

## ABSTRAK

**ABDUL MUNIR.** *Pengaruh Model Teams Games Tournaments dan Jigsaw Terhadap Hasil Belajar Keterampilan Berbahasa Indonesia, (Studi Eksperimen terhadap Siswa SD di Kabupaten Gowa),* Dibimbing oleh Promotor Muhammad Rapi Tang dan Kopromotor Johar Amir, anggota Promotor Andi Ihsan.

Pembelajaran *TGT* dan *Jigsaw* adalah model pembelajaran kelompok yang menuntut keterampilan siswa mengomunikasikan fakta, konsep dan generalisasi dengan melibatkan jenjang-jenjang kognitif tinggi dan rendah. Tujuan penelitian ini adalah mengungkap pengaruh model pembelajaran *TGT* dan *Jigsaw* terhadap hasil belajar keterampilan berbahasa Indonesia, mencari apakah ada pengaruh interaksi model *TGT* dan *Jigsaw* terhadap hasil belajar keterampilan berbahasa Indonesia, menjelaskan perbedaan hasil belajar keterampilan berbahasa Indonesia bagi siswa kelas V SD Inpres Tetebatu yang diberikan perlakuan model *Teams Games Tournaments* dan *Jigsaw* pada kelompok siswa yang mendapat hasil belajar tinggi dan rendah.

Metode eksperimen digunakan dengan desain Faktorial, treatment by level 2x2. Adapun populasi sebanyak 86, sampelnya 86. Instrument penelitian adalah lembar observasi, tes objektif, dan format wawancara, serta dokumentasi. Teknik pengumpulan data berupa observasi, angket dan test, teknik analisis data adalah Anava dua jalur yang dilanjutkan dengan uji Tukey.

Kesimpulan hasil penelitian sebagai berikut: (1) Ada pengaruh model pembelajaran *TGT* dan *Jigsaw* terhadap hasil belajar keterampilan berbahasa Indonesia yang signifikan. Berdasarkan hasil uji lanjut dengan menggunakan uji Tukey dengan nilai Q hitung  $> Q$  tabel yakni  $5,5742 > 4,0130$ , maka rerata skor untuk siswa yang belajar dengan model pembelajaran *TGT* lebih berpengaruh daripada siswa yang belajar dengan model *Jigsaw*, (2) Ada pengaruh interaksi model pembelajaran *TGT* dan *Jigsaw* terhadap hasil belajar keterampilan berbahasa Indonesia siswa kelas V SD Inpres Tetebatu Kabupaten Gowa, (3) Ada perbedaan hasil belajar keterampilan berbahasa Indonesia yang signifikan yang diberi perlakuan model *TGT* dan *Jigsaw* pada kelompok siswa yang memperoleh nilai tinggi. Hal tersebut sesuai hasil uji lanjut dengan menggunakan uji Tukey, dengan nilai Q hitung  $> Q$  tabel yakni  $3,3058 > 2,7694$ , artinya rerata skor untuk siswa yang memiliki hasil belajar yang tinggi ketika diberi perlakuan model pembelajaran *TGT* dan model pembelajaran *Jigsaw* menunjukkan perbedaan yang signifikan, (4) Ada perbedaan hasil belajar keterampilan berbahasa Indonesia yang signifikan bagi siswa yang diberi perlakuan model pembelajaran *TGT* dan *Jigsaw* pada kelompok siswa yang memperoleh nilai rendah. Hal ini sesuai hasil uji lanjut dengan menggunakan uji Tukey, dengan nilai Q hitung  $> Q$  tabel yakni  $4,5773 > 2,7694$ , artinya rerata skor untuk siswa yang memiliki hasil belajar yang rendah ketika diberi perlakuan model pembelajaran *TGT* dan yang diberi perlakuan model pembelajaran *Jigsaw* menunjukkan perbedaan yang signifikan.

**Kata Kunci:** Pengaruh Pembelajaran *TGT*, *Jigsaw*, Keterampilan Berbahasa, dan Hasil Belajar.

## ABSTRACT

**Abdul Munir.** The effect of Teams Games Tournaments and Jigsaw to the students' skills in Indonesian language skill.(An experimental study at *Tete Batu* Elementary School in Gowa Regency) promoter by Rapi Tang Muhammad and co promoter by Johar Amir, and promoted member by Andi Ihsan.

Teams Games Tournaments and Jigsaw is a group models which need students' skill exploring fact, concept, and generalize with cooperating steps of the highest and lowest cognitive. Teaching for getting knowledge understands assimilation and accommodation. Students called teaching if they get more knowledge in cognitive structure which means there is a mechanism of brain function of the students. Every teaching process influenced by external activities to the students. It similar if teaching is an external process which designed has influence in a teaching process with function to develop the students' ability. Experimental design used  $2 \times 2$ . The population of the research was 151 and 86 sampling. The research instruments were observation sheet, essay test, and interview form. The research aimed explaining and analyzing; (1) the difference of Indonesian students skill between using teams games tournaments model and jigsaw model, (2) the different of students skill which used teams games tournaments and jigsaw, (3) the different of students Indonesian language skill in Teams games tournament and jigsaw. The experimental research used factorials treatment by level  $2 \times 2$ . The population were 151, the samples were 86. The instruments were observation sheet, objective test, and interview form and also documentations. The collecting data techniques were observation sheet, objective test, and interview form and also documentations. The research showed some conclusions; (1) There was the differentiation of students Indonesian language skill which significant between the students joined in teaching by using teams games tournament and jigsaw where in teams games tournament there were many students getting higher score compared jigsaw. Based on further result using Tukey's test calculated value of  $Q > Q$  table i.e.  $5.5742 > 4.0130$ , the mean score with TGT model was more influential than the students with Jigsaw model, (2) there were influence of models interaction between TGT and Jigsaw to the students' score of class V at Tetebatu Elementary School in Gowa regency (3) There were the significant influence of TGT model and *jigsaw* to the students' learning outcome in Indonesian language skills who got higher score. It appropriated of the test result further by Turkey with the count value  $Q > Q$  table i.e.  $3.3058 > 2.7694$ , the mean score showed using TGT model was more influential than *Jigsaw*, and (4) there were significant influence of TGT and *Jigsaw* model in Indonesian language skills. It was consistent with the results of a further test using Tukey test, with the count value  $Q > Q$  table i.e.  $4.5773 > 2.7694$ , the mean score for students who have low score when used models TGT more influential than when used learning Jigsaw model.

**Key words:** Effect, Teams Games Tournaments, Jigsaw. Language skills, and Language score.