



THE EFFECT OF TEAM GAME TOURNAMENT (TGT) IN TEACHING READING OF NARRATIVE TEXT TO THE FIRST SEMESTER AT THE NURSE PROGRAM OF HEALTH SCIENCES FACULTY OF KADIRI UNIVERSITY

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ABSTRACT

Reading is one of four language skills. 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.

Teams-Games-Tournament is one of the team learning strategies, 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 research design that is used in this study is quantitative research. The subject of the research was the students in the First semester of the nursing program of Health sciences Faculty of Kadiri University which consists of 40 students. 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 (H_0) was rejected and the Alternative Hypothesis (H_a) was Accepted. Based on the result of t-test, it can be concluded that Team Games Tournament method was very significant effect.

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

INTRODUCTION

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.

[1] 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[2] 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, [3] 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 [4] states that Teams Games Tournament was the first of [5] cooperative learning methods, and was created by David de Vries and Keith Edward. In line with it, [4] 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 [6] 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

DISCUSSION

2.1. Definition of Reading

Reading is one of four basic skills which has an important role in teaching learning process to understanding English written texts. Besides that, reading as the receptive process should be mastered in order to responding and gets information from the text to create meaning. According to [1] 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. In line with it, [7] states reading is the practice of using text to create meaning. He adds his statement that reading integrates visual and nonvisual information.

Further, [8]) state that Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.

2.2. The Purpose of Reading

Reading also has a purpose. Actually when the people decide to begin to read, they absolutely have a number of initial decisions to make and usually make these decisions very quickly in the case. For example, when people read a magazine or newspaper, usually they decide to read the headline news or one of articles they like to read and after that they fell that they have got enough information from the article they like, they will be stop reading the article and its to be sure they do not miss important information.

There are several purposes in reading. [9] said that reading aim is, “to enable students, to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding.” That statement means that it is essential to encourage students to independently enjoy reading in other

2.3. Teaching Narrative Text

One of the purposes of reading is to get information from the text. As we know that there are many text types which taught in Junior high school as required by School. The types of texts are procedure, narrative, descriptive, recount, and report. According [10] states that the two main types of text are expository text (informational text like this textbook) and narrative text or stories.

Further, [11] defines reading is, for many people, an enjoyable, intense, private activity from which much pleasure can be derived, and in which one can totally absorbed.

Based on that, the writer taught the students narrative text. The purpose of narrative text is to entertain the reader. The examples of narrative text are story, legend, fable, myth, and any else. Narrative text is one of the most commonly read, though least understood of all the genres [12] By using narrative text as a genre/text for teaching reading, the writer assumes that the students will be more interested, get the pleasure and make students enjoy in reading. Narrative text focuses on pattern of events with a problematic and/ or unexpected outcome. There are main parts in narrative text [13] Firstly, Orientation means the scene and introduces the participants and characters. Secondly, Complication is a series of complications or crisis points which arise in the story. Thirdly, Resolution is the crisis is resolved, for better or for worse. Furthermore, the main parts in narrative text can be concluded as; orientation, complication and resolution.

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2.4. Teams Games Tournament

Teams Games Tournament method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented [16]. In addition, [17] a method is the practical realization of an approach.

Cooperative learning method has several types in teaching learning. Team Games Tournaments (TGT) is one of the types in Cooperative learning. According to [4] states that TGT was the first of Johns Hopkins cooperative learning methods, and was created by David De Vries and Keith Edwards. TGT is identical to STAD excepts it used academic game tournaments instead of quizzes, and a bumping system instead of individual scores. Meanwhile, [14] the group celebration is a form of reward interdependence. The feedback received during group processing is aimed at improving the use of social skills and is a form of individual accountability. In this study, the writer summarized the relevant previous study. Many writers write about teaching through Teams Games Tournament (TGT) method. The first previous research was done by Micheal M. van Wyk (2011) who writes the study related to the TGT method. The treatment group indicated positive attitude towards TGT as a teaching strategy for economics education. The TGT technique is more effective than the lecture method with regard to economics students. The result of the study show that there is different result between students who have been taught by the cooperative learning method, TGT, and those who were taught by the traditional lecture.

