IMPROVING STUDENT'S READING COMPREHENSION THROUGH TEAMS-GAMES-TOURNAMENTS (TGT) AT EIGHTH GRADE STUDENTS OF SMP NEGERI 2 MAOSPATI

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Abstract— This research is aimed at finding out whether TGT is effective in improving teaching reading comprehension for the eighth grade students of SMP Negeri 2 Maospati in the academic year 2016/2017 and to what extent is TGT effective in improving reading comprehension. The subjects of this research were the eighth grade students of SMP Negeri 2 Maospati especially class VIII G in the academic year 2016/2017. This research is classified as classroom action research and the instruments used were lesson plan, pre-test and post-test.

Based on the result of the test, it was found that TGT is effective in improving students' understanding of narrative reading text at the eighth grade students of SMP Negeri 2 Maospati in the school year 2016/2017 and the Students' level of understanding narrative reading text after the implementation of TGT technique is good (85.55). It shows that the students' mean score increased 8.5 points from the mean score of post-test 1.

Keywords— Improving, Reading Comprehension, Team Game Tournament

I. INTRODUCTION

Reading as one of four language skills is highly needed for senior high school students thus it has to be mastered first than other skills. Reading involves understanding of written text that needs simultaneous experiences influenced by reader's attitude and exercises which can be facilitated by employing appropriate strategy and technique (Nuttal, 1996: 12).

However, one of the insufficient results in senior high school is on reading comprehension (Nuttal, 1996: 18). As students face a reading text, they often argue that it is difficult for them to

pronounce the words, know the meaning of such words, and further understand the reading text.This supported by Urquhart and Weir in Mradipta (2014: 9) "reading is a process of receiving an interpreting information encoded in language form via the medium of print. This process involve constructing and dealing with meaning form a written text". A process, which requires that a group of words that is a unity, will be seen as a sign and that the meaning of individual words will be known. If this is not encountered, then the explicit and implied messages will not be captured or understood, and the reading process is not done well.

There is a give and share action because all students learn by teaching each other. There are three kinds of cooperative learning that are often used. They are Students Teams Achievement Divisions (STAD), Teams-Games Tournament (TGT), and Jigsaw II. In this study, the writer only focuses on Teams-Games-Tournament (TGT), which places students in group's work where in the last phase students must play individually in tournaments. The scores in tournament contribute points to team score and promote students' awareness that they should do maximally if they want their group to become champion.

Therefore the writer is interested to know the effectiveness of TGT in teaching reading by conducting a research entitled "Improving Student's Reading Comprehension Through Teams-Games-Tournaments (TGT) at Eighth Grade Students of SMP Negeri 2 Maospati in The Academic Year 2016/2017".

Based on the statement of the problem above, the objective of his research were to know does the implementation of TGT improve reading comprehension and to know what happen the class situation when TGT are implemented in teaching reading comprehension for the eighth grade students of SMP Negeri 2 Maospati in the academic year 2016/2017.

Comprehension refers to an ability to understand the meaning or importance of something. Meanwhile, it is also stated that comprehension is the capacity of the mind to perceive and understand. Further, comprehension means to understand what is being communicated. It can be summarized that one has comprehension when he/she is able to understand and gets the importance of something.

Reading comprehension is how far we can understand of what we read. Ashmore (2004: 7) stated that "there are three processes in reading comprehension: active, cognitive, and affective processes in which the reader actively engages with the text and builds his/her own understanding of the text". Meanwhile, Gipe in Ashmore (2001: 4) stated that "in reading (comprehension) the reader construct the meaning by using background knowledge or past experience in order to build new thoughts".

There are six skills in reading comprehension; they are getting general idea, getting main idea of the paragraph, getting explicitly stated information, getting implicitly stated information, getting meaning of certain words as well as synonym and antonym from the text provided, and word references.

Prihasdwianti (2013: 27-29) states that definition of the Teams Games Tournament is as follows;

"The first previous research was done by Micheal M. van Wyk (2011) who writes the study related to the TGT method. His study tries to determine the effects of the cooperative learning technique of Teams Games Tournaments on the achievement toward TGT as a teaching method of selected economics students. In the conclusion of his study shows that the achievement test score for the TGT group was 52.99, while the control group was 50.13. This implies that the TGT group performed better in the achievement test compare to the control group. The findings reveal that the TGT is a more effective teaching technique compared to the traditional lecture method in economics education.

Tournaments are held after teacher's presentation as well as student's group work. In conducting first tournament, teacher places three highest students on the table 1, the next three to table 2, and so on. It is a hope that each student gives his/her best to their team by giving their maximal score on tournament. In the second tournament, the place of each student is changed based on their last score in the first tournament. The winner of each table move to the higher table, the looser moves to the lower table, while the student with the constant score is still in his/her previous table. For instance, table 5 consists of student A, B, C where the winner is B, the constant score is A, and the looser is C, so B moves to table 6, A is still in table 5, and C moves to table 4. Figure 1 clearly illustrates it.

