



## INCREASING X.1 STUDENTS' READING SKILLS IN NARRATIVE TEXT THROUGH *TEAMS-GAMES-TOURNAMENT (TGT)* IN SENIOR HIGH SCHOOL 1 GELUMBANG

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### Abstract

This action research was aimed at increasing students' reading skills in narrative text through Teams-Games-Tournament (TGT). This research was done to 36 students of tenth-one class in Senior High School 1 Gelumbang of 2012/2013 school year. The data were collected through observation and test. The results of the research showed that the students' mean score before the research (pre-test) was 65.56 with 13 students (36%) had reached 75, the passing grade (Kriteria Ketuntasan Minimal/KKM). After the first cycle, there was an increase of 25% and the mean score became 71.53 with 22 students (61%) had reached KKM. After the second cycle, the number of the students who had reached KKM was 32 (89%) and the mean score was 80.14. It meant that there was an increase of 53% in reading skills of the tenth-one students of Senior High School 1 Gelumbang.

**Key Words:** narrative text, reading, TGT.

### INTRODUCTION

When visiting a library, people often see and read some wise words written on the wall. Some of them are *Book is the Storehouse of Knowledge* (Buku adalah Gudang Ilmu), *Reading is a Window to the World* (Membaca adalah Jendela Dunia), etc. Basically, although often considered cliché, these statements are the results of deep thoughts from the people before us who had been aware of the importance of reading.

These statements are not outdated adage at all if we wisely interpret them. Books keep a lot of knowledge and reading is the tools for the human being to dig and develop it. It is parallel to what Reidel, et.al (2003:10) state that reading is always a cornerstone for the children to learn. It is not surprising at all since there are many things that people want to know are provided in books and other reading materials using the most conventional media to the most sophisticated ones. Moreover, reading can also prepare the human being to face the increasingly rapid flow of information in order to keep up to date on the latest issue. As a wise word says, "Reading is a basic tool in the living of a good life (WOQ, 2012), reading is really a weapon to face the challenges of the times which change rapidly.

Furthermore, in the midst of the rapid pace of information, the ability to read in English has become today's demand. It happens since there are many literatures written in English. It is also the effect of globalization era which widely opens the communication among nations. As a matter of fact, English is learnt in many schools including in Indonesia with a high expectation that the students are able to read the materials written in English well. For high school students, it is expected that they can reach the informational level. It means that they are able to access knowledge using the language skills they possess (Permendiknas No. 22/2006, 2006).

Unfortunately, PISA (the Program for International Student Assessment) study in 2009 showed that Indonesian students' reading achievement is still very low. It indicates that students' reading skills are still far from the expectation. The result showed that Indonesia was in the 57<sup>th</sup> rank out of 65 countries. The mean score of all the students participated in the survey is 493. China is in the first rank with 556 as its mean score while Indonesia still reaches 402 (OECD, 2010). Compared to the result of PISA study in 2006, Indonesia students' reading skills actually have increased for 9 points, however the increase has not been significant enough which makes Indonesia still in the lower ranks among the countries participated in the survey. In PISA 2006, Indonesia is in the 48<sup>th</sup> rank out of 56 countries with 393 as its' mean score in reading skills (OECD, 2007).

Students' low reading skills are also found in SMAN 1 Gelumbang. Based on the researcher's observation, the tenth grade students in general still encounter some difficulties in answering questions in reading in English. This condition is indicated from the previous year students' reading skills. The students often had to join remedial test in every reading basic competency. From the result of students' mid semester test in the even semester of 2011/2012 school year, there were only 36% students who got more than 75 as the minimum completeness criteria (Kriteria Ketuntasan Minimal/KKM) score. The students' low score is the result of their low skills in reading. Among the possible causing factors are students' low motivation in learning English, their negative assumption that English is a difficult subject, and their poor vocabulary mastery.

Based on the discussion above, the researcher decided that it was important to do a classroom action research in order to increase the X.1 students' reading skills through a method which can motivate the students to participate actively. Devries (1980:xi) states that the researches in the classes using Teams-Games-Tournament (TGT) show some increases in the learning achievement, students' satisfaction in the learning process, peer learning, social cooperation, and material comprehension. Based on this fact, then the researcher chose TGT to be used in this research since this method enable the students to be more motivated in reading activities. Then, the text chosen was the narrative text since this text is discussed in every semester of Senior High School including in the uneven semester of the tenth grade which means that this text is considered as an essential material. The title of this research is Increasing X.1 Students' Reading Skills in Narrative Text through Teams-Games-Tournament (TGT) in SMAN 1 Gelumbang. The problem was formulated as follow," Can Teams-Games-Tournament (TGT) increase X.1 students' reading skills in narrative text?" This research was aimed at increasing the X.1 students' reading skills which were shown in their learning achievement, and it gave some benefits to the teacher in terms of pedagogic and professional competencies. This research will also be beneficial for the other researchers who are interested in discussing similar topic profoundly.

