IMPROVING READING ABILITY THROUGH TEAM-GAME TOURNAMENT TECHNIQUE FOR THE TENTH GRADE STUDENTS OF SMA N 1 JATINOM

Indah Dwi Nugrahani
English Language Education Department, Faculty of Languages and Arts
Yogyakarta State University
indahnugrahani95@gmail.com

Abstract

This study was aimed at improving the reading ability of the tenth grade students of SMA N 1 Jatinom through the team-game tournament (TGT) technique. The study was action research comprising two cycles conducted in SMA N 1 Jatinom. The subjects were 36 tenth-grade students of Science 4. There were two types of data, i.e. qualitative data and quantitative data. The qualitative data were derived from field notes obtained from observations and interviews with the students and the English teacher. Meanwhile, the quantitative data were in the forms of students' reading comprehension scores obtained from reading comprehension tests (a pre-test and a post test). To ensure validity and reliability of the data, the researcher employed five criteria of validity, i.e. democratic validity, outcome validity, process validity,catalytic validity and dialogic validity as well as time triangulation and investigatortriangulation for qualitative data.Then, for the quantitative data, the researcher employed content validity and internal consistency through *KR-20*. Finally, the qualitative data were analyzed by reducing data, displaying data, as well as drawing and verifying conclusions meanwhile the quantitative data were analyzed using descriptive statistics through SPSS 19.00.The research findings showed that the students' reading ability significantly improved through the TGT technique. The implementation of this technqiue made significant improvements of the students' reading ability in the aspects of vocabulary mastery, finding main idea, identifying the detail information of the text and also students' involvement during the reading lesson. The findings were supported by the improvement on students' mean score, i.e from 61.86 in the pre-test to 76,71 in the post-test. Moreover, by using the TGT technique, the students were more motivated and interested in reading the texts.

Keywords: reading ability, TGT technique

MENINGKATKAN KEMAMPUAN MEMBACA SISWA MELALUI TEKNIK TEAM GAME TOURNAMENTPADA SISWA KELAS X SMA N 1 JATINOM

Indah Dwi Nugrahani

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni

Universitas Negeri Yogyakarta

indahnugrahani95@gmail.com

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca melalui teknik Team Game Tournament pada siswa kelas X SMA N 1 Jatinom.Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari dua siklus yang dilaksanakan di SMA N 1 Jatinom. Subjek dari penelitian ini adalah 36 siswa kelas X MIPA 4. Dalam penelitian ini ada dua jenis data yaitu kualitatif dan kuantitatif data. Data kualitatif terdiri dari catatan lapangan yang diperoleh dari observasi dan transkrip wawancara yang diperoleh melalui wawancara dengan beberapa siswa dan guru Bahasa Inggris. Sedangkan untuk kuantitatif data diperoleh dari hasil tes (pre-test dan post-test). Dalam penelitian ini, peneliti menggunakan 5 kriteria validitas yaitu validitas demokratis, validitas hasil, validitas proses,validitas katalis dan validitas dialog serta triangulasi sumber data dan triangulasi antar peneliti. Sementara itu, untuk kuantitatif data, peneliti menggunakan content validity dan internal consistency dengan KR-20. Data kualittatif di analisis dengan cara mengumpulkan data, memaparkan data, dan menyimpulkan data sedangkan data kuantitatif di analisis menggunakan teknik statistik deskriptif kualitatif dengan SPSS versi 19. Hasil penelitian ini menunjukkan bahwa kemampuan membaca siswa dapat meningkat melalui penggunaan teknik TGT yang ditunjukkan pada aspek penguasaan kosa-kata, mencari ide pokok, menemukan spesifik informasi suatu teks dan keterlibatan siswa selama pembelajaran. Selain itu, perolehan nilai siswa meningkat dari61.86 (pre-test) menjadi 76,71 (post-test). Penggunaan teknik TGT membuat siswa lebih termotivasi dan tertarik untuk membaca teks.

