

## THE EFFECTIVENESS OF USING TEAMS-GAMES-TOURNAMENT (TGT) ON STUDENTS' READING COMPREHENSION AT MTS AL-MUSTAQIM I KUBU RAYA

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### Abstract

This study aims to determine the effectiveness of Teams-Games-Tournament methods on students' Reading Comprehension at MTs Al-Mustaqim I. The research design is Independent sample t-test, while the research method is quantitative. The participants in this study were all MTs Al-Mustaqim I students totaling 38 students. The data in this study were collected using instruments (multiple choice), then normality test, homogeneity test and descriptive statistics were used to evaluate data analysis requirements. In this study the independent sample t test analysis was used to test the hypothesis using computer software assistance through the SPSS (Statistical Package For the Social Sciences) version 23 for windows program. Based on the results of research and discussion, the following conclusions can be drawn: There is an effect of using teams-games-tournament on student reading comprehension at MTs Al-Mustaqim I. This is indicated by the results of the significance level of  $0.00 < 0.05$ . This shows that there is a positive effect of using teams-games-tournament on reading comprehension, this means that  $H_a$  is accepted and  $H_o$  is rejected.

### Abstrak

MTs Al-Mustaqim I. Hal ini ditunjukkan dengan hasil tingkat signi Penelitian ini bertujuan untuk mengetahui efektivitas metode Teams-Games-Tournament terhadap Pemahaman Membaca siswa di MTs Al-Mustaqim I. Desain penelitian yang digunakan adalah Independent sample t-test, sedangkan metode penelitiannya adalah kuantitatif. Partisipan dalam penelitian ini adalah seluruh siswa MTs Al-Mustaqim I yang berjumlah 38 siswa. Data dalam penelitian ini dikumpulkan dengan menggunakan instrumen (pilihan ganda), kemudian uji normalitas, uji homogenitas dan statistik deskriptif digunakan untuk mengevaluasi persyaratan analisis data. dalam penelitian ini analisis uji Independent Sample t test digunakan untuk menguji hipotesis dengan menggunakan bantuan software komputer melalui program SPSS (Statistical Package For the Social Sciences) versi 23 for windows. Berdasarkan hasil penelitian dan pembahasan, dapat ditarik kesimpulan sebagai berikut: Terdapat pengaruh penggunaan turnamen permainan tim terhadap pemahaman membaca siswa di MTs Al-Mustaqim I sebesar  $0,00 < 0,05$ . Hal ini menunjukkan bahwa terdapat pengaruh positif penggunaan team-games-tournament terhadap pemahaman membaca, hal ini berarti  $H_a$  diterima dan  $H_o$  ditolak.

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### Key Words

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### Kata Kunci

Tim, Game, Turnamen, Membaca, Efektif, Pemahaman.

### Background of Study

English is a language that millions of people use to communicate with each other worldwide. English is widely used in communication, business, information, diplomacy, research, technology, and education. Its dominance in these domains inspires individuals across several nations to acquire and become fluent in the language. In many nations, English is taught at schools or other educational institutions ahead of Arabic, Japanese, German, French, and Indonesian. Most of these languages, especially English, are taught in schools and universities. Research by Bolton (2004) points out, there are three possible interpretations of the expression World Englishes. Firstly, it serves as an "umbrella label" covering all varieties of English worldwide and the different approaches used to describe and analyse them. Secondly, it is used

in a narrower sense to refer to the so-called new Englishes in Africa, Asia, and the Caribbean. Thirdly, it is used to represent the pluricentric approach to the study of English associated with Kachru and his colleagues, and often referred to as the Kachruvian approach, although there is considerable overlap between this and the second interpretation of the term. The first use is also sometimes represented by other terms, including World English (i.e., in the singular), international English(es), and global English(es), while the second is in fact more commonly represented by the terms nativised, indigenised, institutionalised, and new Englishes or English as a second language.