## **THEORETICAL BACKGROUND**

### **The Concept of Reading**

Richards, et.al (1992:306) defines reading as interpreting a written text to understand the content, and the comprehension which is obtained is defined as reading comprehension. Furthermore, Warncke & Shipman (1984:95) assumes comprehension as the essence of reading activities. Moreover, they add that the reading skills to comprehend the text are based on the skills to associate the meaning with the written symbols by relating them with one's native language and personal experience. Then, it can be concluded that reading comprehension is interpreting a written text to obtain a comprehension, which is the essence of this activity, by using the skills to associate meaning



with the written symbols and relate them with the patterns in one's native language and personal experience.

### **The Level of Reading Comprehension**

According to Wells (1987) cited in Departemen Pendidikan Nasional (2004:3), there are four levels in reading, i.e. performative, functional, informational and epistemic. In Performative level, one is able to read, write and speak using the symbols; in functional level, one is expected to be able to use the language to fulfill daily need such as reading the diagram or directions; in informational level, one is expected to be able to access knowledge; and in epistemic level, one is expected to be able to transform knowledge using the target language.

For the Indonesian senior high school graduates, they are expected to be able to reach the informational level since they are prepared to continue their study to the university (Departemen Pendidikan Nasional, 2004; Permendiknas No.22, 2006).

### **The Concept of the Narrative Text**

Narrative text is a text which aimed at entertaining and instructing the readers or listeners. It is entertained because it contains of series of events which are interesting and unpredictable. It is also instructing since there is a message that a problem should be confronted (Priyana, et.al, 2008). The following are the generic structure and the language features of the narrative text according to Kurikulum 2004 Mata Pelajaran bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah (2004:38).

#### Generic Structures

- The introduction of the characters, time and place (orientation)
- The development of the conflict (complication)
- The resolution of the conflict (resolution)
- The change experienced by the characters and the moral message which can be learnt from the story (reorientation)

#### Language Features

The narrative text commonly uses:

- Proper Nouns, e.g. stepsisters.
- Adjectives which form noun phrase, e.g long black hair.
- Time connectives and conjunctions, e.g. first, then, before that, etc.
- Adverbs and adverbial phrase, e.g. here, in the mountain, etc.
- Action verbs in the Simple Past Tense, e.g. stayed, climbed, etc.
- Saying verbs, e.g. said, told, etc.
- Thinking verbs, e.g. thought, understood, felt, etc.

### **The Concept of Teams-Games-Tournament (TGT)**

TGT is one of the types of cooperative learning which places students in small groups of 4 to 5 persons who have various abilities, sexes and races. This definition is in line with DeVries' statement (1980:xi) who states, '*Teams-Games-Tournament (TGT) is a structure for reorganizing the classroom into four- or five- member teams, each having members from all levels of achievement.*'



Furthermore, DeVries (1980:xi) explains that the members of the group sit together to teach each other (peer tutoring session) as a preparation for the academic tournament, and the academic tournament to train the skills is done during weekly tournament.

After the students study together and do the exercises in students' worksheet to comprehend the material, they are placed in the tournament tables. The students represent their group to fight the other students who have similar abilities. They also have the same chance to contribute score for their group, whether they have high or low abilities. It is parallel to what DeVries (1980:xi) says:

*"During the games, students compete individually as representatives of their teams against two or three other students of comparable ability....Points are awarded on the basis of performance at each table so that low-achieving students can score just as many or more points for their teams as high-achieving students."*

**The Main Components of Teams-Games-Tournament (TGT)**

DeVries (1980:4, 17) explains six components of TGT as follows:

*Teams.* Students arranged by the teacher sit in group of 4 or 5 members who are different in abilities, races, genders.

*Games.* Games to show the academic skills are played in weekly tournament.

