Improving Arabic Learning Outcomes through Cooperative Learning Type of Team Games Tournament

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Abstract: This study aims to improve students' learning outcomes in learning Arabic language with cooperative learning type of TGT on students of X-Religious class in State Madrasah Aliyah 3 Central Jakarta, amounting to 32 students. Research methodology is Classroom Action Research and the procedure used the Hopkin model in each cycle consists of four stages of planning, implementation, observation and reflection. The assessment process starts from the planning, implementation and learning stages of pre-test, cycle I and cycle II post-tests, interviews, observations, field note documentation and peer information. The results of this study found that first, there were significant differences in learning outcomes during three measurements: pre-test (X1), cycle I (X2) and second cycle (X3) test. $F_{count} = 307.99 > F_{table} = 4.84$ at significant level $\alpha = 0.01$ with dk numerator that is dk (A) = 2 and dk denominator is dk (D) = 93. Secondly there is a significant difference between the mean pre-test (test I) And test II (score of cycle I) where $t_{count} = -18.193 < t_{table} = -1.661$, there is a significant difference between the mean of pre-test (test I) and test score III (score of cycle II) where $t_{count} = -24.813 < t_{table} = -1.661$, and there is also a significant difference between the mean of test II (score of cycle I) and the score of test III (score of cycle II) where $t_{count} = -12.897 < t_{table} = -1.661$. Based on the above findings, it can be concluded that the use of cooperative learning type TGT model proved to improve student learning outcomes, especially on Arabic subject matter. Therefore, in the opinion of the authors cooperative learning type of TGT can serve as an alternative learning strategy that can be developed in the learning process in school.

1 INTRODUCTION

Every teacher basically wants the learning process that is carried out is fun and student-cantered. For example, students are always enthusiastic in the learning process, including raising their hands to answer questions, express opinions, exchange information and encourage each other among friends. But the attitude is less passionate in learning, student activity is still low and sometimes there are some students playing or chatting with friends is a problem faced in State Madrasah Aliyah Jakarta, especially for Arabic subjects in State Madrasah Aliyah Jakarta students. This has an impact on the mastery of the concepts and their learning completeness is low. The conditions like this are clearly not expected in the learning process.

Some teachers have conducted several learning methods such as discussion methods, question and answer and practicum. However, because teachers have not been able to package learning to be interesting and have not introduced or applied learning models, the results of the learning process have not been able to increase motivation and learning activities of students maximally. During the learning process, State Madrasah Aliyah students generally feel ashamed or have no courage to ask questions or answer questions. A student will answer a question if the teacher is appointed him/her to answer it. Most students do not use existing books to help them to complete the task, they only use notes given by the teacher.

If these conditions are not found a solution or alternative solution to the problem, then the teacher

remains the only source of information in the class. Students become less passionate about learning, lack of learning activity, no exchanging of information among friends, mastering the concepts of learning Arabic becomes less attractive and tends to be boring, so some students are not motivated to improve their language skills while assuming that Arabic is a difficult lesson.

2 LITERATURE REVIEW

2.1 Cooperative Learning

Cooperative learning is a teaching method where students learn in small groups that have different levels of ability. In completing group assignments each member works with each other and helps to understand a learning material. Learning is said to be unfinished if one of the friends in the group has not mastered the learning material.

Basically cooperative learning contains understanding as an attitude or shared behavior in working or helping among others in the structure of regular cooperation in groups, consisting of two or more people where work success is greatly influenced by the involvement of each member of the group itself (Etin Solihatin, Raharjo, 2008: 4). Nur Asma (2006: 12) said that: "Cooperative learning bases on an idea that students work together in group learning and at the same time are responsible for the learning activities of their group members, so that all group members can master the subject matter well".

Meanwhile, according to Anita Lie (2004: 12), suggests that learning that gives students the opportunity to work together with their peers in structured tasks is called a system of "mutual learning" or cooperative learning.

Muslimin Ibrahim (2006: 6-7), argues that most learning that uses cooperative models can have the following characteristics:
a. Students work in groups cooperatively to complete their learning material.
b. The group is in the form of students who have high, medium, and low abilities. If possible group members come from different races, cultures, tribes, genders.
c. Awards are more group-oriented than individuals.

