

## CHAPTER III RESEARCH METHODOLOGY

### A. Approach and Type of Research

This study used an experimental approach. This research method is used to find the influence of certain treatments on others under controlled conditions. The selection of this method is based on the realm of research problems and research objectives that want to obtain findings about the effectiveness of the TGT (Team Game Tournament) learning method as an effective method for English language learning. So that experimental trials were carried out between classes using traditional methods (control group) with classes that use learning methods using TGT (Team Game Tournament) (manipulation group).

### B. Research Population/ Sample

This research was conducted in class VII MTs Tahfidz Yanbuul Qur'an Menawan Kudus. Data were obtained in this study. The population was 199 students from class VII MTs Yanbu'ul Quran Menawan Gebog Kudus school year 2022 / 2023. This research was carried out on teaching even semester of the 2022/2023 academic year.

### C. Research Participants / Subjects

This research was conducted in class VII MTs Yanbuul Qur'an Menawan Gebog Kudus in the English subject for the 2022-2023 Academic Year. The number of students who get the course is 80 students. These students then become objects of research which will later be collected into two groups. There were 40 students in the control group and 40 in the treatment group in obtaining English subjects. The control group used the traditional learning model in the two groups, and the treatment group used the TGT (Team Game Tournament) learning model.

### D. Data Collection Technique

The data used in this study are primary, namely the evaluation results of students who receive English subjects in

the control and experimental (manipulation) groups. Data this Study was collected by observation and Test .

#### 1. Test Method

The test is a tool or procedure used to find out or measure something in an atmosphere, in a way and rules that have been determined<sup>1</sup>. The test method is used to obtain research data, which is then analyzed to obtain answers or problems and to test the proposed hypotheses. Giving the test is intended to measure how far the skills of writing descriptive text are obtained by students after using the TGT (Team Game Tournament) learning model compared to using traditional learning models. So, In this research, the Test is in the form of providing evaluation instruments for control objects and manipulation objects (experiments).

#### 2. Observation Method

The observation method is the activity of loading attention on an object by using all the senses.<sup>2</sup> In this research, the observation through the provision of learning using Traditional and TGT (Team Game Tournament) learning models. This process is an experimental medium for objects that have been manipulated and objects that are controlled.

### E. Instrument Research

As the data collection method used in this study, the data collection instruments used were:

#### 1. Test guide

The test guide is a tool in the form of written test questions used to obtain value as a research measurement tool. As for instructions for preparing the test, are:

In the writing, Shanorra et al. mention that Jacobs et al. listed five critical components. These are content, organization, vocabulary, language use, and mechanics.<sup>3</sup>

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<sup>1</sup> Arikunto, S. "Prosedur Penelitian: Suatu Pendekatan Praktik." (Jakarta: Rineka Cipta, 2018).

<sup>2</sup> Arikunto, S." *Prosedur Penelitian: Suatu Pendekatan Praktik.*" (Jakarta: Rineka Cipta, 2018).

<sup>3</sup> Tania Tita Shanorra, Rudy Sofyan, Desri Maria Sumbayak ." A Writing Skill Assesment Of The First here Semester English Departement of The

a. 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.

b. 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.

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

d. Use of language

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

e. 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.

In the essay test in the form of an assignment to write a descriptive text, several aspects must be achieved, namely:

**Table 3.1 Assessment Aspects of Writing a Description Text**

<b>Rated Aspect</b>	<b>Indicators</b>
Content	Title suitability
	Accuracy in ideas
	Development number of supporting facts
	Suitability with the theme of the essay
	Ability test subjects
	Knowledge of the subject of writing
	Ability to develop topics
	Introduction to the theme of the essay
Organization	The suitability of the content organization with the main idea
	Clarity of overall sentence structure
	Logical sequence
	Cohesion
Grammar	Grammatical effectiveness
	Number of errors in grammar
	Grammatical clarity
	Communicative grammar
	The grammar is easy to understand
Vocabulary	Effective use of words
	The effectiveness of word choice
	Accuracy in word choice
	Mastery of word formation
Mechanical	Mastery of writing rules
	Mastery of punctuation
	Spelling mastery

This study uses an assessment based on the scoring rubric from Jacob et. al adopted by Shanorra et al are as follows:

**Table 3.2  
The Rubric for Assessing Writing According to Jacobs**

<b>Element of Writing</b>	<b>Score</b>			
	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Fair</b>
Content	27- 30	22-26	17-21	13-16

Element of Writing	Score			
	Very Good	Good	Poor	Fair
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

2. Observation guide

Observation guidelines were carried out to collect data at schools and find out the process skills as described in the method observation.

