THE IMPLEMENTATION OF TEAM GAME TOURNAMENT (TGT) STRATEGY FOR TEACHING READING NARRATIVE TEXT

Muhyidin Setyo Utomo
Program Study Pendidikan Bahasa Inggris STKIP PGRI Pasuruan
muhyidinmoh@gmail.com

Abstract: In teaching English especially at junior high school, reading is one of the English skill that should be learned by the students. This study is intended to solve the students’ problems of 8th grade at MTs. KHA. Wahid Hasyim, Bangil in reading comprehension. TGT is one of the cooperative learning that use academic tournament, quiz and the the system of the students’ development where the students compete with other groups. The study used Classroom Action Research with two cycles to be able to reach the criteria of success. The result shows that TGT is able to improve the students ability in reading narrative text. Through cooperative learning, the students enhanced the social skill and they also had practiced their collaborative skills to work with others to get mutual benefit for everyone.

Keywords: TGT, Reading Narrative, cooperative learning

INTRODUCTION

Reading is one of the receptive skills that should be learned by the students in Junior High School level. From reading, students can get a lot of input to acquire the language. As stated by Pollard (2008), reading is a great source of language learning since it can give many information or knowledge to the reader not only about the information contained in the text, but also about the language used in it. Therefore, it is very important that the students should be taught how to read well and comprehend the content of the text. Unfortunately, not many EFL teachers know how to teach reading in a fun and creative way. This case happened in MTs. KHA. Wahid Hasyim, Pasuruan. The English teacher of the 8th grade of MTs. KHA. Wahid Hasyim in this school apply the conventional method of teaching reading by employing the Three Phase Technique. During the typical teaching and learning activity, the teacher delivered the reading material to the students, explained about the material, then followed by examples and exercises. As a result, the classroom atmosphere during reading class was not conducive since many of the
students looked bored and were unable to get the idea of the text well. The conventional method seemed to be ineffective to help the students to comprehend the text, and unable to give satisfying solution to the students’ vocabulary problem. This can be seen from the results of their reading test in which only 14 of the students (from the total number of 34) were able to reach the minimum criteria, while the rest failed in their test.

To help solve the students’ problems in reading, the researcher employed Team Game Tournament (TGT) strategy. TGT one of the team learning strategies designed by Robert Slavin for review and mastery learning of material (O’Mahony, 2006). TGT focuses on a group working that is able to build the students’ confidence and ease them to comprehend the text by using this method the students can discuss certain topic with English language in their group or other group and also can give opinion or response from other students’ opinion. Slavin (2005) said that TGT is one of the cooperative learning that use academic tournament, quiz and the the system of the students’ development where the students compete with other groups. Therefore, the researchers believe that TGT is able to solve the students’ reading problems since this strategy can build the students’ ability to communicate and ease the students to comprehend a text by sharing their opinion with group members so that they will feel engaged in the reading class. Some research done on the effectiveness of TGT show that TGT is able to motivate the students to learn reading better and have more interest in their learning (Savitri, 2012; Purba, 2012).

Based on the above description, the researchers would like to specify the research question into “How can TGT improve the students’ reading comprehension in narrative text at the eighth grade of MTs. KHA. Wahid HasyimBangil? “

**METHOD**

This study used Classroom Action Research (CAR). This design is considered appropriate since its purpose is to improve the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classrooms. Moreover, an action research is a model for teaching with high transparency that enables teachers to determine student achievement on a daily basis rather than waiting for the end of a quarter (Pelton (2010:7). This type of design involves repeated cycles within each activities, each consisting of planning, acting, observing, and reflecting. The result of one cycle was used to determine the need for the following cycle, until the problems got solved by the strategy(Kemmis & McTaggert, 2007).

**Participants**

The participants were the eighth grader of MTs. KHA. Wahid HasyimBangil in academic year 2012 / 2013. It consisted of 34
students and they were all girls. These students were chosen because of their reading problems. Two cycles were conducted in which in cycle 1 consists of two meetings, and cycle 2 was only one meeting. The duration of each meeting was 90 minutes. The first cycle was conducted on May 25th, 2013 and May 28th, 2013. The second cycle was conducted on June 1st, 2013. Based on the syllabus, the eight grade students of Junior high should have the ability to understand short and simple narrative text. This research, therefore, focused on short narrative text.