*Tournament.* Students play the games in periodic tournament. Each tournament runs for about 40 minutes. The tournament can be done once or twice. It depends on the curriculum or the teacher's decision. Students play the games individually by representing their groups in tournament tables, not in teams. In the tournament tables, they fight two or three students from the other teams who have relatively the same abilities. The tournament tables are arranged in an order. Table 1 is placed by the students who got the highest scores (high ability), table 2 is for those whose ability is a little bit lower until the last table which is for those who have the lowest score (low ability). In this tournament they try to answer the short questions related to the material. The questions are written on the cards which are labeled 1 to 30. The cards for the answer keys are also provided to determine whether their answer is true or false. The students who answer the questions correctly can hold the question card for calculating the final score later. At the end of the cycle the calculation is done to determine the top scorer, middle scorer and low scorer. Top scorer brings 6 for his/her team, middle scorer brings 4 and low scorer brings 2. The following tables show the variation of the number of the players and the calculation of the scores if some players get the same scores.

**Table 1:** Calculating Tournament Points for a-4Player Game

players	TIES							
	NONE	TOP	MIDDLE	LOW	3-WAY FOR TOP	3-WAY FOR LOW	4 WAY	LOW AND HIGH
A	6	5	6	5	5	6	4	5
B	4	5	4	4	5	3	4	5
C	3	3	4	3	5	3	4	3
D	2	2	2	3	2	3	4	3

Source: Adopted from O'Mahony (2006)

Note:

A=TOP SCORER

C= LOW MIDDLE SCORE

B =HIGH MIDDLE SCORER

D= LOW SCORER

**Table 2:** Calculating Tournament Points for a 3-Player Game

PLAYERS	TIES			
	NO TIES	TOP	LOW	3-WAY TIEI
A	6	5	6	4
B	4	5	3	4
C	2	2	3	4

Source: Adopted from O'Mahony (2006)

Note:

A=TOP SCORER; B=MIDDLE SCORER; C=LOW SCORER

**Table 3:** Tournament Scoring System for 2 Players

PLAYERS	TIES	
	NO TIES	TIED
TOP SCORER	6	4
LOW SCORER	2	4

Source: Adopted from O'Mahony (2006)

Note:

A= TOP SCORER

B= LOW SCORER

**Table 4:** Team Recognition Category

RERATA KELOMPOK	PREDIKAT
3.0 - 3.9	MEDIOCRE TEAM
4.0 - 4.4	GOOD TEAM
4.5 - 4.9	GREAT TEAM
5.0 above	SUPER TEAM

Source: Adapted from Jurnal Pendidikan Teknologi Informasi dan Komunikasi Vol. 3 No. 1 (Rohendi, dkk, 2010)

*Bumping.* Bumping is a procedure in TGT to place the students in the appropriate tables after the first tournament. The purpose is to change the opponents so that the students' interest is maintained and the opponents are remain equal. After the games in the tournaments, the teacher places the students who get the predicate as the top scorers in the table which is one level higher, low scorers to the table which is one level lower and middle scorers stay in the same table. For example, the winner in table 4 moves to table 3, the loser to table 5 and those who are of medium scores stay in table 4.

*Team Practice.* On the day before the tournament, each team is given a chance to learn the material and the tournament procedure. The members of the teams study together and answer the questions in their worksheet together. The material during the exercise can be the same material with that in the tournament or wider materials and later in the tournament some of them can be chosen as the material for the tournament.



*Newsletter.* At the end of the week, the teacher prepares the copy of students' progress and distribute it to the students in the classroom. The report announces the winning team and the students who contribute 6 points for their teams which is the highest scores during the tournaments.

Slavin (1995) simplifies the components of TGT into 4, they are *class presentation, team practice, tournament and team recognition*. In addition, Rahayu (2003:4 as cited in Materi Pendidikan dan Latihan Profesi Guru Rayon 4 Universitas Sriwijaya, 2001:35) states that there are 5 steps in TGT, namely *preparation, class presentation, test, and team recognition*.

## METHOD

The method used in this study was a classroom action research where the researcher was also the class teacher. Arikunto (2012:16) explains that in general there are 4 steps in a classroom action research, namely (1)planning, (2)acting, (3)observing, and (4)reflecting.

This action research was conducting in SMAN 1 Gelumbang, Muara Enim Regency in the odd semester of 2012/2013 school year. It was started on July 2012 and ended on November 2012. The subjects of the research were the X.1 students which contained of 36 students, 12 boys and 24 girls. The data were collected through tests (pre-test and post-test) and observation. Pre-test was administered during the pre-cycle and post-tests were done at the end of each cycle. Then, the data collected were analyzed using the simple statistics. The data from pre-test and post-tests were shown in tables and graphs. The percentage was calculated in order to know the increase of students' reading skills in narrative text through Teams-Games-Tournament learning model. Besides that, pre-test was also used to determine the members of the teams, both for team practice and tournament players.

