors to conduct their research. Below is a collection of previous research in the form of articles from a journal about research carried out by the author.

1. Research conducted by Miftahul Chaira, with the title "Penerapan Model Kooperatif Tipe Team Game Tournament (TGT) Untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa Kelas V Min Tungkob" (Fakultas Tarbiyah dan Keguruan, UIN Ar Raniry Darussalam Banda Aceh, 2017)" is action research (PTK) conducted in class V MIN Tungkob, Banda Aceh²². Research shows that students through the TGT (Team Game Tournament) learning model have higher learning outcomes than students with conventional learning models. The similarity between the author's research and the research carried out by previous researchers is in the use of learning models, namely, using TGT (Team Game Tournament) to find solutions in English learning.

In contrast, the difference is in the taking of the type of method. While the difference is in taking the research method. The research method used by the author is PTK (action research) while the research method used by the researcher is true-experimental. The difference is also in the dependent variable, in previous studies the dependent variable was learning outcomes, while in research conducted by researchers the dependent variable was writing comprehension.

2. Research by Lollo Rosa Lubis entitled "Pengaruh Model Pembelajaran TGT (Team Game Tournament) Dalam Pembelajaran Reading Comprehension pada Mahasiswa IPTS Semester 2 Tahun Akademik 2017/2018. The results of this study are from learning using TGT, and there are significant differences in the learning outcomes of reading

²² 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, UIN Ar-raniri Darussalam Banda Aceh) , (2017).

ability before and after using TGT in IPTS students in semester 2 of the 2017/2018 academic year. This research focuses on the elements of the paragraph. Elements of the paragraph include identifying topics, main ideas, and explanatory sentences. The relationship of the elements mentioned above can help the reader improve their reading ability. In addition to building these paragraph elements, the author also adds that building vocabulary is an important key to highlight in improving reading skills because vocabulary can provide meaning.²³

The similarity between the research conducted by Lollo Rosa Lubis and the research conducted by researchers lies in the independent variable, namely both using the TGT (Team Game Tournament) learning model. While the difference lies in the research approach. The author has used a quantitative approach with a quasi-experimental method (one group pretest-posttest design) in reading comprehension material. Meanwhile, the researcher used the true-experimental method with post-test only control for students' writing abilities to be studied.

3. Research by Safitri Nurchasanah entitled "The Use of Team Game Tournament (TGT) Method to Improve the Students' Reading Comprehension Kelas VIII SMPN 02 Jepara. This research uses a quantitative approach with the type of research "true experimental design exactly Pretest Posttest control group Design. The population in the study is class VIII SMPN 02 Jepara. Samples taken from classes VIII A and VIII B were taken as research samples. Based on the findings and discussion of the study, The researchers concluded that using team game tournaments effectively improved students' reading comprehension in the eighth grade of SMPN 02 Jepara."²⁴

²³ Lollo Rosa Lubis .“Pengaruh Model Pembelajaran TGT (Team Game Tournament) Dalam Pembelajaran Reading Comprehension pada Mahasiswa IPTS Semester 2 Tahun Akademik 2017/2018".*Jurnal Education and development Institut Pendidikan Tapanuli Selatan*, 5 ,1 (2018),

²⁴ Safitri Nurchasanah , "The Use of Team Game Tournament (TGT) Method to Improve the Students' Reading Comprehension SMPN 02 Jepara",

The similarity of the author's and researcher with previous research is in its free variable, namely the TGT (Team Game Tournament) model. Then there is the research design, the authors and researchers both use a True-experimental design. While the difference between the researcher and the writer is in the research design, the researcher chooses the true-experimental posttest only design. While the author uses true-experimental with Pretest-Posttest Control Group Design. Another difference is that the dependent variable that is applied by the writer is reading comprehension ability while the researcher applies writing comprehension ability.

D. Hypothesis

Based on theoretical studies, as well as relevant thinking frameworks and research, this research has hypotheses, namely:

Ho : There is 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.

Ha : There is no 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.