

## **ARTICLE**

# **THE EFFECT OF TEAM GAME TOURNAMENT (TGT) IN TEACHING READING OF NARATIVE TEXT AT THE FIRST YEAR STUDENTS OF SMK KOSGORO NGANJUK IN THE ACADEMIC YEAR 2014/2015**



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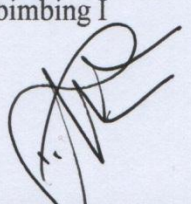
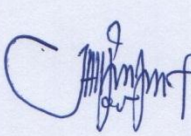
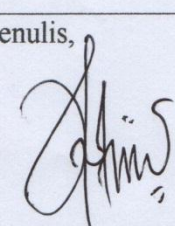
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## THE EFFECT OF TEAM GAME TOURNAMENT (TGT) IN TEACHING READING OF NARATIVE TEXT AT THE FIRST YEAR STUDENTS OF SMK KOSGORO NGANJUK IN THE ACADEMIC YEAR 2014/2015

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### ABSTRACT

VIVI VIONITA CAHYANINGTYAS, 11.1.01.08.0211, 2015. The Effectiveness of Team Game Tournament (TGT) In Teaching Reading Of Narrative Text At The First Year Students SMK Kosgoro Nganjuk In The Academic Year 2014/2015. SKRIPSI : English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2015.

Reading is one of four language skills. It is a receptive skill which involves responding to texts, rather than producing it. The students can read everything around them and get much information by developing their reading comprehension. Teams-Games-Tournament is one of the team learning strategies designed by Robert Slavin for review and mastery learning of material. Robert Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. TGT have three structural components, teams, games, and tournaments. The team component involves assigning students in a classroom to a series of four- or five-member teams. The students are assigned to create maximal heterogeneity within each team (on student achievement, race, and sex) and equality across teams. Team membership remains intact over time; within-team interaction and cohesion are fostered by frequently held teamwork sessions and by assigning teammates to adjacent seats. The research design that is used in this study is quantitative research. The independent variable studied was Team Games Tournament while the students' reading ability is the dependent variable and this research is class X Akutansi I at SMK Kosgoro Nganjuk. The treatment that is given to the students is using Team Games Tournament technique to increase their reading ability and can achieve all aspect of reading, in this case the writer concern on using Team Games Tournament during reading for Narrative text. The treatment is given after pretest. The technique of analyzing the data which is used this writer is T-Test. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test is 7,439 at the degree of freedom of 25 and t-table is 1,708 at the level of significant in 5% (0.05) and 2,485 at the level of significant 1%. It means that t-score (7,439) > t-table significance of 5% (1,708). So the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was Accepted. Based on the result of t-test, it can be concluded that Team Games Tournament method was very significant effect.

KEYWORD : Effectiveness, Reading, Team Games Tournament (TGT), Narrative Text.



## **I. Background**

English is an International Language, so English is the important thing for communicating around the world. Nowadays, English is a second language can easily be studied by young learner after they will face globalization era. According to Harmer (2007: 03) “so far, English is also the preferred language of air traffic control in many countries and used widely in travel communication”. It means much in travel and tourism around the world take English as their language.

In Indonesia, English as our second language is very important to make great relationship with other country in the global era. Because of that, English as International language also has been thought in Indonesia during elementary school until senior high school. Learning language is divided into four basic skills. they are reading, listening, speaking and writing . Reading as receptive process becomes important English language learning.

According to Spratt (2005: 21) reading is one of four language skills: reading, writing, listening, and speaking. It is a receptive skill which involves responding to texts, rather than producing it. Reading also gives benefits in our life and has an important role in the learning process to get the information and knowledge. The students can read everything around them and get much

information by developing their reading comprehension.

Based on Ministerial Education Regulation Indonesia No. 22/ 2006, state that senior high school students should have the competency to comprehend written texts. There are some written text types as required by School- Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) 2006. The types of texts are procedure, narrative, descriptive, recount, and report. In line with it, Johnson (2008: 109) states the two main types of text are expository text (informational text like this textbook) and narrative text or stories. In this research the writer focuses on narrative text.

Unfortunately, today there are some problems that the teacher gets in teaching learning English especially in teaching reading. Reading in the English is considered still a difficult material for students. Learners still have low ability in reading. Some students still hard to comprehend and understanding English reading text. They could not get information from the reading text. For example, after reading a text, the students could not found the main idea of the text, vocabulary, detail information, or WH questions (who, what, when, where, why).

The problems are from many factors, one of them is the teaching method teacher only use a conventional method which monotonous and make students

bored in teaching reading. In addition, it makes the students sleepy and get low motivation in learning reading text. In line with it, Hamer (2001: 51) says, that it is accepted for most fields of learning that motivation is essential to success. Further, Williams and Burden in Hamer (2001: 51) suggest that motivation is “a set of cognitive arousal” which provokes a “decision to act” as a result of which there is “sustained intellectual and or physical effort” so that the person can achieve some “previously set goal”. Therefore, the students can not improve their reading comprehension so understanding the text. Especially, if a text has many paragraph or longer. it will make reading as tired and difficulty activity in teaching reading processes at the classroom.