The observation was done during the acting steps of the action research in order to know whether the students and teacher's performance had been in accordance with the steps in planning or not.

The indicator of the achievement in this research was is 85% of the total number of the students had reached 75 as the minimum completeness criteria (Kriteria Ketuntasan Minimal/KKM) score of the English subject in the tenth grade. Further, the procedure of this action research was conducted by following these steps:

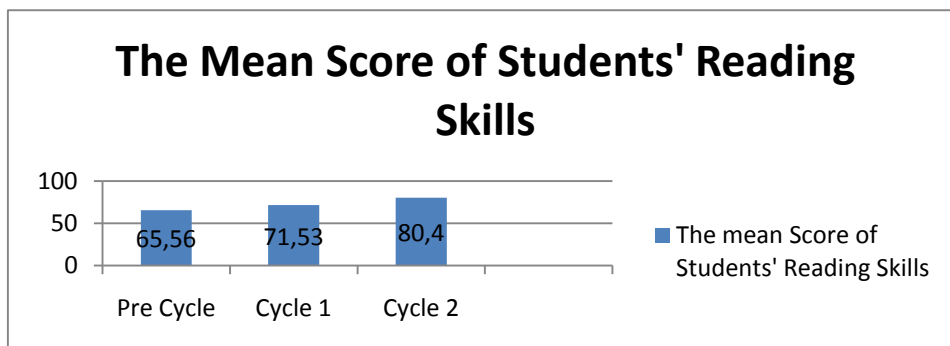
- a. Identifying the problems
- b. Determining the action research by using Teams-Games-Tournament (TGT), i.e.
  - Designing the test instrument and doing the pre-test to determine the students' team practice and tournament players.
  - Creating the questions in the observation sheet.
  - Making the teaching media.
  - Preparing the test instrument for post-test.
  - Designing the lesson plan.
  - Conducting the academic tournament at the end of the week.
  - Doing a reflection at the end of every cycle.
  - Distributing the newsletter to the students to inform them their progress in narrative text reading skills.
  - Giving group recognition.

## RESULT AND DISCUSSION

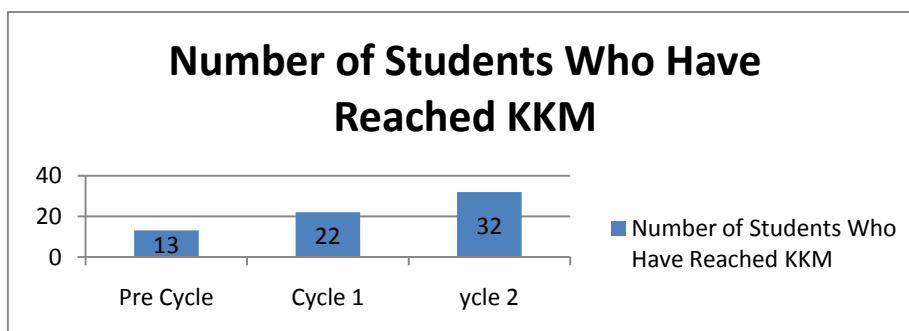
### Result

The result of the test showed that the mean score of students' reading skills in narrative text increased from 65.56 (36%) in the pre test to 71.53 (61%) in the first cycle, and it increased again into 80.4 (89%) in the second cycle (Graph 1 and 3). In addition, from 13 students who reached the minimum completeness criteria (Kriteria Ketuntasan Minimal/KKM) score for 75, it increased into 22 students in the first cycle and 32 students in the second cycle (Graph 2).

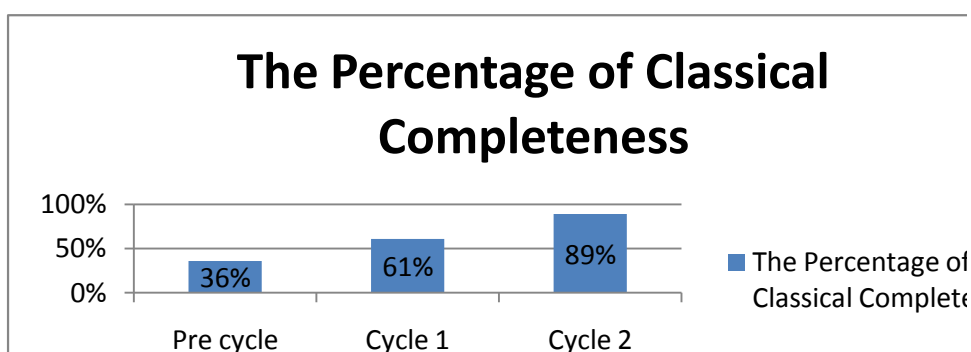
**Graph 1:** The Increase of Students' Reading Skills in Narrative Text based on the Mean Score.