In Indonesia, we can observe that practically all of the states have a large number of English courses it demonstrates the value of the English language. Indonesia has made considerable strides toward improving its English language competency. The government's emphasis on English language instruction as a critical element of national development is one of the study's main contributing components. Additionally, the inclusion of English in the elementary until university curricula has helped Indonesian students learn the language more easily. In terms of education, it is hoped that students will be able to communicate in English and use it to increase their knowledge and experience.

These days, there are four English language skills: speaking, listening, reading, and writing. Each of these abilities is crucial because, when utilizing language, people convey their ideas through writing and speaking, as well as receive them through reading and writing. For this reason, the abilities are interconnected. English language learners must master all of the language's skills, but for the sake of this study, the researcher will just concentrate on helping students' reading. To become proficient in the English language, learners must acquire all necessary abilities; nevertheless, the researcher's focus in this study will be on enhancing students' reading comprehension.

When traditional reading instruction is employed, students become disinterested, passive, and experience monotony. After reading the textbook or other texts, students listen to the teacher's comments. the information that the instructor presents without the use of media, such pictures or flashcards. the task assigned by the instructor following their reading. The instructor and students no longer engage in the classroom. This circumstance creates an uninspired learning environment. Some of the students design their own activities with their classmates, engaging in play, conversation, and hanging out in the classroom. Students who are listening to the teacher are being disturbed by their voices.

According to Suryani & Kareviati (2021), Reading is an activity where we get information such as from pictures, patterns, shapes, and rhythms based on an understanding that is recognized through repeated meetings and then makes the shape remembered; which is made in reading exceeds the meaning that arises from the interpretation of written language. Mastery in reading is essential for students to become fluent readers. Teaching reading loses its purpose if the student is unable to understand the text. Understanding the material allows students to engage with it by applying information from the book, their previous experience, and their experiences to create meaning. Students' reading comprehension skills need to be improved because when they extract more background information from the text, it makes the content easier for them to understand. The teacher should determine the most efficient methods for instructing the students in reading comprehension.

It is the responsibility of educators to make learning to read enjoyable and to create a love of reading in their students. It takes work to develop a love of reading in students. Teachers should make an attempt to stimulate students interest in reading and help them develop a passion of reading. Engaging students in a variety of reading activities can help make reading instruction enjoyable and effective. This will allow students to enjoy reading in class and advance their reading comprehension.

The researcher came to the conclusion that the issues were related after analyzing the aforementioned difficulty. The media, the instructor, and the students are the sources of the issues. Then she makes the decision to act. Games will be utilized as a medium to enhance students' reading comprehension abilities since they offer a lot of entertaining activities. In the meantime, games can enhance students' skills and interaction while encouraging learning. As a result, the researcher suggests using games as a method to help students become more proficient readers.

## Research Problem

Based on background of the research above, this study aim to answer the following problem “ Is the use of teams-games-tournament effectiveness in teaching reading comprehension”.

## Research Objective

Based on statement of the problem above, the researcher was interested in analyzing the effect of the use teams-games-tournament in reading comprehension.

## Research Design

This research was quantitative research. According to Wiratna Sujarweni (2014) quantitative research is a type of research that produces findings that can be achieved (obtained) using statistical procedures or other means of quantification (measurement). In this case, researcher used experimental research the fundamental idea behind an experiment is to test a hypothesis, which entails regulating and controlling one or more independent variables to ascertain their effects. Moreover, it used quasi experimental design. Quasi-experimental design is a design that does not use random assignment. The research was designed with a pre-test and post-test as the instruments, experimental and control class. The basic purpose of an experimental research design is to test the impact of a treatment (or an intervention) on an outcome. Experimental research seeks to determine if a specific treatment influences an outcome. The researcher assesse by providing a specific treatment to one group and with holding it from another and then determining how both groups scored on an outcome.

**Table 1 Research Design**

<b>Group</b>	<b>PRETEST</b>	<b>TREATMENT</b>	<b>POSTTEST</b>
<b>Experiment Class</b>	<b>0</b>	<b>X</b>	<b>0</b>
<b>Control Class</b>	<b>0</b>	<b>-</b>	<b>0</b>

**0** =Measurement  
**X** =Treatment (Teams-Games-Tournament)

Table 1. shows that research had two variables, independent and dependent variables, Games technique is the independent variable and dependent variable is students' reading comprehension achievement.

