

**THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT ON
STUDENTS' WRITING SKILLS AT EIGHTH GRADE OF
MTs MODERN AL-AZHARY AJIBARANG,
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya Teacher Training of State
Islamic University Prof. K.H Saifuddin Zuhri Purwokerto
as a Partial Fullfilment Requirement for *Sarjana Pendidikan* (S.Pd) Degree**

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STATEMENT OF ORIGINALITY

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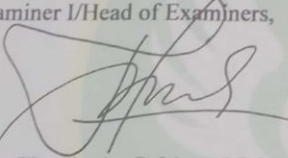
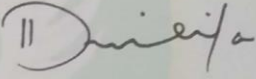
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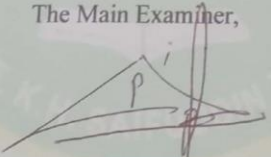
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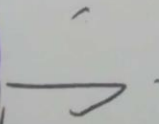


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Assalaamualaikum Warahmatullaahi Wabarakaatuh

After conducting guidance, review, direction, and correction, then through this letter I convey that:

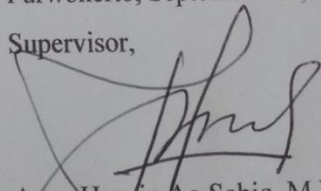
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MOTTO

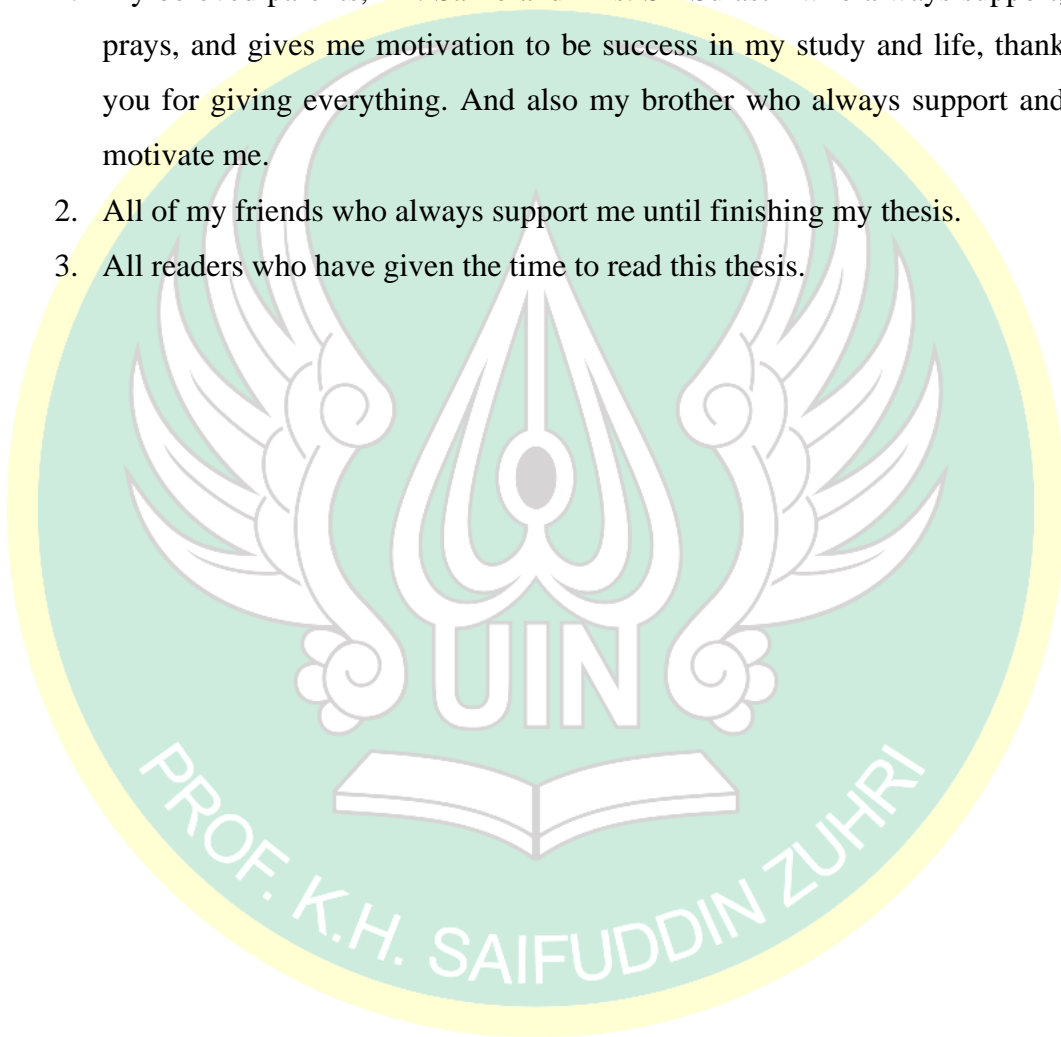
“ Take the moment and taste it,
You’ve got no reason to be afraid”
(Taylor Swift)



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sarno and Mrs. Sri Sulastri who always support, prays, and gives me motivation to be success in my study and life, thank you for giving everything. And also my brother who always support and motivate me.
2. All of my friends who always support me until finishing my thesis.
3. All readers who have given the time to read this thesis.



THE EFFECTIVENESS OF TEAM GAMES TOURNAMENT ON STUDENTS' WRITING SKILLS AT EIGHTH GRADE OF MTs AJIBARANG, BANYUMAS REGENCY

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Abstract: Writing is one of the important skill in English subjects beside the other skill. Improving writing skill in the classroom present a challenge than other language skills. Students of class VIII MTs Modern Al-Azhary Ajibarang have limited vocabulary knowledge and could not use appropriate vocabulary in writing. Some method were needed by teacher to overcome that problem. One of the appropriate method that can be used is Team Games Tournament type of Cooperative Learning method. This study used quantitative method. The purpose of this study is to find out the significance difference of students writing skill between those who were taught by using conventional method and those who were taught by using Team Games Tournament method. The research population was the eighth grade students of MTs Modern Al-Azhary Ajibarang, which consisted of 65 students divided into three classes. The research sample was using a random sampling by the English teacher, and VIII A was selected as the experimental class and VIII B as the control class. The data were collected through writing tests. IBM SPSS Statistic 26 program was used to analyze the data. The result of the pre-test by Independent T-Test on both groups shows that Sig (2-tailed) = 0,912 > 0,05, which means there was no difference between the experimental and control class conditions. The results of the post-test by Independent T-Test on both groups shows that Sig (2-tailed) = 0,000 < 0,05, which means there are significant differences in the score between the two classes. In conclusion, the use of Team Games Tournament method has a significant effect on the students writing skills at eight grade students of MTs Modern Al-Azhary Ajibarang, especially simple past tense sentences.

Keywords : *teaching writing; Team Games Tournament; writing ability*

PREFACE

In the name of Allah, the merciful and benevolent. Thanks to Allah, the Creator of the Universe, who has enabled the researcher to complete this thesis. Sholawat and Salam are given to us by our prophet Muhammad SAW, who has guided us from darkness to brightness.

This thesis was submitted in partial completion of the requirements for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis is not completed without many parties offering assistance, inspiration, encouragement, and suggestions that are helpful for completing this thesis during the writing process. Therefore, the writer would like to express the sincere gratitude and appreciation to:

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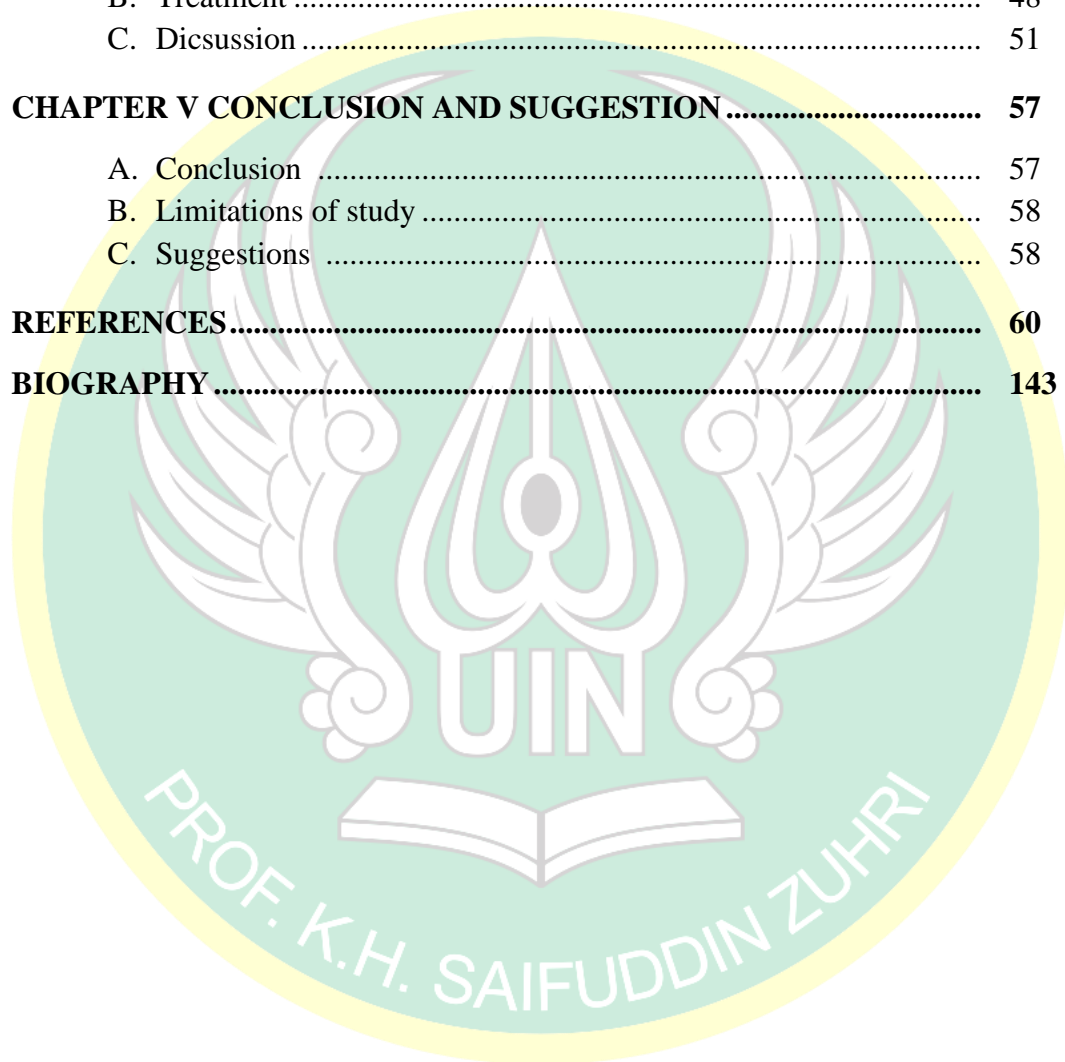
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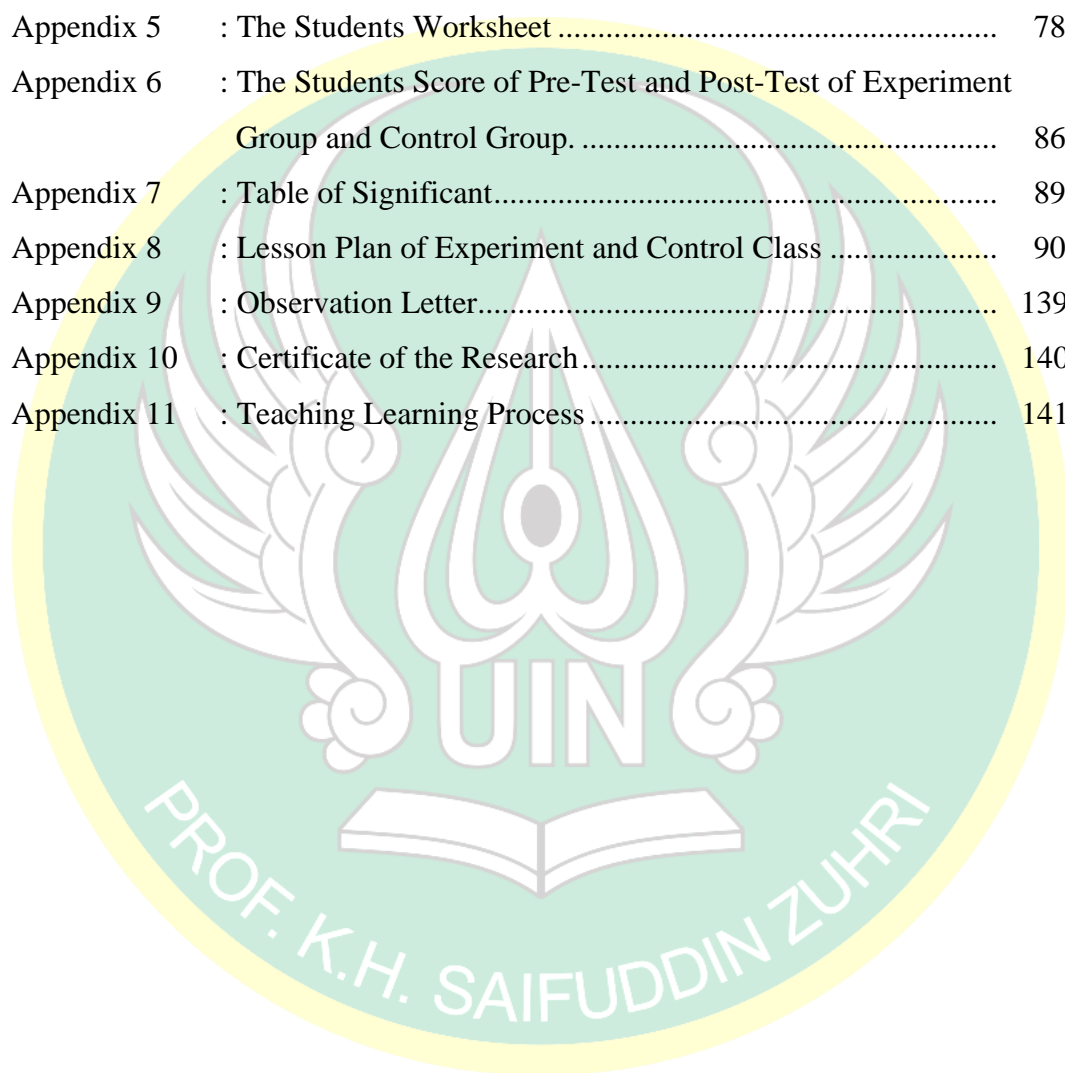


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CHAPTER I

INTRODUCTION

A. Background of the Study

The mastery of writing skills in English is a priority for many students including in Indonesian context. Writing in English is considered to be a skill included in the core academic skills and the most complex skills to master compared to reading, listening, and speaking (Niño & Páez, 2018). Writing is how person communicates his or her thoughts and feelings through visible signs, understandable not only for himself but also for all other people. For the students, writing skills is a significant skill to be possessed by the second language learner (Indrilla & Ciptaningrum, 2018). Many students are worried about writing especially in English. Unlike speaking, writing requires a lot of prepositions and aspects, which have to be considered, causing students to feel frustrated and nervous. One of the most problems students face in writing is what should be written and how to write (Rusmawan, 2020). There are internal and external factors that contribute to the challenges to developing writing skill that the teachers confront. Internal factors include linguistic competence, mother tongue interference, motivation, and reading habits of the learners. Meanwhile, the external factors may come from the teacher's capability, facilities, books, and students environment. (Millah & Nurmala, 2020).

English language skills have equal importance and are interconnected in the environment of language learning. Although all the four language skills have their own significance, but writing skill is the most vital skill among them because it plays a significant role in all aspects of life (Herpratiwi et al., 2019). In elementary school, particularly the students of grade eight are not capable of writing at precise English paragraph (Hendra & Rahayu, 2020). The majority of students are not competent of writing a precise writing problems that hamper students effective writing skills at elementary level. Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels (Durga & Rao, 2018).

In Indonesia, English function as a foreign language, meaning that it is not widely encountered. Students typically only encounter English in specific locations where it is offered (Windharyati & Dwi, 2018). Language skills, especially writing, cannot simply be learned in the classroom. Writing is not an easy process for the majority of the students, it is essential to enhance writing and to look for non-traditional strategies in order to foster children's interest on producing texts (Niño & Páez, 2018). Students writing ability will not improve unless they try to practice regularly at home and in the classroom. However, if we practice in class, it will take a lot of time. A few process or stages exist in creating an essay or paragraph: prescribing, drafting, editing, revising, and evaluating. So students need other method to make learning process more fun. One of the method that can be implemented in writing lessons is the use of Team Games Tournament type of Cooperative Learning method.

Team Games Tournament is one type of cooperative learning easy to use, fun, involving the activities of all students without any differences status, involves the role of students as peer tutor and contains elements of games and strengthening. Team Games Tournament is the type of cooperative learning that was introduced by Robert Slavin. Slavin suggest that Team Games Tournament involves the students as a tutor or peer and contain game elements and reinforcement. Team Games Tournament model enable students to learn more relaxed while cultivating responsibilities, honesty, collaboration, healthy competition and learning movement (Slavin, 1980).

As in the case with the preliminary observation that have been made at MTs Modern Al-Azhary Ajibarang there are several obstacles experienced by students in writing activities. The students had low vocabulary mastery and could not use appropriate vocabulary, the students faced difficulty in constructing grammatically correct sentences. Some of student were passive during the learning process in groups, and some students were shy in expressing their opinion. The student did not participation in group discussion.

And most of students did not know how to spelling some of vocabularies in teaching writing.

To solve these problems the teacher must to have a new technique that are effective in teaching and leaning activities. The learning model used by the teacher must be able to actively involve students. One of the learning models is Team Games Tournament type of Cooperative Learning method. In Team Games Tournament, however, students play academic games in weekly tournaments in which they compete with members of other teams who are comparable in past performance. Team Games Tournament has four basic components: teaher presentation, team study, tournaments, and team recognition.

According to the researched by (Syah & Fibriani, 2023) the title is “The Effectiveness of Team Games Tournament on Students’ Vocabulary in Class X SMK Negeri 1 Jenangan Ponorogo” using the Team Games Tournament helps students in increasing the vocabulary. This strategy is effective and makes students happy to follow English learning in class, have fun, and make the students are motivated in learning vocabulary. Other studies is from (Azzam, 2024) with the title “The Effectiveness of TGT (Team Games Tournament) Model in Teaching Speaking Skill at Zu Junior High School” the finding showed that students’ speaking ability increased after being taught using Team Games Tournament. This means that the use of Team Games Tournament learning model is effective in learning speaking.

Based on the review above, several studies have effective in implementing Team Games Tournament in several skills such as: speaking skill and vocabulary. So the research that will be conducted this time will refer to students’ writing skill, it needs experiment research. Therefore, this research entitled: “The Effectiveness of Team Games Tournament on Students’ Writing Skills At Eighth Grade of MTs Modern Al-Azhary Ajibarang”.

B. Operational Definition

1. Team Games Tournament

Team Games Tournament uses an academic match. In the tournament, students competed to represent their team with other team members who were of the same level of academic achievement. Evaluation of achievements is based on students past academic performance. This tournament incorporates elements of cooperative learning, with students working collaboratively in groups to support each other and share ideas (Brinda & Ardiyanto, 2022). In this study, Team Games Tournament is characterized as a unique cooperative learning method where students collaborate within heterogeneous groups, consisting of four or more students. This learning model fosters the construction of knowledge, problem-solving skills, and discussion about learning issues through games, with teams earning scores based on their collective performance (Hendra & Rahayu, 2020).

2. Writing

Writing is one of the four skills (listening, speaking, reading, and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms- capitalization, spelling and punctuation, word form and function (Durga & Rao, 2018). In this research, writing means for conveying thoughts, ideas, and facts in easy and lucid language. Good writing are needed for all the students in order to accomplish their educational and employable requirements. Writing is the practice of reaching out to one's mind and exploring it creatively. When writing, a writer usually follows a process of drafting, shaping, rereading, revising, and editing the text. Because of these activities, writing is called as a creative activity (Isgiarno et al., 2020).

C. Research Questions

Based on the background above, the researcher would like to formulate the research question as follow: "Is the use of Team Games Tournament significantly effective on students writing skill at eighth grade of MTs Modern Al-Azhary Ajibarang?".