Kata kunci: kemampuan membaca, teknik TGT

INTRODUCTION

In Indonesia, English becomes a compulsory subject learned by Junior High School up to College students. It has an important role in teaching learning process. In order to be able to master up English, students need to master up the four skills, i.e. reading and writing as a receptive skills, and listening and speaking as a productive skills. Those skills are integrated and related one another. The success of learning reading will influence those other skills because it has an important position in determining the success of learning process.

In this regard, the students are expected to read more and have awareness about the importance of reading. The students must also have a good reading skill if they want to pass the exam and graduate from the school. It means that reading has to be taught properly. In fact, there were some problems related to the teaching reading in the class X Science 4 of SMA N 1 Jatinom. Therefore, a research study is necessary to be carried out to solve the problems.

THEORETICAL REVIEW

1. Reading
a. The definition of Reading

Brown (2004:185) states that "reading arguablyisthe most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability". It means that reading is the most valuable skill in determining the success of the teaching-learning process. It is an interactive process between the writer's mind and the reader's mind in order to get certain messages from the writer. In reading, the readers actively bring their own knowledge to build meaning and construct their ideas in understanding the meaning from the text.

b. Reading Comprehension

Pang (2003:14), comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The core of reading comprehension is understanding all information delivered by the writer.

c. Principles in Teaching Reading Comprehension

According to Harmer (2001:70), there are six teaching principles in teaching reading that are summarized below
a) Reading is not a passive skill.
b) Students need to be engaged with what they are reading.
c) Students should be encouraged to respond to the content of a reading text, not just to the language.

d) Predicting is the major factor in reading.
e) The task should match to the topic.
f) Good teachers exploit reading texts to the full.

Those are the six principles that can be implemented in the teaching reading in the classroom. Teachers can select one or more appropriate principles based on the need of the students because the appropriate principle influences the students' achievement.

d. The Types of Classroom Reading Performance

Brown (2001:312) offers two types of classroom reading performance, namely oral and silent reading. Oral reading is suitable for beginning and intermediate levels. Oral reading in beginning and intermediate levels are used as the evaluation of bottom-up skill and checking of pronunciation. Thus, oral reading is not a very authentic language activity. Moreover, other students can easily lose attention when the students are reading orally. Silent reading is divided into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually a classroom-oriented activity in which students focus on linguistics or semantic details of a passage. Besides, intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, rhetorical relationship, and the like. Mwanwhile, extensive reading is carried out to achieve a general understanding of usually somewhat longer text (book, long article, or essays).

e. Types of Reading Activities

There are some types of reading as stated by Patel and Jain (2008: 117-123) as follows.

a) Intensive Reading
In this reading, the learners reads the text to get knowledge or analysis. This reading is done to get specific information.
b) Extensive Reading
The purpose of this reading is that the reader read directly and fluently in the target language for enjoyment. The reader wants to know about something and does not care about specific or important information after reading.
c) Reading aloud
Elizabeth (2004: 286 - 288) states that reading aloud means reading a book by producing sounds audible to other
d) Silent reading
Silent reading also helps develop the skills of reading for a purpose, as the focus is on understanding the content without the additional burden of having to pay attention to pronunciation

f. Assessing Reading

Caldwell (2008: 15) states "Assessment and instruction can happen at the same time." It can be

said that assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comments, and ask questions.

2. English Teaching Learning Among Teenagers

Teaching English at Senior High School needs high consideration by the teachers because teaching teenagers is not an easy work. They need more attention since they are in the transition ages that are still growing and changing, both bodies and minds, thus, to teach them, teacher needs a set of consideration. In teaching English for Senior High School, the teacher should be able to distinguish the teaching method between teaching students of Junior High School and teaching students at Senior High School, because of their different characteristics background.

3. Gamification in Education

Several authors have suggested applying gamification for learning. Gamification can be used as a tool for promoting learning. Hall (2013) states that gamification is defined as the application of typical elements of game playing (rules of play, point scoring, competition with others) to other areas of activity, specifically to engage users in problem solving. It means that gamification allows students to be engaged problem solvers. Therefore, gamification is important because it

is engaging students to learn. It is believed to promote specific learning gains, games are a form of active learning.

