ABSTRAK

Endang Puji Astuti, 2025. *Peningkatan Keterampilan Menulis Eksposisi Melalui Penerapan Metode Team Assisted Individualization Pada Siswa Kelas X.2 Sman 3 Magetan Tahun Ajaran 2024/2025.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Dwi Setiyadi, M.M, Pembimbing II: Dr. Dwi Rohman Soleh, S.S, M.Pd.

Kata Kunci: Menulis eksposisi, Metode Team Assisted Individualization

Tujuan penelitian ini adalah (1) mendeskripsikan dan menjelaskan peningkatan kualitas proses pembelajaran keterampilan menulis eksposisi pada siswa kelas X.2 SMAN 3 Magetan Tahun Ajaran 2024/2025 melalui metode *Team Assisted Individualization.* (2) Mendeskripsikan dan menjelaskan peningkatan keterampilan menulis eksposisi pada siswa kelas X.2 SMAN 3 Magetan Tahun Ajaran 2024/2025 melalui metode *Team Assisted Individualization.*

Penelitian ini merupakan penelitian kualitatif dengan strategi Penelitian Tindakan Kelas (PTK), yaitu penelitian kolaboratif antara peneliti dan guru. Prosedur dalam Penelitian Tindakan Kelas (PTK) meliputi: persiapan, studi/ survey awal, pelaksanaan siklus, dan penyusunan laporan. Pelaksanaan siklus meliputi kegiatan sebagai berikut: 1) perencanaan tindakan; 2) pelaksanaan tindakan; 3) observasi; dan 4) analisis dan refleksi.

Hasil penelitian ini sebagai berikut: (1) Penerapan metode *Team Assisted Individualization* dapat meningkatkan kualitas proses pembelajaran keterampilan menulis eksposisi siswa kelas X.2 SMAN 3 Magetan dengan indikator ketercapaian (1) Penilaian kinerja siswa siswa yang mencakup tiga aspek, yaitu: (a) keaktifan siswa dalam pembelajaran; (b) perhatian dan konsentrasi siswa dalam pembelajaran; dan (c) minat dan motivasi siswa dalam pembelajaran. Nilai rata-rata kinerja siswa pada siklus 1 mencapai 9,29 (61,93%) dengan kriteria cukup, nilai rata-rata kinerja siswa pada siklus 2 mencapai 11,44 (76,27%) dengan kriteria baik. (2) Penilaian terhadap kinerja guru dengan aspek sebagai Pengamatan kinerja guru dalam pelaksanaan kegiatan belajar mengajar. Penilaian pada kegiatan ini terdiri dari beberapa aspek, yakni : (a) kegiatan prapembelajaran; (b) kegiatan pendahuluan; (c) kegiatan inti, meliputi penguasaan materi pembelajaran, penggunaan. metode dalam kegiatan pembelajaran, penilaian proses dan hasil, dan (d) kegiatan penutup. (2) Penerapan metode Team Assisted Individualization dapat meningkatkan keterampilan menulis eksposisi. Hal ini ditandai dengan besarnya persentase kelulusan siswa. Persentase tersebut mengalami peningkatan pada setiap siklusnya. Pada survei awal persentasekelulusansiswa hanya sebanyak 3 siswa (11,53%), pada siklus I naik menjadi 10 siswa (40%) dan siklus II mencapai 15 siswa (60%), Peningkatan kualitas proses pembelajaran menulis eksposisi berpengaruh pada kenaikan keterampilan menulis eksposisi.

ABSTRACT

Endang Puji Astuti, 2025. *Improving Expository Writing Skills Through the Implementation of the Team Assisted Individualization Method in Class X.2 Students of SMAN 3 Magetan Academic Year 2024/2025*. Thesis. Indonesian Language and Literature Education Masters Study Program. PGRI Madiun University Postgraduate School (UNIPMA). Supervisor I: Dr. Dwi Setiyadi, M.M, Supervisor II: Dr. Dwi Rohman Soleh, S.S, M.Pd.

Keywords: Exposition writing, Team Assisted Individualization Method

The aim of this research is (1) to describe and explain improving the quality of the learning process for expository writing skills in class X.2 students at SMAN 3 Magetan for the 2024/2025 academic year using the Team Assisted Individualization method. (2) Describe and explain the improvement of expository writing skills in class X.2 students at SMAN 3 Magetan for the 2023/2024 academic year using the Team Assisted Individualization method.

This research is qualitative research with a Classroom Action Research (PTK) strategy, namely collaborative research between researchers and teachers. Procedures in Classroom Action Research (PTK) include: preparation, initial study/survey, implementation of the cycle, and preparation of reports. The implementation of the cycle includes the following activities: 1) action planning; 2) implementation of actions; 3) observation; and 4) analysis and reflection.

The results of this research are as follows: (1) The application of the Team Assisted Individualization method can improve the quality of the expository writing skills learning process for students in class student activeness in learning; (b) students' attention and concentration in learning; and (c) student interest and motivation in learning. The average student performance score in cycle 1 reached 9.29 (61.93%) with sufficient criteria, the average student performance score in cycle 2 reached 11.44 (76.27%) with good criteria. (2) Assessment of teacher performance with aspects such as observing teacher performance in implementing teaching and learning activities. Assessment in this activity consists of several aspects, namely: (a) pre-learning activities; (b) preliminary activities; (c) core activities, including mastery of learning material, use. methods in learning activities, assessment of processes and results, and (d) closing activities. (2) Application of the Team Assisted Individualization method can improve exposition writing skills. This is indicated by the large percentage of students passing. This percentage increases with each cycle. In the initial survey, the percentage of students graduating was only 3 students (11.53%), in the first cycle it rose to 10 students (40%) and in the second cycle it reached 15 students (60%), improving the quality of the exposition writing learning process had an effect on increasing exposition writing skills.