



P-SEMART Journal (PGRI Science Education Media of Applied Research & Technology)
Vol.1 No.3
p-ISSN: -, e-ISSN: -
<https://edu.journal.pgriprovinsijawatimur.org/index.php/psemart/>

The Use of Teams Games Tournament (TGT) in Teaching Reading Narrative Text at Eleventh Grade Students at MA. Nurul Huda Sedati

^{1*} Muhammad Ulil Aydiy

¹ STKIP PGRI Sidoarjo, Sidoarjo, Indonesia

¹aydiyulil@gmail.com

(* corresponding author)

Abstract This research is focused on the use of Team Games Tournament (TGT) in learning to read Narrative text in eleventh grade. This research was conducted using qualitative descriptive methods. Eleventh grade science at MA Nurul Huda is the subject of this study. The data in this study were checklist data, student questionnaires, and videos of the TGT learning process. All activities during reading learning using the TGT method are the source of data in this study. The results showed that learning to read narrative texts using the Teams Games Tournament (TGT) learning method can be done in eleventh grade. In addition, student responses to the use of the TGT method in learning to read narrative texts have many positive impacts for students, reinforced by the results of the questionnaire which showed 83% of students gave positive responses and 13% of students gave negative responses. The researcher gave some suggestions to 1) the English teacher to improvise the TGT learning model such as group discussions, 2) students to apply their understanding in the learning process.

Keyword: *Team Games Tournament (TGT), Teaching Reading, Narative Text*

Abstrak Penelitian ini difokuskan pada penggunaan Team Games Tournament (TGT) dalam pembelajaran membaca teks naratif di kelas XI. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Kelas XI IPA MA Nurul Huda menjadi subjek penelitian ini. Data dalam penelitian ini adalah data checklist, angket siswa, dan video proses pembelajaran TGT. Semua kegiatan selama pembelajaran membaca menggunakan metode TGT menjadi sumber data dalam penelitian ini. Hasil penelitian menunjukkan bahwa pembelajaran membaca teks naratif dengan menggunakan metode pembelajaran Teams Games Tournament (TGT) dapat dilakukan di kelas XI. Selain itu, tanggapan siswa terhadap penggunaan metode TGT dalam pembelajaran membaca teks

naratif banyak memberikan dampak positif bagi siswa, diperkuat dengan hasil angket yang menunjukkan 83% siswa memberikan tanggapan positif dan 13% siswa memberikan tanggapan negatif. Peneliti memberikan beberapa saran kepada 1) guru bahasa Inggris untuk mengimprovisasi model pembelajaran TGT seperti diskusi kelompok, 2) siswa untuk menerapkan pemahamannya dalam proses pembelajaran.

Kata kunci: *Turnamen Permainan Tim (TGT), Mengajar Membaca, Teks Narasi*

INTRODUCTION

The ability of students to understand the contents of the book is an important factor in determining learning success. Reading is a process of understanding a thought that is contained in a sentence. "Reading activities are mental activities to understand the writer's thoughts through reading" (Harris, 1977). Understanding of reading involves aspects: understanding language and symbols written, ideas, tone, and style. According to Sari (2016) "Students tend to comprehend the reading text by understanding every single word only", when reading in interpreting a word, students will find it difficult to find the true meaning if students interpret it verbally. Students who can easily understand a reading means they can process readings to explore the information contained in it. The students will understand the material, then the learning achievement increase.

According to Gloria (1998), There are several factors that make the students difficult to comprehend the text. First, they read slowly and word by word. They do not read the words in their group; as a result, they lost the meaning of the sentences and they cannot catch the idea or information brought of the sentence. Second, they lack of vocabulary and they do not skills to guess the meaning of certain words in the text. The last is, they do not have background knowledge about the topics being discussed in the text".