Based on the theoretical description and rationale as figured out above, the researcher formulated the hypotheses that the implementation of Teams Games Tournament method is more effective in increasing the students reading comprehension at the eighth grade students of SMP Negeri 2 Maospati.

II. RESEARCH METHOD

The researcher was conducted this study for 1 week that 3 meetings in week, it was starting at 13th February 2017 to 18th February. The place of conducting this study was at Public Junior High School 2 Maospati in Magetan Regency. The Public Junior High School 2 Maospati is located in Magetan Regency.

In conducting the research, the writer used Classroom Action Research (CAR) method. According to Wallace (1998), Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context – specific issues. It means that to begin CAR the researcher or the teacher needs to identify and investigate problems within a specific situation.

This study is conducted as Classroom Action Research. According to Gay et al, (2011: 504) that action research is a solving problem strategy which is used the real action in form of innovative development process in detecting and solving problem.The action research in this context uses the model developed by Kemmis. According to the model, the implementation of the action research includes 4 steps:

Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research.

Acting

This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to understand in writing narrative text, give students treatment ways to remember every word in spelling and writing.

Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.

Data are absolute requirement of a research as it is a means of proving hypothesis. Data are used to either solve or answer the problem of the research. In order to get the appropriate data, the data must be collected by using appropriate technique. According to Arikunto (2002: 127), "there are some techniques of collecting the data, namely: test, questionnaire, interview, observation, rating scale, and documentation".

In collecting the data, the writer used several appropriate techniques. The data were resulted from the reading test. In getting the data of students' reading comprehension of narrative text, multiple choice tests were used.

In analyzing the numerical data, the writer used descriptive analysis technique. First the writer tried to get the average of student's reading ability per action within one cycle. It was used to know how well student's score as a whole on reading. It used the formula:

$$\bar{X} = (\sum X)/n$$

$\bar{X}$: Mean

X : Individual score

n : Number of students

(Sarwono, 2006: 140)

Second, the writer tried to get the class percentage which passes the KKM 78. It uses formula:

$$P = F/N \times 100\%$$

P : The class percentage

F : Total percentage score

N : Number of students

(Sarwono, 2006: 140)

III. ANALYSIS

This research was conducted in order to know whether teaching process by using TGT technique in understanding of narrative reading text at the eight grade students of SMP Negeri 2 Maospati is effective or not and to know to what extent is TGT effective in improving reading comprehension for the eight grade students of SMP Negeri 2 Maospati in the academic year 2016/2017 after using TGT technique.

The researcher collaborated with the English teacher to ask the students in doing pre-test. It was held on Saturday, 13th February 2017. In completing the data, the researcher asked the students of class eight to do the pre-test before the researcher conducted Classroom Action Research. There were 20 students of eight class followed the test. The test was 33 questions of multiple choices which are done during 40 minutes.

the researcher asked the students' opinion about the activities had been done at the end of the meeting. Some students said that the explanation about narrative text

was so fast. The English teacher also agreed this opinion that the researcher's explanation about narrative text was so fast. So, it was difficult for them to understand the material given. Besides that, there are some students also admitted that they have got some difficulties to answer the questions in the game because they did not know the meaning of some words.

To know whether teaching narrative reading text by using TGT technique is successful or not and whether the score is significantly increased or not to the students of SMP Negeri 2 Maospati, the researcher described the result of pre-test and post test.

Whereas, there are 6 students passed the KKM (78). The mean score of students' pre-test is:

$$\bar{X}\,Pre-test = \frac{\sum X}{n}$$
$$\bar{X}\,Pre-test = \frac{1389}{20}$$
$$\bar{X}\,Pre-test = 69.55.$$

After that, the researcher analyzed the data to know the percentage of students' score who passed the KKM (78). It is calculated by using formula as follows:

P= F/N ×100%

P= 6/20 ×100%

P= 30%

The mean of students' scores of post-test 1 is:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{6}{20} \times 100\%$$
$$P = 30\%$$

The improvement of the average of students' scores between pre-test and post-test 1 is:

$$\sum post-test\,1 = 1550$$
$$\bar{X}\,Post-test\,1 = \frac{\sum X}{n}$$
$$\bar{X}\,Post-test\,1 = \frac{1550}{20}$$
$$\bar{X}\,Pre-test = 77.05$$

The improvement of the average of students' scores between pre-test and post-test 1 is:

$$\sum \text{post} - \text{test } 1 - \sum \text{pre} - \text{test}$$
$$= 77.05 - 69.45$$
$$= 7.6$$