D. The Objective and Significant of The Research.

1. The Objective of The Research

The researcher aims to find out whether there is a significant effect or not, of Team Games Tournament on students writing skill using Team Games Tournament method at Eighth grade of MTs Modern Al-Azhary Ajibarang.

2. Significance of The Research

a. Theoretical Significances

The results of this study is expected to contribute to and enrich the information related to teaching writing, particularly some alternative method to help students learn writing.

b. Practical Significances

1) For the students

For the students as a development of writing skill it is expected to give a solution to writing materials, so the students have more spirit in studying English. The students can be more master in writing skill and students can enjoy the learning process using Team Games Tournament method.

2) For the teachers

This research is expected to help the teacher in apply Team Games Tournament in process of teaching and learning. Add information about another method that can be used in teaching writing skill.

3) For the other researcher

The result of this research can be used as the reference for those who want to conduct a research of English teaching and learning process.

E. Organization of the Paper

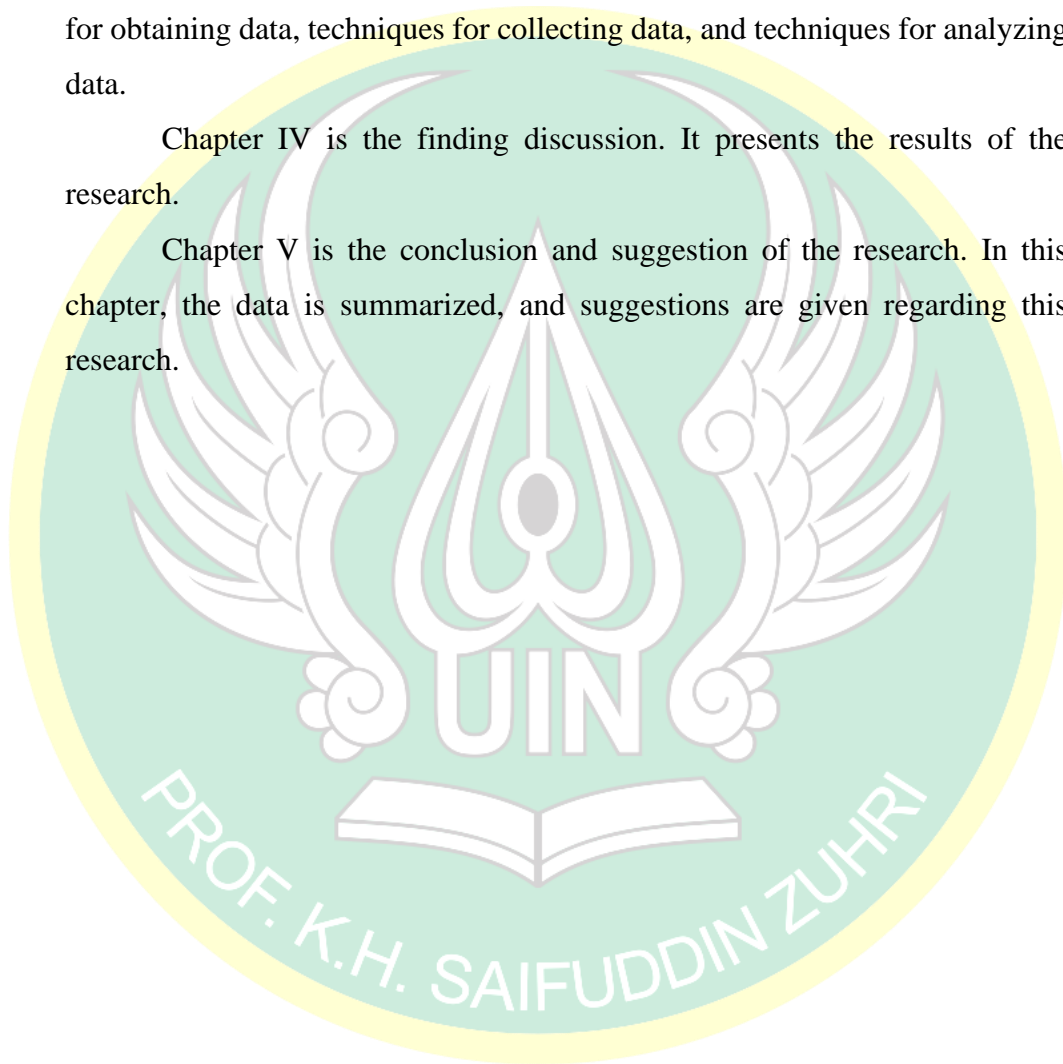
Chapter I is an introduction that consist of the background of the study, operational definition, research questions. objective, and significance of the research.

Chapter II is a literature review with the theories “The Effectiveness of Team Games Tournament on Students Writing Skill at Eighth Grade of MTs Modern Al-Azhary Ajibarang, Banyumas Regency”, which includes a review of related theories about Team Games Tournament.

Chapter III is about research methods. This chapter deals with the research design, the subject of the study, the object of the study, instruments for obtaining data, techniques for collecting data, and techniques for analyzing data.

Chapter IV is the finding discussion. It presents the results of the research.

Chapter V is the conclusion and suggestion of the research. In this chapter, the data is summarized, and suggestions are given regarding this research.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Writing

a. The Definition of Writing Skill

According to Brown (2015) in the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Every educated child in developed countries learns to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose (Brown, 2015).

Writing is one of the important skill in English subject beside the other skills. Writing is an engaging activity that can benefit students in a few ways, despite the fact that it can be challenging at times. Nevertheless, writing is a valuable, necessary, important, and entertaining component of teaching foreign languages. Writing comprises a number of factors that must be taken into account, including as word choice, acceptable grammar and syntax, mechanics, and organizing thoughts into a cohesive and coherent shape (Isgiarno et al., 2020). writing tests one's memory, language skills, and critical thinking abilities, making it a significant cognitive task. It requires quickly retrieving topic-specific domain information from long-term memory (Hadi et al., 2021).

Writing skill holds significance in the English subject, alongside other essential skills. Despite the inherent challenges, writing is an engaging activity that offers students numerous advantages. It remains a valuable, necessary, integral, and enjoyable component of foreign language lesson. Writing encompasses various aspects that require careful consideration, such as word choice, appropriate grammar usage,

syntax, mechanics, and the organization of ideas into a coherent and cohesive form (Indrilla & Ciptaningrum, 2018). Serving as a significant cognitive challenge, thinking abilities. It necessitates the swift retrieval of domain-specific knowledge related to the topic from long-term memory (Rahmawati, 2019).

For many English as a foreign language (EFL) students, writing is challenging. It can be more difficult to improve writing skills in the classroom than other language skills. Writing is the most difficult ability to learn in language course, according to prior observations (Lelawati et al., 2018). It has also been seen in schools that kids' limited language ability makes it difficult for them to complete the writing requirements. It is typical for students to lack proper grasp of English spelling, grammar, vocabulary, and punctuation.

Writing should be understood as a process of thinking that uses written language rather than as an artist's portrayal of their thoughts. It should also be seen as an observable performance of the author's innermost thoughts (how the knowledge for inquiry). Writing is the outcome of using techniques to control the composition process, which entails progressively building a text. Setting objectives, coming up with ideas, gathering data, choosing suitable language creating a draft, reading and analyzing, then editing and refining are some of the tasks involved (Choudhury, 2013).

Writing is an important part of the teaching and learning process since it allows the teacher's learning abilities to be assessed because each student has a unique concept of learning. The teacher plays an important role in guiding students through the writing process; the teacher assists students in developing their learning strategies, and the teacher must be able to describe the characteristics of different types of written text so that students understand the differences between them. And most crucially, the teacher must alert assessors to correct pupils writing. This could be a message outlining where they did well and

where they went wrong. It provided feedback on students' writing. In conclusion, writing is one of the most significant skills in English, along with other skill. Writing is an intriguing activity; it can give students certain advantages. Although there are obstacles in writing, it is still a valuable, vital, and entertaining aspects of the foreign language course (Indrilla & Ciptaningrum, 2018).

b. Aspects of Writing Skill

1) Grammar

According to Johnson. Grammar is just the name given to a set of conventions underlying our use of language. Most people who wish to improve their writing skills do not want to be burdened with having a memorise grammatical rules. The formal study of grammar may be an interesting part of linguistics, but it is not the best way to improve the fluency and precision of writing. This might be seem somewhat heretical view, but it is based on the observation that most people are not seeking the technical names and the cause of these grammatical problems (Roy, 2016).

Grammar is a system of rules find exceptions to those rules that reveals and structures meaning in language, and is made up of two things syntax and morphology. Syntax focuses on word patterns and sequences within sentences, while morphology, as implied by its name, is concerned with the form and nature of words (Esmaieelzade, 2014). It serves as the means through which meanings are encoded in English expressions. Grammar, an essential language component alongside vocabulary, encompasses various elements, including tenses, chronological connectiveness, adjectives, articles, prepositions, adverbs, verbs, and conjunctions (Wardani et al., 2015).

The essence of grammar lies in its concern for linguistic structure, and while one approach to instructing this structure involves proving students with rules, it is crucial to recognize that

grammar encompasses more than form. Teaching grammar falls short if it relies solely on rule-based instruction (Diane). Grammar serves as a depiction of patterns within a language, and understanding these patterns equips learners with the ability to craft a vast array of unique sentences. Viewed as a 'sentence-making machine,' grammar instruction, therefore, empowers learners with the potential for boundless linguistic creativity (Abelson, 1967).

In teaching writing, grammar should be addressed both consciously and unconsciously. Unconscious grammar instruction can be more effective for language learners, as it allows them to concentrate on various writing techniques not just grammatical rules (Abdalrahman, 2021). Understanding grammar principles is fundamental for language mastery. People cannot use words unless they understand how they should be put together. Furthermore, the grammatical aspect of a language determines how sentences in that language are constructed about grammar, making it difficult for them to express themselves. On the other hand, they encounter English written form, particularly when dealing with sentence structure, because they do not grasp or even recognize the form utilized in English. As the result, they must be pay close attention to the rules when creating correct sentences

The mastery of language is dependent on a solid understanding of grammatical rules, as using words effectively requires knowledge of their proper arrangement. Additionally, the grammatical aspect of a language delineates the construction of sentences within that language. English learners often grapple with grammar-related confusion, making it challenging for them to express their thoughts. This confusion is particularly evident when encountering written English, especially in dealing with sentence structure, as learners written English, especially in dealing with sentence structure, as learners may lack comprehension or familiarity with the forms

employed in English. Consequently, there is a need for increased attention to the rules governing the construction of accurate sentences (Panjaitan et al., 2021).

In summary, grammar is a set of rules or principles of the working of a language, its system or structure. Tenses, chronological connectiveness, adjectives, articles, preposition, adverb, verb, and conjunction are several component of language that can be found in grammar.

2) Spelling

According to Roy (2016). Spelling in English language is notoriously tricky. It is generally acknowledged to be difficult and inconsistent and yet many people feel that they will be looked down on if they make spelling mistakes. In any sort of formal writing, they are probably right. Errors in spelling are rather like a wrong note played in a piece of music: all the rest of the performance may be excellent, but that one off-key note will grate badly on the audience (Roy, 2016).

According to Brown (2015) spelling tests, in a traditional, old fashioned spelling text, the teacher give a simple list of words, one words at a time, followed by the word. Scoring emphasize correct spelling. You can help to control for listening errors by choosing words the students have encountered before words that they have spoken or heard in their class (Brown, 2015).

Spelling involves the composition of words using letters and diacritics. Acquiring spelling skills in early education lays the groundwork for language learning. Spelling plays a crucial role in establishing connections between letters and sounds, as well as between words and sentences. Consequently, it contributes to the development of reading and writing skills, enhancing overall language proficiency. The accurate spelling of words marks the initial step in expanding vocabulary, and it holds significance for written expression. Incorrect spelling in sentences, paragraphs, letters, or essays signals a lack of

competence in English. English spelling does not always adhere to pronunciation, and exceptions to the rules exist. Recognized as a vital element in reading and writing, spelling is deemed valuable, particularly for young learners, as highlighted (Herpratiwi et al., 2019).

Spelling is a complicated written language ability that needs a variety of language abilities, including phonological, morphological, visual memory skills, semantic linkages, and a thorough understanding of spelling rules. Good spelling is also a social expectation and aids in the clear transmission of written message. One of the primary goals of teaching spelling is to help students build the necessary information as well as flexible and efficient procedures to use while learning to spell words (Da Costa & Reyes Arias, 2021).

3) Vocabulary

According to Brown (2015), the major technique used to assess vocabulary are (a) defining and (b) using a word in a sentence. The latter is the most authentic, but even that task is constrained by a contrived situation in which the test-taker, usually in a matter of seconds, has to come up with an appropriate sentence, which may or may not indicate that the test-taker “knows” the word (Brown, 2015).

According to Norman, one way to assess students’ knowledge of vocabulary is to ask them to define the word or use it in sentence. It is wise to teach vocabulary words in cluster that are related to a particular unit of study. In this way, the task of defining words becomes somewhat more authentic. Ms. Ramos mentioned that giving the students a picture and asking them to define the words or write sentences about them that show the relationships among the words can be a helpful scaffold, especially for ELLs. For example, if students have been studying a science unit on a pond ecosystem, they could look at a picture of a pond labeled with several key vocabulary words. The students would then explain the meaning of the words (Norman, n.d.).

In conclusion, assessing vocabulary through definitions and sentence usage can often feel contrived; however, teaching words in context—such as through related clusters and visual aids—enhances authenticity and comprehension. This approach is especially beneficial for English Language Learners, as it fosters deeper understanding and meaningful connections among words. Vocabulary is the collection of words known to an individual, with definitions varying from a list of words for a specific language to words used by individual speakers of that language in various contexts. Vocabulary encompasses the stock of words available to speakers or writers and may include words and phrases used in dialects, registers, and terminology. Vocabulary mastery involves understanding the meaning, form, and usage of words, serving as fundamental knowledge to be acquired before mastering English. This comprehension is essential for effective communication and is considered a crucial component of language learning. The paragraph also highlights the importance of memorizing vocabulary in the process of learning English.

4) Cohesion and Coherence

Cohesion is stated when there is an interrelated interaction between sentence structures within paragraph. In contrast, coherence is present when there is a logical relationship of meaning between sentences in the paragraph. Cohesion refers to the linguistic devices by which bits of the text are connected to each other. It is the resources in linguistic system that contributes to text construction (Halliday and Hasan, 1976).

Coherence is essential in writing within this framework since it involves expressing consistent and understandable ideas in a text. According to Hyland (2006), Coherence is how a text makes sense to readers because of the importance and usability of its meaning, idea, and theory configuration. Therefore, to promote comprehension of the reader. Coherence is essential in writing within the framework since it

involves expressing consistent and understandable ideas in a text (Pongkendek et al., 2019).

Coherence and Cohesive are both crucial textual elements to master writing. Although cohesion and coherence both refer to the meaning of relationship connectivity that may or may not be linguistically encoded are descriptive categories that vary in nature (RahmtAllah, 2020) .

c. Types of Writing.

Different kinds of writing have different conventions for their organization and expression (Cunningsworth, 1995). There are three types of writing those are freewriting, controlled writing, and guided writing as explained by expert below:

1. Guided Writing

Guided writing is a part of a lesson plan that is meant to convey a certain concept to the class as a whole, to a smaller group, or to an individual student, and to provide them the opportunities to put that concept into practice writing. According to Reid (1993; 25) guided writing is free writing that is bounded to structuring sentences, direct answer to questions, and the result usually in the form of paragraphs. Ocskus (2007: 3) states “guided writing is a bridge between shared writing and independent writing, scaffold that support students with helpful tools as they move into writing on their own.” It means that in guided writing, it uses the scaffold to help students write independently. Scaffold means a way in teaching writing by using some instructions such as teaching reading: modeling, shared reading, guided students in cooperative or teacher roled groups, and encouraging them to work independently. In summary, guided writing is an instructional writing contexts that teaches the writing process through modelling, support, and practice (Yuliawati, 2019).

This is in line with Handayani who states guided writing strategy provides a particular guidance that allows the students to focus on conventions such as spelling, punctuation, standard usage and hand writing. Besides, content, grammar and mechanic are also addressed in order to lead them aware that those are important to be noticed in writing. These made the students were not only able to produce good writing but also understand the process of writing since the students do the same activities continuously during the semester. They became very sensitive toward error or mistake that they made. As the result, this significantly affected the students writing competency (Handayani, 2013).

2. Controlled writing

According to Brown (2015), the net level of writing is what second language teacher training manuals have for decades, called controlled writing. It may also be thoughts of as form focused writing, grammar, or simply guided writing. A good deal of writing at this level is diplay writing as opposed to real writing: students produce language to display their compentence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for authentic purpose. The traditional grammar/vocabulary test has plenty of display to combine or use words correctly. No new information is passed on from one person to the other (Brown, 2015)

A controlled writing lesson involves the teacher demonstrating how to construct sentences or paragraphs following correct English rules. Students are then given the chance to apply these strategies in their own writing (Ma'rufah et al., 2021). In summary, controlled writing is technique written under the directions, the student's attention focused on specific features of the written language.

3. Freewriting

Freewriting is a way to get ideas. Free writing is a prewriting technique in which you write freely about the topic in which a person writes continuously for a set period of time without referring to spelling, grammar, or topic. Free writing techniques means you write whatever come to your mind and your feelings. The goal of free writing is not the product of the writing but the process of writing. The main thing about freewriting is that it is non editing. It is an exercise in bringing together the process of producing words and putting them down on the page.

Writing without stopping and editing, has been viewed and used as a powerful technique for developing student writing since it was initially advocated by writing theorist (Shanorra1 et al., 2021). Freewriting refers to the act of writing quickly for the a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been write (Wardani et al., 2015). In summary, free writing is an idea or anything that comes to mind without worrying about grammar, spelling, and mechanics.

2. Team Games Tournament

a. The Definition of Team Games Tournament

The Team Games Tournament revolves around two main components: teams of 4-5 students and instructional tournaments. These teams serve as the collaborative aspect of the tournament. Students are placed into teams using a method designed to ensure diversity in ability, gender, and race. The main goal of each team is to help its members excel in the tournament. After an introductory presentation from the teacher, teams receive worksheets that cover academic content similar to what will be featured in the tournament. Team members work together and quiz one another to make sure everyone is well-prepared (Slavin, 1980).

Team Games Tournament, introduced by John Hopkins, marked the inception of collaborative learning approaches. This approach involves grouping the class into teams of four members, spanning various levels of achievement, to enhance positive interactions among students. Unlike traditional quizzes, this method substitutes them with tournaments, where team members engage in competitive activities to earn points for their respective teams (Sonya, 2022).

Team Games Tournament follows a similar class presentation and teamwork structure as STAD (Students Team Achievement Division) but introduces weekly tournaments in place of regular sessions. In Team Games Tournament, students take on roles such as tutor or peer counselor, incorporating game elements and reinforcement. The learning activities and games elements and reinforcement. The learning activities and games embedded in the cooperative learning approach of the Team Games Tournament model foster a relaxed learning environment, instilling values like responsibility, honesty, collaboration, healthy competition, and active learning participation.

Team Games Tournament could be used for many kinds of subject, such as in natural science and languages. It also could be used for elementary, junior high school, until the university level. It could be inferred that Team Games Tournament is almost possible used for any kinds of subject and any kinds of education level, from low level of education until high level education. Furthermore, Team Games Tournament was equipped with five principles or components, there are class presentation, teams, games, tournaments, and team recognition (Miranda, 2019).

Team Games Tournament is applicable to a wide range of subjects. Including natural science and languages, and is suitable for students at various educational levels, spanning from elementary to junior high school, until the university level. It can be concluded that

the Team Games Tournament is versatile and can be effectively employed across different subjects and educational stages, from lower to higher levels of education. Furthermore, Team Games Tournament structured around five essential principles or components: class presentation, teams, games, tournaments, and team recognition (Yuliawati, 2019).

The technique of applying Team Games Tournament is similar to STAD that students are placed with low ability, medium, and high. Thus, each group has comparable member composition. According to Steve (2009) in implementing Team Games Tournament teacher have the opportunity to use competition in a relaxed atmosphere constructive or positive (Widyaiswara, 2021). In summary, Team Games Tournament is a learning technique with combines study groups with team competition, and can be used to promote learning of various tasks, concepts, and skills.

b. The Characteristics of Approaches of Team Games Tournament.

