THE USE OF TEAM GAME TOURNAMENT (TGT) TO IMPROVE STUDENTS' READING SKILL IN NARRATIVE TEXT ON THE FIRST GRADE AT SMA N 4 PEKANBARU

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Abstract: *This research was intended to know whether the use of Team Game Tournament (TGT) can improve students' reading skill in narrative text on the first grade at SMA N 4 Pekanbaru. Besides, this research was also aimed to identify the factors that could improve student's reading skill through narrative text. To collect the quantitative data, the writer used a test consisted of 40 multiple questions in pre-test, post-test I, and post-test II and qualitative data asking the collaborator to fill the observation sheet and field notes. It was proven by the average score of pre-test was 63.05. then in post-test I, it improved to 71.11 and incredibly improved to 80.06 in post-test II. The factors which cause the improvement are as follows: (!) it can improve their high motivation in learning reading; (2) the students used to have higher competition because they had to compete each other in the tournament to answer the questions;(3) the students could have a chance to help the member of the group who didn't understand about the material. Based on the finding, it was concluded that the use of Team Game Tournament (TGT) can improve students' reading skill.*

Keywords: *Team Game Tournament, reading skill, narrative text*

PENGGUNAAN TEAM GAME TOURNAMENT (TGT) UNTUK MENINGKATKAN KEMAMPUAN MEMBACA NARRATIVE TEXT PADA KELAS PERTAMA DI SMA N 4 PEKANBARU

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Abstrak: penelitian ini bertujuan untuk mengetahui apakah penelitian ini dapat meningkatkan kemampuan membaca melalui teks narrative pada kelas 1 di SMA N 4 Pekanbaru. Selain itu, tujuan penelitian ini untuk mengetahui factor apa yang mempengarui peningkatan kemampuan membaca siswa. Instrument yang digunakan dalam penelitian ini adalah quantitatif dengan memberi tes pada pre-test, post-test I, dan post-test II serta qualitatif dengan meminta kolaborator untuk mengisi lembaran observasi guru dan siswa serta catatan khusus. Hal ini dibuktikan melalui hasil nilai rata-rata siswa di pretest 63.05, post-test I 71.11 dan post-test II 80.06. Fator-faktor yang mempengaruhi peningkatan kemampuan membaca siswa adalah sebagai berikut (1) teknik ini bisa meningkatkan motivasi siswa dalam membaca; (2)meningkatkan kemampuan bersaing siswa dalam menjawab soal; (3)saling membantu bagi siswa yang belum memahami materi. Analisis data menunjukan bahwa penggunaan Team Game Tournament (TGT) teknik dapat meningkatkan kemampuan membaca siswa.

Kata kunci: Team Game Tournament, kemampuan membaca, teks narrative

INTRODUCTION

English is the key to open the door to the world. According to the curriculum, English is the obligation subject for Senior High School. Now, English meeting class becomes four hours per week, up from two hours per week. This case may increase reading ability in Senior High School. In addition, KTSP is obligatory because it is expected to develop students' reading ability.

In fact, English learning isn't always working well, but faces some problems. These problems also arose in SMA N 4 PEKANBARU especially for first grade in first semester. At this level, English subject is still considered as unimportant subject among students. Students still do not open their mind to learn English. Therefore, the students' problems are often faced by English teachers.

Besides students' problems, sometimes the problem itself arises from the teachers. For example, the lack of motivation from teachers to students so it makes the students become lazy. Besides, teachers tend to teach without any care if the students understand or not. This condition sometimes becomes the problem in the process of teaching and learning.

There are some reading text types as required by School- Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) 2006. The types of texts are procedure, narrative, descriptive, recount, and report. The objectives of reading narratives text based on syllabus are firstly, students are expected to comprehend the text to find out what point or the text about. Secondly, students are expected to know the generic structure, social function, and detail information from the text. Thirdly, students are expected to find some narrative texts and share them with their friends. Finally, students are expected to read the text accurately and fluently.

Unfortunately, today there are some problems that the teachers face in teaching learning English, especially in teaching reading. Reading in English is considered still a difficult material for students. Learners still have low ability in reading (Brown, 2001). Some of them feel bored of reading so many texts. In students' mind, It is useless to read a long text just to find out what is the main idea of the text itself. Some students are still difficult to comprehend and understand English reading text. They could not get information from the reading texts. For example, after reading a text, the students could not tell the content of the text and they could not answer the questions related to the text correctly.

Reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Therefore, reading is one of the urgent skills for students to obtain their success. Tarigan (2008) notes that by reading some information are given by the teacher through a text, students will find general information and experience which later they can increase their language skills such as listening, speaking and writing.

Teaching reading is very important for students. There are some reasons for this. The first reason is that many English students need to read English text for their career, for study or simply for pleasure. The second reason is that reading text also will help the students when they study writing.

