THE EFFECTIVENESS OF USING TEAMS GAME TOURNAMENT (TGT) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMK N 1 KOTA BIMA

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ABSTRACT

The porpose of the study was to find out whether the use of Teams Game Tournament (TGT) model will be effective to improve students' reading comprehension in learning English at the tenth grade students of SMKN 1 Kota Bima in academic year 2015/2016. The research design was experimental research which involves two groups of students: an experimental group and control group. The two group are given different teaching treatment. There will be a pre-test before treatment is given to the experimental and control group and after the treatment were given the same instrument to the experimental and control group. The population of the research were the tent grade students of SMKN 1 Kota Bima which consist of 63 students , 32 students in the experimental group and 31 student in the control group as the sample. The research instrument were used a test. Based on data analyzed, this research applied two techniques, namely descriptive and inferential analysis. The data shown that in the pre-test result, the mean score of the experimental is 6.88 amd the control group is 6.84. it can be interpreted that the students of both groups posses equal intelligence and the resulf of the post-test, it is found that the improment of the meanc score of the experimenatal group is 0.6 points and the control group is o.16. the significance from both of the groups are higher than 0.05 and the values of probability are higher than 0.05 and the obtained t-score was higher than the critical score on the t-table (2,465>1,9996), the difference was statistically significance. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Key Words: *Teams Game Tournament, Reading Comprehension*

BACKGROUN OF RESEARCH

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills are related to each other and should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills (Harmer, 2003:29). However, reading is one of the important elements in mastering the four skills. In the education field reading skill becomes very important, students need to be exercised and trained in order to have a good reading skill. The important being reading is comprehension of the text beside the knowledge of letters and punctuation, reader needs the skill to comprehend a text. This is intended to encourage students to enjoy reading and have a comprehension skill of reading. Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from lessons at school from the teacher's explanations.

A good learning process is centered learning to students. Student centered learning is to enabling the students in teaching and learning process. Students can understand the lesson through the experience gained in learning. Otherwise few of students can master a lesson when students are only accepted from what is

conveyed by the teacher. Therefore we need a method of learning that can attract students' interest in learning. The method in question is the method cooperative learning. Cooperative learning is a teaching that involves students working in groups to establish common goals. Slavin (2005:71) stated that cooperative learning teaching strategies as a technique to create fun, improve social environment in the classroom, learning outcomes effective and interpersonal relationships ledge which has not gained from lessons at school from the teacher's explanations. Related to the case above, the writer found the one of suspected learning model can overcome this problem is cooperative learning Teams Game Tournament (TGT).

Finally, based on the background above, the writer would like to carry out the research under title "The Effectiveness of Using Teams Game Tournament (TGT) model to Improve Students' Reading Comprehension at the Tenth grade of SMK N 1 Kota Bima in academic year of 2014/2015".

Based on the background above the research formulate the research question: "Is there any sigrounificance effects of using Teams Game Tournament (TGT) model in improving students' reading comprehension in learning English at the tenth grade of SMK N 1 Kota Bima?. The main purpose of this study is to find out whether the use of Teams Game Tournament (TGT) model will be effective to improve students' reading comprehension in learning English at the tenth grade students of SMK N 1 Kota Bima in academic year 2014/2015.

Reading Comprehension

Reading comprehension is a complex process in which the reader uses his mental contents the meaning from written material (Rubin in Hasdaniah, 1993: 12). It means that the reader must be able to recognize the meaning of printed words. We can interpret that reading comprehension is the capability to comprehend or to acquire the ideas of one passage. According to Turner in Hasdaniah (1984: 159), reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is specific kind of thinking process.

Teams Game Tournament (TGT)

Slavin (1995:73) says that the TGT type of learning is one type of cooperative learning that placed students in study groups consist of 5 to 6 students who have the ability, gender and syllable or a different races. According to Slavin (1995) type TGT cooperative learning consist of the 5 procedure stages; stage of presentation of the class, learning in groups (teams), games, tournament and team recognition. In the implementation of cooperative learning model types there are several stages TGT that should be implemented, namely: Class presentation, Study Group (study team), Games, Tournament and Team recognition.