Approaches use in Team Games Tournament is group approach which forms small groups in learning. The formation of small group will make students more active in learning (Hatta, 2016). The characteristics of approaches as grouping can be observed from variation aspects.

The strategy employed in Team Games Tournaments adopts a group-oriented approach, establishing small groups for the purpose of learning. The creation of these small groups boots students participation and involvement in the learning process. The characteristics of this method, particularly regarding the formation of groups, can be identified by examining various aspects of variation:

1) Learning purpose in small group

Learning purpose in small group are: giving the students opportunities to develop ability to problem solving rationally, developing social attitude and spirit of teamwork, building team

activity in study until each group have responsibility, and developing ability of leadership in the group.

2) Students in learning small group

In order that small group can play constructive and productive role in learning, it is expected that; member of the group should be aware to become member of the group, students as member of the group have sense of responsibility, each member of group build a good relation and encourage enthusiasm of the team, the group create cohesive team work.

3) Teacher's roles in group learning

Teacher's roles in group learning are: formation of group, planning of group task, implementation, evaluation of result group study.

Based on the explanation above, there are three characteristic of approaches of Team Games Tournament: Learning purpose in small group, students in learning small group, and teacher in group learning. Learning purpose in small group giving the students opportunities to develop their ability, students in learning small group, students as member of the group have sense of responsibility, and teacher in group learning as a role in the learning process.

c. The Principle of Team Games Tournament

The foundational principles of the Team Games Tournament were initially formulated by David DeVries Keith Edward, marking the earliest learning method introduced by John Hopkins. In this model, students are grouped into small teams comprising 3 to 5 individuals, with divisions based on their capabilities, gender, and ethnic background. These small groups collaborate on various tasks. Particularly, Team Games Tournament approach excludes quizzes and individual value-enhancement systems. Instead, it incorporates academic game matches, where students compete within their teams against others of similar academic achievement levels. The assessment

of achievements is determined by referencing past academic performance (Widhiastuti & Fachrurrozie, 2014).

Team Games Tournament is learning where after the presence of the teacher, students move to their respective groups to help each other answer questions from the material provided (Herpratiwi et al., 2019). Team Games Tournament model makes not only smart students to be more prominent in class, but also makes students with lower academic ability active and have important role in the group. Team Games Tournament model can foster a sense of togetherness and mutual respect among members of the group, enable the students to be more enthusiastic in following the lesson because the teacher promises an award for the best students or group, and make students become happier in following the lesson because there is a tournament game activity (Lestari & Widayati, 2022). In the Team Games Tournament process each student in the group has the responsibility to get the highest score in the tournament. Each student competes to make their group wins (Herpratiwi et al., 2019).

Team Games Tournament represents a learning approach where, following the teacher's instruction, students transition to their respective groups to collaboratively tackle questions based on provided material (Herpratiwi et al., 2019). Team Games Tournament model not only elevated the visibility of academically proficient student but also engages those with lower academic abilities, assigning them crucial roles within the groups. Additionally, the incorporation of tournament game activities in the learning process contributes to students happiness during lessons. In the Team Games Tournament process, each student fostering healthy competition as they strive for their group's success (Lestari & Widayati, 2022).

Learning using the Team Games Tournament model begin with class presentation, group learning, games, and group awards (Linda,

2020). Indriati, (2020), states that academic principle that is used in the Team Games Tournament, follows:

1) Class presentation

In the classroom presentation, the teacher starts a question-and answer segment related to the upcoming material. This usually commences with an overview of the necessary background information, particularly emphasizing algebraic operations associated with functions. During this stage, students who are actively engaged proactively provide responses to the teacher's question.

2) Teams

In this stage, the teacher formed groups based on the findings from the field study and practical exercises. Teams are composed of four or five students who represent a cross-section of the class in academic performance, sex, and race or ethnicity. The teacher distributed worksheets to each group, prompting collaborative discussions among the students to address the problems presented on the worksheets to each group, prompting collaborative discussions among the students to address the problems presented on the worksheets. Throughout the discussions, students had the opportunity to ask questions to their peers or the teacher. Additionally, they were encouraged to express their opinions within their respective groups.

3) Games

In the stage of the game, the games are composed of simple, course-content-relevant questions that student must answer, and they are designed to test the knowledge students gain from class presentations and team practice. This structure affords them the opportunity to actively participate. The seating arrangement is configured in groups. With the intention of fostering healthy competition among individual students. Students compete against

members of other teams in straightforward academic games related to the course content. These games usually involved short-answer question based on material covered in class. Teachers can use various published Team Games Tournament games sets or create their own games (Devries, 1980).

4) Tournament

The tournament is the structure in which the games take place. It is usually held at the end of the week, after the teacher has made a class presentation and the teams have had time to practice with the worksheets. Students play the games in frequently-held tournaments. Each tournament takes frequently-held tournaments. Each tournament takes approximately 40 minutes. They may be held either once or twice per week, depending on the curriculum and the teacher's preferences.

5) Group Award

In this phase, the researcher and students compiled scores from various games and tournaments conducted. The group with the highest score was declared the winner, and awards were presented to four students within the winning group. The objective was to enhance students' motivation, boost their confidence, and encourage active participation to excel within their respective groups.

Based on the explanation above, there are five principles of Team Games Tournament: Class presentation, teams, games, tournament, and group award. In this Team Games Tournament (TGT) model students are required to join a game so the Team Games Tournament (TGT) model is classified as a fun learning model.

d. Advantages and Disadvantages of Team Games Tournament

There are some advantages using Team Games Tournament as the writing activity in the classroom (Rusmawan, 2020):

- 1) The involvement of students in higher learning.
- 2) Students become excited about learning activity.

- 3) Knowledge obtained by the students rather than from the teacher, but also through the construction of its own by students.
- 4) It can foster passive attitude in students, such as cooperation, tolerance, responsibility, and could not accept other people's opinions.
- 5) Train students to express or convey an idea or ideas.

From the advantages above, it can be concluded that Team Games Tournament has several advantages that make worth to be applied in classroom such as increasing the role of the students in learning, making them more excited due to the sense of competition, constructing their own knowledge without getting it merely from the teacher, and trying the students to have a self-confidence to express their idea.

In the other hand, there are some disadvantages of using Team Games Tournament:

- a. For novice teachers, this model takes a lot.
- b. Requires adequate facilities and infrastructure.
- c. Can grow the rowdy atmosphere in the classroom.

From the explanation above, it can be concluded that Team Games Tournament has also some disadvantages such as: the beginner teacher should work extra hard to fit in Team Games Tournament, the facilities should be prepared, and the classroom crowded. The teacher should comprehend the Team Games Tournament itself and prepare the things that needed before the games starts. So, when the game has been started, even though the class will be grow rowdy, the task of the teacher will be more useful as the judge and maintain the whole participants groups stay obeying the rules.

B. Review of Relevant Studies

There have been relevant previous research to show the originality of these research. Many researches who conducted their research in the field of education the related use Team Games Tournament in teaching writing ability are described as follows:

The first study is a journal by Brinda (2022) with the title “ The Effectiveness of Teams Games Tournament To Teach Reading Comprehension In Descriptive Text”. This research deployed quasi-experimental study. The subject of this research was the tenth grade students of SMK PEMUDA Kutorejo. The results of this research was effective in teaching reading comprehension in descriptive text in tenth grade class. It was found the average score in experimental class was 76,83, and in the control class was 62,90 (Brinda & Ardiyanto, 2022).

The second is a thesis by Yuliawati (2018) with the title “The Effect of TGT (Teams-Games-Tournament) In Speaking Skill to The Twelfth Grade SMAN 6 Kediri In The Academic Year of 2018/2019”. This research employee pre-experimental quantitative research. The subject of the research was the twelfth grade of SMAN 6 Kediri. The results of this study Team Games Tournament has significant effect on students speaking skill of SMAN 6 Kediri in the aspect of pronunciation, fluency, and especially in the vocabulary aspect (Yuliawati, 2019).

The third is a journal by Rusmawan (2020) with the title “The Influence of Using Team Game Tournament Towards Students Speaking Ability of The Seventh Grade of SMP Al-Huda South Lampung In Academic Year 2019/2020”. This research employee quasi-experimental design. The subject of the research was the seventh grade of SMP Al-Huda South Lampung. The result of this study was significant influence of using Team Game Tournament towards students speaking ability of the seventh grade of SMP Al-Huda South Lampung (Rusmawan, 2020).

The fourth is a thesis by Wulansari (2020) with the title “ The Use of Team Games Tournament (TGT) To Improve Students Reading

Comprehension Ability On The Descriptive Text In The Tenth Grade of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan". This research employee qualitative research. The subjects of this study was the tenth grade of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan. The result of this study student was effective to improve students reading comprehension ability at the tenth grade of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan. It can be seen from from the pretest was 68,65 to posttest I was 72,88 and in the Posttest II was 75,57. It concluded that Team Games Tournament can improve student reading comprehension ability on the descriptive text in the tenth grade of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan (Wulansari, 2020) .

The fifth study is a journal by Widyaiswara (2021) with the title "TGT Learning Model to Increase The Reading Ability In MA Kanjeng Sepuh Sidayu Gresik". The research was conducted for the eleventh grade at MA Kanjeng Sepuh Sidayu Gresik. This research used the Classroom Action Research (CAR) method. The research results that the use of the TGT model in reading ability has been able to improve student's skills. The students enjoyed and got enthusiastic (Widyaiswara, 2021).

The differences between the previous research study and this research are the location, the subject, and the research design. Most study using the quasi experimental quantitative research in the research method, except in the Niki and Widyaiswara study. Niki using qualitative data, and Widyaiswara using Classroom Action Research study. The first and the fourth study using Team Games Tournament to improve students reading comprehension. The second study and third using Team Games Tournament to improve students speaking skill. And the fifth study using Team Games Tournament to improve student reading ability. While the similarities is using Team Games Tournament method. This study will discuss the effectiveness of Team Games Tournament on students writing skill at eighth of MTs Modern Al-Azhary Ajibarang.

C. Conceptual Framework

Writing is one of the most difficult language skills for teachers to master. They must integrate their cognitive, linguistic, and cultural knowledge to create well-structured paragraphs with appropriate cohesion and coherence. Furthermore, effective writing demands a certain level of scientific literacy to construct sentences and paragraphs with ease. This skill encompasses not only understanding scientific topics but also the ability to express those topics in writing (Kazemian et al., 2021).

Teaching writing skills must provide opportunities for students to be actively involved in building their own concepts, where in student learning becomes the center. The selection of learning models is very important so that students can learn writing skill well. A teacher is required to be able to determine the appropriate learning model for a particular concept. Therefore, the researcher chooses a learning model that can make students more active and able to learn ore effectively without making them bored. One of them is a cooperative learning model. Cooperative learning can make learning effective because in the learning process students learn and interact with peers and their teachers (Pongkendek et al., 2019).

Team Games Tournament learning is learning where after the presence of the teacher, students move to their respective groups to help each other answer questions from the material provided. The teacher will no longer hold a written test to evaluate the learning outcomes, but each student will compete in each tournament table at the end of the lesson (Pongkendek et al., 2019). Team Games Tournament was design with the goal of enhancing academic accomplishment those who struggle with standard reward and task systems. It was built with various qualities that are crucial for the usage of a cooperative incentive system and a group activity to improve academic achievement (Devries, 1980).

Based on the conceptualization above, this research used Team Games Tournament to teach English writing grade eighth of MTs Al-Azhary Ajibarang, Banyumas Regency. It was done to determine the effectiveness of

the Team Games Tournament method on students' writing skill. This study identified the effectiveness by comparing the experimental group that received treatment with Team Games Tournament and the control group that did not received with Team Games Tournament.

D. Hypothesis

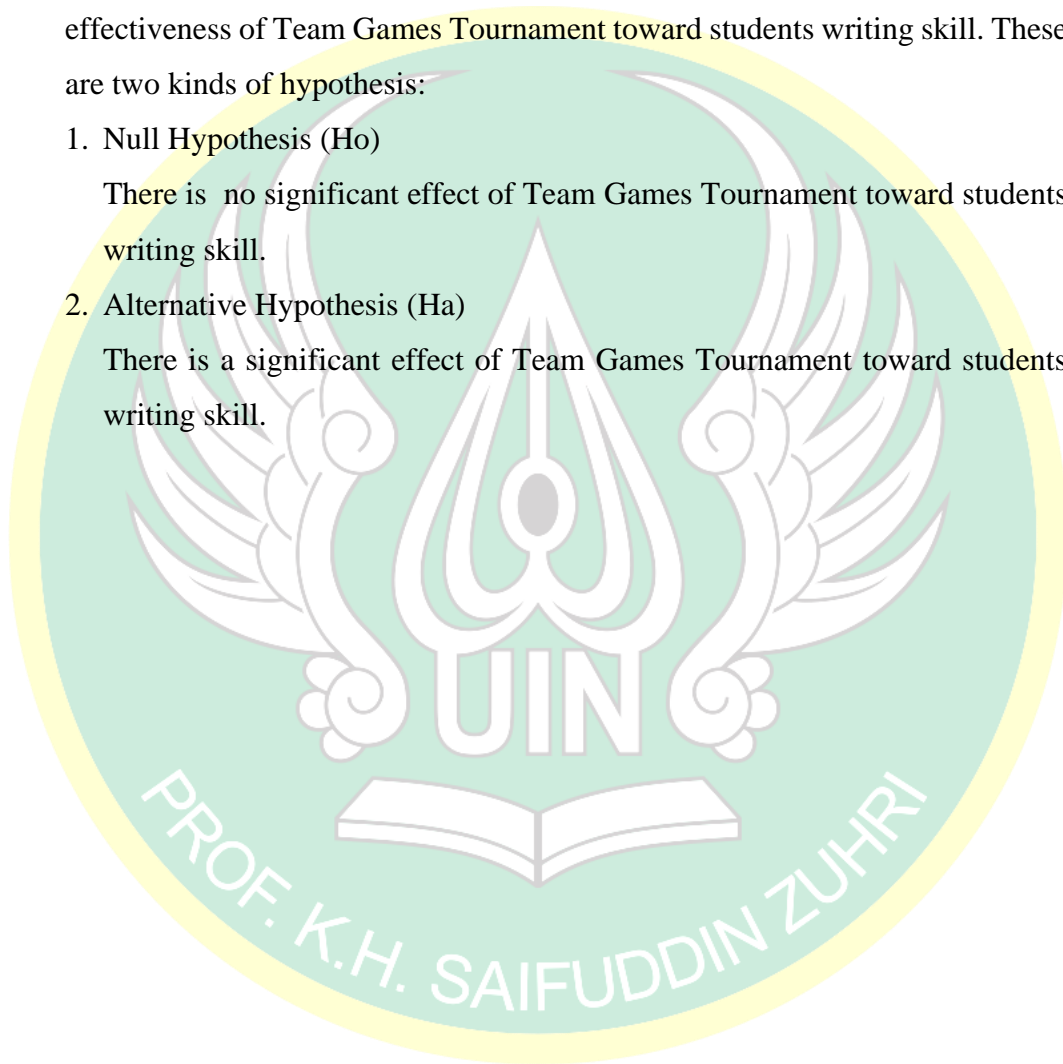
The research hypothesis used in this research concerned the effectiveness of Team Games Tournament toward students writing skill. These are two kinds of hypothesis:

1. Null Hypothesis (Ho)

There is no significant effect of Team Games Tournament toward students writing skill.

2. Alternative Hypothesis (Ha)

There is a significant effect of Team Games Tournament toward students writing skill.



CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the process of conducting research to find the solution to the research question that posed in the chapter one. It contains a type of research, time and location of the research, population and sample of the research, variable of the research, techniques data collection, and technique of data analysis.

A. Type of Research

A quantitative approach was applied in this study. Quantitative method is a method that is considered intact and applicable because it meets all the requirements in testing cause and effect relationship (Santy Afriana, 2022). This study used quantitative experimental methodology. Experimental research is a quantitative type of research in which researchers manipulate and control one or more variables. The experiment is a research that is used to find the effect of certain treatments on others to find a casual relationship (casual relationship) between two factors that are deliberately caused by researchers. The purpose of experimental research is to investigate whether there is a casual relationship and how large the casual relationship is by giving certain treatments to several experimental groups and providing controls for comparison (Santy Afriana, 2022).

The purpose of an experimental study is to evaluate a theory or a technique that might affect the results. For this research, the researcher explicitly used proper experimental methods. According to Suryabrata (2011) true experimental design is utilized to investigate possible casual relationships by applying the treatments. This study employed true experimental design with a control group and experimental group of eighth-grade students at MTs Modern Al-Azhary Ajibarang.

In this study, there were two variables that are independent variables and dependent variables. Team Games Tournament is an independent variable, and students' writing skill is the dependent variable. Two classes have employed in this study. A class served as the experimental group and the other classes served

as the control group. The control group received treatment without using Team Games Tournament method while the experimental group received treatment using it. Therefore, the researcher in this study conducted pre-test and post-test to gauge any changes or effects on the participants in the two group. The layout is shown as follows:

Table 3.1 Pre-Test and Post-Test Control and Experiment Class

Sample	Pre-test	Treatment	Post-test
Experiment Group	O1	X	O2
Control Group	O3		O4

O1 : Pre-test for experiment group

X : Treatment for experiment group, using Team Games Tournament

O2 : Post-test for experiment group

O3 : Pre-test for control group

O4 : Post-test for control group

B. Site and Participant of the Research

This research location held in MTs Modern Al-Azhary Ajibarang, sited in Pancurendang street, Ajibarang. MTs Modern Al-Azhary Ajibarang especially at grade VIII was chosen as the study because this school have problem with writing skill. Then, this school had chosen because this school also has developed and has reated outstanding students that can be approve through students achievement especially in English. The subject of the study was taken from eighthth-grade students in the academic year 2023/2024. This research conducted for eight meeting from 23 April 2024 to 22 May 2021.

Table 3.2 Schedule of The Research

No	Class	Meeting	Time
1	VIII A	Pre-Test	Wednesday, 23 th April 2024
2	VIII B	Pre-Test	Wednesday, 23 th April 2024
3	VIII A	1 st treatment used Team Games Tournament	Saturday, 27 th April 2024
4	VIII B	1 st treatment used Conventional Method	Wednesday, 24 th April 2024
5	VIII A	2 nd treatment used Team Games Tournament	Tuesday, 30 th April 2024
6	VIII B	2 nd treatment used Conventional Method	Tuesday, 30 th April 2024
7	VIII A	3 rd treatment used Team Games Tournament	Saturday, 4 th May 2024
8	VIII B	3 rd treatment used Conventional Method	Tuesday, 7 th May 2024
9	VIII A	4 th treatment used Team Games Tournament	Tuesday, 7 th May 2024
10	VIII B	4 th treatment used Conventional Method	Wednesday, 8 th May 2024
11	VIII A	5 th treatment used Team Games Tournament	Saturday, 18 th May 2024
12	VIII B	5 th treatment used Conventional Method	Wednesday, 25 th May 2024
13	VIII A	Post-test	Tuesday, 21 st May 2024
14	VIII B	Post-test	Wednesday, 22 nd May 2024

C. Population, and Sample of the Research

1. Population

The population in this research is the eighth-grade students of MTs Modern Al-Azhary Ajibarang. There are 3 classes VIII A, VIII B, and VIII C. The population in this study totaled 65 students. The following table presented the data of the VIII grade students in MTs Modern Al-Azhary Ajibarang.

Table 3.3 Population of The Research

Class	Number of students
VIII A	23
VIII B	21
VIII C	21
Total students	65

2. Sample

In this study, the samples were taken from two classes: 23 students in the experiment group and 21 students in the control group. The sample that is used is random sampling. The sample of this research is chosen based on the English teacher's suggestion. Those classes are VIII A and VIII B. VIII A class for the experimental class includes 23 students. Then, VIII B is for the control class includes 21 students. The reason why the teacher choosing these classes because the two classes have almost the same English language skills. To compare something, the difference should not to be too far, it must be almost the same.

