

Improving The Eighth Grade Students' Reading Comprehension By Using Teams Games Tournament In Junior High School

Novia Kharis Manda, Hanafi and Taufik Hidayah

Universitas Muhammadiyah Jember
Email: Noviakharismanda11@gmail.com

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya partisipasi aktif dan hasil belajar dalam pembelajaran membaca pemahaman adalah pelajaran. Tujuan penelitian tindakan ini untuk meningkatkan partisipasi aktif dan hasil belajar siswa dalam pemahaman membaca dengan menggunakan Teams Games Tournament (TGT) pada siswa kelas VIII di SMP 17 Agustus 1945 Tegaldlimo pada Tahun Ajaran 2017/2018. Penelitian ini adalah Penelitian Tindakan Kelas (PTK). PTK terdiri dari serangkaian empat kegiatan yang dilakukan dalam siklusnya, yaitu: (1) perencanaan, (2) implementasi, (3) observasi, (4) refleksi. Data diambil dengan menggunakan observasi checklist dan tes membaca. Hasil pada siklus 1 menunjukkan bahwa tidak ada peningkatan tes membaca siswa (56%) dan partisipasi aktif (52%). Kemudian, penelitian dilanjutkan ke siklus 2 dengan merevisi rencana pelajaran dan memodifikasi kegiatan belajar mengajar. Itu mendapat hasil bahwa ada peningkatan tes membaca siswa (80%) dan partisipasi aktif (88%) di siklus 2. Oleh karena itu, dapat disimpulkan bahwa Turnamen Tim Pertandingan dapat meningkatkan pemahaman membaca siswa kelas delapan dan partisipasi di SMP 17 Agustus 1945 Tegaldlimo pada tahun ajaran 2017/2018. Peneliti merekomendasikan kepada guru untuk menerapkan TGT sebagai metode pembelajaran alternatif untuk mengajar Bahasa Indonesia serta mata pelajaran lainnya.

Kata kunci: Teams Games Tournament, pemahaman membaca, partisipasi

Abstract

This research is motivated by the low active participation and learning outcomes in teaching reading comprehension is lesson. The purpose of this action research to improve the active participation and student learning outcomes in reading comprehension by using Teams Games Tournament (TGT) in the eighth grade students at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 Academic Year. This study is Classroom Action Research (CAR). CAR consists of a series of four activities carried out in he cycle, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. The date were taken by using observation checklist and reading test. The results in cycle 1 showed that there was no improvement of students' reading test (56%) and active participation (52%). Then, the research was continued to the cycle 2 by revising the lesson plan and modifying the teaching and learning activity. It was got the results that there was improvement of students' reading test (80%) and active participation (88%) in cycle 2. Therefore, it could be concluded that the Teams Game Tournament can improve the eight grade students' reading comprehension and participation at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 academic year. Researcher recommend to teachers to implement TGT as an alternative learning method to teach Indonesian as well as other subjects.

Key Words: Discussion Web strategy, reading comprehension, participation

Introduction

Reading is one the skill which should be mastered by people. Reading receives a special focus. It is useful skill for people. It is also an important tool for academic success. By reading we can expands knowledge of a language. Reading does not mean that only understands the words or grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. Good reading keeps students regular in reading which provide him both pleasure and profit. Reading is an interactive process between a reader and a text (Alyousef, 2006:144). In this process, the reader can interact directly with the text to get the meaning of the text. From this definition, it means that reading is the interaction between the reader and the text to understand and comprehend the writer's ideas or messages that have been expressed in the writer's text.

Reading comprehension refers to the ability of readers to understand the surface and the hidden meanings of the text. According to Wolley (2011:15) Reading Comprehension is the process of understanding the meaning of the text. Many readers could not be able to catch the reader idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

When the researcher did the preliminary study and informal interview in the eighth grade of SMP 17 Agustus 1945 Tegaldlimo. The results of the test showed that the student still had difficulties in reading comprehension compared with seven grade. It could be seen through the students' score of reading taken from preliminary test. He also said the low effectifness of students learning were characterized as: students pay less attention, afraid to ask or answer of questions, difficulty doing the task in a group.

To solve the problem, the researcher tried to apply an effective methods in teaching reading comprehension which could bring some positive values such as motivating the students to be active in the teaching learning process and helping them improve their understanding in narrative text.

