

The Effect of Teams Games Tournament (TGT) on Students' Reading Comprehension Text at the X Grade of Sma Taman Siswa Sukadamai in Academic Year of 2018/2019

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Abstract

This research aims at finding out whether TGT method could effectively give significant in Reading Comprehension text at Grade X of SMA Taman Siswa Sukadamai in the academic year 2018/2019. The subject of the study was the students of the grade X MIA-1 and X MIA-2 at SMA Taman Siswa Sukadamai in the academic year 2018/2019. Experimental Classes was used in this research. The Experimental was conducted in two class. The Class Are X Experimental Class and X Control Class, the total of population are 56. The sample came from the population, students coming from two classes consisting of 28 students. Each classes consisted of three steps namely Observation, treatment, and test. To collect the data, the researcher used test. Some procedures of implementing TGT. 1) Pre-test was a given the sample before being given treatment. Pre-test in two classes X MIA-1 and X-MIA2. Pre-test is given to know the students' comprehension in reading. In pre-test the researcher used narrative text an instrument test. The students answer the questions with multiple choices. 2). Post test is a test given the sample treatment. The purpose of this test is to know the ffect of Teams Games Tournament in reading narrative text. The result of the research indicated that the average score of the class Experimental Class was 87 and average score of the class Control Class was 79,3. Therefore, the researcher recommend that the use of Team Games Tournament method to know effectiveness students' ability in Reading comprehension and Narrative text.

Key Word: Reading Comprehension, Narrative Text, Teams Games Tournament

Introduction

Background of the Study

Study of English is very important in developing the human resources quality of education world in Indonesia. There are four skills that people need to be good in English: listening, speaking, reading and writing. English teacher should

be mastering those skills and explain to their students. Therefore, the english should be more creative to increase the student's reading skill in teaching learning. Reading skills is a kind of English skill which can increase the comprehension. In other words, reading skill has a big role for students to get the information from

text to increase their knowledge. Furthermore people have different ways to master it well. The students should get training and exercises in order to make their reading skill better.

Reading is one of the important components for students in English learning. Reading becomes the gates for the future. By Reading the students will understand all the things that they do not know before. Students successful in learning depends on how ability in reading, they will fail in the study, but they will success when they have a good ability in reading. Then it means that reading skill must be learned by the students.

But, the fact was that the ability of the student at Grade X SMA Sukadamai in Academic Year 2018/2019 was still low. Reading in English learning still considered as a difficult material for students. Some students felt difficult to comprehend and understand the english reading text. They could not get information from the content of the text and they could not answer the question related to the text correctly. The problems are from many factors; one of them is the teaching method. Some teachers only used a conventional method which monotonous and made students passive and bored in teaching reading. In addition, it made the students felt sleepy and got low motivation in learning reading text.

Therefore, in this research The TGT will be applied an instructional technique with structures competition-cooperation in the classroom along dimensions advocated. Teams Games Tournament (TGT) can help the

teacher to motivate the students in solving the problem together with vacation learning style in the classroom. By using teams games tournament, the students probably more understand about the materials because by using Teams games tournament, the students can work with their friends and the students will enjoy their learning activities. According to Killen (2007:181) "TGT is suited to the same types of subject matter and learning outcomes as STAD. It requires a little more than STAD, but can be very motivating for learners". It means that Teams Games Tournament can motivate the students in teaching learning process.

The researcher hopes Teams Games Tournament (TGT) Technique can motivate the teacher in order to update the new technique in the reading learning. On other hand it can be appropriate moment to introduce the Teams Games Tournament (TGT) Technique to the students. Based on the reason above, the researcher interest to commit experimental research entitled: "The Effect of Teams Games Tournament (TGT) on Students' Reading Comprehension text at the Tenth Grade of SMA TAMAN SISWA SUKA DAMAI in Academic Year 2018/2019".

Objectives of the Study

The objective of the research is to find out the effect of teams games tournament (TGT) Technique to each reading on the tenth grade students' of SMA TAMAN SISWA SUKA DAMAI in academic year 2018/2019.

Hypothesis

1. The Null Hypothesis (Ho)
There is no significant the effectiveness teams games tournament (TGT) technique in teaching reading at the tenth grade of SMA TAMAN SISWA SUKA DAMAI in academic year of 2018/2019.
2. The Alternative Hypothesis (Ha)
There is any significant the effectiveness teams games tournament (TGT) technique in teaching reading at the tenth grade of SMA TAMAN SISWA SUKA DAMAI in academic year of 2018/2019.

The Research Method

This research was conducted on June 2019 at the tenth grade students of SMA TAMAN SISWA SUKA DAMAI in academic year 2018/2019. This school is located at Jl.Sukaraja. SMA TAMAN SISWA SUKA DAMAI.