## Participants and Setting

The participant in this study were 38 students, This research was conducted on Wonodadi I, Kubu Raya District, Pontianak city. The time of this research was carried out for three weeks.

## Population and Sample

The population of this research was the students of Mts Al-Mustaqim I Kubu Raya exactly at eight grade. There were three classes. The researcher used purposive sampling method. Both of these classes were used as the samples. VIII- A consists of 19 students and VIII-C consists of 19 students, so in total there were 38 students as the samples of this research as well as the population.

## Technique of Collecting Data

### 1. Instrument of the Research

A test was used as the instrument in this study. Before they started receiving treatment, the students took a reading comprehension exam to check their progress. Following the treatment, they took a post-test to determine whether the game-based cooperative learning strategy had improved their performance. There were ten reading comprehension multiple-choice questions.

### 2. The Data Collection

#### a. PreTest

Previous to the treatment, a pretest was administered with the purpose of determining the degree of similarity between the experimental and control groups as well as the students' proficiency in basic reading comprehension.

#### b. Treatment

The two classrooms had different treatments; in the experimental class, reading comprehension was taught to the students through the use of teams-games-tournament, while in the control class, the teacher used a more traditional approach.

#### c. Post Test

At the final meeting after the treatment, a post-test was given to the experimental class and the control class. The purpose of the study was to assess the students' following treatment reading comprehension achievement in order to determine whether or not the use of teams-games-tournament technique had an important effect on reading comprehension.

## Data Analysis

In this data analysis, researchers used the SPSS 23. In compounding the data, researchers used the independent sample t-test. T-Test is one of the testing methods of parametric statistical tests. According to Ghozali (2012), the t-statistic test is a test that shows how far the influence of one independent variable individually explains the dependent variable. This t-statistic test is carried out using a significance level of 0.05 ( $\alpha = 5\%$ ).

## Research Finding

The data was obtained from the result of pre-test and post-test of both the experimental and control class, in which the experimental class (VIII-A) consisted of 19 students who was taught about reading comprehension using Teams-Games-Tournament method, while the control class (VIII-C) consisted of 19 students were not given special treatment, they were just taught only by using conventional method. The score results obtained are as follows:

## Experiment Class

Based on the data that had been will be attached in the appendix I, the mean score in pre test was 33.16 meanwhile the mean score in the post test was 64.74. The mean score raised 31.58 from the pre test to the post test. The highest score of the pre test was 70 and the highest score of the post test was 90.