Table 3.4 Sample of the Research

No	Class	Sample	Description
1	VIII A	23	Experiment
2	VIII B	21	Control
Total		44	

D. Variables of the Research

According to Creswell (2015), a variable is an identified trait of a person or an organization that can be measured or seen and that varies depending on the individual or organization being researched. Independent and dependent variables were used in this study (Creswell, 2015). The independent variable (X) in this investigation is Team Games Tournament, whereas the dependent variable (Y) is the effectiveness. The research has two factors, which are Team Games Tournament and writing ability. The following is the operational definition of the variables used in this study:

1. Independent Variable

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2015). Team Games Tournament serves as the research's independent (X). Additionally, the following is the indicator for this variable:

- a. In a group activity, the students were able to communicate their thoughts.
- b. The students' writing abilities could be enhanced.
- c. The students were successful in producing quality written work.

2. Dependent Variable

According to Coolidge (2000), a dependent variable is a variable that will be impacted by an independent variable. Students' writing abilities are a dependent variable in this study (variable Y). In this study, the students have to explore their ideas to produce good writing. A test was used to determine the dependent variable. A written test was used to measure this variable. The test was administered twice; once before the treatment, which is referred to as the pre-test, and once after the treatment, which is referred to as the post-test. The student was given a grade based on the rubric's categories for measuring writing abilities, which include content, organization, vocabulary, and language use. The writing score criteria for each category include excellent, good, fair, and very poor. Thus, 100 is the highest possible score.

E. Techniques of Data Collection

The instruments that was used in this research to collect the data were pre-tests and post-tests to address the research question. These tools was used to analyze the collected data and determine the efficacy of the cooperative learning method.

a. Pre-test

For the first stage of a writing test, a pre-test has given. It has given to the students before the students received the treatment. The data from the pre-test will conduct the treatment. This test is used to measure students abilities before treatment. The pre-test could measure the students writing ability. In the pre-test, the students start the study without Team Games Tournament method.

b. Treatment

After giving the pre-test, the experimental class will be treatment by using Team Games Tournament to teach writing skill. The material is material that follows the existing syllabus at the school. Meanwhile, the control class is taught without Team Games Tournament method.

c. Post-test

After teaching the students with Team Games Tournament (experimental class) and (control class), they would take the post-test to see whether the Team Games Tournament method was effective. Post-test is to know whether there is a significant difference before and after treatment.

F. Research Instrument

The writer used written test as a research instrument. Test is a measurement tool in the form of questions, commands, and instruction that are shown to the teste to get a response according to the instructions (Ulfi Hayati). In this study, written test was used in the pre-test and post-test and it have given both to the experimental class and control class. The pre-test was hold to find out how the students' ability in writing before the students given treatment by the writer. Meanwhile, the post-test was used to determined the effect of using Team Games Tournament on the students' ability after being given treatment. In conducting the instrument validation, the researcher consulted the writing

instrument with the one of English Lectures from UIN Prof. K.H Saifuddin Zuhri Purwokerto. After the instrument, being consulted, the researcher implemented the instrument in experiment class.

Before gathering data, after all research instruments have been prepared, the next stage of the research instrument was examined and its validity and reliability determined. Validity indicates that the variable being measured accurately reflects the specific variable that the researcher intends to investigate (Maulana Andi, 2023). In validating the instrument, this study used the expert's opinion. In validating the instrument, this study used two validators, the first one is one English lecturer from UIN Prof. K.H. Saifuddin Zuhri Purwokerto, and the second one is the English teacher from MTs Modern Al-Azhary Ajibarang. After the instrument was consulted, this research implemented the instrument in the experiment class.

Table 3.5 Scoring Rubic of Writing Evaluation

Score	Criteria
5	The students are able to create sentences according to the simple past tense rules correctly.
4	The students are able to create simple past tense sentences but there is one error in (mechanics (spelling, punctuation, and capitalization)/vocabulary/content/ grammar).
3	The students are able to create simple past tense sentences but there are two errors in mechanics (spelling, punctuation, and capitalization)/vocabulary/content/ grammar).
2	The students are able to create simple past tense sentences but there are three errors in (mechanics (spelling, punctuation, and capitalization)/vocabulary/content/ grammar).
1	The students are able to create sentences but still makes errors in mechanics (spelling, punctuation, and capitalization), vocabulary, content and grammar
0	The students did not answer the question.

$\text{Total} = \text{Score } (5+5+5+5+5+5+5+5+5+5) \times 2 = 100$

The assessment of the writing according to the rubric above was carried out by one assessor who is English teacher at MTs Modern Al-Azhary Ajibarang. The rater was Mrs Jumiati as the English teacher at MTs Modern Al-Azhary Ajibarang. The rater was chosen because she is experts in writing and have been English teachers for more five years.

G. Instrument Testing

1. Validity Test

Validity is the accuracy of a device in measuring what you want to measure. In this step may be calculated with the SPSS software. Within the SPSS application, trying out the approach in order to be used in this thesis proposal is to check the validity of the use of Team Games Tournament.

The test uses a significance level of 0,05. The testing criteria are as follows:

- a. If $r_{\text{count}} \geq r_{\text{table}}$ (two-tailed test with Sig, 0,05). Then the instrument or question items have a significant correlation with the total score (valid).
- b. If $r_{\text{count}} \leq r_{\text{table}}$ (two tailed test with Sig. 0,05), then the instrument or question items are not significantly correlated with the total score (invalid).

The formulas :

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Explanation :

r_{xy} : coefficient correlation

X : item score

Y : total score item

n : Total amount of respondent

The validity test was computed using SPSS 26. This is how it turned out:

Table 3.6 The Validity of Pre Test

Number	r hitung	r table pearson	Result
1	0,845	0,413	Valid
2	0,585	0,413	Valid
3	0,716	0,413	Valid
4	0,767	0,413	Valid
5	0,739	0,413	Valid
6	0,564	0,413	Valid
7	0,417	0,413	Valid
8	0,617	0,413	Valid
9	0,772	0,413	Valid
10	0,572	0,413	Valid

The value of the r table with amount of data 21 is 0,413 for 5% significance. Based on the SPSS result above, it can be seen that the r count shows a value more than the r table value for 5% significance. With these results, the research instrument is declared valid.

Table 3.7 The Validity of Post-Test

Number	r hitung	r table pearson	Result
1	0,724	0,413	Valid
2	0,755	0,413	Valid
3	0,703	0,413	Valid
4	0,908	0,413	Valid
5	0,770	0,413	Valid
6	0,752	0,413	Valid
7	0,918	0,413	Valid
8	0,902	0,413	Valid
9	0,935	0,413	Valid
10	0,818	0,413	Valid

The value of the r table with amount of data is 0,413 for 5% significance. Based on the SPSS result above, it can be seen that the r count shows a value more than r table value for 5% significance. With these results, the research instrument is declared valid.

2. Reliability Test

The reliability is used to decided the consistency of the measuring tool, whether or not the measuring tool used is dependable and stays constant if the size is repeated. This thesis was use of the SPSS software the

use of the Alpha method (Cronbach's). The instrument is said to be reliable if the Cronbach alpha value is $> 0,06$.

The formulas:

$$\alpha = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_x^2} \right]$$

Explanation :

α = Coefficient of Alpha.

k = Total of valid questions.

$\sum \sigma_i^2$ = Total variance of items.

σ_x^2 = Total variance .

The test criteria:

If the result of Cronbach's Alpha $\geq 0,60$ = Reliable

If the result of Cronbach's Alpha $\leq 0,60$ = Unreliable

After conducting the validity test on the research instrument, the reliability test is examined in the next stage. The researcher then carried out reliability test using the Pearson formula and inter-rater reliability. This study involved one rater, she is English teacher at the school in this research.

The reliability test was computed using IBM SPSS 26. This is how it turned out:

Table 3.8 The Reliability Test of Pre-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.854	10

Based on the SPSS test, a value of 0,854 was generated. This is shows the Cronbach alpha value $\geq 0,6$, so it is concluded that the instrument is reliable.

Table 3.9 The Reliability Test of Post-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,945	10

Based on the SPSS test, a value of 0,945 was generated. This is shows the Cronbach alpha value $\geq 0,6$, so it is concluded that the instrument is reliable.

H. Techniques of Data Analysis

To evaluate the effectiveness of Team Games Tournament method on students' writing skills, pre-test and post-test data was analyzed with IBM SPSS V 26 for windows to aid in the data analysis process. The gathered data was evaluated to established the distinction between the experimental group and the control group. To asses the data, the researcher used to assess the efficacy of using Team Games Tournament method. The data must be subjected to the normality testing, as required by the t-test.

1. Normality Test

The normality test was used to look at the distribution of the instrument's response to determine whether or not it was normal. The T-test for normalcy was used to the experimental and control groups in this study at a significance level of $= 0,05$. The IBM SPSS V 26 actually employs a graphical normality assessment that is based on the normality test.

2. Homogeneity Test

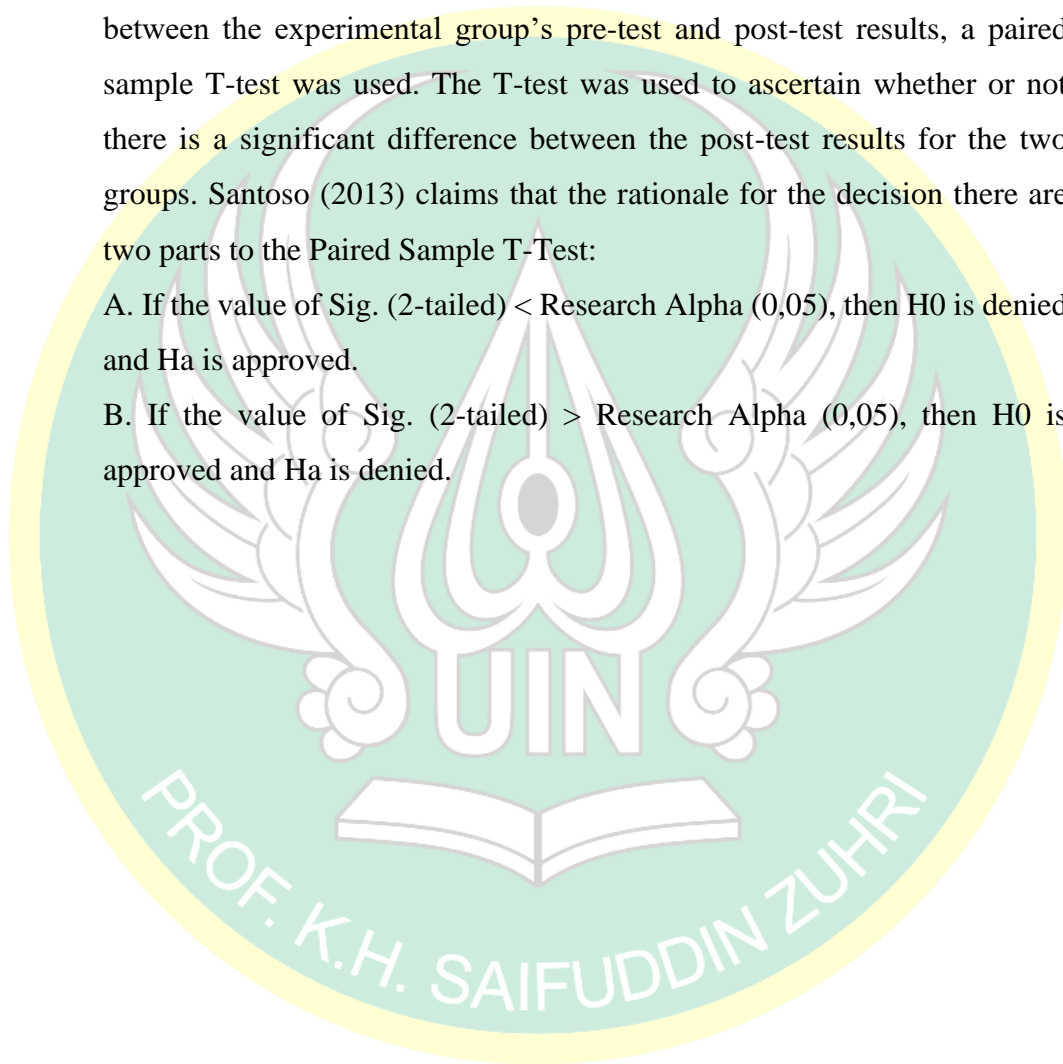
Before comparing the various groups, the homogeneity test was used to ascertain how similar the population is. The homogeneity test was calculated

with IBM SPSS V 26. For the data to be deemed homogeneous, the T-test table results must be greater than 0,05.

3. Hypothesis Test

By contracting the results from the data from the pre-test and post-test, it is possible to determine the significant difference score between the Team Games Tournament and conventional method. To calculate the differences between the experimental group's pre-test and post-test results, a paired sample T-test was used. The T-test was used to ascertain whether or not there is a significant difference between the post-test results for the two groups. Santoso (2013) claims that the rationale for the decision there are two parts to the Paired Sample T-Test:

- A. If the value of Sig. (2-tailed) < Research Alpha (0,05), then H0 is denied and Ha is approved.
- B. If the value of Sig. (2-tailed) > Research Alpha (0,05), then H0 is approved and Ha is denied.



CHAPTER IV

FINDING & DISUSSION

This chapter would explain the research findings of both experimental and controlled classes. The researcher gives the results and discusses them. It presents the data that was processed using SPSS.

A. Findings

1. Data Description

The results of this research show the effectiveness of the Team Games Tournament method on students' writing ability in simple past tense. This research took two out of eight classes are class VIII A, the experimental class, and class VIII B, the control class. The experimental class was given treatment in writing simple past tense using Team Games Tournament method, while the control class only applied the conventional approach without using the Team Games Tournament method.

The pre-test and post-test instruments in this study were written simple past tense sentences. Where students were asked to write sentences based on the picture provided. The pre-test was given to the experimental and control classes to assess the student's writing ability before being given the treatment. The treatment was given five times to the experimental class, where they had to write simple past tense sentences. The post-test was given to the experimental class after five treatments and to the control class after five meetings with conventional learning or without using Team Games Tournament method. The post-test results were used to determine whether the Team Games Tournament. Students' pre-test and post-test scores from both classes were used to collect the data. Data for the control and experimental groups are presented in separate tables.

a) Data Description of Experimental Class

Here are the pre-test and post-test result data of the experimental group. It can be summarized in the following table:

Table 4.1 The Result Data of Experiment Group

Statistics	Experiment Group	
	Pre-Test	Post-Test
N	23	23
Mean	60,52	91,04
Median	64,00	92,00
Minimum	18	76
Maximum	96	98

As can be seen from the table above, every statistic from the post-test was greater than the one from the pre-test. The experiment group's mean was greater in the post-test, with a 30,52 difference. Then, for the experiment Group's median, the difference between the pre-test and post-test scores was 28 difference. Next, there was a 58 point difference in the manimum scores of the experiment group's pre-test and post-test. The post-test was higher than the pre-test. Lastly, the maximum in the pre-test and post-test of the experiment group were higher post-test than post-test with the a difference of 2.

b) Data Description of Control Group

Based on the results of the pre-test and post-test control group can be concluded as a table as follows:

Table 4.2 The Result Data of the Control Group

Statistics	Control Group	
	Pre Test	Post Test
N	21	21
Mean	60,95	59,71
Median	58,00	58,00
Minimum	50	50
Maximum	80	76

The result of the control class are shown in the table above, where all statistics in the post-test were higher than in the pre-test. The control group's mean was greater in the post test, with a 1,24 difference. Subsequently, the control class's pre-test and post-test had a higher median with a difference of 22 between them. Subsequently, the control

class's maximum scores on the pre- and post-test were higher, with a difference of 14. The minimum in the pre-test and post-test of the experiment class are the same with the score 50.

Despite being identical, both groups performed better on the post-test than on the pre-test. When the pre- and post-test results of the experiment class and control class are compared, it can be seen that the experiment group's overall statistical difference.

1) The Difference Between the Results of pre-Test Post-Test Experiment Class and Control Class.

Table 4.3 The Differences in the Result Pre-Test of Experiment and Control Class

NO	Category	Experiment Class	Control Class
1	N	23	21
2	Mean	60,52	60,95
3	Maximum	96	80
4	Minimum	18	50

As can be observed in the table above comparing the Pre-Test results for the experiment group and control group, the control class mean pre-test score was 0,43 points higher than that of the experiment class. Then, the maximum score of the pre-test of the experiment class was 16 point higher than the control class. Then, the minimum pre-test results of experiment class was 32 point lower than the control class.

2) The Differences in the Results of the Experiment and Control Class.

Table 4.4 The Difference Result Post-Test of Experiment and Control Class.

NO	Category	Experiment Class	Control Class
1	N	23	21
2	Mean	91,04	59,71
3	Maximum	98	76
4	Minimum	76	50

In the table of differences in post-test results in the experimental class and control class above, it can be seen that the Mean post-test results in the experimental class are higher by getting 91,04 than the control class, which gets 59,71 with a difference of 31,33. Then, the maximum value of the post-test of the experimental class is higher than the control class, namely 98 and 76, with a difference of 22. Lastly, the minimum value of the experimental class post-test results is higher than the control class, namely, 76 and 50 scores, with a difference of 26.

2. Data Analysis

a) Normality Test

This chapter contained the test results that were given to the pupils. As a results, the research findings from the pre- and post-test results for the two classes are presented in the following descriptions. This study conducted several exercise to obtain information from students. Before the data are calculated, the test distribution's normality and homogeneity must be assessed. This study used the Kolmogorov-Smirnov and Saphiro Wilk formulas to analyse the normality value of the test. Here is the outcome.

Table 4.5 The Normality of Pre-Test

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig	Statistic	df	Sig
Results of The Study	Experiment class	,161	23	,126	,901	23	,027
	Control class	,176	21	,087	,906	21	,046
a. Liliefors Significance Correction							

The normality test by Kolmogorove-Sminov shows that the significance of the experiment class was 0.126, which is $0,126 > 0,05$, meaning the experiment class data distribution was normal. Based on the test of normality of the control class, the significance shows 0,087, which

is $0,087 > 0,05$, which means the experiment class data distribution was normal.

Table 4.6 The Normality of Post Test

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results of The Study	Experiment class	,136	23	,200	,910	23	,041
	Control class	,175	21	,092	,900	21	,035
b. Liliefors Significance Correction							

The normality test by Kolmogorov-Smirnov shows that the significance of the control class was 0,200, which is $0,200 > 0,05$, meaning the control class data distribution was normal. Based on the normality test of the experiment class, the significance shows 0,92, which is $0,92 > 0,05$, which means the experiment class data distribution was normal. That means the normality test for both the control and experiment classes was normal.

b) Homogeneity Test

The researcher then examined the homogeneity of variance between the experimental and control class. In this study, the homogeneity test used the Levene test to find out the homogeneity of the variances.

Table 4.7 The Homogeneity of Pre-Test

Test of Homogeneity of Variance					
		Lavene Statistic	df1	df2	Sig.
Results of The Study	Based on Mean	,549	1	42	,463
	Based on Median	,497	1	42	,485
	Based on the Median and with adjucted df	,497	1	29,969	,486
	Based on treimmed	,566	1	42	,456

Based on the table of homogeneity test, the value of the mean is 0,463, which shows $0,463 > 0,05$, which means the data was homogeneous. The significance of the value of the Median was 0,485, which is $0,485 > 0,05$, which means the data was homogenous.

Table 4.8 The Homogeneity of Post-Test

Test of Homogeneity of Variance					
		Lavene Statistic	df1	df2	Sig.
Results of The Study	Based on Mean	7,062	1	42	,011
	Based on Median	5,754	1	42	,021
	Based on the Median and with adjusted df	5,754	1	38,581	,021
	Based on trimmed	6,891	1	42	,012

Based on the results of the test shown in the significance (2-tailed) section, which is 0.011, where $0.011 < 0.05$, H_0 is rejected and H_1 is accepted. Thus, the data from the post-test scores of the experimental class and the control class show a difference in the extent of the impact between using Team Games Tournament and learning without Team Games Tournament. Therefore, it can be concluded that using Team Games Tournament is effective in improving students' writing skills in the simple past tense material for grade VIII at MTs Modern Al-Azhary Ajibarang.

c) Hypothesis Test

The next stage is to use the Independent Sample T-test as a Hypothesis Test to assess how well Team Games Tournament has helped students write Simple Past Tense. First, the researchers used the pre-test results from the two classes to run an independent sample t-test.