Gamification increases competition which can lead to engagement. Since the most important indicator of a students' knowledge attainment is engagement. Besides, gamification also involves creativity and students choice. The students can express their ideas through gamification classroom. Also, gamification gives students immediate feedback through peer feedback or teachers' response and allows them to easily track their progress towards academic goals.

4. Genre Based Approach

According to Feez (2002:65),there are the four stages in teaching and learning cycles. Those stages are (Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), Independents Construction of Text (ICOT) andLinking related texts in achieving the ultimate goal of English teaching and learning. Those stages are considered the most effective methodology for implementing the genre approaches.

Firts, in BKOF stage, the researcher tried to brainstorm the students' background knowledge by providing some questions related to the material that they would learn. Sheencouraged the students to use the background of the knowledge they had already known, such as knowledge that they got in daily life related to the text studied by them. Second, in MOT stage, the students

are given a model of language features of the target language. Third, in JCOT stage, the teacher and the students may discuss together. The discussion shows the students' knowledge and understanding resulting from the text analysis which was carried out in the previous stage. This stage may include the negotiation between the teacher and the students and among students regarding on shared knowledge about the discussed genre. Fourth, in ICOT stage, the teacher may continue the task to independent task when a group or pair construction has shown that the students have gained control of the field and the mode. The teacher's rule in this stage is only to provide constructive comment to the students on what further development may be necessary. Last, for the Linking related texts, the researcher did not employ this stage in the teaching reading in the class.

5. Team Game Tournament Technique

TGT Technique is originally developed by De Vries and Edwards (2006) at the University of Johns Hopkins as a cooperative learning method. It uses teacher presentations and teamwork and replaces quizzes with weekly tournaments, in which students play academic games with members of other teams to contribute points to their team scores. In general, classes are grouped into several groups of 5-6 members. Each group consists of heterogeneous members. Each team has members who are capable of high, mediur and low. Thus, the ability of the team is equal. The teacher presents the

material, and the students work in their respective groups. The teacher gives a worksheet to each group. Each group assigns work tasks to each member of the group. If any member of the group does not understand her/his assignment, then the other group members are responsible to provide answers and/or explain it to her/his, before submitting the answers to the teacher. Finally, to ensure that all group members have mastered the lesson, all students will participate in an academic game.

B. Related Research Finding

There are some relevant studies about the implementation of TGT technique in the teaching reading. One of them is the result of the research from Cintiya (2014) entitled *"Using The Team Game Tournament Technique to Improve Grade VIII Students' Reading Abilities at SMP N 1 Wonosari in the Academic Year of 2013/2014"*. This study tries to find out whether the TGT technique can improve the students' reading abilities or not. In conclusion of the study, TGT technique succeed to improve the students reading abilities. Cintiya (2014:55) claimed that the TGT technique gave opportunity for the students to be actively involved in the teaching and learning process.

C. Conceptual Framework

From the observations that had been done in grade XScience 4,

there were some problems found. The teaching methods that were used in the class mainly consisted of teacher-centered approach which was less effective for the students. Besides, the students in this observed class had difficulties in comprehending English text. They had low vocabulary mastery and rarely had opportunity to interact with other peers regarding to the task. Their motivation toward reading activities was also low since the teacher did not check the understanding of all students. After investigating all the problems, the researcherand the English teacher decided to use TGT technique as one of the best solutions to overcome the problems found.

RESEARCH METHOD

This research was classified into action research type. This research aimed to improve students' reading ability through TGT technique for the tenth grade students of SMA N 1 Jatinom. The subjects of this research were 36 from the tenth grade students of Science 4. In this research, there were two types of data, i.e. qualitative data and quantitative data. The qualitative data consisted of field notes obtained from observations and interview transcripts obtained from interviews with the students and the English teacher. Meanwhile, the quantitative data in the forms of students' reading comprehension scores were obtained from reading comprehension tests (a pre-test and a post test). To ensure validity and reliability of the data, the researcher employed fivecriteria of validity, i.e. democratic validity,

outcome validity, process validity,catalytic validity and dialogic validity as well as time triangulation and investigatortriangulation for qualitative data.Then, for the quantitative data, the researcher employed content validity and internal consistency through *KR-20*. Finally, the qualitative data were analyzed by reducing data, displaying data, as well as drawing and verifying conclusions meanwhile the quantitative data were analyzed using descriptive statistics through SPSS 19.00.