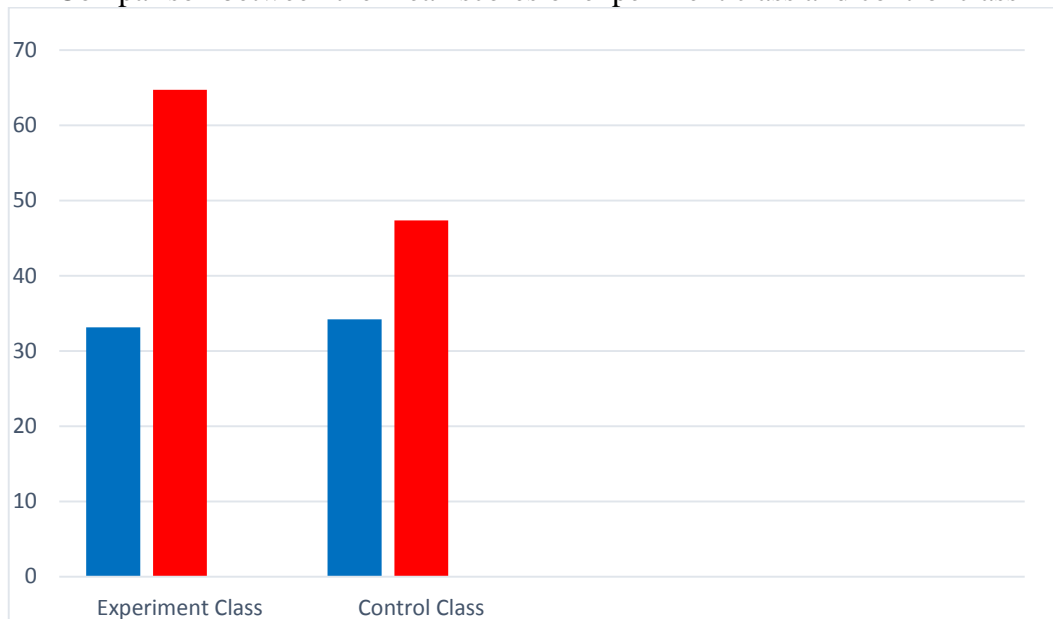
## Control Class

Based on the data that had been will be attached in the appendix I, the mean score in pre test was 34.21, meanwhile the mean score in the post test was 47.37. The mean score raised 13.16 from the pre test to the post test. The highest score of the pre test was 60 and the highest score of the post test was 80.

Here is a comparison chart between the average scores of the experiment class and the control class:

**Chart. 1**

Comparison between the mean scores of experiment class and control class



From the data that has been attached previously, it can be seen that there was quite significant different scores between the control class which taught by using the conventional method and the experimental class that was given treatment using the teams-games-tournament technique. The mean score in experimental class from the pre test to the post test increased until 31.58 meanwhile in the control class was only 13.16.

## Data Analyzing

Data analyzed were taken from the results of post-test tests that have been carried out in both experimental and control classes. This data will then be calculated using the t-test to see how significant the difference of the results obtained, and to see a comparison of whether the use of the teams-games-tournament method was successful in improving students' reading comprehension achievement.

### 1) Test of Normality

The normality test aims to test whether in the regression model, the interfering variables or residuals have a normal distribution or not Siregar (2015). The normality test in this study uses the Kolmogorov Smirnov test processed with SPSS version 23. The conclusion of the normality test results can be seen:

- If the significance value is  $> 0.05$ , then the data is stated to be normally distributed.
- If the significance value is  $< 0.05$ , then the data is stated to be not normally distributed.

## Tests of Normality

kelasA_C		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
nilai media	pre-test_kelasA	.199	19	.046	.918	19	.105
pembelajaran	pre-test_kelasC	.220	19	.017	.933	19	.193
hasil media	pre-test_kelasA	.160	19	.200*	.942	19	.285
pembelajaran	pre-test_kelasC	.184	19	.089	.910	19	.074

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it shows that the significance values are 0.105, 0.193, 0.285, 0.074 > 0.05, so it can be concluded that the tested variable data is stated to be normally distributed.

## Independent T Test

The term "independent sample t-test" refers to the t-test of unrelated or unpaired samples (independent samples). The term "independent" or "free" refers to the fact that there is no relationship or association between the two samples being assessed using this independent sample t-test. The t-test for independent samples is a type of parametric inferential statistics (differential test or comparison test).

### Independent Samples Test

Levene's Test for-  
Equality of Variances  
t-test for Equality  
of Means

		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai media pembelajaran	Equal variances assumed	1.814	.186	-.238	36	.813	-1.053	4.417	-10.012	7.906
	Equal variances not assumed			-.238	33.690	.813	-1.053	4.417	-10.033	7.928
hasil media pembelajaran	Equal variances assumed	.002	.964	3.883	36	.000	17.368	4.473	8.297	26.440
	Equal variances not assumed			3.883	35.805	.000	17.368	4.473	8.295	26.441

Based on these results, it is known that the value of Sig. Levene's Test for Equality of Variance is 0.964 > 0.05, which indicates that the data variance between classes A and C is homogeneous or the same.