The hypothesis for the Independent Sample T-test can be seen below:

- a. H_0 : both the variances were the same or equal.
- b. H_1 : both of the variances were different and not equal.

This research used standard significance (α) = 0,05 to test the hypothesis. The interpretations to test the hypothesis are stated below:

- If Sig. (2-tailed) > 0,05 = there is no significant difference between the two classes.
- If Sig. (2-tailed) < 0,05 = there is a significance difference between the two classes.

Table 4.9 Independent T-Test of Pre-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of The Study	Equal variances assumed	,549	,463	-,111	42	,912	-,431	3,878	-8,257	7,396
	Equal variances not assumed.			-,113	37,065	,910	-,431	3,798	-8,126	7,265

From the table above, observable evidence demonstrates that the significant value sig. (2-tailed) of pre-test score was 0,912. In other words, Sig. (2-tailed) > 0,05, so it is more than 0.05. as a result, there was initially no difference between the experimental and control class conditions. Because the outcome of this test indicated that H0 is approved while H1 is

rejected. In short, the two classes were not significantly different from one another. Additionally, this research used the Independent Sample T-Test procedure to calculate all post-test data results in order to address the Research Question (RQ) that was previously mentioned. Researchers can ascertain whether or not there is a substantial difference between the two classes by doing this test.

The following is for the Independent Sample T-Test interpretations:

- a. If the significance value of Sig. (2-tailed) more than 0,05 (Sig. 2-tailed > 0,05) then H_a is rejected.
- b. If the significance value of Sig. (2-tailed) less than 0,05 (Sig. 2-tailed < 0,05) then H_a is accepted.

Table 4.10 Independent T-Test of Post Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of The Study	Equal variances assumed	7,062	,011	14,524	42	,000	31,329	2,157	26,976	35,682
	Equal variances not assumed.			14,241	33,419	,000	31,329	2,200	26,856	35,803

According to the table above, the results of the significant value of Sig. (2-tailed) post-test in both classes was 0,000, which indicated that the value is less than 0,05 (Sig < 0,05). According to the earlier explanation of the Independent Sample T-Test formula interpretation, a significant difference exists among the two classes if the (Sig.2-tailed < 0,05). The findings of the analysis demonstrated that the significant value sig. (2-tailed) the post-test score was 0,05, which means this value was less than 0,05. As a result, it can be said that there are significant differences in the scores between the two classes in this investigation. The alternative hypothesis (Ha) was so accepted.

Previously, this research proposed a statistical hypothesis consisting of a tentative prediction: The alternative hypothesis (Ha). According to this hypothesis, there is a distinction between pupils who learn how to write simple past tense using Team Games Tournament method and those who do not. Using the Independent Sample T-Test, this research looked over the data that was collected. On the post-test, the experimental group performed better than the control group. The preceding sentence group performed better than the control group. The preceding sentence suggests a distinction between pupils who learn using Team Games Tournament method and those who do not. As a result, the alternative hypothesis (Ha) is accepted.

B. Treatment

This research was conducted in five sessions over approximately six weeks. Those sessions were all treatments, so the teaching and learning process was carried out in five meetings with different arrangements of scenarios for each meeting. The scenarios ere as guidance for the researcher were adjusted to the learning writing activities, including the steps of writing. A genre-based approach was chosen to implement teaching writing simple past tense using Team Games Tournament.

The teaching activities were implemented by the researcher as a teacher who also had a role as an observer. The observation was conducted in each session of treatments, which was carried out five times. Started from the first

meeting, In the first meeting, students learned about the definition, purpose, and structure of the simple past tense (positive sentence). Next, the teacher provided an explanation regarding the structure and linguistic elements of the simple past tense. Then, the students were assigned group work to discuss the material that had been taught. After that, the teacher gave the students individual worksheets to complete. Following this, the teacher and students together corrected the students' assignments. The teacher then divided the students into three groups based on the results of the worksheets to work on questions using a team games tournament format in the next meeting. Finally, the teacher gave feedback and appreciation to the students and provided them with the opportunity to ask about anything they didn't understand. The teacher then summarized the lesson learned on the first day regarding the definition, structure, and linguistic elements of the simple past tense (positive sentence).

In the second meeting, students learned about the definition and structure of the simple past tense. Next, the teacher explained the topics to be covered, the competencies to be achieved, and the learning methods to be used. The core activity began with the teacher reviewing the material from the previous meeting. After that, the students were grouped based on their performance from the last session to complete an assignment, which involved creating simple past tense sentences through a Team Games Tournament.

Before starting the tournament, the teacher explained the rules, and the students participated in the tournament. Once finished, the teacher and students discussed the answers together, and students with points were collected for recognition at the final meeting. The teacher then provided feedback and appreciation to the students. Next, the teacher and students summarized what they had learned about the simple past tense. The students were then given the opportunity to ask questions about anything they had not yet understood. Finally, the teacher concluded the lesson covering what had been learned in the first meeting regarding the definition, purpose, and structure of simple past tense sentences.

In the third meeting, students learned about the structure of simple past tense (negative sentence). Next, the teacher explained the structure and linguistic elements of the simple past tense (negative sentence). Then, the students were assigned group work to discuss the material that had been taught. Afterward, the teacher provided individual worksheets for the students to complete. Following this, the teacher and students together corrected the students' assignments. Finally, the teacher offered feedback and appreciation to the students, giving them the opportunity to ask questions about anything they didn't understand. The teacher then summarized the lesson learned that day regarding the definition, structure, and linguistic elements of simple past tense (negative sentence).

In the fourth meeting, students learned about the structure of simple past tense (interrogative sentence). Next, the teacher explained the structure and linguistic elements of the simple past tense. Then, the students were assigned group work to discuss the material that had been taught. After that, the teacher provided individual worksheets for the students to complete. Following this, the teacher and students together corrected the students' assignments. The teacher then divided the students into three categories based on their learning outcomes for a Team Games Tournament. Finally, the teacher offered feedback and appreciation to the students, giving them the opportunity to ask questions about anything they didn't understand. The teacher then summarized the lesson learned that day regarding the definition, structure, and linguistic elements of simple past tense (interrogative sentence).

In the fifth meeting, students learned about the structure of the simple past tense. Next, the teacher explained the topics to be covered, the competencies to be achieved, and the learning methods to be used. The core activity began with the teacher reviewing the material from the previous meeting. After that, the students were grouped based on their previous performance to complete an assignment, which involved creating simple past tense sentences through a Team Games Tournament.

Before starting the tournament, the teacher explained the rules, and the students participated in the tournament. Once finished, the teacher and students discussed the answers together, and students with points were recognized at the final meeting. The teacher then provided feedback and appreciation to the students. Next, the teacher and students summarized what they had learned about the simple past tense. The students were then given the opportunity to ask questions about anything they had not yet understood. Finally, the teacher concluded the lesson regarding the simple past tense learned in the fifth meeting.

C. Discussion

As the beginning purpose of this study entitled The Effectiveness of Team Games Tournament on Students Writing Skill at Eighth Grade of MTs Al-Azhary Ajibarang, Banyumas Regency, the researcher is supposed to examine whether or not Team Games Tournament method is effective for students' writing skill. In addition, the researcher needs two classes to conduct the study: experimental class and control class. Meanwhile, the method being used is quantitative experimental with random sampling. The experiment class was only given a treatment using Team Games Tournament method. This research utilized pre-test and post-test to gather information on students' writing abilities. Grade 8 students in experimental and control groups were instructed to write down simple past tense sentences based on the picture presented.

The pre-test and post-test topics are based on the same image presented, but students are free to create simple past tense sentences for both the pre-test and post-test. This study employed parametric statistics for data analysis, with SPSS V26 providing support for the data examination. The data analysis involves instrument validity by the expert, normality test, homogeneity test, and hypothesis test. The first validator obtained the instrument's validity through a pre-and post-test on March 21, 2024, and the second validator received it on March 22, 2024. The Independent Test, and the Kolmogorov Smirnov as the Normality Test.

The Team Games Tournament model is a types of cooperative learning that is easy to implement. It engages all students equally, without any status differences, and includes roles such as peer tutors. This model incorporates elements of play and reinforcement into the learning process. By using games, the Team Games Tournament approach creates a relaxed learning environment that promotes responsibility, cooperation, healthy competition, and increased engagement in learning (Najmi et al., 2021). The applicatiuon of the cooperative learning model in learning English is expected to be able to overcome the problem of the monotony of the learning model used by the teacher. In this study the learning model that was used is the Team Games Tournament (TGT) learning model. This model can make learners more active and more interested in learning because this learning model is combined with games. Therefore, this Team Games Tournament is suitable for use in teaching writing skill compared to other leraning models (Kusnandar, n.d.).

In addition, Teams Games Tournament uses the same general formas as STAD (4 to 5 member groups' studying work sheets). However, instead of individually administrated quizzes at the end of study perios, students play academic games to show their mastery of the topic studied. Team Games Tournament, uses games that can be adapted to any subject. Games is better than individual games. They provide opportunities for his teammes to help each other or in other words work together so that the chance of winning will be great. If all students are put in teams of mixed ability, all have a good chances of success (Hartawan, 2020).

According to Sa'adah (2020) Writing is an essential English skill that needs to be well-developed in both academic environments and other contexts where writing is important. It requires a range of complex abilities. However, you can enhance your writing skills by applying specific strategies and practicing different methods (Sa'adah, 2020). Implementing of Team Games Tournament (TGT) leaning model includes stages of class presentations, team learning, games, and awarding group. This learning method provides an opportunity for students to be actively seen in each teaching, starting from the

process of thinking, working together in groups to give high spirits to win a tournament match. In this Team Games Tournament method, students must be responsible for the teacher's material and duty for the group. If one group friend did not understand the question, then the other friends will explain or help. Students must also answer questions and collect scores of questions from the teacher (Widyaiswara, 2021).

In teaching English, especially writing skill, the selection of learning models is very important so that students can learn writing skill well. A teacher is required to be able to determine the appropriate learning model for a particular concept that can make students more active and able to learn more effectively without making them bored. One of the learning model is Team Games Tournament types of Cooperative Learning method. The main element in Team Games Tournament is cooperative learning, but in Team Games Tournament there are also elements of games or competitions (Kusnandar, n.d.).

According to the research findings, this research found a significant difference in teaching simple past tense to students in the eighth grade of MTs Modern Al-Azhary Ajibarang between those taught by using Team Games Tournament method. The difference in significance evidenced by an increase in the learning outcomes score in the experimental class, where the post test score is higher than the pre-test score. This study is in line with research conducted by Titie, Asmawati, Yuliawati, and Niki, who found that teaching English through the use of Team Games Tournament method significantly improved in teaching English, where the mean score of students narrative text reading comprehension in pre-cycle is 50,30 and then, the mean score after being taught using Team Games Tournament in cycle I is 69,68, and the mean score in cycle II is 80,13 (Titie, 2024). Moreover, it can be seen that Team Games Tournament method can improved students reading ability. This study was in line with the study by Asmawati, (2021) conducted the research entitled "The Influence of Using Team Game Tournament Toward Students' Reading Comprehension In Descriptive Text at The Regular Eighth Grade of MTsN 2 Bandar Lampung In The Academic Year 2018/2019" the findings indicate that the use of Team

Games Tournament is effective in enhancing students reading comprehension (Asmawati, 2021). It is in line with the study by Yuliawati (2019) conducted the research entitled “The Effect of TGT (Teams-Games-Tournament) In Speaking Skill to The Twelfth Grade SMAN 6 Kediri In The Academic Year of 2018/2019). It shows that in the pre-test, the mean score is 44,36, and the mean score increased in the post-test which become 66,91. Therefore, the mean score increased 22,55 points (Yuliawati, 2019).

The use of Team Games Tournament in learning English in class had a positive effect on students writing abilities. Team Games Tournament model enable students to learn more relaxed while cultivating responsibilities, honesty, collaboration, healthy, competition and learning movement (Slavin, 1980). Team Games Tournament is an educational method that makes use of existing knowledge regarding small groups and academic motivation. Team Games Tournament can have a favorable impact on social, attitudinal, and academic performance characteristics (Devries, 1980).

The Team Games Tournament allows students to work with their peers to understand how to create and idea, supply precise information, and write effectively based on language features. The Team Games Tournament approach can be utilized as an alternative to make learning engaging and improve students' writing skill, students are driven to learn in groups and inspired to ask the teacher and peers. This shows that the students familiar with the Team Games Tournament method. It is possible that this occurs because they are not provided with any methods for learning English writing skill. The students were likewise pleased to get this new way because it provided new knowledge (Widyaiswara, 2021).

Based on the findings, this study found a difference in the average post test score in the experimental class and control class. The control class got an average post test score of 59,71, while the experiment class got a score of 91,04 which showed a difference in scores, so that there was a difference in the two classes in terms of results after treatment. The results in line with study by Niki Wulandari (2020), who found that Team Games Tournament effectively

improved students reading comprehension, where the experimental class achieved increase significantly from 68,65 in pre test to 73,00 in cycle one and the mean score in score in cycle two is 75,57 (Wulansari, 2020).

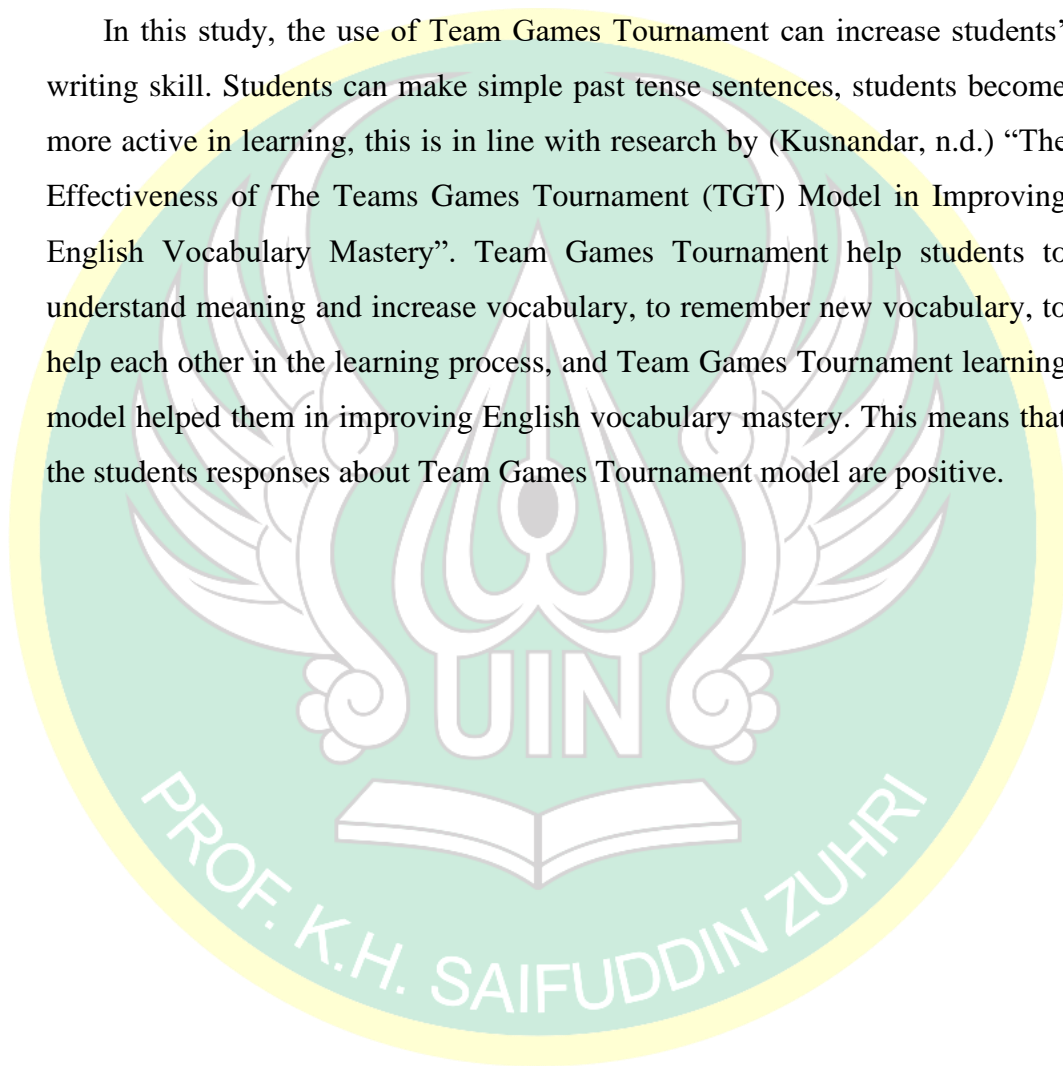
Based on the findings that had already been presented before, the score of the Independent Sample T-Test was 0,000 it shows that Sig. (2-tailed) < 0,05. This score is obtained through the students' post test scores. There is a significant difference between the two classes. As a result, H_a was accepted. The results of this study are identical to those of the previous study by Septi Yeni Rusmawan, And Tiawa Widyaiswari. The first study was conducted by Sepsti Yeni Rustawan found that the used of Team Games Tournament has significant effect towards students' speaking ability of the seventh grade of SMP Al-Huda South Lampung (Rusmawan, 2020). The second study was conducted by Widyaiswara found that the used of Team Games Tournament learning model can increase the reading ability in MA Kanjeng Sepuh Sidayu Gresik. It shows that from the average value of students before using Team Games Tournament was 68 with a percentage of completeness of 36% and in the first cycle which reached 78 with a percentage of 60% completeness. And for the second cycle reached 88 with a 100% completeness percentage (Widyaiswara, 2021).

This study using Team Games Tournament method in the experimental class and teacher's method in the control class. The material was simple past tense. The researcher explained what Team Games Tournament method and the procedure before doing treatment in the experimental class. Then the researcher divided students into groups. In each group consist of students who have a high academic level, students who have moderate academic level, and there were students who have a level low academic. Then the researcher gave a sheet of material to each group to study it. Students gladly accepted and followed the researchers' instructions to discuss, provided advice and input against their group. From this we can see the role of students in learning and collaborated the member of group who may not be from close friends.

Team Games Tournament is one entertaining techniques to teach writing skill in simple past tense material. It is a technique that can transform for

environment for the better according to relevant theories and society changes, while also contributing to student-centered education principle. Students can work together to create the simple past tense sentences. Students can more easily acquire knowledge, and become more engaged. Students will have a sense of competition and will appreciate learning English. Particularly simple past tense since they can participated on tournaments games.

In this study, the use of Team Games Tournament can increase students' writing skill. Students can make simple past tense sentences, students become more active in learning, this is in line with research by (Kusnandar, n.d.) "The Effectiveness of The Teams Games Tournament (TGT) Model in Improving English Vocabulary Mastery". Team Games Tournament help students to understand meaning and increase vocabulary, to remember new vocabulary, to help each other in the learning process, and Team Games Tournament learning model helped them in improving English vocabulary mastery. This means that the students responses about Team Games Tournament model are positive.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research examined the effectiveness of the Team Games Tournament on students' writing skill on simple past tense of the eighth-grade students in MTs Al-Azhary Ajibarang, Banyumas Regency. Data was obtained using pre-test and post-test. Researchers also used two classes objects, namely the experiment and control classes, where pre-tests and post-tests were given to both classes. The data obtained was processed using IBM SPSS statistics 26. The researcher used a normality test, resulting in data normality distribution. Then, the researcher used a homogeneity test, resulting in the data being homogeneous. The last is a t-test to assess whether the null or alternative hypothesis should be accepted or rejected.

According to the data processing results, the pre-and post test findings showed higher scores in both experimental and control class. On the other hand, the experimental class's mean differences indicated a more significant rise in value than the control class. According to the finding, the experimental class achieved a mean of score of 90,52 on the post test, while the control class's mean score was 79,90, The mean difference between the experimental class is 26,50, while the control class is 16,28. This research utilized an independent sample t-test to compare the results obtained by the experimental and control classes on the post-test. According to the data, there was a difference between the two classes after the treatment was given utilizing Team Games Tournament as the method. Moreover, the t-test result on the post-test (experimental and control class) shows that Sig (2-tailed) = 0,005. therefore, the statistical hypothesis implied that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

From the previous statement, it can be inferred that the Team Games Tournament effectively improves the writing skills of eight-grade students in MTs Modern Al-Azhary Ajibarang when it comes to creating Simple Past Tense. In conclusion, Team Games Tournament is helpful for improving

students' simple past tense writing abilities. Therefore, using Team Games Tournament as a teaching and learning tool for students is appropriate.