Because of the reasons above, students have low level of reading. To deal with this problem, English teachers should find an effective method in guiding their students to comprehend the narrative text more easily. Nurcahyoko. (2013) said "The quality of teachers and well-integrated supports from media and society are essential for education". Based on these, the researcher offers "Teams Games Tournament" as a method that can be used by the teachers in teaching reading narrative text. The researcher chose this method because this method is one of the cooperative methods that are easy to apply. It contains elements of the game that can increase student interest in learning as the opinion of a researcher, "The cooperative learning model TGT (Teams Games Tournament) is one type or model of cooperative learning that is easy to apply, involves the activities of all students without any difference in status, involves the role of students as peer tutors and contains elements of play and reinforcement. Learning activities with games that are designed in the cooperative learning model of the TGT allow students to learn more relaxed while growing responsibility, cooperation, fair competition and learning involvement", Kiranawati (2007).

The researcher wanted to apply and practice this method in one of the high schools. The result of the research is the researcher known how the application of the TGT method in high school students besides that the researcher also wanted to know what are the student response in the implementation of the TGT learning method. Therefore, researcher wanted to apply and practice this method at 11th grade of MA Nurul Huda.

REASECH METHOD

In this study, the researcher used a qualitative method to describe and investigate the quality of the cooperative learning team game tournament learning method in teaching reading comprehension. The Research design method is done to describe the use of cooperative learning Team Game Tournament (TGT) in teaching reading comprehension. A descriptive qualitative design is used to get information about student competence in reading comprehension while they answer the question. This information is an indicator of whether the implementation of cooperative learning Team Game Tournament (TGT) to teach student reading comprehension.

FINDINGS AND DISCUSSION

The researcher did the observation at MA Nurul Huda Sedati. The observation was held in one meeting. February 22nd 2020 and the subject was taken XI IPA 1 class. Researchers take data class in one meeting. There are several reasons why researchers take data in only one meeting. The first reason is because the English learning schedule available at MA Nurul Huda Sedati is very long so that it allows all research procedures to be completed in one study. The second reason is because of the limited time that researchers have. And the third reason is due to the existence of a COVID-19 pandemic that occurred after the research took place so that it makes a barrier for researchers to explore this topic more deeply.

The use of Teams-Games-Tournaments in teaching Narrative text

The researcher described the observation from the result of the observation check list in teaching reading process on classroom. Here the researcher was non participant, but the researcher came as an observer. The researcher observed the teacher teaching process using Teams-Games-Tournaments in teaching reading narrative text to the eleventh grade of MA Nurul Huda Sedati.

Preparing the students

The teacher opened the class enthusiastically through greeting to the students and then the student replied the teacher's salam. The teacher started the lesson by reciting Al-Fatihah and some prayer which was led by the teacher. After that the teacher prepared the learning media such: as laptop, LCD projector, and many other and some questions for academic games. And the last, the teacher checked the attendance list and asked to the students who were absent that day.

Preliminary Activities

General description of preliminary activities is as follows. The teacher prepared everything which needed in the core activities. She explained material about narrative text to the student using power point. The teacher also explained step by step how to do Teams-Games-Tournaments. These activities were closed by delivering the assessment techniques. After the prayer done, Mrs. Irna delivered text narrative material using power point media that had been made before. Beginning with the delivery of material, Mrs. Irna asked the students "Do you know what is narrative text?". Students actively answer questions from Mrs. Irna. Mrs. Irna explained step by step about narrative text starting from the definition of narrative text, the purpose of narrative text, generic structure, linguistic features, forms of narrative text and giving examples of narrative text titled snow white. So that students did not feel bored, sometimes Mrs. Irna asks students to read the material written on the power point. If the student did not loud enough, Mrs. Irna will reprimand the student by saying "speak louder". In this narrative text study, Habib was asked to read the snow white story, then proceed with Dimas.