**Procedure**

In the preliminary study, the students’ problems in reading narrative were identified. As what has been noted earlier, the students’ had problems in the willingness to study reading, the vocabulary problems, and the incondusive classroom atmosphere since they mostly were passive during reading class. Prior the research was conducted, the reading pre test was given to the students. The purpose of the test was to map out the students’ reading ability. The result of the test was used to form the group. The reseracher then classified the students based on their scores into Top Scorer, Mid scorer, Low Scorer. Finally, eight groups were formed, each consisted of 4 to 5 members. Within the group, the students were mixed based on the ability; 2 low scorers, 1 mid scorer, and 1 top scorer. By doing so, the groups would have a balance ability between one to another. The teams were given names, such as Amazing, Champion, Diamond, Bravo, Easy, Funky, Golden, and Humble.

**Cycle 1**

In meeting one of this cycle, the teacher introduced narrative text to the students entitled *Rebellious Man*. Before discussing about the text, the students’ prior knowledge is activated through question and answer in relation to the topic. The next activity was finding difficult vocabulary in the text and discussed it in the class. With the team which had been formed earlier, the students should comprehend the text and think out loud their comprehension in their own team. After a while, the Team Game Tournament was introduced to the students. Thus, after discussing the vocabulary of the text and comprehension activity, the teacher distributed the questions to the students which should be done in the team. When they have finished discussing, the leader of the team presented the result of the team’s discussion in front of the class. The team with the highest score was given reward, while other teams were given motivation to do better in the future.

In the second meeting of cycle 1, after reviewing the previous material, a new narrative text was introduced, entitled *Bangil Love Story*. The students then were asked to comprehend the text with their own team before the questions were distributed in the
form of the circle game. In this game, every member of the team take joined asking question based on the card provided in the circle game. The questions were about the characters, the plot, the setting, the generic structure, and the linguistic feature. This was how the game worked, one member who took the card number 1 would give the question to any member of their own group. If this person could not answer the question, other member would answer the question with the consequence that the point would be his/hers. As a result, every member of the team would have their own score. The final scores were summed up, then divided with the number of the member. This average score would be the group’s score. The group with the highest score was the winner of the circle game and was given a reward.

**Cycle 2**

In the second cycle, LCD projector was used in the teaching learning process. The LCD was used to play a short video entitled "the frog prince". The students should watch the video and then fill in the blanks of the incomplete narrative text. They had to do it individually but worked together as a team which has been formed earlier. This activity was also intended to enrich their vocabulary since they had to write down the difficult words shown throughout the movie and discussed it later in the class. When they had filled in the blanks, the class discussed the answer, the generic structure of the text, and the text itself. Within their own group, the team member took turn presenting his/her comprehension for each paragraph. After that, the students should answer the comprehension questions in relation to the reading. There were five different questions put in the five different envelopes. Every group must take one envelope and answer the question, then, each of them exchanged the question in the envelope. The questions were about the generic structure, the characters, the conflicts, plot, and setting. After answering the question, the team leader challenged each other in the table of tournament in front of the class, still answering the five questions given earlier. The team got the point only if the could answer the question in the envelope correctly. In the end of cycle two, the post test was given to the students.

**FINDING**

In this study there were 34 students, they were divided into 8 groups. Each group consisted of 4 or 5 students and the were given a narrative text that should be discussed together. They also had to find the unfamiliar words and try to get the meaning. The object of this study were to build the students’ reading habit, to enrich their vocabulary in order to support their reading comprehension and to get the specific and general information in the text. After preparing, the researcher began the action in the class. The process of teaching and learning in the class conducted of three steps, they were pre activity, whilst activity, and post activity. The result of students’ comprehension in reading text by using TGT method
was enough but the researcher did not get satisfactory result. And the researcher found that some students depended on the other students in a group. They did not participate well because of their low ability in absorbing the material and they did not pay attention to the teacher’s explanation. The result of the post test at the end of the first cycle showed that there were 64.70% students got ≥ 75. The average score gained by all students were 73.67. It was not successful because it was still below the criteria of success, which required at least 85% of the students got minimum score or more.

Based on the reflecting of the first cycle, the researcher decided to continue the action research to the second cycle to achieve the criteria of success, which required at least 85% of students got minimum score or more. In this cycle the researcher wanted to solve the students’ problem that they got in the first cycle. The researcher wanted to enrich their vocabulary and comprehension in narrative text in order to they could get the standard score in the school. The researcher had planned in cycle two like the activity of teaching learning by implementing of TGT (Team Game Tournament). In applying TGT the researcher had some preparation made: Firstly, the researcher prepared lesson plan to teach the students. Secondly, the researcher prepared the scoring form for individual and group. Thirdly, the researcher prepared the team, it was still same with the first cycle. In this cycle was different with the first cycle, the researcher would use LCD Projector to help him in teaching learning process. It would make the students more interested in the learning process and they would feel enjoy with the lesson. By applying this media in teaching and played a game (missing sentence) they would feel bored and annoyed with the lesson so they would ease in understanding narrative text.