B. Limitations of study

This study has several limitations, including time constraints. In five meetings, the eight-grade students in the second semester were required to learn writing skill used Team Games Tournament as a method. Nevertheless, supposed the teacher provided detailed explanations of the Team Games Tournament method, and the students paid close attention. In that case, Team Games Tournament could improve students' writing skills.

C. Suggestions

The researcher concluded by making several recommendations that could need to be made to students, English teachers, and other future researchers.

- 1) For English teachers. They must use method that makes students fun and excited to follow the learning process in the classroom. The study found that teaching eighth-grade students about the simple past tense with the Team Games Tournament method. Is successfull. Furthermore, using Team Games Tournament may create a different environment in the learning and teaching of the material.
- 2) For the students, the Team Games Tournament method could be solution to help them understand the lesson, especially for finishing students writing in simple past tense. The Team Games Tournament helos students write better. The researcher suggest that MTs Modern Al-Azhary Ajibarang students can build their writing skills.
- 3) This study can serve as a resource for the subsequent researcher who is interested in doing a related study. In other words, the researcher will be able to investifate and gain additional knowledge by using a range of methods appropriate for the ability levels of the students and taking sample size into account.

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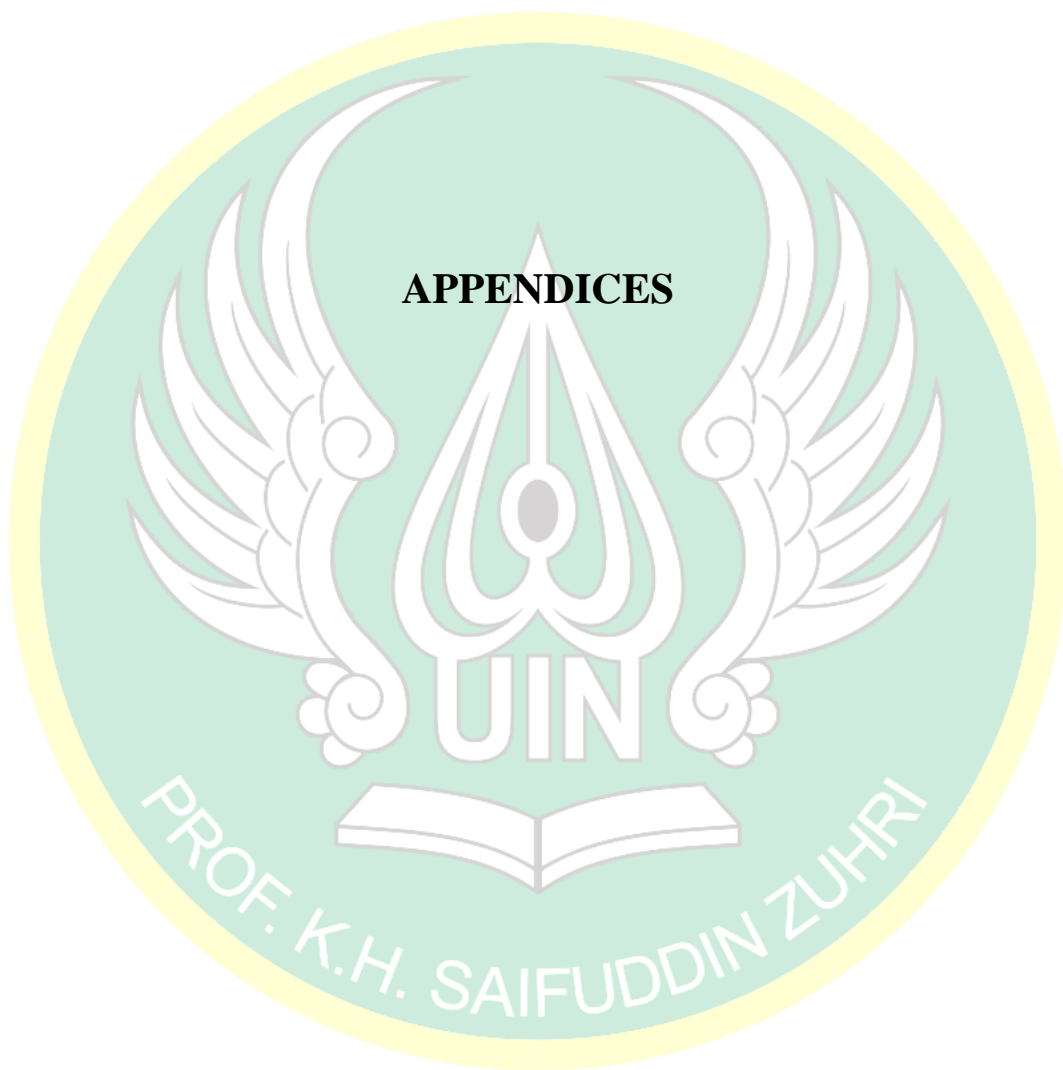
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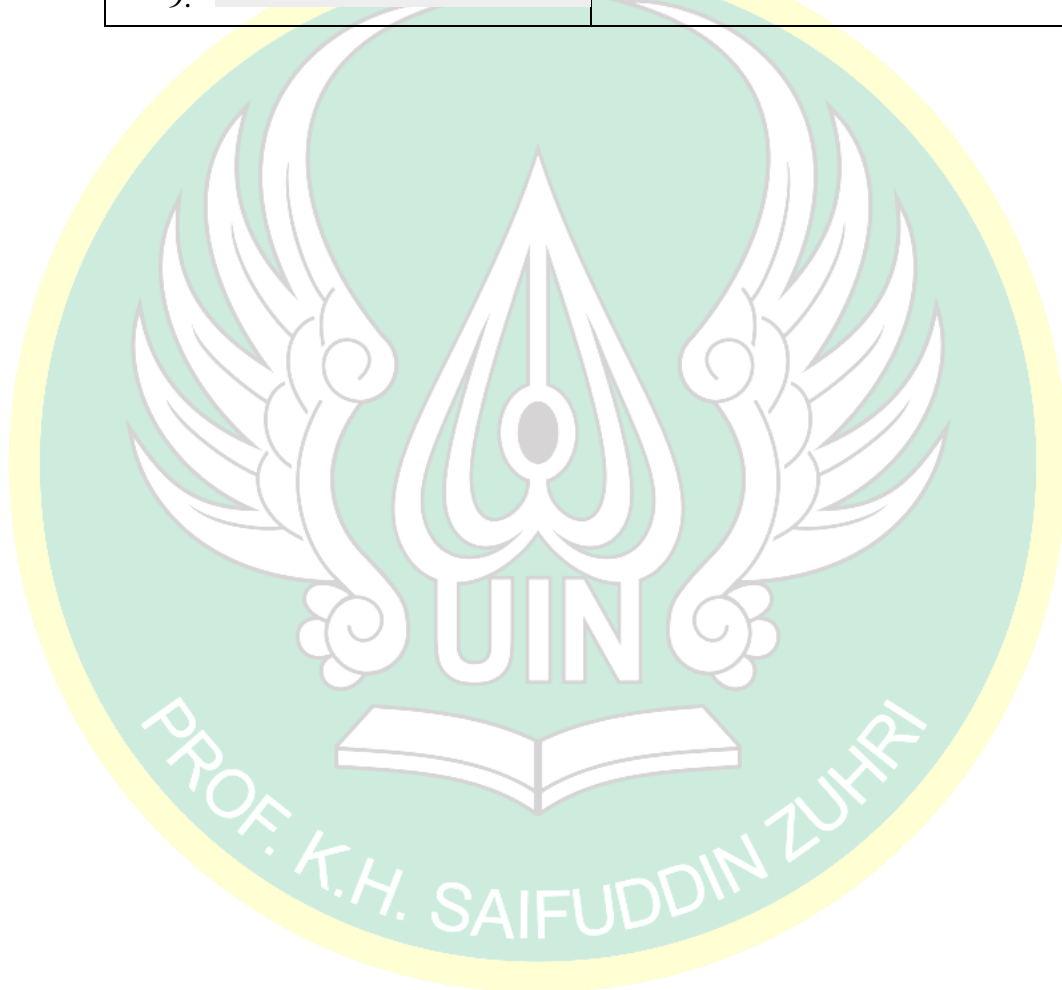




Appendix 1: Research Instrument**SOAL PRE-TEST**

Please make a sentence using simple past tense from the pictures below!

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 



SOAL POST-TEST





Appendix 2: Instrument Validity by Expert Judgement

Validator Expert 1

VALIDATION SHEET

Name : Erika Ayu Puspita

NIM : 2017404080

Study Program : Tadris Bahasa Inggris

Title : The Effectiveness of Team Games Tournament on Students Writing Ability At Eighth Grade of MTs Modern Al-Azhary Ajibarang Banyumas Regency.

Research Question : Is there any significant effect of using Team Games Tournament on students writing ability at eighth grade students of MTs Al-Azhary Ajibarang Banyumas regency?

Evaluator : Desi Wijayanti Ma'rufah, M.Pd

A. Instrumen Research

Pre-test	✓
Post-test	✓

B. Instruction

Put a checklist "✓" in the assessment column that is appropriate to the assesment of the pre-test and post-test with the following rating scale.

- 1 = Not Good
- 2 = Not Good English
- 3 = Good Enough
- 4 = Good
- 5 = Very Good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The Suitability of the question with the purpose of the research				✓	
2	The suitability of the question with the purpose of the treatment				✓	
3	The clarity of the question's instruction				✓	

D. Evaluator's Conclusion

Put the circle mark on the answer the matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Purwokerto, March 21' 2024

Evaluator

Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

Validator Expert II

VALIDATION SHEET

Name : Erika Ayu Puspita

NIM : 2017404080

Study Program : Tadris Bahasa Inggris

Title : The Effectiveness of Team Games Tournament on Students Writing Ability At Eighth Grade of MTs Modern Al-Azhary Ajibarang Banyumas Regency.

Research Question : Is there any significant effect of using Team Games Tournament on students writing ability at eighth grade students of MTs Al-Azhary Ajibarang Banyumas regency?

Evaluator : Jumiaty, S.Pd

A. Instrumen Research

Pre-test	✓
Post-test	✓

B. Instruction

Put a checklist "✓" in the assessment column that is appropriate to the assesment of the pre-test and post-test with the following rating scale.

- 1 = Not Good
- 2 = Not Good English
- 3 = Good Enough
- 4 = Good
- 5 = Very Good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The Suitability of the question with the purpose of the research					✓
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction					✓

D. Evaluator's Conclusion

Put the circle mark on the answer the matches your conclusion.

- ① Can be used without revision
2. Can be used with revision

Ajibarang, March 22' 2024

Evaluator

Jumiati, S.Pd

NUPTK. 8149757659220003

Appendix 3 The Result of Validity of Pre Test

Correlations

	no1	no2	no3	no4	no5	no6	no7	no8	no9	no10	total
no1 Pearson Correlation Sig. (2- tailed) N	1 21	,585* . ,005 21	,365 . ,104 21	,628* . ,002 21	,480* . ,028 21	,405 . ,068 21	,651* . ,001 21	,662* . ,001 21	,624* . ,003 21	,524* . ,015 21	,724* . ,000 21
no2 Pearson Correlation Sig. (2- tailed) N	,585* . ,005 21	1 21	,502* . ,020 21	,609* . ,003 21	,402 . ,071 21	,392 . ,079 21	,597* . ,004 21	,831* . ,000 21	,684* . ,001 21	,596* . ,004 21	,755* . ,000 21
no3 Pearson Correlation Sig. (2- tailed) N	,365 . ,104 21	,502* . ,020 21	1 21	,552* . ,009 21	,735* . ,000 21	,348 . ,122 21	,648* . ,001 21	,606* . ,004 21	,675* . ,001 21	,384 . ,086 21	,703* . ,000 21
no4 Pearson Correlation Sig. (2- tailed) N	,628* . ,002 21	,609* . ,003 21	,552* . ,009 21	1 21	,767* . ,000 21	,757* . ,000 21	,791* . ,000 21	,794* . ,000 21	,828* . ,000 21	,679* . ,001 21	,908* . ,000 21
no5 Pearson Correlation Sig. (2- tailed) N	,480* . ,028 21	,402 . ,071 21	,735* . ,000 21	,767* . ,000 21	1 21	,608* . ,003 21	,649* . ,001 21	,623* . ,003 21	,633* . ,002 21	,416 . ,061 21	,770* . ,000 21
no6 Pearson Correlation Sig. (2- tailed)	,405 . ,068	,392 . ,079	,348 . ,122	,757* . ,000	,608* . ,003	1 	,633* . ,002	,549* . ,010	,665* . ,001	,754* . ,000	,752* . ,000

	N	21	21	21	21	21	21	21	21	21	21	21
no7	Pearson Correlation	,651*	,597*	,648*	,791*	,649*	,633*	1	,831*	,925*	,788*	,918*
	Sig. (2-tailed)	,001	,004	,001	,000	,001	,002		,000	,000	,000	,000
	N	21	21	21	21	21	21	21	21	21	21	21
no8	Pearson Correlation	,662*	,831*	,606*	,794*	,623*	,549*	,831*	1	,807*	,692*	,902*
	Sig. (2-tailed)	,001	,000	,004	,000	,003	,010	,000		,000	,001	,000
	N	21	21	21	21	21	21	21	21	21	21	21
no9	Pearson Correlation	,624*	,684*	,675*	,828*	,633*	,665*	,925*	,807*	1	,804*	,935*
	Sig. (2-tailed)	,003	,001	,001	,000	,002	,001	,000	,000		,000	,000
	N	21	21	21	21	21	21	21	21	21	21	21
no10	Pearson Correlation	,524*	,596*	,384	,679*	,416	,754*	,788*	,692*	,804*	1	,814*
	Sig. (2-tailed)	,015	,004	,086	,001	,061	,000	,000	,001	,000		,000
	N	21	21	21	21	21	21	21	21	21	21	21
total	Pearson Correlation	,724*	,755*	,703*	,908*	,770*	,752*	,918*	,902*	,935*	,814*	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	21	21	21	21	21	21	21	21	21	21	21

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 4 The Validity Test of Post Test

Correlations

		no1	no2	no3	no4	no5	no6	no7	no8	no9	no10	total
no1	Pearson Correlation Sig. (2- tailed) N	1 21	,309 ,173 21	,438* ,047 21	,611* * ,003 21	,816* * ,000 21	,445* ,043 21	,442 * ,045 21	,432 ,050 21	,710* * ,000 21	,501* ,021 21	,845* * ,000 21
no2	Pearson Correlation Sig. (2- tailed) N	,309 ,173 21	1 21	,277 ,225 21	,610* * ,003 21	,463* ,035 21	,463* ,034 21	- ,086 ,711 21	,289 ,203 21	,375 ,094 21	,239 ,296 21	,585* * ,005 21
no3	Pearson Correlation Sig. (2- tailed) N	,438* ,047 21	,277 ,225 21	1 21	,580* * ,006 21	,363 ,105 21	,228 ,320 21	,395 ,077 21	,476* ,029 21	,528* ,014 21	,352 ,118 21	,716* * ,000 21
no4	Pearson Correlation Sig. (2- tailed) N	,611* * ,003 21	,610* * ,003 21	,580* * ,006 21	1 21	,612* * ,003 21	,294 ,196 21	,150 ,516 21	,702* * ,000 21	,459* ,036 21	,150 ,516 21	,767* * ,000 21
no5	Pearson Correlation Sig. (2- tailed) N	,816* * ,000 21	,463* ,035 21	,363 ,105 21	,612* * ,003 21	1 21	,316 ,163 21	,143 ,536 21	,265 ,246 21	,738* * ,000 21	,327 ,148 21	,739* * ,000 21
no6	Pearson Correlation Sig. (2- tailed)	,445* ,043	,463* ,034	,228 ,320	,294 ,196	,316 ,163	1 	,082 ,724	,098 ,674	,322 ,154	,444* ,044	,564* * ,008

	N	21	21	21	21	21	21	21	21	21	21	21
no7	Pearson Correlation	,442*	-,086	,395	,150	,143	,082	1	,395	,235	,350	,471*
	Sig. (2-tailed)	,045	,711	,077	,516	,536	,724		,076	,305	,119	,031
	N	21	21	21	21	21	21	21	21	21	21	21
no8	Pearson Correlation	,432	,289	,476*	,702*	,265	,098	,395	1	,376	,054	,617*
	Sig. (2-tailed)	,050	,203	,029	,000	,246	,674	,076		,093	,816	,003
	N	21	21	21	21	21	21	21	21	21	21	21
no9	Pearson Correlation	,710*	,375	,528*	,459*	,738*	,322	,235	,376	1	,371	,772*
	Sig. (2-tailed)	,000	,094	,014	,036	,000	,154	,305	,093		,098	,000
	N	21	21	21	21	21	21	21	21	21	21	21
no10	Pearson Correlation	,501*	,239	,352	,150	,327	,444*	,350	,054	,371	1	,572*
	Sig. (2-tailed)	,021	,296	,118	,516	,148	,044	,119	,816	,098		,007
	N	21	21	21	21	21	21	21	21	21	21	21
total	Pearson Correlation	,845*	,585*	,716*	,767*	,739*	,564*	,471	,617*	,772*	,572*	1
	Sig. (2-tailed)	,000	,005	,000	,000	,000	,008	,031	,003	,000	,007	
	N	21	21	21	21	21	21	21	21	21	21	21

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 5: The Students Worksheet

Pre-Test of Students Worksheet







DIETI DINANTI OKTARIVANA.

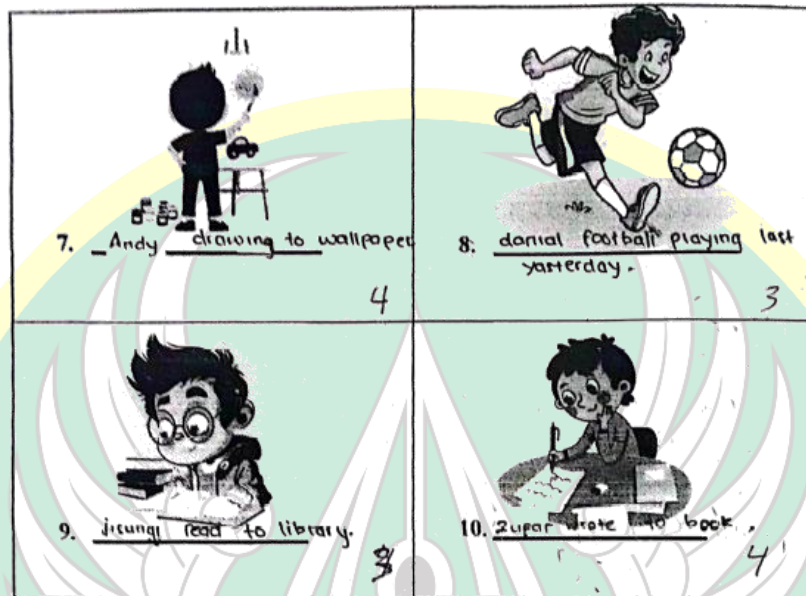
Lembar Kerja Peserta Didik

SOAL PRE TEST
Activity 1

64

Please make a sentence using simple past tense from the pictures below!

 1. <u>gibran</u>	 2. <u>Yuriko just now laundry room.</u>
 3. <u>Sulyon Cleaning today's ago.</u>	 4. <u>Harwo just now wash Plato.</u>
 5. <u>mark overat. today a go.</u>	 6. <u>Afran slept last night.</u>






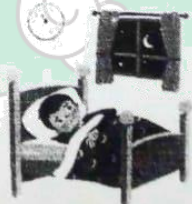






Lembar Kerja Peserta Didik

SOAL PRE TEST
Activity 1KEISHA
8A

60

Please make a sentence using simple past tense from the pictures below!