Based on the case,the researcher wants to know how the use of Teams Games Tournament tehniqe can be an effective strategy that could be used by teacher to improve students' reading comprehenssion and students' active participation. The writer choose this technique, because according Rahayu et.al. (2016:265) states that TGT learning model made students more active in learning, they felt challenged to solve problems that occur during the tournament In the other hand, according to Prasetyo (2014:509) TGT can improve students' learning activities, such as reading text, listening to the teacher's explanations,

discussions in study groups, worksheets, answer questions on the game, answering the test. In this case, TGT is a new kind of technique in teaching reading for the students

This technique was applied in the class and hopefully improve students' reading comprehension. This technique also helped students to develop their social skills, through games they learn how to cooperate and to compete.

Based on the explanation above, the research entitled "Improving Students' Reading Comprehension by Using TGT (TeamGame Tournament)" will be conducted to prove the hypothesis

Method

The research was conducted of the eight grade students' of SMP 17 Agustus 1945 Tegaldlimo which had problem in reading comprehension by using classroom action research. Schmuck (2009:62) states that action research is a research or inquiry that focuses on improving the quality of the organization and its performance. . Those are planning, implementing, observing and reflecting. The planning stage is where the researcher prepares the lesson plan and the instructional material. The text material chosen is narrative text. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching the students using TGT technique. The next stage is observing. Observing is done during teaching and learning process. Finally, reflecting is last activity to analyze, calculate and identify the data of reading test and observation checklist

result. To measure the percentage of the students' reading comprehension achievement the researcher uses this following formula:

$$E = \frac{n}{N} \times 100\%$$

(Adopted from Ali, 1993: 186)

This research is done collaboratively with the English teacher. To know whether the results of the students' reading comprehension and participation have been achieved or not, it is needed to determine the criteria of success which are divided into two aspects. According to Mulyasa (2012:105), the criteria of success are divided into two aspects. From the result aspect, The students score of reding comprehension result is considered successfull, if $\geq 75\%$ of total students fulfilled the reading standart score ≥ 65 , The students participaton can be said succesfull, if 75 % of the total students fulfilled at least 3 of 4 indicators.

The research instruments used in this research are reading test and observation checklist. The researcher uses a test in the form of multiple choices. Then, to measure the students' participation, the researcher uses the observation checklist. The indicators in observation checklist table the students paying attention well, the students asking question to the teacher, the students showing their participation in sharings ideas with their group, the students answer the questions given by the teacher. To analyze the examined test item, Those are difficulty level and discriminating power, validity of the test and reliability of the test.

RESULT AND DISCUSSION

After implementing the technique, in the first meeting of cycle, it was found that the students' reading comprehension did not fulfill the criteria of success that was 75% of the total students got score ≥ 65 . The percentage of the students' reading test was 56% in cycle 1. There were 14 students who got ≥ 65 in reading comprehension, there were 17 of 25 students (68%) who were active participated. It means that the target score requirement in this research had not been achieved yet. Based on the results of the students' participation and reading test of cycle 1, continuing the research to the next cycle was considered necessary because the results did not fulfill the criteria of success.

Then, the researcher did the reflection collaboratively with the English teacher before continuing to implement the action to the next cycle. There were some points that might influence the above results. They were as follow: The English teacher had never used TGT technique in teaching narrative text, the students did not feel comfortable to work with their group, The students got difficulties in understanding the text. The revision on those aspects were expected to be able to solve the problems in the first cycle, so that in the second cycle were better and the success criteria of the research could be achieved.

In the second cycle, the researcher then decided to test the students to know the significant impact on the students' reading comprehension. The test was multiple choice,

each question provide one correct answer and the student must choose one the best answer from the question. Based on the test result, we found the percentage of the students who got 65 or more in reading comprehension test has improves from 56% to 80%. It was followed by the results of the observation results that 88% of the students active in teaching and learning process. There were some factors that influenced the results of the students active participation and the reading comprehension test in cycle 2. They were as follows: The students had been familiar with TGT technique. Thus, they could follow the procedures correctly, The students realized that refusing to work and help each other in understanding the materials were ineffective ways for the group to be successful because their group score was determined by the score of every member. Since they realized that the group depends on every member of the group and the researcher provided reward for the winner such as snack and chocolate, it motivated the students to teach and help other in understanding the material in order to get a reward from the researcher. The researcher gave more explanation about the material discussed and gave more example and the researcher gave more chances to the students to ask questions whether or not they had understood about the materials. Then, the action did not need to be continued to the next cycle. The different percentage could be seen in Figure 1.