RESEARCH METHOD

The research method utilize in this study was an experimental research study. The number of the population in this study was the tenth grade of SMK N 1 Kota Bima in academic year 2015/2016 which consists of 5classes. The researcher takes two classes; there are X UPW as experimental group and X KEU 1 as the control group. The number of students in X UPW class and X KEU 1 class are same; they are consisting of 80 students. The instrument to measure the English reading comprehension is a reading test. Type of the reading text was Narrative. The question of reading consists of 10 multiple choice items. In this study the writer used the test as a technique to collect the data. The test is given to the experimental group and control group namely: pre-test and post-test. The result of the test will be measured to find out the differences between the experimental group and the control group. In collecting data there are three steps that will be conducted by the writer namely giving pre-test, treatment, and post-test. In the technique of analysis data, the researcher used two kinds of analyzing data were Descriptive analysis and Inferential Analysis. The hypothesis test is used to see whether the hypothesis of this research can be accepted or not. The analysis is done by using t- test. The formula of t-test is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

$\bar{x}_1$ = the mean of the gain scores of the experimental group

$\bar{x}_2$ = the mean of the gain scores of the control group

n_1 = the number of subject in the experimental group

n_2 = the number of subject in the control group

s_1^2 = the standard deviation of the experiment group

s_1^2 = the standard deviation of the control group

(Sugiyono, 2009: 273)

DISCUSSION

The purpose of the study is to find out whether there is significant difference in the reading comprehension ability between the students who are taught using the TGT technique and those who are taught without using it. Based on the findings of the research, it can be said that there is a significant difference in the reading comprehension ability between the students who are taught using the TGT technique and those who are taught without using it. The conclusions of the result of research are as follows.

First, from the pre-test result, there are two findings: the mean of experimental group and the mean score of the control group. The mean score of the experimental group is 6.88 while the mean score of the control group is 6.84. Both of those mean scores are in the same category. From these results, it can be interpreted that the students of both groups possess equal intelligence.

Second, based on the result of the post-test, it is found that there is an increase of the mean score of the experimental group and a decrease of the mean score of the control group. The increase of the mean score of the experimental group is 0.6 points. Meanwhile, the decrease of the mean score of the control group is 0.16 points.

Third, from the test of normality, it is discovered that both of the groups have normal distribution. This can be seen from the all levels of significance from both of the groups, which are higher than the 0.05. From the result of the homogeneity testing, the experimental and control groupware homogeneous as shown by the values of probability which are higher than 0.05.

Fourth, the obtained t-score was higher than the critical score on the table (2,465>1,9996), the difference was statistically significance. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. In other words, there is a significant difference in the reading comprehension ability between the students who are taught using the TGT technique and those who are taught without using it.

In the teaching and learning process of English, the use of TGT technique is good to improve the students' reading comprehension ability. The students are led to be able to figure the text before it is given by the questions asked by the teacher. The students are led to analyze the specific information, the purpose, the topic, the main idea, etc of the text. They also have a better description about the text prior to the real teaching and learning process. They also become more motivated in trying to understand the content of the text because they are interested in it after the teacher leads them with several questions. Unconsciously the students will become familiar with comprehending the text. The post-test score result of the experimental group is different from the control group. In this case, the teacher explains about the text and then asks the students to do the task. In doing the task the students only translate the text from English to Bahasa Indonesia, without understanding the whole text. They also do not pay attention to the context of the text.

Because of this, there are some messages or information missing. Based on the result, it can be concluded that TGT technique is effective to

maximize the students' reading comprehension ability.

CONCLUSSION

As mentioned in the formulation of the problems, this study is aimed at finding out whether there is a significant difference between students who are taught using TGT technique and those who are taught without using it. Based on the research findings, some conclusions can be drawn below: 1.The reading comprehension ability of the experimental group is increasing. It can be shown from an increase of 0.6 point between the pretest and the post-test score. The pre-test result shows that the mean score of the experimental group is 6.8. It is categorized into the high category. The post-test result which is obtained after the TGT treatment shows that the mean score of the experimental group is 7.48. It is categorized into the high category. 2.The reading comprehension ability of the control group is decreasing. It can be shown from a decrease of 0.16 point between the pre-test and the post-test score. The pre-test result shows that the mean score of the control group is 6.84. It is categorized into the high category. The posttest result which is obtained shows that the mean score of the control group is 6.68. It is categorized into the high category. 3. There is a significant difference in the reading comprehension ability between the tenth grade students of *SMKN 1 Kota Bima* who are taught using the TGT technique and those who are taught without using it. It is suggested by the result of the *t*-test. It shows that the obtained *t*-score was higher than the critical score on the table (2,465>1,9996), the difference was statistically significance. In brief, it can be concluded that there is a significant difference in the reading comprehension ability of grade X students of *SMKN 1 Kota Bima* who are taught using TGT technique and those who are taught without using it.

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