 1. <u>Beni just now.</u> 1	 2. <u>Dayu just now laundry room.</u> 2
 3. <u>Yurika cleaning, today's Ago.</u> 3	 4. <u>Silvi just now wash place.</u> 3
 5. <u>Edo overat today's Ago.</u> 3	 6. <u>Udin slept last night.</u> 5

 <p>7. <u>Ucup drawing.</u></p> <p>2</p>	 <p>8. <u>Eko football playing last yesterday.</u></p> <p>3</p>
 <p>9. <u>Joko read to library last yesterday.</u></p> <p>4</p>	 <p>10. <u>Wido writing to home last yesterday.</u></p> <p>4</p>







UIN
PROF. K.H. SAIFUDDIN ZUHRI





DISTI DINANTI OKTAVIANA
VIII - A

go

POST TEST

Please make a sentence using simple past tense from the pictures below!

 <p>1. Vana <u>cooked</u> egg <u>a few days ago</u>.</p>	 <p>2. Karina <u>flod</u> blouse <u>the day before yesterday</u>.</p>
 <p>3. Zafar <u>cycled</u> <u>this morning</u>.</p>	 <p>4. Hafide <u>swam</u> <u>a week ago</u>.</p>
 <p>5. Zaki <u>ran</u> <u>2 week ago</u>.</p>	 <p>6. azka <u>cleaned</u> tooth <u>Last night</u>.</p>

<p>7. </p> <p>Awa cleaned face last night. 5</p>	<p>8. </p> <p>adit fished with grand pa this Afternoon. 4</p>
<p>9. </p> <p>bintang drew last year. 4</p>	<p>10. </p> <p>okta played guitar in the music room. 5</p>

UIN





PROF. K.H. SAIFUDDIN ZUHRI





KEISHA ANINDYA ARDIYASA
8A (V/II A) CEG'A

92

POST TEST

Please make a sentence using simple past tense from the pictures below!

 1. <u>Loriy</u> cooked in the kitchen this morning. 5	 2. <u>cherry</u> folded shirt yesterday. 5
 3. <u>dadot</u> cycled last week. 5	 4. <u>kian</u> swam yesterday. 5
 5. <u>Beno</u> ran to school this morning. 5	 6. <u>oady</u> brushed tooth last night. 4

 <p>7. <u>Sria cleaned pach last night.</u> 5</p>	 <p>8. <u>nan Frshed fish with uncle a few days ago.</u> 4</p>
 <p>9. <u>dani drew vlew last year.</u> 4</p>	 <p>10. <u>fisha played guitar in the park yesterday.</u> 5</p>

UIN
PROF. K.H. SAIFUDDIN ZUHRI

Appendix 6: The Students Score of Pre-Test and Post-Test of Experiment Group and Control Group.

Students Score in Experiment Group

NO	STUDENTS OF EXPERIMENTAL CLASS	SCORE	
		PRE-TEST	POST-TEST
1	Afifah Lutfiana Mahira	74	88
2	Anisatul Widya Afifah	70	98
3	Aqila Ayman Apif	18	92
4	Asakhi Sabitatul Adwa	96	88
5	Bintang Al Maliki	60	98
6	Bryan Fernando	64	86
7	Disti Dinanti Oktarivana	64	90
8	Dodi Kurniawan	30	92
9	Febri Dwi Nurasyifa	64	98
10	Feyza Natania Putri	68	86
11	Keisha Anindya Ardiyasa	60	92
12	Khansa Syazia Zulfa	66	86
13	Lanang Brata Guna	54	98
14	Luthfia Dwi Zahira	50	86
15	Maulida Balqis Labiba Muna	58	96
16	Muhamad Abyan Nazhif	74	94
17	Muhammad Rafi Oktafian	60	92
18	Nabila Zaskia Harika	54	90
19	Naufal Syamil Adz Dzaki	50	94
20	Novandra Haidar Gustian	74	86
21	Rajendra Athaillah Yaris	54	98
22	Titis Pramulia	66	76
23	Zahfarina Layla Ramadhani	64	90
	SUM	1392	2094

	MEAN	60,52	91,04
	MINIMUM SCORE	18	76
	MAXIMUM SCORE	96	98

Students Score in Control Group

NO	STUDENTS NAME OF CONTROL CLASS	SCORE	
		PRE-TEST	POST-TEST
1	Adzra Malika Putri Damarhadi	70	54
2	Alvira Khoirunnisa'	56	60
3	Anabella Earline Andiwa	66	54
4	Anandito Putra Wicaksono	68	60
5	Aura Shema Permadi	50	54
6	Bachtiar Alfa Nur Khoeriza	50	50
7	Cahya Trifani Putri	56	66
8	Dafa Alrasyid	68	68
9	Diny Khairiya	54	50
10	Emilia Jihan Ghaida Athaya	66	50
11	Fadhlan Abqori Khisan	80	50
12	Haya Salsabil Fadiyah	70	56
13	Jeto Abbas Fauzan	54	68
14	Lagas Tri Pamungkas	60	54
15	Luthfiyyah Nurdyyanah	54	50
16	M. Ghozirurrohman Zain	50	70
17	Muhammad Fathian Alfarezi	74	70
18	Razan Muhammad Ihsan	50	62
19	Rizki Nur Aprilliando	58	58
20	Shilvia Shalihah Nur'aini	74	74

21	Zelika Putri Erlina	52	76
	SUM	1280	1254
	MEAN	60,95	59,71
	MINIMUM SCORE	50	50
	MAXIMUM SCORE	80	76



Appendix 7: Table of Significant

**Distribusi Nilai r_{tabel}
Signifikansi 5% dan 1%**

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 8: Lesson Plan of Experiment and Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Meeting I

Sekolah : MTs Modern Al-Azhary Ajibarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Materi Pokok : Simple Past Tense

Skill : Writing

Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti, Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar. 3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta	

informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.
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B. Indikator Pencapaian Kompetensi

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan pada simple past tense, terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, pendek, dan sederhana. C1
2. Peserta didik mampu menganalisis penggunaan language features dalam simple past tense. C4
3. Peserta didik mampu mengubah kalimat acak menjadi kalimat yang benar. C2

C. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada simple past tense, terkait keadaan/tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. Pendek, dan sederhana dengan akurat.
2. Peserta didik mampu menganalisis penggunaan language features dalam simple past tense dengan akurat.
3. Peserta didik mampu mengubah kalimat acak menjadi kalimat yang benar.

D. Materi Pembelajaran

A. Definition of Simple Past Tense

B. Language features of Simple Past Tense (Affirmative).

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan : Scientific Approach
2. Metode : Cooperative Learning (Team Games Tournament).
3. Strategi : Pengamatan, Tanya Jawab, Diskusi, Penugasan.

F. Media dan Sumber Belajar

A. Media

1. Boardmarker
2. Whiteboard
3. Gambar
4. Lembar Kerja Peserta Didik.

B. Sumber Belajar

1. <https://online.fliphtml5.com/exjtf/pgun/#p=15>
2. Pinterest

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi teks recount terkait pengalaman pribadi dimasa lampau. • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
Isi	<ul style="list-style-type: none"> • Guru memberikan penjelasan terkait struktur dan unsur kebahasaan simple past tense (affirmative). • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan simple past tense. • Setelah peserta didik berdiskusi, guru membagikan lembar kerja peserta didik untuk dikerjakan secara individu. • Setelah peserta didik selesai membuat kalimat simple past tense, peserta didik dan guru berdiskusi bersama mengenai jawaban dan kemudian membagi siswa kedalam beberapa kelompok berdasarkan hasil lembar kerja peserta didik. Pembagian kelompok untuk pertemuan selanjutnya peserta menjawab pertanyaan secara 	40 menit

	<p>Team Games Tournament dan akan dijelaskan peraturannya di pertemuan selanjutnya.</p> <ul style="list-style-type: none"> Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat Kesimpulan tentang hal-hal yang telah dipelajari terkait simple past tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. 	
Penutup	<ul style="list-style-type: none"> Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 	10 menit

H. Penialain

1. Penilaian sikap
2. Penilaian pengetahuan

Ajibarang, 23 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumati, S.Pd

NUPTK. 8149757659220003

Penyusun,



Erika Ayu Puspita

NIM. 017404080

The Control Class

Rencana Pelaksanaan Pembelajaran (RPP)

Meeting I

Sekolah : MTs Modern Al-Azhary Ajibarang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Simple Past Tense
Skill : Writing
Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti, Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan.kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar.
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat	3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)

pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.
---	---

B. Indikator Pencapaian Kompetensi

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan pada simple past tense, terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, pendek, dan sederhana. C1
2. Peserta didik mampu menganalisis penggunaan language features dalam simple past tense. C4
3. Peserta didik mampu mengubah kalimat acak menjadi kalimat yang benar.

C. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada simple past tense, terkait keadaan/tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. Pendek, dan sederhana dengan akurat.
2. Peserta didik mampu menganalisis penggunaan language features dalam simple past tense dengan akurat.
3. Peserta didik mampu mengubah kalimat acak menjadi kalimat yang benar.

D. Materi Pembelajaran

A. Definition of Simple Past Tense.

B. Language features of Simple Past Tense (Affirmative).

E. Pendekatan, Metode, dan Strategi Pembelajaran

4. Pendekatan : Scientific Approach
5. Metode : Group Discussion
6. Strategi : Pengamatan, Tanya Jawab, Diskusi, Penugasan.

F. Media dan Sumber Belajar

a) Media

1. Boardmarker
2. Whiteboard
3. Gambar
4. Lembar Kerja Peserta Didik.

b) Sumber Belajar

1. <https://online.fliphtml5.com/exjtf/pgun/#p=15>
2. Pinterest

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi teks recount terkait pengalaman pribadi dimasa lampau. • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
Isi	<ul style="list-style-type: none"> • Peserta didik diberi panduan untuk membaca beberapa kalimat simple past tense terkait pengalaman dimasa lampau. Dan meminta mengidentifikasi kalimat simple past tense terkait pengalaman pribadi dimasa lampau. • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami. Dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi teks simple past tense. • Guru menjelaskan terkait struktur dan unsur kebahasaan simple past tense. • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan mengurutkan kata rumpang menjadi kalimat simple past. Peserta didik mempresentasikan ulang, dan saling bertukar informasi mengenai Simple Past Tense. 	40 menit

	<ul style="list-style-type: none"> • Guru dan Peserta didik membahas bersama-sama jawaban siswa mengenai Simple Past Tense. • Guru dan peserta didik membuat Kesimpulan tentang hal-hal yang telah dipelajari terkait Simple Past Tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. 	
Penutup	<ul style="list-style-type: none"> • Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 	10 menit

G. Penilaian

1. Penilaian sikap
2. Penilaian pengetahuan

Ajibarang, 23 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumati, S.Pd

NUPTK. 8149757659220003

Penyusun,



Erika Ayu Puspita

NIM. 017404080

Experiment Class

Rencana Pelaksanaan Pembelajaran**(RPP)****Meeting II**

Sekolah : MTs Modern Al-Azhary Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi Pokok : Simple Past Tense
 Skill : Writing
 Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar. 3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.
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B. Indikator Pencapaian Kompetensi

1. Mengubah berbagai kata infinitive menjadi kata kerja past (V2). C2
2. Menyusun kalimat simple past tense sederhana yang melibatkan tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. C5

C. Tujuan Pembelajaran

1. Peserta didik mampu mengubah berbagai kata infinitive menjadi kata kerja past (V2). C2
2. Peserta didik menyusun kalimat simple past tense sederhana yang melibatkan tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. C5

D. Materi Pembelajaran

1. Language features of Simple Past Tense.
2. Adverb of Time

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan : Scientific Approach
2. Metode : Cooperative Learning (Team Games Tournament)
3. Strategi : Pengamatan, Tanya Jawab, Diskusi, Penugasan.

F. Media dan Sumber Belajar

A. Media

1. Broadmarker
2. Whiteboard
3. Lemabar Kerja Peserta Didik
4. Gambar

B. Sumber Belajar

- a. Pinterest
- b. <https://online.fliphtml5.com/exjtf/pgun/#p=15>

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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Pembuka	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
Isi	<ul style="list-style-type: none"> • Guru mengulas kembali materi yang telah dipelajari pertemuan sebelumnya. • Peserta didik kemudian diarahakan untuk berkelompok sesuai dengan hasil lembar kerja, siswa yang memiliki nilai tertinggi dikelompokkan dengan yang tertinggi, nilai rata-rata dengan siswa yang memiliki nilai rata-rata, dan siswa yang memiliki nilai terendah dikelompokkan dengan nilai yang terendah. • Guru menjelaskan peraturan dalam Team Games Tournament. • Siswa kemudian membuat kalimat simple past tense berdasarkan gambar yang disediakan secara Team Games Tournament. • Peserta didik yang mampu menjawab dengan benar akan 	40 menit

	<p>memperoleh point dan dikumpulkan untuk team recognition.</p> <ul style="list-style-type: none"> Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat Kesimpulan tentang hal-hal yang telah dipelajari terkait simple past tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. 	
Penutup	<ul style="list-style-type: none"> Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaranyang baru dilakukan. Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 	10 menit

H. Penilaian

1. Penilaian sikap
2. Penilaian pengetahuan

Ajibarang, 27 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumiati, S.Pd

NUPTK. 8149757659220003

Penyusun



Erika Ayu Puspita

NIM. 017404080

The Control Class

Rencana Pelaksanaan Pembelajaran**(RPP)****Meeting II**

Sekolah : MTs Modern Al-Azhary Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi Pokok : Simple Past Tense
 Skill : Writing
 Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar. 3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)

<p>(Perhatikan unsur kebahasaan simple past tense).</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.</p>
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B. Indikator Pencapaian Kompetensi

1. Mengubah berbagai kata infinitive menjadi kata kerja past (V2). C2
2. Menyusun kalimat simple past tense sederhana yang melibatkan tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. C5

C. Tujuan

1. Peserta didik mampu mengubah berbagai kata infinitive menjadi kata kerja past (V2). C2
2. Peserta didik menyusun kalimat simple past tense sederhana yang melibatkan tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. C5

D. Materi Pembelajaran

1. Language features of Simple Past Tense.
2. Adverb of Time

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan : Scientific Approach
2. Metode : Conventional.
3. Strategi : Pengamatan, Tanya Jawab, Diskusi, Penugasan.

F. Media dan Sumber Belajar

a. Media

1. Broadmarker
2. Whiteboard
3. Lembar Kerja Peserta Didik
4. Gambar

b. Sumber Belajar

1. Pinterest
2. <https://online.fliphtml5.com/exjtf/pgun/#p=15>

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
Isi	<ul style="list-style-type: none"> Guru menanyakan kegiatan siswa sebelum berangkat ke sekolah untuk brainstorming. Guru mengulas kembali materi yang sudah dipelajari di pertemuan sebelumnya. Guru memberikan materi terkait struktur simple past tense dan kata kerja infinitive dan past Guru meminta peserta didik untuk mengerjakan soal yaitu membuat kalimat simple past tense berdasarkan gambar yang disediakan secara individu. Setelah peserta didik selesai membuat kalimat simple past tense, guru dan peserta didik berdiskusi bersama mengenai jawaban. 	40 menit

	<ul style="list-style-type: none"> Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari dan peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. 	
Penutup	<ul style="list-style-type: none"> Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 	10 menit


H. Penilaian

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Ajibarang, 27 April 2024

Mengetahui,

Guru Bahasa Inggris


Jumati, S.Pd

Penyusun,


Erika Ayu Puspita

NUPTK. 8149757659220003

NIM. 017404080

The Experiment Class

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Meeting III

Sekolah : MTs Modern Al-Azhary Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi Pokok : Simple Past Tense
 Skill : Writing
 Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan.kegiatan/kejadian yang dilakukan/terjadi secara rutin atau	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar.

<p>merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)</p> <p>4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.</p>
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B. Indikator Pencapaian Kompetensi

1. Menganalisis penggunaan infinitive dan past verb. C2
2. Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis penggunaan verb dalam simple past tense.
2. Peserta didik mampu Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

D. Materi Pembelajaran

1. Language features of Simple Past Tense (Negative).
2. Irregular Verb.

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan: Scientific Approach
2. Metode : Cooperative Learning, Team Games Tournament
3. Strategi : pengamatan, tanya jawab, diskusi, penugasan

F. Media dan Sumber Belajar

a. Media

1. Broadmarker
2. Whiteboard
3. Lembar Kerja Peserta Didik
4. Gambar

b. Sumber Belajar

- 1) Pinterest
- 2) <https://online.fliphtml5.com/exjtf/pgun/#p=15>

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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Pembuka	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
Isi	<ul style="list-style-type: none"> • Guru mengulas kembali materi yang sudah dipelajari di pertemuan sebelumnya. • Peserta didik dibentuk dalam beberapa kelompok untuk berdiskusi membuat kalimat simple past tense berdasarkan gambar dengan anggota kelompok yang sama pada pertemuan pertama. • Setelah peserta didik selesai membuat kalimat simple past tense, peserta didik guru berdiskusi bersama mengenai jawaban. • Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat Kesimpulan tentang hal-hal yang telah dipelajari terkait simple past tense. Peserta didik kemudian diberi kesempatan untuk 	40 menit

	menanyakan kembali hal-hal yang belum dipahami.	
Penutup	<ul style="list-style-type: none"> • Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 	10 menit

G. Penilaian

1. Penilaian sikap
2. Penilaian pengetahuan

Ajibarang, 30 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumati, S.Pd

NUPTK. 8149757659220003

Penyusun



Erika Ayu Puspita

NIM. 017404080

The Control Class

Rencana Pelaksanaan Pembelajaran**(RPP)****Meeting III**

Sekolah : MTs Modern Al-Azhary Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi Pokok : Simple Past Tense
 Skill : Writing
 Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar.