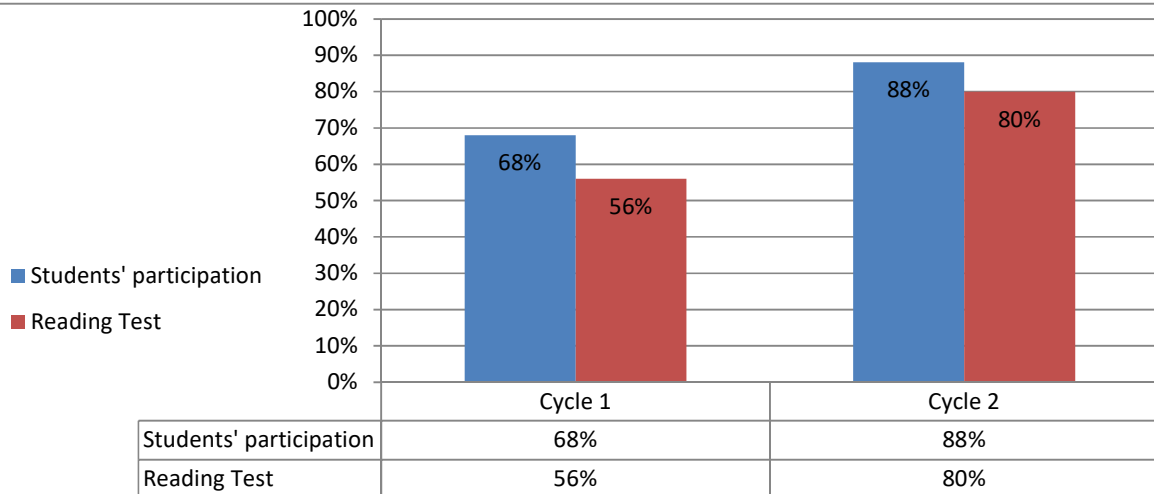


Figure 1. Percentage of Students' Participation And Reading Test Result

The reading test result of cycle 2 showed that the students' reading score had a better improvement than in cycle 1. It proves that TGT technique can improve the students' reading comprehension. González et. al. (2014:8) states that TGT was used to encourage students to learn and achieve learning outcomes if they want their team to be the winner. Given that "higher individual scores = better team scores", students will work harder for their teams to get high scores.

Rahayu et.al. (2016:265) states that TGT learning model made students more active in learning, they felt challenged to solve problems that occur during the tournament. By the time the students were delighted in the delivery of materials provided, students can easily understand the material described by teachers and improve student learning outcomes. This classroom action research choose TGT to solve the students' problem in learning reading because the students could learn collaboratively with their teams and feel exciting doing a game in the tournament table.

It means that the TGT technique is potential to be used to build the students' understanding in comprehending the text. In brief, the TGT technique can improve the eight grade students' reading comprehension and students' participation.

Based on the result of students' reading comprehension and participation did not fulfill the criteria of success in cycle 1. It was caused The English teacher had never used TGT technique in teaching narrative text. Therefore, the students were still confused to follow the prosedure of TGT technique, the students did not feel comfortable to work with their group since the member of their group determined by the researcher, the students got difficulties in understanding the text. Then, it was continued to cycle 2 by modifying and revising the teachers and students' activities, the results improved and fulfilled the criteria of success. Therefore, the conclusion of this research are: The use

of TGT technique can improve the eight grade students' reading comprehension at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 academic year, the use of TGT technique can improve the students' participation at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 academic year.

References

- A. Schmuck, Richard. 2009. *Practical Action Research*. United States of America: Corwin Press
- Ali, Mohammad. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa
- Alyousef, Hesham Suleiman. *Teaching Reading Comprehension to ESL/EFL Learners*. The Reading Matrix. Vol. 5. No. 2. September 2005. Retrieved on June 1, 2018 from: <http://www.readingmatrix.com/articles/alyousef/article.pdf>
- Gonzalez, Arturo. 2014. *Multi-Facataed Impact of a Teams Game Tournament on the Ability of the Learners to Engage and Develop Their Own Critical Skill Set*. Tempus Publications. 30 (5): 1213-1224
- Mulyasa. (2012). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT. Remaja Rosdakarya
- Prasetyo, Teguh. 2014. *Improvement Activities and Student Learning Outcomes in Reading Comprehension Through Cooperative Learning Type Teams-Games-Tournament (TGT) Fifth Grade Class Elementary School 8 South Metro*. ICERE. 509. Yogyakarta: Postgraduates in Elementary Education Yogyakarta State University
- Purwati, Rahayu et al. 2016. *TGT and Direct Learning: An Experimental Study on Eq*
- Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. New York: Springer.