According to Roger and David Johson in Anita Lie (2004: 31) that not all group work can be considered cooperative learning so that to achieve maximum results it is necessary to apply the 5 elements of the cooperative learning model, namely:

1. Positive interdependence, meaning that the success of the group is strongly influenced by the efforts of each member. To create an effective working group, the teacher needs to arrange in such a way that each group member must complete his own task so that others can achieve their goals.
2. Individual responsibility means that each group member must carry out his duties well for the success of his group.
3. Face to face, meaning that each group must be given the opportunity to meet and discuss. Interaction activities will encourage students to form synergies that benefit all members of their group. The essence of this synergy is to appreciate differences, take advantage of strengths and fill their respective shortcomings.
4. Communication between members, this element requires that students be equipped with various communication skills, because the success of the group also depends on the willingness of its members to listen to each other and their ability to express their opinions.
5. Evaluation of the group process, the teacher needs to schedule a special time for the group to evaluate the group work process and the results of their collaboration so that they can work together effectively.

According to Muslimin Ibrahim (2006: 7), cooperative learning models have at least three learning objectives. (1). Increase academic learning outcomes where students are required to complete academic tasks. (2). Cooperative learning provides opportunities for students with different backgrounds and conditions to depend on each other for shared tasks and through the use of cooperative reward structures, learn to respect each other. (3). To teach students cooperative and cooperative skills. These skills are important to have in a society where adult work is mostly done in organizations that are interdependent.

There are 6 main steps in using cooperative learning (Muslimin Ibrahim, 2006: 10). These steps can be seen in the table 1.

2.2 Cooperative Learning Model

Learning model is a pattern that is used as a guide in planning classroom learning and tutorials. The learning model can also be interpreted as a pattern used for the preparation of the curriculum, arranging material, and giving instructions to the teacher in the classroom. Sulking Joyce's thinking, the model function is each model guides us as we design

instruction to help students achieve various objectives. Through teacher learning models can help students get information, ideas, skills, ways of thinking, and express ideas (Agus Suprijono, 2015: 65).

Table 1: Cooperative learning steps

Phase	Teacher's behavior
Phase-1 Delivering goals and motivate students	The teacher conveys all the learning objectives to be achieved in the lesson and motivates students to learn.
Phase-2 Presenting information	The teacher presents information to students by demonstration or through reading material.
Phase-3 Organize students into study groups	The teacher explains to students how to form learning groups and help each group to make the transition efficiently.
Phase-4 Guiding groups to work and study	The teacher guides learning groups as they work on their assignments.
Phase-5 Evaluation	The teacher evaluates learning outcomes about the material that has been studied or each presents their work.
Phase-6 Give awards	Teachers look for ways to appreciate both individual and group learning and learning outcomes.

The model that can be used to help students active in learning is:

1. Student Team Achievement Division (STAD) consists of the syntax of learning activities as follows (Slavin, 2005: 143-144):
   a. Teach. The teacher presents the subject matter.
   b. Learning in teams. Students work in teams / groups consisting of 4/5 people guided by student activity sheets to complete the subject matter. In group work students share tasks. The results of this group work were collected.
   c. Test. Students work on quizzes or other individual assignments to find out what they have learned individually as long as they work in groups.
   d. Team award. The teacher gives awards to the team / group. Team scores are calculated based on team member improvement scores,

and certificates, class periodic reports or notice boards are used to reward the team that scored the highest score.

2. Cooperative Learning Group Investigation Model (IK) with the following syntax (Komalasari, 2011: 75):
   a. Identify topics and organize students in groups. Students choose specific subtopics in a common problem set by the teacher.
   b. Plan the tasks to be studied. Students and Teachers plan learning procedures and specific goals that are consistent with the selected subtopics.
   c. Carry out investigations. Students implement the plan they have set in the second stage (gathering information, analyzing data, and making conclusions by exchanging information, discussing, clarifying, and synthesizing ideas). The teacher strictly follows the progress of each group and provides assistance when needed.
   d. Prepare a final report. Students analyze and evaluate information obtained in the third stage and plan how the information is summarized and presented in class.
   e. Present the final report. Some or all groups present the results of their investigations, with the aim that all students know the topic. This presentation was coordinated by the Teacher.
   f. f. Evaluation. Evaluation can be individual or group. Teachers and students collaborate in evaluating student learning.