Reading texts also provide good models for English writing (Harmer, 2003). If the students are familiar with texts' form, teacher will be easier to teach them how to write the texts. The last is that reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts (Harmer, 2003).

In a nutshell, when the students read a new text, they will find new vocabulary and different style of writing texts. Because of that, they can enrich their vocabulary includes the ability to use the appropriate diction. They will learn more about punctuation; strengthen their grammar understanding and know how to construct sentences, paragraph and text correctly.

From the small survey, the researcher provided the students a test that demanded the students to answer the questions correctly. The test was in multiple choice items that consist of five narrative text, and had 5 multiple choices. The result of the test showed that no student reached the Minimum Mastery Criteria (MMC) of English subject at SMA N 4 Pekanbaru. The MMC were 80 while the average score of the test was only 59.8. Based on the level of students' ability in reading, from the result of the small survey, it can be concluded that there were no students at "excellent" level, there were no students or 0 % of students could reach "good" level, there were only 23 students or 67.6 % of students who could reach the "average" level, and 11 students or 32,4 % of students at the "poor" level.

Therefore, the researchers need to find the ways to build students' motivation to learn and improve their reading skill. One way to prove it is by applying the strategies and methods of learning efficient and effective manner (Muhibbin Syah, 2011). The researcher used cooperative learning type Team Games Tournament (TGT) to develop students' reading ability. The researcher believed that the use of cooperative learning type Team Game Tournament is suitable in teaching reading through narrative text. Team game Tournament is highly effective with the activation and creativity students. This structure encourages responsibility for group and team building. The researcher hopes are later on the application of this strategy will increase students' outcomes.

RESEARCH METODOLOGY

The research was conducted at SMA N 4 Pekanbaru started from August – October 2015. The population of this research was the first grade students of SMA N 4 Pekanbaru, while the subject were 36 students. This research is classroom action research. The Classroom Action Research used in this research was designed by Kemmis and Mc Taggart. According Kemmis & Taggart in Burn (1999), an action research occurs through a dynamic and complements processes which consist of four essential steps; those were planning, acting, observing and reflecting.

To collect the data, the researcher used two kinds of data namely quantitative and qualitative data. To collect the quantitative data, the researcher used a reading test. The test was multiple choice items that consist of 40 questions. There were 4 different narrative texts in the test. It consisted of five parts of the test target, they were: finding main idea,

finding factual information, guessing the meaning of vocabulary context, identify reference, and inference.

Test was one of the instruments to measure students' ability after teaching learning process. It was constructed based on the following indicator:

Topic of the test	Items	Number of items
✓ Finding main idea	4	1,11,21,31,
✓ Finding detail information	4	2,12,22,32
✓ Guessing the meaning of vocabulary context	4	3,13,23,33
✓ Identify reference	4	4,14,24,34
✓ Making inference	4	5,15,25,35
✓ Finding the communicative purpose of the text	4	6,16,26,36
✓ Finding the orientation of the text	4	7,17,27,37
✓ Finding the complication of the text	4	8,18,28,38
✓ Finding resolution of the text	4	9,19,29,39
✓ Finding the moral value of the text	4	10,20,30,40

To collect the qualitative data, the writer used observation sheet and field note. In the observation sheets, those were divided into teacher's observation sheets and student's observation sheets.

The steps of Team Game Tournament according to Slavin : (1)Class presentation : The teachers deliver the material, usually by direct instruction from the teacher, or teacher led a discussion about material. At the class presentation, students should pay attention and understand the material presented by the teacher, because it will help them when work in the group. (2) Team : The group usually consists of 4 to 5 heterogeneous students. The teacher divided a group based on student's ability and gender. It makes group that can work properly and optimally in the game. (3) Games : Game consists a number of questions. Students select a numbered card and try to answer the questions. Students who answer correctly the question would get a score. These scores are collected as group score. (4) Tournament : Usually the tournament conducted on weekends or on each unit after the teacher does class presentations and the student do group work sheet. After the designated games, the students then compete in tournaments. (5) Awards group : The teacher announces the best group.

THE RESEARCH FINDING

The researcher together with the collaborator discussed all the things related to this research. The researcher analyzed the improvement of students' reading ability before and

after implementing Team Game Tournament on teaching and learning process. The steps of analyzing the test are pre-test, post-test I, and post-test II.

The pretest was given on August 19, 2015. It was done to know the ability of the students in reading narrative text before Team Game Tournament technique applied in the class. After collecting the data and computing the students' score, the researcher presented the result of pre-test as following table:

No	Test Score	Classification	Frequency	Percentage
1	81-100	Excellent	0	0 %
2	61-80	Good	19	52.78 %
3	41-60	Average	12	33.33 %
4	21-40	Poor	5	13.89 %
5	0-20	very poor	0	0 %
	Total		36	100 %

In pre-test, from the table can be concluded that there were no students could reach excellent level, 5 students (13.90%) were at poor level, 12 students (33.33%) were at average level and 19 students (52.78%) at good level.