<p>dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)</p> <p>4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.</p>
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B. Indikator Pencapaian Kompetensi

1. Menganalisis penggunaan infinitive dan past verb. C2
2. Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis penggunaan verb dalam simple past tense.
2. Peserta didik mampu Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

D. Materi Pembelajaran

1. Language features of Simple Past Tense (Negative).
2. Irregular Verb.

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan: Scientific Approach
2. Metode : Cooperative Learning, Team Games Tournament
3. Strategi : pengamatan, tanya jawab, diskusi, penugasan

F. Media dan Sumber Belajar

a. Media

1. Broadmarker
2. Whiteboard
3. Lembar Kerja Peserta Didik
4. Gambar

b. Sumber Belajar

- 1) Pinterest
- 2) <https://online.fliphtml5.com/exjtf/pgun/#p=15>



G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
Isi	<ul style="list-style-type: none"> Guru mengulas kembali materi yang sudah dipelajari di pertemuan sebelumnya. Guru memberikan penjelasan terkait struktur simple past tense (Negative) dan adverb of time. Guru memberikan kesempatan peserta didik untuk bertanya dan guru menjawab pertanyaan peserta didik. Peserta didik membuat kalimat simple past tense berdasarkan gambar yang telah diberikan oleh guru secara individu. Setelah peserta didik selesai membuat kalimat simple past tense, guru dan peserta didik berdiskusi bersama mengenai jawaban. 	40 menit

	<ul style="list-style-type: none"> Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari dan peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. 	
Penutup	<ul style="list-style-type: none"> Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 	10 menit

H. Penialain

- Penilaian sikap
- Penilaian pengetahuan

Ajibarang, 30 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumiati, S.Pd

NUPTK. 8149757659220003

Penyusun,



Erika Ayu Puspita

NIM. 017404080

The Experiment Class

Rencana Pelaksanaan Pembelajaran**(RPP)****Meeting IV**

Sekolah : MTs Modern Al-Azhary Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi Pokok : Simple Past Tense
 Skill : Writing
 Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan.kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar. 3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)

<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.</p>
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B. Indikator Pencapaian Kompetensi

3. Menganalisis penggunaan infinitive dan past verb. C2
4. Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

C. Tujuan Pembelajaran

3. Peserta didik mampu menganalisis penggunaan verb dalam simple past tense.
4. Peserta didik mampu Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

D. Materi Pembelajaran

3. Language features of Simple Past Tense (Interrogative).
4. Irregular Verb.

E. Pendekatan, Metode, dan Strategi Pembelajaran

4. Pendekatan: Scientific Approach
5. Metode : Cooperative Learning, Team Games Tournament
6. Strategi : pengamatan, tanya jawab, diskusi, penugasan

F. Media dan Sumber Belajar

a. Media

1. Broadmarker
2. Whiteboard
3. Lembar Kerja Peserta Didik
4. Gambar

b. Sumber Belajar

- 1) Pinterest
- 2) <https://online.fliphtml5.com/exjtf/pgun/#p=15>

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, 	10 menit

	<p>memeriksa kehadiran peserta didik sebagai sikap disiplin.</p> <ul style="list-style-type: none"> Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	
Isi	<ul style="list-style-type: none"> Guru mengulas kembali materi yang sudah dipelajari di pertemuan sebelumnya. Guru memberikan penjelasan terkait struktur simple past tense (interogative). Peserta didik dibentuk dalam beberapa kelompok untuk berdiskusi membuat kalimat simple past tense berdasarkan gambar dengan anggota kelompok yang sama pada pertemuan sebelumnya. Setelah peserta didik selesai membuat kalimat simple past tense, peserta didik guru berdiskusi bersama mengenai jawaban. Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat Kesimpulan tentang hal-hal yang telah dipelajari terkait simple past 	40 menit

	tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	
Penutup	<ul style="list-style-type: none"> • Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 	10 menit

G. Penilaian

3. Penilaian sikap
4. Penilaian pengetahuan

Ajibarang, 30 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumiati, S.Pd

NUPTK. 8149757659220003

Penyusun,



Erika Ayu Puspita

NIM. 017404080

The Control Class

Rencana Pelaksanaan Pembelajaran**(RPP)****Meeting IV**

Sekolah : MTs Modern Al-Azhary Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi Pokok : Simple Past Tense
 Skill : Writing
 Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan.kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar. 3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)

<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.</p>
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B. Indikator Pencapaian Kompetensi

1. Menganalisis penggunaan infinitive dan past verb. C2
2. Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis penggunaan verb dalam simple past tense.
2. Peserta didik mampu Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

D. Materi Pembelajaran

1. Language features of Simple Past Tense (Interrogative).
2. Irregular Verb.

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan: Scientific Approach
2. Metode : Cooperative Learning, Team Games Tournament
3. Strategi : pengamatan, tanya jawab, diskusi, penugasan

F. Media dan Sumber Belajar

a. Media

1. Broadmarker
2. Whiteboard
3. Lembar Kerja Peserta Didik
4. Gambar

b. Sumber Belajar

- 1) Pinterest
- 2) <https://online.fliphtml5.com/exjtf/pgun/#p=15>

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
Isi	<ul style="list-style-type: none"> • Guru mengulas kembali materi yang sudah dipelajari di pertemuan sebelumnya. • Guru memberikan penjelasan terkait struktur simple past tense dan adverb of time. • Guru memberikan kesempatan peserta didik untuk bertanya dan guru menjawab pertanyaan peserta didik. • Peserta didik membuat kalimat simple past tense berdasarkan gambar yang telah diberikan oleh guru secara individu. • Setelah peserta didik selesai membuat kalimat simple past tense, guru dan peserta didik berdiskusi bersama mengenai jawaban. 	40 menit

	<ul style="list-style-type: none"> Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari dan peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. 	
Penutup	<ul style="list-style-type: none"> Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 	10 menit

H. Penialain

- c. Penilaian sikap
- d. Penilaian pengetahuan

Ajibarang, 30 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumiati, S.Pd

NUPTK. 8149757659220003

Penyusun,



Erika Ayu Puspita

NIM. 017404080

The Experiment Class

Rencana Pelaksanaan Pembelajaran**(RPP)****Meeting V**

Sekolah : MTs Modern Al-Azhary Ajibarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi Pokok : Simple Past Tense
 Skill : Writing
 Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan.kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar. 3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)

<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.</p>
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B. Indikator Pencapaian Kompetensi

1. Menganalisis penggunaan infinitive dan past verb. C2
2. Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis penggunaan verb dalam simple past tense.
2. Peserta didik mampu Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

D. Materi Pembelajaran

1. Language features of Simple Past Tense.
2. Irregular Verb.

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan: Scientific Approach
2. Metode : Cooperative Learning, Team Games Tournament
3. Strategi : pengamatan, tanya jawab, diskusi, penugasan

F. Media dan Sumber Belajar

a. Media

1. Broadmarker
2. Whiteboard
3. Lembar Kerja Peserta Didik
4. Gambar

b. Sumber Belajar

- 1) Pinterest
- 2) <https://online.fliphtml5.com/exjtf/pgun/#p=15>

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta 	10 menit

	<p>didik sebagai sikap disiplin.</p> <ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	
Isi	<ul style="list-style-type: none"> • Guru mengulas kembali materi yang telah dipelajari pertemuan sebelumnya. • Peserta didik kemudian diarahkan untuk berkelompok sesuai dengan hasil lembar kerja, siswa yang memiliki nilai tertinggi dikelompokkan dengan yang tertinggi, nilai rata-rata dengan siswa yang memiliki nilai rata-rata, dan siswa yang memiliki nilai terendah dikelompokkan dengan nilai yang terendah. • Guru menjelaskan peraturan dalam Team Games Tournament. • Siswa kemudian membuat kalimat simple past tense berdasarkan gambar yang disediakan secara Team Games Tournament. • Peserta didik yang mampu menjawab dengan benar akan memperoleh point. Kemudian setiap siswa menjumlahkan poin yang didapat dengan anggota kelompok heterogen dan 	40 menit

	<p>kelompok yang memiliki nilai tertinggi adalah pemenang dalam Team Games Tournament.</p> <ul style="list-style-type: none"> Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat Kesimpulan tentang hal-hal yang telah dipelajari terkait simple past tense. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. 	
Penutup	<ul style="list-style-type: none"> Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 	

G. Penilaian

1. Penilaian sikap
2. Penilaian pengetahuan

Ajibarang, 30 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumiati, S.Pd

Penyusun,



Erika Ayu Puspita

NUPTK. 8149757659220003

NIM. 017404080

The Control Class

Rencana Pelaksanaan Pembelajaran**(RPP)****Meeting V**

Sekolah : MTs Modern Al-Azhary Ajibarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Materi Pokok : Simple Past Tense

Skill : Writing

Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti 3 (Pengetahuan)	Kompetensi Inti 4 (Keterampilan)
Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/Tindakan.kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense).	3.7.1 peserta didik dapat membedakan simple past tense dalam bentuk positif, negative, dan interogatif berdasarkan teks/video/gambar. 3.7.2 Peserta didik mengubah berbagai kata kerja infinitive menjadi kata kerja past (V2)

4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.3 Peserta didik menuliskan teks dalam bentuk kalimat dalam bentuk simple past tense sesuai konteks berupa pengalaman di waktu lampau dalam bentuk 5 buah kalimat.
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B. Indikator Pencapaian Kompetensi

1. Menganalisis penggunaan infinitive dan past verb. C2
2. Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis penggunaan verb dalam simple past tense.
2. Peserta didik mampu Menyusun kalimat simple past tense berdasarkan gambar yang disajikan.

D. Materi Pembelajaran

1. Language features of Simple Past Tense (Interrogative).
2. Irregular Verb.

E. Pendekatan, Metode, dan Strategi Pembelajaran

1. Pendekatan: Scientific Approach
2. Metode : Conventional Method
3. Strategi : pengamatan, tanya jawab, diskusi, penugasan.

F. Media dan Sumber Belajar

a. Media

1. Broadmarker
2. Whiteboard
3. Lembar Kerja Peserta Didik
4. Gambar

b. Sumber Belajar

- 1) Pinterest
- 2) <https://online.fliphtml5.com/exjtf/pgun/#p=15>

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembuka	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa 	10 menit

	<p>kehadiran peserta didik sebagai sikap disiplin.</p> <ul style="list-style-type: none"> • Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Simple Past Tense. • Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	
Isi	<ul style="list-style-type: none"> • Guru mengulas kembali materi yang sudah dipelajari di pertemuan sebelumnya. • Guru memberikan penjelasan terkait struktur simple past tense dan irregular verb. • Guru memberikan kesempatan peserta didik untuk bertanya dan guru menjawab pertanyaan peserta didik. • Peserta didik membuat kalimat simple past tense berdasarkan gambar yang telah diberikan oleh guru secara individu. • Setelah peserta didik selesai membuat kalimat simple past tense, guru dan peserta didik berdiskusi bersama mengenai jawaban. • Guru memberikan komentar dan apresiasi kepada peserta didik. Selanjutnya, guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari dan 	40 menit

	peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	
Penutup	<ul style="list-style-type: none"> • Peserta didik membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Guru membuat rangkuman/simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 	10 menit

H. Penialain

e. Penilaian sikap

f. Penilaian pengetahuan

Ajibarang, 30 April 2024

Mengetahui,

Guru Bahasa Inggris



Jumiati, S.Pd

NUPTK. 8149757659220003

Penyusun,



Erika Ayu Puspita

NIM. 017404080

MATERI AJAR

SIMPLE PAST TENSE

Definition of Simple Past Tense

Simple past tense is used to express the act that has been completed in the past. We also put verbs into simple past tense if we want to describe actions happening one after the other, as in a story.

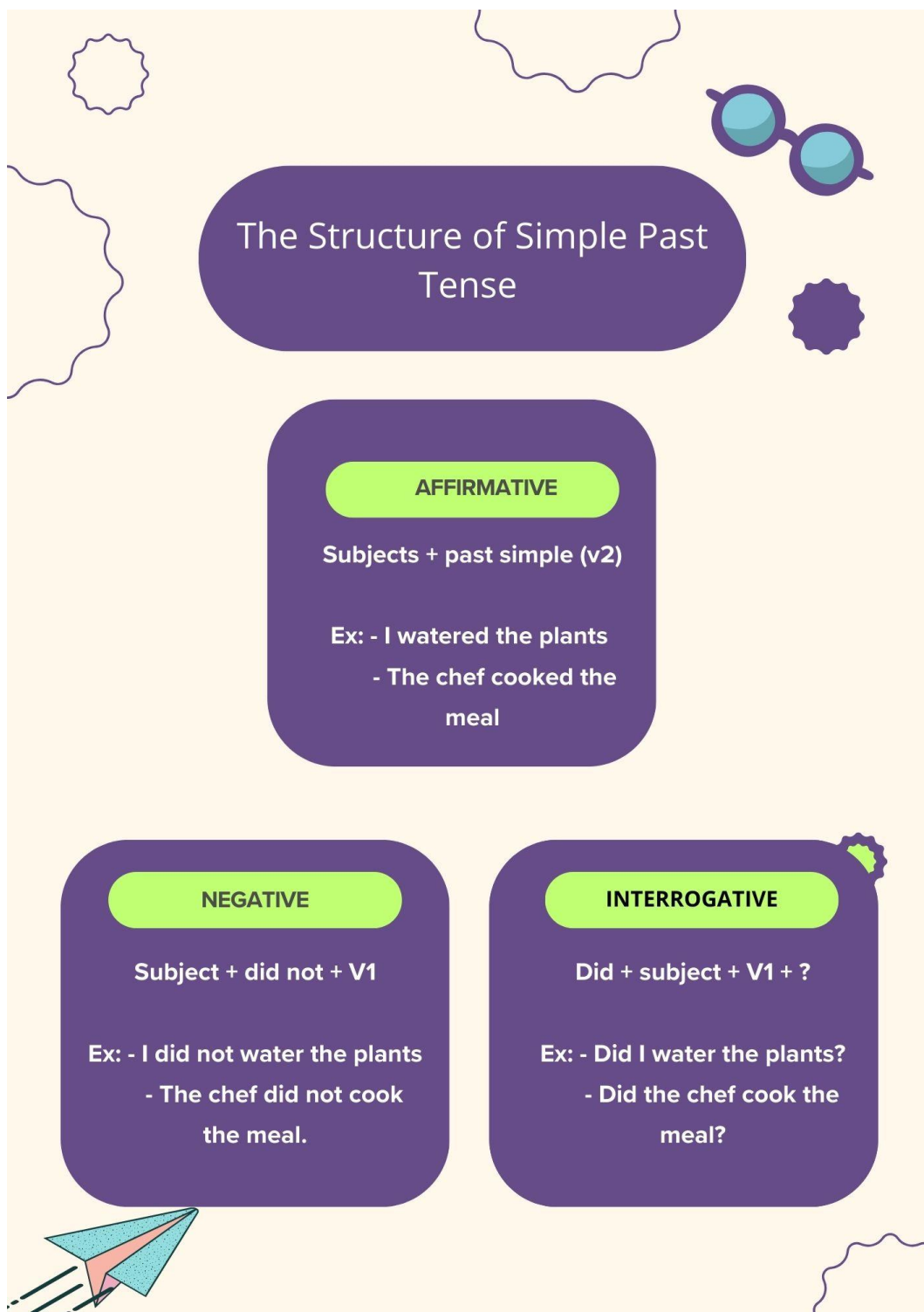
When to use simple past tense

Usage	Example
The action that happened at some specific time in past.	He went to the market last night.
Two or more consecutive actions that happened in the past.	He entered the room, switched on the light and fell on the bed. My grandmother used to hand wash her clothes.
The finished action of the past.	My grandmother used to hand wash her clothes.
To talk about the people who are no more in this world.	Albert Einstein presented the theory of relativity.
Time/date expressions	The manager joined this office two days ago.

Adverb of time
Yesterday
Last week
Last month
Last year
A little while ago
This morning
In the past
A long time ago
The day before yesterday
One week ago

The structure of simple past tense





Irregular Verb

Irregular verbs are verbs in which the past tense is not formed by adding the usual “ed” at the end.



IRREGULAR VERB

Present	Past
1. Go	Went
2. Take	Took
3. Come	Came
4. Do	Did
5. Tell	Told
6. Eat	Ate
7. Know	Knew
8. See	Saw
9. Run	Ran
10. Sleep	Slept
11. Sit	Sat
12. Write	Wrote

LKPD 1

A. Please match the present tense verb with the past tense verb!

VERB 1	VERB 2
Fly	Flew
Write	Felt
Feel	Brought
Bring	Wrote
Take	Took

B. Arrange the jumbled words into good sentences.

1. in a restaurant / worked / she / last year.
2. last summer / my cousin / I / visited / in France.
3. her hair / dried / she / in the balcony
4. slowly / he / walked / to the school
5. a fairy tale / read / to /dad / his children

LKPD II

A. please write the past simple form of the verbs!

1. Walk
2. Wash
3. Drive
4. Watch
5. Work

B. Please make a sentences about the picture below!



2.



3.



4.







5.



LKPD III

A. Please guess the present tense and past tense the pictures!

1.	
2.	
3.	
4.	



B. Please make a simple past tense from the pictures you have guessed.

1.
2.
3.
4.
5.

UIN
PROF. K.H. SAIFUDDIN ZUHRI

LAMPIRAN RUBIK PENILAIN

LKPD 1

A. Match the present tense verb with the past tense

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

B. please write the past simple form of the verbs!

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

LKPD II

A. Arrange the jumbled words into good sentences.

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

Nilai pengetahuan = perolehan skor maksimal x 10 = 100

B. Scoring Rubic of Writing Evaluation

Score	Criteria
5	The students are able to create sentences according to the simple past tense rules correctly.
4	The students are able to create simple past tense sentences but there is one error in (mechanics (spelling, punctuation, and capitalization)/grammar/vocabulary/content).
3	The students are able to make simple past tense sentences but there are two error in (mechanics (spelling, punctuation, and capitalization)/grammar/content/vocabulary).
2	The students are able to create sentences but there are three errors in (mechanics (spelling, punctuation, and capitalization) /grammar/content/vocabulary)
1	The students are able to create sentences but still makes errors in mechanics (spelling, punctuation and capitalization), grammar, content, and vocabulary.
0	The students did not answer the question.

Total = Score (5+5+5+5+5+5+5+5+5+5) X 2 = 100

Appendix 9: Observation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.ftik.uinsaizu.ac.id

Nomor : B.m.2523/Un.19/D.FTIK/PP.05.3/05/2024
 Lamp. :
 Hal : Permohonan Ijin Riset Individu

21 Mei 2024

Kepada
 Yth. Kepala MTs Modern Al Azhary Ajibarang
 Kec. Ajibarang
 di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---|
| 1. Nama | : Erika Ayu Puspita |
| 2. NIM | : 2017404080 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Kracak, RT 02 RW 10, Kec. Ajibarang Kab. Banyumas |
| 6. Judul | : The Effectiveness of Team Games Tournament (TGT) On Students Writing Skill At Fighth Grade of MTs Al-Azhary |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|----------------------------------|
| 1. Objek | : SISWA |
| 2. Tempat / Lokasi | : MTs Modern Al Azhary Ajibarang |
| 3. Tanggal Riset | : 22 05 2024 s/d 22 07 2024 |
| 4. Metode Penelitian | : Kuantitatif Eksperimen |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
 Wassalamu'alaikum Wr. Wb.

An. Dekan
 Ketua Jurusan Tadris



Maria Ulpah

UIN
 PROF. K.H. SAIFUDDIN ZUHRI

Appendix 10: Certificate of the Research



YAYASAN AJI YUMIKA
MADRASAH TSANAWIYAH MODERN AL AZHARY
 Madrasah Modern Berbasis Al-Qur'an, Bahasa, dan Teknologi Informasi
 Alamat : Jl. Pancurwang No. 15 Rt 302 Pw 004 Desa Lendahu Kec. Ajibarang Kab. Banyumas Jawa Tengah 51702 Telp. (0271) 5703 887 Email: retanahary@igmail.com Website: www.retanahary.sch.id

SURAT KETERANGAN

Nomor : 09.002/SPb/ MTs.AI-Azh/IX/2024

Yang bertanda tangan dibawah ini Kepala MTs Modern Al Azhary Ajibarang, Kabupaten Banyumas menerangkan bahwa :

Nama : Erika Ayu Puspita
 NIM : 2017404080
 Semester : 6 (Enam)
 Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Riset di MTs Modern Al Azhary Ajibarang pada tanggal 23 April 2024 sampai dengan tanggal 22 Mei 2024 dengan judul "The Effectiveness of Team Games Tournament (TGT) On Students Writing Skill At Eighth Grade of MTs Al-Azhary" menggunakan metode penelitian Kuantitatif Eksperimen.

Demikian surat ini kami sampaikan, atas perhatian nya kami ucapkan terima kasih.

Ajibarang, 12 September 2024

Kepala Madrasah
 MTs Modern Al Azhary Ajibarang.

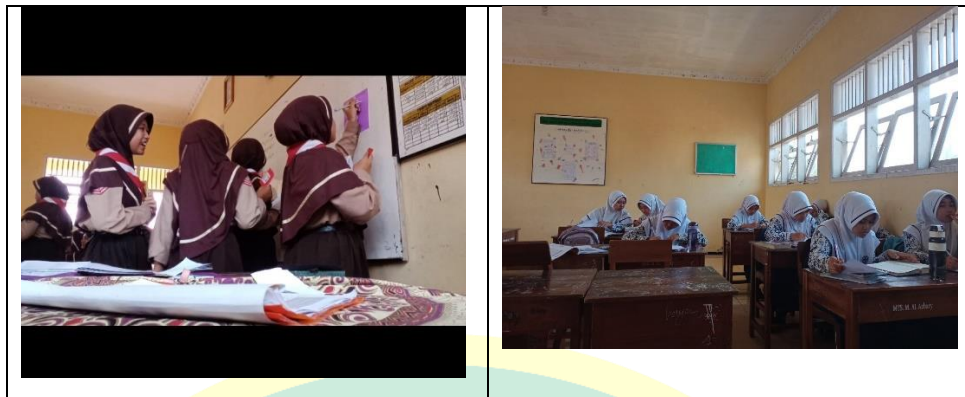


Khayatun Nisam, S. Kom.
 NIM 2017404080

Appendix 11 : Teaching Learning Process

The Learning Process of Experimental Class and Control Class

Experiment Class	Control Class
	
	
	



BIOGRAPHY

A. Personal Identity

1. Name : Erika Ayu Puspita
2. Student ID Number : 2017404080
3. Date and Place of Birth : Banyumas, 22 Mei 2002
4. Gender : Female
5. Address : Ajibarang, Banyumas
6. Email : erikappuspita@gmail.com

B. Educational Background

1. Formal Education
 - a. SD/MI : SD Negeri 1 Kracak
 - b. SMP/MTS : MTs Ma'arif NU 1 Ajiabarang
 - c. SMA/MA : SMA Ma'arif NU 1 Ajibarang
 - d. S1 : UIN Prof. K.H Saifuddin Zuhri Puwokerto
2. Non-Formal Education
 - a. 2020-2023 : Pondok Pesantren Modern EL-Fira