3. Think-Pair-Share (TPS) models with the following syntax (Trianto, 2014: 130):
   a. Thinking. The teacher gives questions or issues related to the material to be studied and asks students to think about the question or issue independently for a while.
   b. Pairing. The teacher asks students to pair up with other students to discuss what they have thought about at the stage of thinking. Interaction at this stage is expected to share answers if questions have been asked or shared ideas if a problem has been identified. Usually the teacher gives 4-5 minutes to pair up.
   c. Sharing (sharing). The teacher asks the couple to share classically about what they have discussed. This is effectively done by rotating pair by pair, until about a quarter of couples have the opportunity to report.

4. Numbered-Head-Together (NHT) model with the following syntax (Trianto, op. Cit: 131):

a. Numbering: The teacher divides students into groups of 3-5 people and each member is numbered 1 to 5.
b. Asking questions: The teacher asks a question to students. This question can be in the form of a question sentence or direction.
c. Thinking together: Students integrate their opinions on the answers to the questions and convince members in their team to know the answers.
d. Answer: The teacher calls students with a certain number, then he answers the teacher's question for the whole class.
5. The Jigsaw model with the following syntax (Agus Suprijono, 2015: 108-109):
a. The teacher divides students into teams / groups with 3-5 members (called origin groups).
b. Each student in the team is given a different piece of material to learn.
c. Members from different teams / groups who have studied the same section / subpart meet in a new team / group (expert group) to discuss their subchapters.
d. After completing the discussion as a team of experts, each member returns to the original group and takes turns teaching their teammates about the sub-chapters they control and every other member listens intently.
e. Each team of experts presented the results of their discussions.
f. The teacher evaluates.
6. Model Teams game tournament (TGT) with the following syntax (Slavin 2009: 84-86):
a. Class presentation: The teacher introduces learning material that is given directly or discussed in class.
b. Division of groups: Students are divided into groups of four to five heterogeneous people, based on academic ability and gender.
c. Game: The teacher holds a game made with the contents of the questions. The game is played with a table containing three students represented from different groups. Students take numbered cards and try to answer questions according to numbers. The rules allow players to challenge other answers.
d. Tournament: The teacher groups students from each team and then holds competitions and scores for each team.
e. Group awards (team recognition): After participating in games and tournaments, the teacher announces the scores for each team

and awards according to the criteria that have been determined. Group awards can be in the form of gifts, certificates, and so on.

Of the several models that can be used to develop student learning activity in the classroom, researchers chose to use the Model Teams game tournament (TGT). For reasons because this model is easier to make students active in learning and fun and simpler in the implementation so that students do not feel there is a burden and do not feel bored and boring while doing the learning process.

2.3 Cooperative Learning Type of TGT

The Teams game tournament is a type of cooperative learning developed by Robert E. Slavin and his friends at John Hopkin University. This method is one type or model of cooperative learning that is easy to implement, involving the activities of all students without having to have differences status, involving the role of students as peer tutors and containing game elements.

Slavin (2009: 163) says generally TGT is the same as STAD except for one thing: TGT uses academic tournaments, and uses quizzes and individual progress score systems, where students compete as their team representatives with other team members who have previous academic performance equivalent like them.

Nur Asma (2006: 54) asserts that the TGT method is a learning method that is preceded by the presentation of learning material by the teacher and ends by giving a number of questions to students. After that the students move to their respective groups to discuss and resolve the questions or problems given by the teacher. Instead of a written test, each student will meet once a week at the tournament table with two colleagues from other groups to compare their group's abilities with other groups.