Nowadays, in teaching reading, usually the teacher orients to student’s English book. Teacher teaches this, by asking them to read the text in front of the class. This problem also happened in the school where the writer doing the observation. These activities do not have any opportunity to the students to express their ideas or opinion directly or it cannot give any contribution to make the students read English fluently therefore they cannot improve their reading ability an be passive teaching learning process.

Reading comprehension is a process of interaction between the reader with the text and the reader connects the idea of the text with their previous experiences and knowledge. With reading comprehension is a process in which readers construct knowledge through interaction with text.

According to Kagan (2009: 17) states that Teams Games Tournament was the first of Johns Hopkinns cooperative learning methods, and was created by David de Vries and Keith Edward. In line with it, Kagan (2009: 3) state that cooperative learning is the single most effective educational innovation to simultaneously address the many challenges and crises we face in our school and our society. Teaching reading through teams games tournaments method hopefully will make the eight student motivation for the study and improve their reading comprehension.

Teams-Games-Tournament is one of the team learning strategies designed by Robert Slavin (2008: 3) for review and mastery learning of material. Slavin has found that TGT increased basic skills, students’ achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem.

TGT have three structural components, teams, games, and

tournaments. The team component involves assigning students in a classroom to a series of four- or five-member teams. The students are assigned to create maximal heterogeneity within each team (on student achievement, race, and sex) and equality across teams. Team membership remains intact over time; within-team interaction and cohesion are fostered by frequently held teamwork sessions and by assigning teammates to adjacent seats.

The games consist of a series of multiple-choice, true-false or objective-type items with a clear, correct answer to every item.

The tournament component consists of weekly (or even twice-weekly) game-playing sessions, typically lasting 30 to 50 minutes, in which each student competes with two other comparable students representing other teams. At the end of each tournament a "top scorer," "middle scorer," and "low scorer" are declared for each three-person tournament table. The individual student scores are converted to team scores, the team scores are ranked, and winning teams are declared. Public feedback concerning both individual and team performance is provided periodically by classroom newsletters.

Therefore, the writer will try to look for this problem. The difficulties of reading that faced by the students in the tenth grade students of SMK Kosgoro Nganjuk and their effectiveness of the usage of Team Games Tournament techniques increase their reading ability in learning prohibition. This matter make the writer wish to know more detail concerning increase the reading ability which this research focus entitles "The Effect of Team Game Tournament (TGT) In Teaching Reading Of Narrative Text At The First Year Students SMK Kosgoro Nganjuk In The Academic Year 2014/2015"

## **II. RESEARCH METHOD**

In this study, population was the entire tenth grade of SMKN Kosgoro Nganjuk. It has six classes and consists of 24 students. The total number of the population is 150 students. The sample of this study is 24 which consist 1 male and 23 female. In order to collect the data, the researcher used written test. There are three processes of the data collection; pre-test, treatment, and post-test. Pretest was conducted before giving the treatment using TGT technique. There were 10 questions. The score per items was 5 for correct answer. Students would get 100 point if they could answer correctly to all

of the questions. The purpose of pretest was known that the students in both classes have same intelligent and to know their earlier knowledge of Narrative text before treatment.

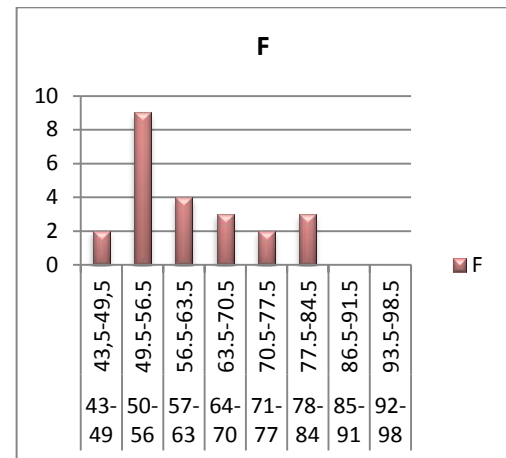
In the treatment, the writer introduced and explained about learning Narrative text using Team Games Tournament and applied this method to them in teaching reading. The method is in the form of essay. The time spent is 90 minutes in twice. The post test would be given to the students after being thought and given the treatment. Also, this post-test would be given to both of group, either experimental group or control one. It was aimed to assess their achievement on Narrative text. As like pretest, posttest also contained of 20 items of multiple choices questions. The score per item was 5 for correct answer. T-test must be compared to t-table to decide the significance of this research.