In the middle of learning, a teacher named Mrs. Faiq entered the classroom. He asked "who is absent today?". Mrs. Irna and students in the class answered "Fajar mom". Then Mrs. Faiq gave a little joke to the students, immediately the atmosphere of the class which was initially serious and focused on the lesson became crowded. After Ms. Faiq left the classroom, Mrs. Irna returned to condition the students to focus again on the lesson again. Mrs. Irna asked one of the students named Wahyu to continue reading Snow White. After all the material was delivered, Mrs. Irna distributed the material to the students. Mrs. Irna also presented prizes for the winners of the game so that made students very enthusiastic about participating in this game.

Core Activities

General description of core activities is as follows, the teacher gave some question to the students to make students more active when teaching reading began. Teacher gave chance to the students to respond the material which was given by teacher. After the teacher made somegroup, each group contains four until five students and they prepare the table. Before the games started, teacher ensured that every student in the class had a group and they were ready to star. Before the game began, the teacher told about the role of teams-games-tournaments and made ensure that all of students understood the role. The teacher guided the students to start the game. The game was divided in two sessions. The first group was elimination and the second session was final. The elimination was done by two circles which was performed by three group. In the elimination session, the teacher gave three question. The group who can answered many question will come to the final session. From the elimination session the teacher got two groups who would fight over the champions. In the final session, the teacher gave three questions to determine the winner. From the final session teacher got the winner the teacher congratulated and gave some gives to the winner.

After making sure the students understand what the rules are in the game. Mrs. Irna continued with the division of groups. The division of groups is done randomly by directly appointed by Mrs. Irna. Of the twenty-five students, Mrs. Irna formed six groups, five groups consisting of four children and one group consisting of five children. The following is a list of groups and their members:

GROUP 1	GROUP 2	GROUP 3
ZARA	ARINATUZ	DHURROTUN
FARIS	ARMAN	DIMAS
AKBAR	PUTRI	EVA
AMELIA	ANDIRA	HABIB
GROUP 4	GROUP 5	GROUP 6
ILMIAH	MAULIDIA	NURIL
INDAH	JAMIL	NISWAH
HANA	FADLUR	RISKA
WAHYU	FALAKH	SITI
		WINDA

This game is done in two acts. The first round is the preliminary round and the second round is the preliminary round and the second round is the final round. The preliminary round was conducted in two sessions. The first session was carried out by 3 groups namely group 1, group 2, group and the second session was carried out by 3 groups namely group 4, group 5, group 6. After the division of groups, bu irna determined the seating of each group. After the group division is finished, Mrs. Irna starts the preliminary round of the first session. Students who did not attend the first session went to the behind side of the class. Mrs. Irna initial plan was to use PowerPoint as a medium to play games. But an error occurred at the power point. So that spontaneously Mrs. Irna made questions and read them directly in front of the class. The first question is "mention the purpose of narrative text". The students raised their hands very quickly. The group that gets the opportunity to answer is group three. One group member named dimas represents his group to answer questions. The answer from dimas is correct. Mrs. Irna gave 1 point to group three.

Then Mrs. Irna proceed to the second question. All of students very enthusiastic waited for the second question. The second question is "mention three kinds of narrative text". Quickly group three overtook other groups to raise their hands. Mrs. Irna gave the opportunity for group three to answer questions. Mrs. Irna continued to the second session. Mrs. Irna asked group four, group five and group six to occupy the bench that had been prepared. With enthusiasm Mrs. Irna said "Are you ready guys". With enthusiasm the students answered "Yes", the preliminary round of the second session began. Mrs. Irna gave the first question "can you mention the structure of narrative text" when reading the first problem there was cheating. The question was not finished reading but the students had raised their hands. Mrs. Irna canceled the first question and replaced it with the second question. The question is "can you mention the generic structure of narrative text?" The same thing happened, students raised their hands before the questions were read aloud. This makes bi irna reinforce the rules in the game. So that there are no more groups that break the rules.