Based on the output table of “Independent Samples Test” in the “Equal variance assumed” section, it is known that Sig. (2-tailed) is  $0.000 < 0.05$ , thus as a basis for decision making in the independent sample t-test it can be determined that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is a significant difference between the average learning outcomes of students in class A and C.

## DISCUSSION

The previous data was taken from the pre-test and post-test results of both experimental and control classes. The experimental class consisted of 19 students from class VIII-A. Where in this class, students were taught about reading comprehension (Recount text) using the TGT method. Before treatment using TGT, students were tested first with a pre-test consisted of 10 questions and the average score was 33.16. After three meetings were held using the TGT method, students in class VIII-A were tested again (post-test) with the same questions as in the pre test with the result of the average score was 64.74 it meant the mean score increased to 31.58 from pre-test to post-test.

The control class consisted of 19 students from class VIII-C. This class was taught about reading comprehension (Recount Text) using the conventional method. Just like in the experimental class, before being treated with conventional methods, all students were given a pre-test with the same questions as in the experimental class. The results showed that the average score of pre-test was 34.21. After the pre-test was done then they were taught using conventional methods for three meetings, after that at the end of the meeting the students were given a post-test with the difference questions as in the pre-test questions before. The results showed that the mean score was 47.37. The mean score of the class from pre-test to post-test in this control class was not significant that the change was only 13.16.

After obtaining the post-test scores from both classes (experimental and control classes), a calculation using the t test was performed to see how significant the effect resulted from using the TGT method in teaching reading comprehension. The result showed the output table of “Independent Samples Test” in the “Equal variance assumed” section, it is known that Sig. (2-tailed) is  $0.000 < 0.05$ , thus as a basis for decision making in the independent sample t-test it can be determined that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is a significant difference between the average learning outcomes of students in class A and C. This meant that there was a quite significant change in the mean scores of students in the experimental class who were taught using the TGT method compared to students in the control class. But, the mean score of the post test in experimental class still did not pass the Minimum Passing Grade (70). In order to get above to MPG, the next researcher may do more research with another method and in longer time duration.

## CONCLUSION

Based on the data analysis that has been calculated by the output table of “Independent Samples Test” in the “Equal variance assumed” section, it is known that Sig. (2-tailed) is  $0.000 < 0.05$ , thus as a basis for decision making in the independent sample t-test it can be determined that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is a significant difference between the average learning outcomes of students in class A and C. there was an effect of using TGT technique on improving students’ reading comprehension achievement comparing with the students’ score in the control class with the average score of the pre-test in experimental class was 33.16 and the post-test was 64.74. meanwhile the average score of pre-test in the control class was 34.21 and the post-test was 47.37. It can be concluded that using TGT technique could help to improve the students’ reading comprehension achievement.

Even though this technique can help students to improve their achievement, but the students' scores are still under MPG (minimum passing grade). The MPG of English lesson in that school is 70, meanwhile, the average scores of post test in experimental class was only 64.74.

The students in the experimental class were more enthusiastic and active in the learning process than the students in the control class, because they were excited to play the games. Kesimpulan dapat digeneralisasikan sesuai dengan masalah penelitian dan rekomendasi untuk langkah selanjutnya.

## SUGGESTION

Related to the research that has been done, the researcher would like to give suggestion as follow:

1. Teacher should be creative in teaching English in the class. Especially in teaching reading, because reading is quite boring so the use of innovative technique is extremely needed, such as using TGT in teaching reading, students will be more excited and active in the class because they work in a group.
2. The English teacher should be in the class when students of universities doing research or microteaching in the class, so that teacher can give any feedback or suggestion to the students, and also can learn from those students, especially about new method in teaching in the class. In this case, teachers and students learn together for a better strategy in teaching learning English.
3. In applying TGT in the class, teacher should be patient and give more attention to the students, because during the process of playing game, the students may be so noisy and uncontrolled.
4. Next researcher should conduct research teams games tournament not only in reading skill, but in all skill such as speaking, writing and listening.

Hopefully the further research can be conducted with another variety of using TGT method for teaching other skills in English and can be applied for a better English learning process.

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