The Research Design

The study was conducted with experimental research. It deal with two method that is experimental method. The experimental methods was conducted to aquire the data mean. In conducting the experimental research, the samples divided into group, experimental group and control group. The experimental group was taught by TGT and control group was conventionally. Both groups are given pre-test and post-test.

In this research, the researcher used experimental design. Fraenkel and Wallen (2000: 9) said that experimental research is the most conclusive and scientific methods because the researcher actually establishes different treatments and

then studies their effects. In other hand, Masson and Bramble (1997:93) experimental as the kind of study in which the researcher is interested in learning about the effects of certain conditions (independent variable) and other condition (dependent variable) in controlled setting. In this research, the researcher wanted to know a relation between independent variable (TGT Technique) and dependent variable (teaching reading).

There are many kinds of the experimental design, such as pre-experimental design, true experimental, factorial design and quasi experimental (Ary, 2002:303). In this research, the researcher used quasi experimental design to collecting the data. Christensen (2007: 330-331) state that quasi experimental design is experimental design that does not meet all the requirements necessary for controlling the influence of extraneous variable. Shadish et al Christensen (2007:332) states that The Non Randomized Control Group Pretest-Post Test design is the most common design used in all Quasi Experimental Design. In addition, Cresweil (2012:309-310) The researcher assigns the experimental and control group only, and then administers a post-test to assess the differences between the two groups. The researcher measured the effectiveness of teams games tournament technique in teaching reading to compare two groups. One group was taught by using Teams Games Tournament technique in teaching reading and other group will be taught without Teams Games Tournament technique.

Experimental Group	M	X	O
Control Group	M	C	O

Table 3.2 Design of The Research

The M in this design means that the subject in each group have been matched (on certain variables) but not randomly assigned to the groups.

Where :

M = Pre-Test

X = Treatment

O = Post-Test

The Instrument for Collecting Data

In this research, the researcher used some instruments, these are the instruments that researcher used:

1. Observation

Observation is used in effect of Teams Games Tournament by Experimental class or Control class.

2. Test

Arikunto (2006: 127) said that test is sequence of questions or exercises or other apparatus to measure skill, knowledge, intelligence, ability or aptitude of individual or group. It means test is the collecting data to get information about a students ability in individual skill.

Data And Data Analysis

Description of the Data

The purpose of this research is to know the effect of team games tournament (TGT) on students' reading comprehension text at tenth grade of SMA Taman Siswa Sukadamai in academic year 2018/2019. The researcher collected the data from students' pre-test and post-test. The data was described into two points as the data of

experimental group and control group. X MIA-1 consisted of 28 students as an experimental group that uses teams games tournament technique and X MIA-2 which consists of 28 students as control group without teams games tournament technique.

Pre-Test and Post-Test on Experimental Group

That students' score in pre-test was lower than post-test. The mean of students' score in pre -test was 56.25, After giving the treatment by using Teams Games Tournament technique, it increased 39% and the score mean was being 87 in post - test.

Pre-test and Post-test on Control Group

That student's score in pre-test was lower than post-test. The mean of students' score in pre - test was 55.54. After giving the treatment by using conventional strategy, it just increased 25% and the score mean was being 79.3 in post – test

The Validity of The Test

From both validity data of experiment and control group, it showed that validity in experimental group was 0,20 and control group was 0,39, while the correlation between 0,20 – 0,39 were fair. It meant that both of validity data above were in fair value.

Discussion

Based on the work of analysis on the skips, there were several discoveries which are actually by the research. The research found answered from the formulation that use TGT technique have an influence to students' knowledge in reading comprehension.

Furthermore, in order to know that using TGT technique was significant or not, the research used comparison of both strategy means score. It showed that the means score of experimental group in post-test was higher control group ($87 > 79,3$). So, it means that Teams games tournament on student reading comprehension knowledge

Conclusion And Suggestion

Conclusion

According to the result of data analysis which has been stated in Chapter IV, so the researcher concludes:

1. The students of SMA Taman Siswa Suka damai in experimental group have higher score than the control group in their post-test.
2. Teaching Reading comprehension text by Using Teams Games tournament is more effective than using conventional strategy. It is proven based on the means of experiment group higher than control group ($87 > 79,3$).
3. The research found that $t_{obs} = 5,62$ and $t_{table} = 2,052$. So, the research was success to accepted H_a (there is significance effect in the students' ability in mastering Reading comprehension using Teams games tournament).
4. The research found that $t_{obs} = 5,62$ and $t_{table} = 2,052$. So, the research was success to rejected H_o (there is no significance effect in the students' ability in mastering reading comprehension by using teams games tournament technique).

Suggestion

After conducted this research, the research had some suggestion especially in teaching reading.

1. It is suggestion to the teacher in order to teach reading comprehension by using teams games tournament. It will be useful both in the way of teaching and also to invite the students' interest in learning
2. It is that by compelling of this research, it can help other research that interested in conducting further research related to this study.

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