So the TGT is a type of cooperative learning that results from the development of the STAD type (Student Teams-Achievement Divisions), where students learn in small groups with the main components of class presentations, team discussions, games, tournaments and team recognition. Whereas the difference between these two types is the presence of academic games on the TGT type, so that it can make the learning process more enjoyable and deep in a happy atmosphere and the creation of team competitions based on the responsibilities of each individual. With the discussion, the activeness of students when exchanging opinions, asking other students / teachers about things that are not

understood will appear. Quizzes and team tournament recognition will motivate students to get the highest score by answering the teacher's questions correctly.

2.4 Steps for Cooperative Learning TGT Type

According to Slavin (2009: 84-86), components in the TGT: (1) Class presentations by the teacher to introduce learning material given directly or discuss in class. The teacher acts as a facilitator. Learning refers to what is conveyed by the teacher to assist students in participating in games and tournaments. (2) Students are divided into groups consisting of four heterogeneous students. The main purpose of group formation is to convince students that all members of the study group and all members prepare themselves to participate in the best games and tournaments. It is expected that each group member will do the best for his group and the group effort will be done to help his group members so that they can improve their academic abilities and foster the importance of cooperation among students and increase self-confidence. (3) Games are made with the contents of questions to test students' knowledge gained from class presentations and group exercises. The game is played with a table containing three students who are represented by three different groups. Students take numbered cards and try to answer questions according to numbers. The rules allow players to challenge other answers. (4) Tournaments are held at the end of the week, after the teacher has made class presentations and groups practice their tasks. For the first tournament the teacher groups students with similar abilities that represent each team. This competition is an individual ability assessment system in the TGT. This competition also allows students from all levels in previous performances to maximize their group's score to the best. (5) Group awards can be obtained after participating in games and tournaments, each group will earn points. The average group points obtained from games and tournaments will be used as a determinant of group awards. Type of award according to predetermined criteria. Group awards can be in the form of gifts, certificates, and so on.

2.5 Strengths and Weaknesses of TGT Cooperative Learning

2.5.1 Strengths

TGT is a learning method that provides full opportunities for students to achieve competence through group collaboration, resulting in multi-directional interaction in learning. Can develop academic learning outcomes acceptance of diversity and development of social skills (Slavin, 2009: 121).

In addition to the emergence of students 'self-confidence, the students' belief that they are important and valuable individuals is very important to build their ability to face disappointment in life and become productive individuals (Slavin, 2009: 122).

Norms of group norms that are academic pros also appear, in this case interest or motivation will grow among students. When working on assignments, students' behavior in class will improve, preference for class and school, friendship or socialization will also increase (Slavin, 2009: 142).

2.5.2 Weaknesses

TGT often experiences obstacles if it has shortcomings in socialization. In this case, students who cannot make friends will hamper the TGT method so that it cannot run smoothly. This problem often arises because of differences in gender, ethnicity and academic ability (Slavin, 2009: 274). Therefore; a) it takes a relatively long time to understand the team's learning philosophy, so that students who have more abilities will feel hampered by other students who have abilities under it; b) with the creation of conditions of mutual learning between students, it could be possible to create an understanding that is not supposed to or not in line with expectations; c) Assessment based on group performance, the teacher must realize that the actual results and expected achievements are the achievements of each individual student; d) is not an easy job, to collaborate students' individual abilities together with their collaboration abilities.

2.5.3 Obstacles in the Implementation of TGT in Schools

First, there is no habituation for teachers so teachers cannot directly implement the TGT type cooperative learning model effectively, they need adjustments or training in the first meeting, but at the next meeting the teachers are able to do that more effectively.

Second, there is no habituation for students so students also need time to adjust to the new activities. Teachers are required to further improve the discipline of learning, especially the habits of students to speak up and work more efficiently.

Third, group activities that activate students require relatively longer learning time. This problem can be overcome by increasing the efficiency of time use, determining targets and time for each activity,

supervision and orders to immediately end an activity and move to another activity.

Fourth, is the completeness of media and sources. This problem is a common problem faced by schools, it can be overcome by increasing collaboration with elements of leadership and school committees, and increasing the efforts of teachers to develop their own media and learning resources. (Syaodih Educar Education Journal, 2007: 18-19).