2.5. Teaching narrative text through Teams Games Tournament

2.5.1 Step of Teams Games Tournament activity

According to [6] there are four steps in teaching learning through Teams Games Tournament, as follow:

The first is teaching or presentation in the class. At this stage, the teachers teach the course material. The writer taught narrative text as a course material in teaching learning process.

The second is team work. The students work cooperatively on their team to discuss the work sheet in order to master the material.

The third is tournament. The students play academic games in the ability of a homogeneous, with three participants of the tournament table (competition with three participants).

Meanwhile, the implementation of tournament games activity is performed with the procedure, as follows: Firstly, teachers determine the serial number of students and puts students at the tournament table (3 students, equivalent capability). Each table contained 1 game sheet, 1 exemplar key answer, 1 card box number, 1 exemplar score game.

Secondly, Students take the card to determine the reader I (which get the highest number) and the other being the challenger I and II. The reader I shuffle the card and take the top card. What number he got on the card means that the number of question he have to answer. The Reader I read

the question and try to answer it. If the answer incorrectly, there is no penalty and the card is returned. If the answer is correctly, card is retained as score evidence. Furthermore, students change positions (in sequence) by the same procedure.

After that, students calculate their score cards and accumulated by all the teams. High performing team earn certificates, Super Team for the above criteria, Great team (middle of the criteria), Good team (below of the criteria).

RESEARCH METHOD

3.1 Research Approach

The approach that is used in this research is quantitative approach because the data is presented in the form and analyzed using statistic formula. Quantitative research about asking people for their opinions in a structured way so that it can be produced hard fact and statistics to be guided. To get reliable statistical results, it is important to survey people in fairly large numbers. In this research, the researcher uses one-group pretest-posttest design to get the data by giving the students a pretest, treatment more than once, then post-test, and compare the result, and take the conclusion.

3.2. Research Design

Based on the title of this research “The Effective Of Team Game Tournament (TGT) In Teaching Reading Of Narative Text in the First semester of the Nurse Study program of Health sciences faculty of Kadiri University , it can be concluded that the design of this research is experimental research.

Experimental research is “Metode penelitian yang digunakan untuk mencari pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendalikan” [18] It means this research method is used to find the influences of specific treatment to others in controlled condition.

In addition, [9] adds that there are three kinds of experimental design. In this research, the writer uses true experiment that has both pre-test and post-test, random assignment of subject. So, in this research, the writer will give pre-test and post-test to the students to know the students’ English achievement.

3.3. Technique of Collecting Data

Collecting data is an important thing in this research. This study used tests as the way to collect the data. Before was given for pretest, the test was given for pretest, the writer do the validity test in the First semester of the nurse Study program of the Health sciences faculty of Kadiri University

In this research, both experiment class and control class given two tests about Narrative text: pretest and post test.

1. Pre-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.

2. Treatment

The students are given the 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 activities of treatment are:

First Meeting

1. Pre Teaching
 - a. Greeting, Praying, and checking the class
 - b. Warming up activity and leading question
2. Whilst teaching
 - a. Explained about Narrative text
 - b. Explained about generic structure and language features
 - c. Gave some examples about Narrative text
 - d. Explained about Team Games Tournament Method
 - e. The writer gave example of Team Games Tournament by including the students.
 - f. Asked the students who divided into group and gave some envelope, and in the envelope there is a question about narrative text, then asked them to answer the question using Team Games Tournament Method.
3. Post-Teaching
 - a. Evaluated the students
 - b. Closing

Second Meeting

4. Pre Teaching
 - a. Greeting, Praying, and checking the class
 - b. Warming up activity and leading question
5. Whilst teaching
 - a. The write asked the student divided into group
 - b. Then, the writer gave 20 envelopes to the leader of every group.
 - b. One Student takes one envelope and read the question the
 - d. Asked the students who divided into group and gave some envelope, and in the envelope there is a question about narrative text, then asked them to answer the question using Team Games Tournament Method.
6. Post-Teaching

- a. Evaluated the students
- b. Closing

Post-test

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.