RESEARCH FINDINGS AND DISCUSSIONS

The findings of this research consisted of qualitative and quantitative data. The qualitative data consisted of the general findings of the actions, while the quantitative data included the students' reading scores.

For the qualitative data, there were students' improvement in some aspects. First, by applying TGT technique, the students were taught to use scanning and skimming reading strategies in order to get easier in finding the information of the text effectively. In addition, explaining grammatical features of a narrative text was also effective. Understanding grammatical features helped them comprehend a text more easily resulting in their improved comprehension. Second, the implementation TGT technique in reading gave positive effects on enriching students' vocabulary. In connection to the observation and the interview with the students and the

teacher, the main problem of students' reading comprehension was the lack of vocabulary. The lack of vocabulary could be solved by guessing a meaning of a new word. It was very useful in helping them understand the story of a text and it allowed them to enrich their vocabulary. Third, the TGT technique was believed to improve students' participation toward teaching and learning process. During the implementation of the technique, the class interaction was improved since before the technique was applied, their interaction was quite low. The activities of this technique were conducted in group. By having discussion, it allowed them to have good communication skill among the team mates. Moreover, the interaction among the teacher and the students were also improved. The teacher interacted closely with the students when she gave guidance and assistance during the discussion activities. So, the teacher would not dominate the class anymore. Fourth, TGT technique was believed to enhance students' reading motivation. Formerly, the students were easily bored if they were asked to read a text since the activities were only reading

and answering questions. Meanwhile, in TGT technique, they wereprovided with many interesting activities that could improve their motivation. It decreased students' misbehavior like having chit-chat, operating their mobile phones or doing something unrelated to the lesson. They paid more attention toward the lesson. Fifth, TGT technique was believed to be effective in reducing the gap between

the high-motivated students and the low-motivated students. Before this technique being implemented, it was found that the high-motivated students compete to have their teacher's attention by showing their hands to answer the teacher's question. On the other side, the low-motivated students seem to like hiding themselves from their teacher's attention. After learning using TGT technique, the students seemed likely to cooperate with each other since they realized that they needededeach other to achieve the goal. Last, giving a reward in the end of the technique was also effective to encourage students' participation. It was also one of the factors in triggering the students to beactively involved in the teaching and learning activities. The students felt more enthusiastically to participate, besides they could show their understanding and they could also get a reward.

The quantitative data also provided to support the qualitative data. The quantitative data were obtained by conducting reading comprehension tests. The table below described the mean score of the reading comprehension tests.

Those tables showed the compared scores of reading pre-test and post-test. The minimum score of the pre-test was 45 and the maximum one was 85 while the minimum score of post-test was 60 and the maximum score was 90. The means scores of the reading test are compared to know the improvement of the students reading comprehension. The improvement of the students' reading comprehension skill could be seen from their score during the test; pre-test and post-test that the students' scores increased significantly in each test. The scores improvement was shown by the means of the both tests. The pre-test mean was 61.86 and the post-test mean was 76.71. It was higher than the pre-test scores. It means that there was improvement in students' reading comprehension showed by the improvement of the students' scores.

Pre-Test			Post-Test		
N	Valid	35	N	Valid	35
	Missing	0		Missing	0
Mean		61.86	Mean		76.71
Std. Deviation		8.496	Std. Deviation		6.636
Minimum		45	Minimum		60
Maximum		85	Maximum		90

students' reading ability while for other researchers, it is expected that the result of this research can be used as a reference in doing action research.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings, the implementation of the TGT technique was believedto be able to improve students' reading comprehension effectively and it was considered successful because the changes made by the students showed a positive development in improving their reading ability. In connection with the conclusions, some suggestions are directed to English teacher and other researchers.

For the English Teacher, the English Teacher is suggested to apply TGT technique in the teaching and learning process in order to improve

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