Post test was held at the end of cycle I, after the Team Game Tournament (TGT) had been applied in teaching and learning process in classroom. The test instrument was used at the end of this cycle was similar with the test instrument which was used in Pre-Test with different topics. The score shown in the following table:

No	Test Score	Classification	Frequency	Percentage
1	81-100	Excellent	5	13.90 %
2	61-80	Good	24	66.66 %
3	41-60	Average	7	19.44 %
4	21-40	Poor	0	0 %
5	0-20	very poor	0	0 %
	Total		36	100 %

In post test 1, there were improvements on the students' score. In pre-test, the average score was only 63.05 while in post-test 1 the score increased to 71.11. Most of the students that were at "poor" level moved up to higher level. There were 5 students who

reached "Excellent" level, 24 students gained "good" level, and 7 students got "average" level.

Post-test II was categorizing in cycle 2. The test used at the end of cycle I was similar to the previous test. The researcher then computed students' test result to know their achievement after being taught by Team Game Tournament (TGT) technique. Students' score in post-test can be seen in this following table:

No	Test Score	Classification	Frequency	Percentage
1	81-100	Excellent	12	33.33%
2	61-80	Good	22	61.11%
3	41-60	Average	2	5.56%
4	21-40	Poor	0	0 %
5	0-20	very poor	0	0 %
	Total		36	100 %

In post-test II, Based on the table above can be seen the significant improvement of the students' reading ability. It means, student's score were much improving from the previous cycle. It was shown that no student in the level of "very poor" and "poor" anymore. Moreover, we could see only 2 students (5.56%) in "average" level, 22 students (61.11%) in "good" level and in the place of "excellent" level, 12 students (33.33%) could reach that.

In this discussion, the researcher analyzed the improvement of students' reading ability after implementing Team Game Tournament on teaching and learning process. The result presented on the following table:

Score	Level of Ability	Pre-Test (%)	Post-Test 1 (%)	Post-Test 2 (%)
81-100	Excellent	0	0	19.44%
61-80	Good	11.11%	27.77%	58.33%
41-60	Average	69.44%	72.23%	22.23%
21-40	Poor	19.45%	0	0
0-20	Very poor	0	0	0

Based on the table above, it was shown that there were improvements in students reading ability after implementing Team Game Tournament Technique. The researcher

found that by applying Team Game Tournament, the students involved in discussion to solve the question. In TGT, they work cooperatively in team to compete in the group tournament. The students who didn't understand the material, asked their friend and his/her friend helped them. It goes in line with Kagan (2009) state that teams promote strong bonds between students, facilitate interactions over curriculum, and improve learning.

In pre-test, there were no students reached "excellent" level and the most reached "average and poor" level only. The pre-test was held before the students got a better understanding in reading by using Team Game Tournament (TGT) technique.

In post-test 1, there were improvements. Students from "poor" level moved up to the higher level and 66.67% students could reach "good" level.

In post-test 2 showed the magnifying and satisfying result. 33.33% (12 students) could reach "excellent" level and other 61.11% (22 students) were able to reach "good" level and 5.56% (2 students) were able to reach "average" level. In fact that there were 23 students (63.89%) could pass the MMC. In line with it, Inkeu Prihasdwianti (2013) stated that teaching narrative text by applying Team Game Tournament is able to improve students' reading skill in SMA N 4 Pekanbaru which is proven by the final calculation. Furthermore, the application of Team Game Tournament (TGT) technique in this research considered as a successfully technique that in the fact that showed the improvements after implementing this technique.

CONCLUSION AND RECOMMENDATION

The purpose of this research is to solve the problems and difficulties faced by the students in reading narrative text. Based on the analysis of the data in pre-test, post-test I, and post-test II, the researcher concluded the process of this research as follows: firstly, The use of Team Game Tournament (TGT) technique can improve the ability of the first grade in first semester students of SMAN 4 Pekanbaru in reading through narrative text. It was clearly proven by the increasing in the students' average score. I pre-test, it was only 63.05 then in post-test 1 moved up to 71.11 and in post-test 2 incredibly arose to 80.06. Secondly, The improvement occurred because of some factors. They are (1) students' motivation and interest to learn English that depended on the researcher who gave motivation in every meeting in the classroom; (2) researcher performance in managing the class; (3) the atmosphere that made the class became creative, cooperative and effective in teaching and learning process

After doing all the research, the researcher gave some suggestion that hopefully will have valuable contribution to the reader. Firstly, in learning reading, it is suggested for the teacher to use Team Game Tournament (TGT) technique in teaching and learning process. This technique could create a better class atmosphere that the students could express their feeling. Secondly, Using Team Game Tournament technique would produce a lot of noise in class, the teacher had to control and monitor the class so that it wouldn't disturb other classes. Thirdly, The English teacher should be creative and innovative in making the class to be more interesting and present the challenging materials.

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