2.5.4 The Purpose and Scope of Arabic in State Madrasah Aliyah

Arabic is a subject that is directed to encourage, guide, develop, and foster abilities and foster a positive attitude towards Arabic both receptive and productive. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability is the ability to use language as a communication tool both verbally and in writing. The ability to speak Arabic and a positive attitude towards Arabic are very important in helping to understand the sources of Islamic teachings, namely the Qur'an and hadith, as well as the Arabic-language books for students relating to Islam. For this reason, Arabic in madrasas is prepared for the achievement of basic language competencies, which includes four language skills that are taught integrally, namely listening, speaking, reading, and writing. Even so, at the elementary (elementary) education level focused on listening skills and speaking as a language base. At the level of secondary education, all four language skills are taught in a balanced manner. As for the level of advanced education (advanced) concentrated on reading and writing skills, so students are expected to be able to access various Arabic references.

Arabic subjects has a purpose; (1) Develop the ability to communicate in Arabic, both oral and written, which includes four language skills, namely listening (istima '), speaking (kalam), reading (qira'ah), and writing (kitabah); (2) To raise awareness about the importance of Arabic as a foreign language to be the main tool of learning, especially in studying the sources of Islamic teachings; (3) Develop an understanding of the interrelationship between language and culture and expand cultural horizons. Thus, students are expected to have cross-cultural insight and involve themselves in cultural diversity. (Permenag, 2013: 46).

3 METHODOLOGY

3.1 Classroom Action Research Procedure

Research methodology used is Classroom Action Research, which is a study that aims to make a real contribution to improving teacher professionalism, preparing knowledge and understanding and insight into the behaviour of teaching teachers and students learning.

In the implementation of classroom action research there are four stages in each cycle with reference to the Hopkins (1993) model. These stages are planning, implementing or acting, observing or observing and reflecting (Mulyasa, 2009: 181).

These stages are called one cycle of problem solving activities. If a cycle has not shown signs of a change towards improvement (quality improvement), research activities are continued in the second cycle and so on, until the researcher reaches his research objectives. The design of the class action research procedure is as follows:

3.2 Design
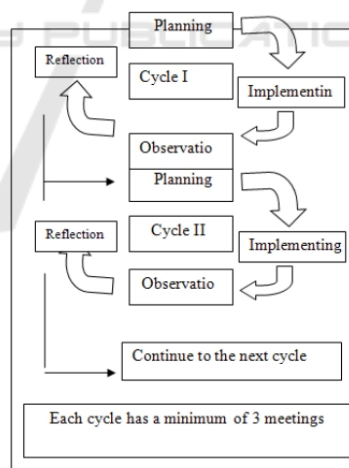
3.2.1 Procedure of Classroom Action Research

Figure 1: Procedure of classroom action research.

This research was conducted in two cycles, because the learning outcomes of students had fulfilled the graduation standard value of 75, a minimum of 85% of the number of students in the X-Religion class had met these criteria. The research stages are as follows:

Table Cycle I

Action Planning	Implementation of actions	Observation	Reflection
1. Establish topics in learning. 2. Develop learning scenarios listed in the lesson plan. 3. Determine the learning model. 4. Develop learning instruments. 5. Develop worksheets and evaluations. 6. Prepare a question card. 7. Conduct discussions with teacher partners. 8. Make an observation sheet.	1. Deliver learning goals and provide motivation. 2. Forming 6 groups consisting of 4-5 students. 3. Students work in groups using worksheets. 4. Providing guidance on group activities if needed. 5. Class discussion for the results of group work. 6. Hold academic matches through tournament groups. 7. Giving group awards. 8. Students work on individual tests (cycle I tests)	1. Observe and record all activities carried out by the teacher, starting from the preliminary activities to the closing. 2. Observe student behavior in the learning process and record it. 3. Monitor group work and tournaments. 4. Observing each student's understanding of the learning model used.	1. Record the observations. 2. Evaluate the results of observations. 3. Provide input to the teacher as an improvement for the next cycle.