In cycle 2 The researcher put the questions above in envelop, every group must answer it because the researcher gave every question in envelope just one questions every group, for example amazing group got envelope one, brilliant group got envelope two, etc. Every group exchanged the question in envelopes. After answering the question, the representation began the game in from of the class. In this game the researcher had five envelopes and it consisted of five questions. If the students could answer the question they get the point if they cannot answered the question or one of them cannot answered they did not get point.

The improvement of the students’ comprehension in reading narrative text was shown by the score obtained on the post test at the first and the second cycle. In the second cycle, there were 31 students who got ≥ 75. The average score gained by all students were 91.17% of students got the criteria of success, which required at least 70% of the students got minimum score or more. So the researcher concluded that applying TGT method in narrative text was successful and the researcher decided to stop the research.
DISCUSSION

This part elaborated the discussion on the implementation of the plan involved cycle one and cycle two.

Cycle One

This section was the discussion of the research findings. It discussed the necessary activities in improving reading comprehension by using TGT. This technique was conducted cooperatively using TGT (Team Game Tournament). In the cycle one, the researcher could not get the reach the standard score of the school. The students were not seen their skill in understanding the text because they had low vocabularies that made them difficult to comprehend narrative text. Meanwhile, they enjoyed the game which was made by the researcher although they were difficult to comprehend it. It showed that they contributed together to compete to comprehend the text and solved the questions.

The result of students’ comprehension in reading text by using TGT method was not satisfactory result. The result of the post test at the end of the first cycle showed that there were 64.70% students got $\geq$ 75. The average score gained by all students were 73.67. It was not successful because it was still below the criteria of success, which required at least 85% of the students got minimum score or more. The researcher could not get the minimum score because the researcher found that some students depended on the other students in a group. They did not participate well because of their low ability in absorbing the material and they did not pay attention to the teacher’s explanation. They still had low vocabularies in analysing text.

Cycle Two

In the cycle two, the researcher saw the students’ progress in comprehending the text. It showed that they involved the activity of learning process and they could get a good score in post-test. The researcher could see the progress of their ability in applying TGT in narrative text. It could stimulate the students to obligate, to unite, and to keep the group work. Every group always helped each other. After the students knew that the each group had given score to good job. They were attractive to compete each other. Then the students gave the best action to their team. Every meeting the researcher gave surprised to them.

The surprised was every meeting the researcher gave a new game made the students be anxious to do the game. Using LCD Projector in a game for teaching narrative text was really helpful in enrich the students’ vocabularies and helped them in analyzing the text. The students could get many vocabularies from the video they watched and they could answer the questions easily so their vocabularies were increased.

Moreover, using Team Game Tournament method in teaching reading narrative text was successful. It had been proved that there were many students contributed in the discussion of the text material, so the researcher was successful in applying this method in teaching and learning process.
The result of students’ comprehension in reading text by using TGT method was satisfactory result. The result could be showed from their test. There were 31 students who got ≥ 75. The average score gained by all students were 91.17% of students got the criteria of success, which required at least 85% of the students got minimum score or more. So the researcher concluded that applying TGT method in narrative text was successful. The researcher could achieve it because the students feel enjoy in understanding narrative text using video collaborated with TGT method and they could add their vocabulary when they watched the video and wrote it in their book. They were also being brave to present their understanding to their friends because they had had many vocabularies. Using TGT method in this research was to improve the students’ reading comprehension.

CONCLUSION

The researcher concluded that the implementation of TGT in teaching reading comprehension in narrative text was improved. Before the researcher using the TGT technique in the class, the students had problem in comprehending text and confused how to answer the questions based on the text well. They didn’t know what they answer because some of students in the eighth grade did not know about meaning in English or found the new words in the text.

Improving reading comprehension by using TGT method, the students could add and share the content of the material. They discussed to each other when their own members did not understand whether the instruction or the content about, because they felt that they have responsible to the group’s members to reach the goals together. They can share to each member about new vocabularies, experience and prior knowledge which related to the passage. New vocabularies from dictionary or asking their friend in-group, Experience from sharing to each other in group work, and prior knowledge from their daily activities, which they have experienced.

REFERENCES