3.4. The Data Analysis

3.3.1. The data analysis of students’ reading ability before being taught by Team Games Tournament.

In the previous chapter, it is clear that the topic that is discussed by the writer is about the effect of Team Games Tournament to the students’ reading ability in Second semester of the nurse Study program of the Health sciences Faculty of Kadiri University. Some data area used to support this study in order to clarify the result of the study. In this case, the writer uses an oral test in pre-test and post-test. The result of pre-test can be seen in table

**The score of data frequency of pre-test
Diagram 3.1**

NO	Class limited	Class Boundaries	Mid-Point	F	P
1	43-49	43,5-49,5	46	2	9%
2	50-56	49.5-56.5	53	9	39%
3	57-63	56.5-63.5	60	4	17%
4	64-70	63.5-70.5	68	3	13%
5	71-77	70.5-77.5	74	2	9%
6	78-84	77.5-84.5	81	3	13%
7	85-91	86.5-91.5	88	0	0%
8	92-98	93.5-98.5	95	0	0%
Total				23	100%

**Diagram 3.2
The Diagram of Frequency**

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 second grade students, which are 40 . 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.

Form the result, it can be seen that men score of pre-test is: $M_{pre-test} =$

$$\begin{aligned} & \frac{\sum pre}{N} \\ & = \frac{1345}{23} \\ & = 58,47 \end{aligned}$$

The total score of pre-test is 1345. The total sample is 23. The mean of pre-test can be counted from the total scores divided by the number of sample. So, the mean of pre-test is 58.47.

3.3.2. The data analysis of students' speaking ability after being taught by Team Games Tournament.

In this part, the writer shows the score of post-test. Here is that table 3.3 of the score of post-test.

**Table 3.3
The Score of the Data Frequency of Post-test**

NO	Class limited	Class Boundaries	Mid-Point	F	P
1	43-49	43,5-49,5	46	0	0%
2	50-56	49.5-56.5	53	0	0%
3	57-63	56.5-63.5	60	0	0%
4	64-70	63.5-70.5	68	0	0%

5	71-77	70.5-77.5	74	4	17,5%
6	78-84	77.5-84.5	81	12	52%
7	85-91	86.5-91.5	88	4	17,5%
8	92-98	93.5-98.5	95	3	13%
Total				23	100%

The Diagram 3.4 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 78-84, 4 students who get score 85-91, and 3 students who get score 92-98. By seeing this frequency diagram, it can be conclude that post-test score is better than pre-test score.

Based on the result above, it can be seen that the mean of post-test after being taught by using Team Games Tournament Technique is:

$$M \text{ post-test} = \frac{\sum \text{post}}{N}$$

N

$$= \frac{1912}{23}$$

$$= 83.13$$

Table 3.5

The Diagram Frequency of Pre-Test and Post-Test

From the diagram frequency above, the reader can see that the difference between pre-test and post-test score. The frequency post-test more increase than the frequency of pre-test. Therefore, according to the differential frequency of pre- test and post-test above, the writer concludes that there are two research result. They are the student reading comprehension is increasing and Team Games Tournament method give very significant effect to the students' reading comprehension.

DISCUSSION AND CONCLUSION

4.1. Discussion

According to the research finding as explained before, it can be concluded that teaching reading using Team Games Tournament has very significant effect because the score of post-tests is higher than pre-test.

Before the students are taught by Team Games Tournament, their total score of reading test is 1345 and the mean of their pre-test is 58.47. 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.

4.2. Conclusion

The Writer conducted interesting method, especially Team Games Tournament Method. By using Team Games Tournament Method, the students of nurse Study program of the Health sciences faculty of Kadiri University 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.

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 semester of the nurse Study program of the Health sciences faculty of Kadiri University.

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