Table Cycle II

Action Planning	Implementing of action	Observation	Reflection
1. Arrange an improvement plan. 2. Compile the results of reflection on cycle I so that cycle II is more effective. 3. Prepare the observation format and worksheet and question cards.	1. Deliver learning goals and Provide motivation. 2. Forming 6 groups consisting of 4-5 students. 3. Students work in groups using worksheets. 4. Providing guidance on group activities if needed. 5. Class discussion for the results of group work. 6. Hold academic matches through tournament groups. 7. Giving group awards. 8. Students work on individual tests (cycle II test).	1. Observe and record all activities carried out by the teacher, starting from the preliminary activities to the closing. 2. Observe student behavior in the learning process and record it. 3. Monitor group work and tournaments. 4. Observing each student's understanding of the learning model used.	1. Record observations. 2. Evaluate the results Of observations. 3. Provide input to the teacher as an improvement for the next cycle. 4. Prepare reports.

Figure 2: The research stages.

3.2.2 Data

The data obtained is the result of the assessment process which starts from the planning stage, actions and results of the assessment process itself in the form of; (1) 1. Learning outcomes in the form of student tests; (2) Interviews with students; (3) Observation; (4) Questionnaire; (5) documentation of field observations; (6) Field notes, and (7) information from peers.

3.2.3 Research Instruments

a), test sheet / answer sheet, b) Questionnaire sheet about students' opinions about the cooperative learning strategy of the TGT model, c) teacher and student observation sheets, d) interview guide sheets, e) field notes, f) teacher evaluation tools and evaluation tools student.

3.2.4 Data Validity Check Technique

Triangulation techniques in checking the validity of the data, namely: (1) interviews, (2) observations, and (3) questionnaires/documentation

4 RESEARCH RESULT

4.1 Pre-test Results

From the pre-test results obtained data that student learning outcomes are less satisfactory because there are no X-Religion class students who achieve the minimum completeness criteria is 75. The highest score is 66 and the lowest score is 50. While the average grade obtained is 58.94.

Table 2: Score of Pre-Test Student

No	Students code	M/F	Score	No	Students code	M/F	Score
1	S 1	M	56	17	S 17	M	50
2	S 2	F	56	18	S 18	M	54
3	S 3	F	60	19	S 19	M	66
4	S 4	M	66	20	S 20	F	56
5	S 5	F	60	21	S 21	F	62
6	S 6	M	56	22	S 22	F	62
7	S 7	F	64	23	S 23	F	64
8	S 8	M	54	24	S 24	F	56
9	S 9	F	66	25	S 25	F	56
10	S 10	F	58	26	S 26	F	52
11	S 11	F	58	27	S 27	F	66
12	S 12	F	64	28	S 28	M	56
13	S 13	F	60	29	S 29	F	56
14	S 14	F	56	30	S 30	M	54
15	S 15	M	66	31	S 31	M	58
16	S 16	M	60	32	S 32	M	58
Highest score			66	Sum of score			1886
Lowest score			50	Class average			58.94
Number of Completed Students			0	% Of Complete Students			0%
Number of Students Not Completed			32	% Of students are not complete			100%

4.2 Learning Outcomes Cycle I

Based on the learning outcomes of the first cycle (test II) obtained data that there were still 17 students or 53.13% who had not obtained the score according to the minimum completeness criteria of 75 while those who obtained the same or exceeded the minimum criteria were 15 students or 46.88 %. The highest score of 80 and the lowest score was 64. While the average grade obtained was 74.13. Thus the student learning outcomes after using the TGT have increased by 25.77% from the pre-test results (test I). To be clearer, it can be seen in the table below:

Table 3: Learning outcomes of Student Cycles I

No	Students Code	M/F	Score	No	Students Code	M/F	Score
1	S 1	M	70	17	S 17	L	76
2	S 2	F	78	18	S 18	L	68
3	S 3	F	70	19	S 19	L	80
4	S 4	M	80	20	S 20	P	72
5	S 5	F	70	21	S 21	P	70
6	S 6	M	70	22	S 22	P	78
7	S 7	F	80	23	S 23	P	74
8	S 8	M	70	24	S 24	P	80
9	S 9	F	80	25	S 25	P	78
10	S 10	F	72	26	S 26	P	64
11	S 11	F	68	27	S 27	P	74
12	S 12	F	80	28	S 28	L	80
13	S 13	F	70	29	S 29	P	76
14	S 14	F	80	30	S 30	L	66
15	S 15	M	80	31	S 31	L	68
16	S 16	M	80	32	S 32	L	70
Highest Score		80		Amount of score			2372
Lowest Score		64		Average Grade Score			74.13
Number of Completed Students		15		% Of Complete Students			46.88 %
Number of Students Not Completed		17		% Of students are not complete			53.13 %