Mrs. Irna then read another matter. The question is "can you explain what is legend?". After the first meeting was read, the group of five succeeded in overcoming another group to raise their hands. Mrs. Irna gave the opportunity for group five to answer questions. Group five managed to answer the question correctly. Mrs. Irna gave one point to group five. Mrs. Irna continued giving the next problem. The question is "what is the definition of orientation?". Group four gets the opportunity to answer questions. Group four succeeded in answering the question correctly. Mrs. Irna gave one point to group four. Mrs. Irna continued to give questions, the question was "mentioning three examples of fable". Each group raises hands quickly. But those who succeed in getting the opportunity to answer questions are group six. Group of six managed to get one point.

Each group gets the same points. Mrs. Irna gave one more question to determine which group would enter the final round. The question is "Tell me what is the moral value of snow white". All groups scramble to get the opportunity to answer questions. But no one group answered the question correctly. So Mrs. Irna decided to give each group time to discuss. And finally group five managed to answer the question correctly. Mrs. Irna gives one point for group five. Group five made it into the final round.

There are two groups that made it to the final round. They are a group of three consisting of Dzurrotun, Eva, Dimas, and Habib. And group five consisting of Maulidia, Jamil, Fadlur, Falakh. In this final round, ma'am uses powerpoints as a medium to give questions. This final round has

different rules than the preliminary round. In this final round, each group was given the opportunity to answer questions. If true, the group will get one point. Before showing the first problem, Mrs. Irna shows an example of a narrative text. Then Buirna asked each group to read the text. The answer to the question that will be given is in the text. Below are readings and questions in the semi-final round. Group of three wins this game. All questions were answered successfully by group three. Mrs. Irna asked all three group members to come forward. Mrs. Irna gave congratulations accompanied by gifts.

Closing Activities

The last activity in this lesson is closing. The teacher evaluated the students' reading narrative text material. The teacher made sure the student whether they understood or not with some questions. The teacher gave the students the opportunity to ask the question. After that the teacher gave reinforcement material to the students.

The student's response to the use of TGT in teaching reading narrative text.

The researcher mentioned questionnaire as instrument. The questionnaire was used to know the students response of implementation of TGT method in teaching reading narrative text. The researcher distributed the questionnaire paper to twenty five students. The questionnaire was given on 22nd February 2020 after the lesson was completed. There are ten statement given to the students. The indicators in statement are:

- a. Statement number 1 deals with students opinion about their experience of teaching reading narrative text using TGT method.
- b. Statement number 2 deals with students opinion about the way the teacher teach their students using TGT method in teaching reading narrative text.
- c. Statement number 3-7 deals with students responses about TGT methods.
- d. Statement number 8-10 deals with students responses to narrative text learning using TGT method.

Statement Number 1

The statement is "I have learned to use TGT ". From the result, the students answered "yes" were 2 students, and the students answered "no" were 23 students. Based on the data above, the researcher know that almost all of students was never taught by the teacher to the eleventh grade at MA Nurul Huda Sedati.

Statement number 2

The statement is "The teacher explains TGT well". From the result, all of students answered "yes". Based on the result above, the researcher can conclude that the teacher explained TGT well to the students before the TGT method were begun.

Statement number 3

The statement is "TGT method make me active on the learning reading". From the result, all of students answered "yes". Based on the result above, the researcher can conclude that TGT method can make the students active on teaching reading. Active here means that the reciprocity

between teacher and student is lively.

Statement number 4

The statement is “TGT method make me fun on the learning reading”. From the result, all of students answered “yes”. Based on the result above, The researcher can conclude that TGT method can make the students fun when teaching reading is began.

Statement number 5

The statement is “TGT method make me learning reading not boring”. From the result, all of students answered “yes”. Sometimes the students feel sleepy when the lesson is begun, the cause is the absence of variation in teaching so the students feel boring. Based on the result above, The researcher can conclude that TGT method can make the students not boring when teaching reading is begun.