**F. Data Analysis Design**

The research design used in this research is true-experimental, that is, the researcher can control all variables. There are two types of true-experimental, namely the posttest-only design and the pretest-posttest group design. This study uses a true experiment with a posttest-only design.

In this design, there are two groups, each of which is randomly selected. The first group was given treatment (treatment) and the second group was not given treatment. The group that was given the treatment was called the experimental group, while the group that was not given the treatment died but was the control group. The second group was not given treatment. The group that was given the treatment was called the experimental group, while the group that was not given treatment was called the control group. Different tests analyzed the effect of treatment (treatment) with groups that were not given treatment. Furthermore, it is proven by a different t-test. If there is a significant difference between the experimental and control groups, the treatment with the TGT (Team Game Tournament) learning model is effective.

To provide a more detailed description of the design (steps) of conducting research, it is described in the following table:

Figure 3.1 Research Design

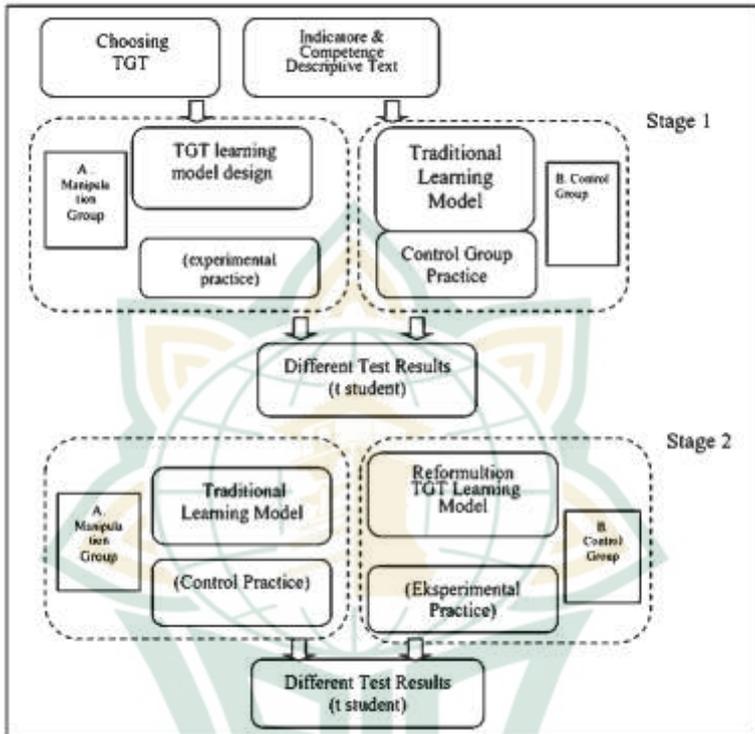


Image: Design of Research Steps.

**G. Evaluation Instrument Development .**

To evaluate the results of learning English using traditional and TGT learning models, evaluation instruments were developed as in the following grid:

**Table 3.3 .  
Evaluation Instrument Development .**

Variable	Dimen-tion	Indicator	Ele-ment	Score			
				Very Good	Good	Poor	Fair
1.TGT 2.TM	Writing Skills	Students are able to write descriptive text with contents,	C	27- 30	22-26	17-21	13-16
			O	18-20	14-17	10-13	6-9
			V	18-20	14-17	10-13	6-9

Variable	Dimen- tion	Indicator	Ele- ment	Score			
				Very Good	Good	Poor	Fair
		Organization, Vocabulary grammar, Mechanic.	G	22-25	18-21	11-17	5-10
			M	5	4	3	2
			<b>Total</b>	<b>100</b>			