### III. FINDING AND CONCLUSION

#### a. Finding

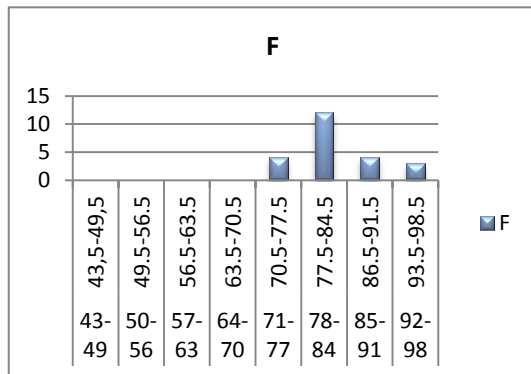
The result of this study was teaching reading using concept attainment strategy has significant effect because the score of post-test is higher that the score of pre-test.

**Diagram 1**  
**The Diagram of Frequency 1**



From the diagram frequency of pre-test above, it can be seen that there are 2 students who get score 43-49, 9 students who get score 50-56, 4 students who get score 57-63, 3 students who get score 64-70, 2 students who get score 71-77, 3 students who get score 78-84, 0 students who get score 85-91 and 0 students who get score 92-98. There are so many students who get low score. Low score here is less than standard score of English subject in first grade students, which are 75. The students who cannot pass the test are 20 students. It can be concluded that students who cannot pass the test are higher than who pass.

**The Diagram 4.4**  
**The Diagram of Frequency**



From the diagram of data frequency of post-test above, it can be seen that there is increasing scores from the students after being taught by Team Games Tournament Technique. There are 0 students who get score 43-49, 0 students who get score 50-56, 0 students who get score 57-63, 0 students who get score 64-70, 4 students who get score 71-74, 12 students who get score 75-78, 4 students who get score 79-82, and 3 students who get score 83-86. By seeing this frequency diagram, it can be conclude that post-test score is better than pre-test score.

**Table 1**  
**Average score between pre-**  
**test and post-test**

N= 23 Students	Pre-test	Post-Test
Total Score	1345	1912
Mean	58.47	83,13

It can be seen from the table above, that total score of pre-test is different with

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post-test. In pre-test, is obtain 1345 and the score improve in post-test, it is 1912. Automatically, mean of pre-test and post-test is different too. Mean 58.47 is obtained in pre-test and mean 83.13 is obtained in post-test. So, mean of post-test also better than mean of pre-test.

**Table 2**  
**The table of t-test based on signification**  
**5% and 1%**

d.b (N-1)	T- Observed	T-Table	
		5%	1%
22	7,494	1,708	2,485

Based on the table above, the result of this research shows that t-score is 7,494 at the degree of freedom 22 and t-table is 1,708 at the level of significant of 5% (0,05). It means that t-score (7,494) > t-table at the level of significant of 5% (1,708).

The data shows that t-score is higher than t-table in the significance 1% and 5%. Therefore, the Alternative Hypothesis (Ha) was accepted the Null Hypothesis (Ho) was rejected. It can be concluded that Team Games Tournament method has significant effect on the students' reading comprehension of the first grade students at SMK Kosgoro Nganjuk in academic year 2014/2015.



## b. Conclusion

Reading is one of receptive skill where the students should receive something after they read the text, the students should understand the content of the text. It becomes the problem for the students so far to work with a text followed by some comprehension questions. Most of students are able to answer some question where they have to find the detail in the text and they difficulties when they have to find main idea, general information, factual information, detail information, implicit information, and identification the generic structure, meaning of the word, and language feature of the text.

Therefore, the teacher conducted interesting method, especially Team Games Tournament Method. By using Team Games Tournament Method, the students of SMK Kosgoro Nganjuk are enthusiastic to get this method in their classroom. They can enjoy in reading text, and understand the material. Besides, students can learn a concept or topic while looking for the couple in relaxes and enjoyable atmosphere, and also it can motivate the students' interest learning English especially in reading activity.

Before the students are taught by Team Games Tournament, their total score of reading test is 1388 and the mean of their pre-test is 60,35. After they are taught

by Team Games Tournament, their total score of reading test is 1912 and the mean of their post-test is 83,13. It can be said that the students' score is increasing after they are taught by Team Games Tournament. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test is 7,439 at the degree of freedom of 25 and t-table is 1,708 at the level of significant in 5% (0.05) and 2,485 at the level of significant 1%. It means that t-score (7,439) > t-table significance of 5% (1,708). So the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was Accepted. Based on the result of t-test, it can be concluded that Team Games Tournament method was very significant effect.

Besides, ten conditions of the students before being thought using Team Games Tournament method, most of the students get bored and difficulties in comprehending the text, especially to find the main idea, general information, factual information, detail information, implicit information, and identification the generic structure, meaning of the word, and language feature of the text. It makes their score is bad. Therefore that condition, Team Games Tournament method has positive effect on the students reading comprehension. Every group was enthusiastic to get this method in their

classroom. They can enjoy in reading text, and understand the material. Because, Team Games Tournament not only gives teacher more quality timework with students but also provide students with plenty of opportunities to learn from each other. It makes them can comprehend the reading text and get good score.

At the result, the writer signified that Team Games Tournament method has positive effect on the student' reading comprehension to the first grade in SMK Kosgoro Nganjuk in academic year 2014/2105.

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