Statement number 6

The statement is “Interaction with classmates using the TGT method helps in understanding reading”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that Interaction with classmates using the TGT method helps in understanding reading.

Statement number 7

The statement is “Grouping in TGT method help me to understand reading”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that Grouping in TGT method help the students to understand reading.

Statement number 8

The statement is “Narrative text material given by teacher using TGT method is easy to understand”. From the result, the students answered “yes” were 23 students, and the students answered “no” were 2 students. Based on the result above, the researcher can conclude that narrative text material given by teacher using TGT method is easy to understand.

Statement number 9

The statement is “TGT method made me understand narrative text well”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that TGT method made the students understand narrative text well.

Statement number 10

The statement is “Learning narrative text feels easy using the TGT method”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that Learning narrative text feels easy using the TGT method.

CONCLUSION

Based on the results of qualitative research conducted at MA Nurul Huda Sedati about the use of the Teams Games Tournament (TGT) method in reading Narrative text learning, it can be taken several conclusions. The conclusion is presented as follows:

1. Based on the result, the used of Teams Games Tournament (TGT) in teaching reading Narrative text can be carry out in the eleventh grade of MA Nurul Huda. Theteacher has implemented all procedures and procedures for learning TGT properly and correctly
2. Based on the questionnaire, the students responses of the use of TGT Method in teaching reading Narrative text are good. They feel happy, when the lesson is began. Beside of that, the students understand the narrative text easily.

REFERENCES

- Creswell, J. W. (2011). *Educational Research Planning, Conduction, an Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Fatimah, S., Elzamzami, A. B., & Slamet, J. (2020). Item Analysis of Final Test for the 9th Grade Students of SMPN 44 Surabaya in the Academic Year of 2019/2020. *JournEEL (Journal of English Education and Literature)*, 2(1), 34-46.
- Harmer, J. (2001). *How to Teach English*. Malaysia: Longman.
- Istarani. (2011). *58 Model Pembelajaran Inovative*. Medan: Mediapersada.
- Jesi Putri Marantika, F. (2013). The R.E.A.P Strategis for Teaching Reading a Narrative Text to Junior High School Students. *Journal of English Language Teaching*, 1 (2), 70-77.
- Ratieh Widhiastuti, F. (2014). Teams Games Tournament (TGT) Sebagai Metode Untuk Meningkatkan Keaktifan dan Kemampuan Belajar. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, IX (1), 48-56.
- Sabat, Y., & Slamet, J. (2019). Studentsâ€™ Perception towards Written Feedback of Thesis Writing Advisory at STKIP Sidoarjo. *JET (Journal of English Teaching) Adi Buana*, 4(1), 63-79.
- Santosa, D. S. (2018). PEMBELAJARAN KOOPERATIVE TEAM GAMES TOURNAMENT (TGT) DALAM PEMBELAJARAN. *journal pendidikan prakhasa*, 440-446.
- Susilo, S. V. (2015). Cooperative Learning MAKE A MATCH dalam Pembelajaran Reading Comprehension di Kelas IV Sekolah Dasar. *Jurnal Cakrawala Pendas*, 1 (1), 78-87.
- Slamet, J., & Sulistyaningsih, S. (2021). Students' Difficulties in Answering "Structure and Written Expression" TOEFL-like at STKIP PGRI Sidoarjo. *E-Structural (English Studies on Translation, Culture, Literature, and Linguistics)*, 4(01), 17-27.
- Slavin, R. 1994. *Cooperative Learning: Theory, Research ang Practice*. Englewood Cliff, NJ: Prentice Hall.
- Yash PS, A. A. (2011). INTRODUCTION TO CO-OPERATIVE LEARNING. *Indian Streams Research Journal*, 1 (2), 1-9.
- Susilo. (2015). COOPERATIVE LEARNING MAKE A MATCH. *Jurnal Cakrawala Pendas* ,1, 78-87.