Table 4: Comparison of Pre-Test Score and Post-Test (Cycle I)

No	Score	Tes I	Tes II	Annotation
1	Score	1886	2372	Increased by 25.77%
2	Average	58.94	74.13	
3	Maximal score	66	80	
4	Minimal score	50	64	

The learning outcomes of students in the first cycle overall increased 25.77% after the students used the cooperative learning of type TGT, but there were still some weaknesses and shortcomings that existed in the first cycle that needed to be improved and the improvement is in the next cycle.

Based on the reflection on the first cycle above, there are still weaknesses and shortcomings both in terms of the interaction and motivation of students in group learning, discussion between students in the group and the ability of teachers to manage learning and learning outcomes of students who need to be improved. So, to achieve the learning outcomes to the maximal score, the cooperative learning of type TGT should be done for the cycle II. The score can be seen in table 5 as follow;

Table 5: Score of Student Cycles II

No	Students Code	M/F	Score	No	Students Code	M/F	Score
1	S 1	M	88	17	S 17	M	96
2	S 2	F	96	18	S 18	M	86
3	S 3	F	96	19	S 19	M	96
4	S 4	M	96	20	S 20	F	92
5	S 5	F	90	21	S 21	F	86
6	S 6	M	86	22	S 22	F	88
7	S 7	F	94	23	S 23	F	88
8	S 8	M	80	24	S 24	F	96
9	S 9	F	96	25	S 25	F	96
10	S 10	F	90	26	S 26	F	82
11	S 11	F	80	27	S 27	F	94
12	S 12	F	96	28	S 28	M	90
13	S 13	F	96	29	S 29	F	96
14	S 14	F	96	30	S 30	M	82
15	S 15	M	94	31	S 31	M	82
16	S 16	M	90	32	S 32	M	84
Highest Score		96		Amount of Score			2898
Lowest Score		80		Average Grade Score			90.56
Number of Completed Students		32		% Of Complete Students			100%
Number of Students Not Completed		0		% Of students are not complete			0%

Based on the learning outcomes of cycle II above, when the students use the cooperative learning type of TGT, the mastery of students in receiving Arabic language learning material experienced is a significant increase in cycle II. Evaluation results of students have an average grade value of 90.56 or 90.56% of the ideal score of 100. The highest score of 96 and the lowest score of 80. Thus the learning outcomes of students after using the cooperative learning type of TGT increased by 22.18% of the post- tests in the first cycle and increase of 53.66% from the pre-test.

5 CONCLUSION

1. The use of the cooperative learning type of the TGT that is applied in classroom is proven to improve the learning outcomes of Arabic. Mastery of students towards learning material after action has experienced a significant increase in learning outcomes. This can be shown by the learning outcomes that have been obtained by students in each cycle, namely in the first cycle increased by 25.77% of the results of the pre-test (test I) and in the second cycle increased by 22.18% of test II in the first cycle and increased by 53.66% of pre-test.

2. The development of cooperative learning type of TGT in the classroom strongly prioritizes the involvement of students to be active, collaborative and help each other among their fellow students because each individual

contributes to the achievement of the goals of the group members and it's not for personal interests. Therefore, to achieve personal goals namely learning outcomes that satisfy each group member, they must be willing to help their teammates to do whatever is useful for the group so that they succeed together, and more importantly to motivate members of one group to be active as maximum as possible. To achieve maximum learning outcomes students are given the freedom to interact with their friends so they can exchange ideas and opinions both with their groups and with other groups. Thus, students are more motivated and enthusiastic in learning Arabic because they can learn not only from the teacher but also get help from their friends.

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