**Graph 2:** The Increase of Students' Reading Skills in Narrative Text based on the Number of the Students Who Have Reached KKM



**Graph 3:** The Increase of Students' Reading Skills in Narrative Text based on the Percentage of KKM





For the tournament result, in the first tournament there were four mediocre teams, 2 good teams, 2 great teams, and 1 super team. There were 11 students brought the highest score for their teams. 7 students brought 6 and 5 students brought 5 because there were some players got series. In the second tournament, there were 4 mediocre teams, 3 good teams, and 2 great teams. There were 12 students became the top scorers, 5 of them contributed 6 and 7 of them brought 5 for their teams.

## **DISCUSSION**

Planning for cycle 1 was from October 1st to October 10th, 2012. This step was used for administering the pre-test, determining groups for team practice, and determining players for the first tournament, designing the lesson plan and the test instrument to be administered at the end of the cycle. The first cycle was implemented in two meetings. The first meeting was on Thursday, October 11th, 2012 at the 5th and the 6th meetings. The second meeting was done on Saturday, October 13th, 2012 at the third and the fourth meetings. The first meeting was for studying together and team practice while the second meeting was for the academic tournament and post test. In the first meeting, the process of teaching learning ran in accordance to the steps in TGT. The technique used was the three-phase-technique. Using TGT, in while activity, the teacher gave the presentation about the related material and the students worked in their groups as the preparation for the academic tournament in the next meeting. In their teams, they did the exercises and asked and answered questions to one another in order to make each member of the group understand the narrative text material so that they can contribute the highest score for their group.

In the second meeting, the students played a game in the tournament by fighting against the members of other groups who have similar ability with them.

During team practice, the students worked together to find the answer in on the worksheet. However, in some groups, there were some students who gave less participation so that they still needed to remind to involve in the discussion. In the tournament, most of the students looked hesitate to play the game although they were so enthusiastic to start it. Their enthusiasm was obviously seen from the way they set the tournament tables. Even, some groups have prepared the label for their tournament tables from home. Since the students have not really understood the rules of the game, it ran slowly than what had been planned. Most of the students kept asking about the rules and how to determine whether the answered was true or false. It made the post test could not be administered directly after the tournament. It was done during the extra lesson in the afternoon. Although it was done in the afternoon, but all the students did the test seriously.

Based on the observation in the first cycle, the researcher decided to apply learning activities which could motivate every member of the groups to participate actively in their team practice. The activities were some competition games after they worked together in solving the problems when answering the questions based on the text they read. For the tournament, in order to make the students understand the rules of the games well, the rules were not only explained but also printed on a piece of paper and put on every table. All players read it before starting the tournament.

The planning for the second cycle was done from October 21<sup>st</sup> to October 24<sup>th</sup>. As he first cycle, the second cycle was implemented in two meetings with 2X45 minutes for each meeting. The first meeting for team practice and the second meeting was for the academic tournament and post test. The material given was focused on the language features of the narrative text. The review of the previous lesson was also done.





During the implementation of the second cycle, the first meeting was on October 25<sup>th</sup> and the second meeting was on October 27<sup>th</sup>. On the first meeting of the second cycle, after the teacher gave the presentation, the students had another team practice. At first, they worked together to find the verbs in Simple Past Tense and the adjectives or the adverbs to describe the noun, setting of time and place. Then, to motivate the students to involve actively in identifying various aspects in a narrative text, the students had a competition game. They had to compete to answer the questions as many as possible in about 7-8 minutes (by using two songs to limit the time). In the second meeting, both the academic tournament and post test were done.

Although it needed more preparation and time allocation, the variation of learning activities using a competition game could motivate group cooperation and students' involvement during team practice in the second cycle. The teaching learning process which ran well during the first meeting also brought positive effect to the academic tournament in the second meeting.

### CONCLUSION AND REMARK

As a learning model, Teams-Games Tournament (TGT) could increase students' reading skills in narrative text. The increase was shown in the results of students' pre-test and post-test. After the first cycle, students' reading skills in narrative text increased for 25%. From 36% of classical completeness, it became 61%. Furthermore, in the second cycle, there were another increase for 28%, i.e. the classical completeness reached 89%. Overall, before and after the classroom action research, there was an increase in students' reading skills in narrative text for 53%.

It is recommended that teachers use this learning model since it motivates students to participate actively in the teaching learning process while they work cooperatively without neglecting their individual responsibility.

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