The next step is the writer tried to get the percentage of students' improvement score from pre-test to post-test 1 as follow:

$$P = \frac{y^1 - y}{y} \times 100\%$$
$$P = \frac{77.05 - 69.45}{69.45} \times 100\%$$
$$P = 10.94\%$$

It shows that the score in cycle 1 has improved 10.94% from pre-test score. After that, the writer calculated data to know the percentage of students who passed the KKM in post-test 1. The calculation is as follow:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{8}{20} \times 100\%$$
$$P = 40\%$$

From that calculation, the class percentage which passed the KKM in post-test 1 is 40%. It means that in cycle 1 of CAR, there are 8 students who passed the KKM and there are 12 students bellow the KKM. The class percentage of post-test 1 shows some students' improvements which passed the KKM are 29.06% (40% - 10.94%).

It also indicated that there are some improvements in the post-test 2. As the previous calculation, the researcher using formula as follows:

$$\sum \text{post} - \text{test } 2 = 1711$$
$$\bar{X} \, Post - test \, 2 = \frac{\sum X}{n}$$
$$\bar{X} \, Post - test \, 2 = \frac{1711}{20}$$
$$\bar{X} \, Post - test \, 2 = 85.55$$

Next, the researcher calculated percentage of students' improvement score.

$$P = \frac{y^2 - y^1}{y^1} \times 100\%$$

$$P = \frac{85.55 - 77.05}{77.05} \times 100\%$$

$$P = 11.03\ \%$$

Next, the researcher tried to get the class percentage of students' score which passed the KKM. It uses the calculation as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{20} \times 100\%$$

$$P = 90\%$$

It means that in cycle 2 there are 18 students among 20 students who already passed the KKM and there are 2 students are below the KKM.

As a whole, the interpretation of the data results among the pre-test, the post-test of cycle 1 and the post-test 2 of cycle 2 are as followings. In pre-test, the mean score of students on reading test before carrying out Classroom Action Research (CAR) was 69.45. Meanwhile, the class percentage which passes the KKM was 30%. It means that there were only 6 students who were able to pass KKM (78) and there were 14 students failed.

Furthermore, the mean score in post-test 1 in cycle 1 was 77.05. It means that there were some students' score improved. It increased 7.6 points (77.05-69.45) from the previous test's mean score (pre-test). It could be said that the mean score of post-test 1 was increased 10.94% from pre-test. Meanwhile, the class percentage which passed the KKM in post-test 1 was 40%. It shows there were 8 students who passed the KKM and there were 12 students failed. It was not enough to reach the research target and still need to be developed. It means that still needed more improvement because it could not achieve the target of CAR (Classroom Action Research). It must be 75% from the class percentage. The researcher and the English then teacher continued to the second cycle.

Then, the mean score in post-test 2 of second cycle was 85.55. It shows the improvement of some students' score from post-test 1. It was improved 8.5 points (85.55–77.05) from post-test 1 or 11.03% improved. Meanwhile, the class percentage which passed the KKM was 90%. It means that there were 18 students passed the KKM and there were 2 students failed. The post-test of cycle 2 has fulfilled the target

of CAR (Classroom Action Research), that was above 75% students could pass the KKM. Automatically, it could be said that CAR (Classroom Action Research) was succeed. So, the researcher and the English teacher decided to stop the research in this cycle.

IV. CONCLUSION AND SUGGESTION

After carrying out Classroom Action Research at the eight grade students of SMP Negeri 2 Maospati and according to the result of the test, it can be concluded that:

TGT is effective in improving students' reading comprehension of narrative reading text at the eighth grade students of SMP Negeri 2 Maospati in the school year 2016/2017. The method of TGT is success because the mean score in post-test 2 of second cycle was 85.55. Meanwhile, the class percentage which passed the KKM was 90%. It means that there were 18 students passed the KKM and there were 2 students failed. The post-test of cycle 2 has fulfilled the target of CAR (Classroom Action Research), that was above 75% students could pass the KKM. The Students' level of understanding narrative reading text after the implementation of TGT technique is good (85.55). Many students that success after the implementation TGT in learning narrative reading text.

Based on the result of the research, the researcher gives some suggestions as follow:

1. For the Teachers

   Teacher should use TGT to teach reading interchangeably to improve students reading comprehension. TGT technique can be applied in English teaching learning process, particularly in the attempt to improve students' understanding of narrative reading text. In this term, the students are demanded work together in group to solve the problem.

2. For the Students

   The students should improve reading comprehension in small group activity through TGT by active in their teams and help each other.

3. For other Researcher

   The other researcher can implement TGT in teaching different language skills.

4. For institutions

   The result of the study can provide information about the learning innovation development for the other teachers and motivate them to develope another innovation in different teaching strategy.

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